Galt Joint Union Elementary School District Board of Education

"Building a Bright Future for All Learners"

Regular Meeting June 18, 2024

6:00 p.m. Closed Session 7:00 p.m. Open Session

Board Members

Traci Skinner
Casey Raboy
Katherine Harper
Annette Kunze
Wesley Cagle

Board Member Participating Remotely:

Casey Raboy Staybridge Suites Midvale 747 West Blue Vista Lane Midvale, Utah, 84047 Galt Joint Union Elementary School District 1018 C Street, Suite 210, Galt, CA 95632

To join the webinar remotely:

https://galt-k12-ca.zoom.us/j/88435362474 Or One tap mobile:

+16694449171,,88435362474# US

+16699006833,,88435362474# US (San Jose)

Or Telephone: 408-638-0968

Board Member Tentatively Participating Remotely:

Katherine Harper Rau Park 8795 Elk Grove Florin Road Elk Grove, CA 95624

AGENDA

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

- Complete a public comment form indicating the item you want to address and give it to the board meeting assistant.
- Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item.
- Public comments emailed to <u>superintendent@galt.k12.ca.us</u> 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: District Office Conference Room
- B. Announce items to be discussed in Closed Session, Adjourn to Closed Session
 - 1. STUDENT MATTER, Education Code §35146, 48918(c)
 - Case No. 23/24-01
 - 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
 Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Unrepresented Employees

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

D. Recognition

1. Angel Velasquez, McCaffrey Middle School Student

E. Board Meeting Protocol

F. New Business

232.510 Board Consideration Of Approval Of Resolution No. 17 Resolution Of The Board Of Education Of The Galt Joint Union Elementary School District Ordering An Election To Authorize The Issuance Of School Bonds, Establishing Specifications Of The Election Order, And Requesting Consolidation With Any Other Elections Occurring on November 5, 2024

MOTION

G. Public Comments for topics not on the agenda

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

H. Reports

LCAP GOAL 1

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

- 1. Earth Day Compost Project
- 2. Spring District Assessments Data
 - District Reading Assessments (DRA) End of the Year Results, June 2024
 - Measures of Academic Progress (MAP)
- 3. 2023-24 CA School Dashboard Local Performance Indicators (Published 2024-25)
- 4. 2023-24 Fairsite State Preschool Program Self-Evaluation
- 5. Summer Food & Nutrition Services

LCAP GOAL 2

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

- 1. Marengo Ranch Elementary Track Ribbon Cutting Event
- 2. Outdoor and Environmental Education 2023-24

OTHER REPORTS

- 1. Congresswoman Doris Matsui, Representing California's 7th District, Visit to Vernon E. Greer Elementary School May 30, 2024
- 2. California School Boards Association (CSBA) Annual Education Conference (AEC) & Trade Show December 5-7, 2024 | Anaheim, CA

I. Routine Matters/New Business

232.511 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 entire Board, decides that an emergency (as defined in Government Code section 54956.5) exists or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or

3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days before the date of this meeting, and at the preceding meeting, the item was continued to this meeting.

b. Minutes

May 15, 2024 Regular Board of Education Meeting

c. Payment of Warrants

- Vendor Warrants: 24484385-24484475; 24486113-24486183; 24487437-24487529; 24488807-24488871; 24490345-24490396
- Payroll Warrants: 05/31/24; 06/10/24

d. Personnel

- Resignations/Retirements
- Leave of Absence Requests
- New Hires/Reclassifications

e. Donations

- f. Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, for Fiscal Year 2024-25 Professional Services
- g. Agreement Between GJUESD and Parker & Covert LLP, Attorney's At Law, for Fiscal Years 2024-2025 and 2025-2026 Professional Services
- h. Disposal of GJUESD Class 3 Records
- Cosumnes River Preserve Cooperative Management Agreement 2024-2029

232.512	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
232.513	Board Action Regarding Student Matter No. 23/24-01	MOTION
232.514	Board Consideration of Approval of Galt Joint Union Elementary School District (GJUESD) 2024-25 Local Control Accountability Plan (LCAP)	MOTION
232.515	Board Consideration of Approval of Galt Joint Union Elementary School District (GJUESD) 2024-25 Budget	MOTION
232.516	Board Consideration of Approval of 2024-25 Education Protection Act Use of Funds	MOTION
232.517	Board Consideration of Approval of 2024-25 Consolidated Application	MOTION
232.518	Board Consideration of 2024-25 LCAP Federal Addendum	MOTION
232.519	Board Consideration of Approval of 2024-25 Single Plan for Student Achievement: 1. Fairsite Elementary	MOTION

- 2. Vernon E. Greer Elementary
- 3. Lake Canyon Elementary

- 4. Marengo Ranch Elementary
- 5. Robert L. McCaffrey Middle
- 6. River Oaks Elementary
- 7. Valley Oaks Elementary
- **232.520** Board Consideration of Approval of 2024-25 Expulsion Panel

MOTION

232.521 Board Consideration of Approval of Declaration of Need for Fully Qualified Educators for 2024-25

MOTION

232.522 Board Consideration of Approval of Provisional Internship Permits for Newly Hired Educators

MOTION

232.523 Board Consideration of Approval of Agreement Between the Galt Joint Union Elementary School District and Tiber Corporation dba T&B Construction for District Office Restoration Services and Painting Project

MOTION

232.524 Board Consideration of Approval of Galt Joint Union Elementary School District Sunshine Proposal for the Fiscal Year 2024-25 with California School Employees Association (CSEA)

MOTION

- 1. Article X: Transfers
- 2. Article XI: Promotional Opportunities
- 232.525 Board Consideration of Approval of Galt Joint Union Elementary School District Sunshine Proposal for the Fiscal Year 2024-25 with Galt Elementary Faculty Association (GEFA)

MOTION

- 1. Article VII: Evaluation Procedures
- 2. Article XXIV: Term
- **232.526** Board Consideration of Approval of the following Board Policies:

MOTION

- 1. BP 3516 Emergency and Disaster Preparedness Plan
- 2. BP 4118 Dismissal/Suspension/Disciplinary Action
- 3. BP 4140/4240/4340 Bargaining Units
- 4. BP 4157/4257/4357 Employee Safety
- 5. BP 4218 Dismissal/Suspension/Disciplinary Action
- 6. BB 9320 Meetings and Notices
- 7. BB 9323.2 Actions by the Board
- 8. BP 5144 Discipline
- 9. BP 6141.2 Recognition of Religious Beliefs and Customs
- 10. BP 6175 Migrant Education
- 11. BP 3550 Food Service/Child Nutrition Program
- 12. BP 3551 Food Service Operations/Cafeteria Fund
- 13. BP 3553 Free and Reduced Price Meals
- 14. BP 3555 Nutrition Program Compliance
- 15. BP 5126 Awards for Achievement
- 16. BP 4111/4211/4311 Recruitment and Selection

J. Public Comments for topics not on the agenda

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

K. Pending Agenda Items

L. Adjournment

The next regular meeting of the GJUESD Board of Education is August 21, 2024

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

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

Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: Closed Session	
Presenter:	Lois Yount	Action Item: XX	

- 1. STUDENT MATTER, Education Code §35146, 48918(c)
 - Case No. 23/24-01
- 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6

 Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
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Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: Recognition
Presenter:	Lois Yount	Action Item: XX
The Board	of Trustees will recognize Angel Velasq	uez, a Student, for his efforts to assist students
and staff d	uring a recent school bus accident.	



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 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.





Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.510 Board Consideration Of Approval Of Resolution No. 17, Resolution Of The Board Of Education Of The Galt Joint Union Elementary School District Ordering An Election To Authorize The Issuance Of School Bonds, Establishing Specifications Of The Election Order, And Requesting Consolidation With Any Other Elections Occurring on November 5, 2024
Presenter:	Lois Yount	Action Item: XX Information Item:

The District's facilities planning and project prioritization efforts, involving extensive site assessments as well as stakeholder and community engagement, culminating in the 2024 Facilities Master Plan, demonstrates the need for facilities funding to address aging facilities, antiquated technology infrastructure, and safety needs at all sites. The community's positive approval of Measure K in 2016, marked the first phase in the District's long-term facilities planning. The updated Facilities Master Plan readies the District for the next phase, in order to continue the work started with Measure K.

Addressing the need to refurbish aging facilities and make critical facilities upgrades, requires that the District ask its voters to approve a ballot measure (the "Bond Measure") authorizing the issuance of General Obligation Bonds of the District, the proceeds of which would fund a significant portion of the facilities projects identified in the Facilities Master Plan.

Resolution No. 17 sets forth the text of the Bond Measure, and orders an election on the Bond Measure to be conducted on November 5, 2024, and consolidated with the Statewide Presidential election occurring on that date.

RECOMMENDATION:

It is recommended that the Board of Trustees approve Resolution No. 17 to place the Bond Measure on the November ballot for voter consideration. This action will support the District's facilities planning and the need upgrade the District's facilities and infrastructure to advance the academic experience for students in the Galt Joint Union Elementary School District.

BEFORE THE BOARD OF EDUCATION OF THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 17

RESOLUTION ORDERING AN ELECTION TO AUTHORIZE THE ISSUANCE OF SCHOOL BONDS, ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER, AND REQUESTING CONSOLIDATION WITH ANY OTHER ELECTIONS OCCURRING ON NOVEMBER 5, 2024

WHEREAS, in the judgment of the Board of Education (the "Board") of the Galt Joint Union Elementary School District (the "District"), it is advisable to call an election to submit to the electors of the District the question of whether the bonds of the District shall be issued and sold for the purpose of funding classroom and campus repairs and upgrades at the District's existing schools; and

WHEREAS, the District is located primarily in Sacramento County serving the Galt/Twin Cities area, and partially in San Joaquin County serving the Collierville community; and

WHEREAS, the District serves approximately 3,600 students in grades Pre-Kindergarten through eighth grade, at six elementary school sites and one middle school; and

WHEREAS, while the District strives to meet the needs of our community and students, many of our schools were built decades ago and need basic health and safety improvements including repairing roofs, older electrical and sewer lines, and updating classrooms and science labs to keep up with today's changing education and safety standards; and

WHEREAS, the District believes all students deserve and need safe and clean classrooms so they can learn and succeed, and has placed a priority on updating campus security systems including emergency lighting, fencing, locks, alarms and cameras; and

WHEREAS, while the District's maintenance team works hard to take care of our aging classrooms and school facilities by keeping up with minor repairs and maintenance, the significant upgrades and improvements needed at District schools are beyond what can simply be accomplished or funded as "maintenance;" and

WHEREAS, the District is dedicated to serving the community and offering an excellent education for our students, which will require adding space for science, engineering, and technology labs, and updates to athletic fields and facilities to support youth sports and physical education; and

WHEREAS, excellent schools and classrooms benefit the District's ability to recruit and retain excellent teachers and keep our community vital by continuing to attract young families; and

WHEREAS, the State of California provides very limited funding for school improvements, and most state funding requires local matching funds; and

WHEREAS, without a local school bond, the District will lose the opportunity to receive state matching funds which will then be awarded to other school districts; and

WHEREAS, as a result of the approval of Proposition 39 on November 7, 2000, Article XIIIA, Section 1, paragraph (b) of the California Constitution ("Article XIIIA") provides an exception to the limit on *ad valorem* property taxes on real property for bonded indebtedness incurred by a school district that has been approved by fifty-five percent (55%) of the voters of the District voting on the proposition; and

WHEREAS, pursuant to California Education Code section 15264 *et seq.* (the "Act"), this Board is specifically authorized, upon approval by two-thirds (2/3) of the Board, to submit to the electorate of the District the question of whether bonds of the District shall be issued and sold for specified purposes, upon a fifty-five percent (55%) vote of the electorate in favor on the question, pursuant to paragraph (3) of said subdivision (b) of Section 1 of Article XIIIA and subdivision (b) of Section 18 of Article XVI of the California Constitution; and

WHEREAS, pursuant to California Election Code section 10403, *et seq.*, it is appropriate for the Board to request consolidation of the election with any and all other elections to be held on Tuesday, November 5, 2024, and to request the election officials of Sacramento County and San Joaquin County (together, the "Counties") to perform certain election services for the District.

NOW, THEREFORE, THE BOARD OF EDUCATION OF THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT HEREBY RESOLVES, DETERMINES, AND ORDERS AS FOLLOWS:

- 1. Call for Election. The Board hereby orders an election and submits to the electors of the District the question of whether general obligation bonds of the District shall be issued and sold in the principal amount not to exceed \$27,000,000 for the purpose of raising money for the improvement, upgrade, and renovation of the District's existing facilities, and the acquisition and construction of additional classrooms, facilities, and improvements, and paying costs incident thereto, as set forth more fully in a ballot proposition approved pursuant to Section 3 below. This Resolution constitutes the order of the District to call such election.
- 2. <u>Election Date</u>. The date of the election shall be November 5, 2024, and the election shall be held solely within the boundaries of the District.
- 3. Purpose of Election; Ballot Proposition. The purpose of the election shall be for the voters of the District to vote on a proposition, a full copy of which is attached hereto as *Exhibit A*, containing the question of whether the District shall issue the bonds for the purposes stated therein, together with the accountability requirements of Article XIIIA and the requirements of section 15272 of the Act. As required by California Elections

Code section 13247, the abbreviated form of the measure to appear on the ballot is attached hereto as *Exhibit B*. The District's Superintendent (or designee) is hereby authorized and directed to make any changes to the text of the proposition, or its abbreviated form as required to comply with the intent of this Resolution, the requirements of elections officials, and requirements of law.

- 4. <u>Authority for Election</u>. The authority for ordering the election is contained in California Education Code section 15264, *et seq.* and Article XIIIA, Section 1, paragraph (b), subsection (3) of the California Constitution. The authority for the specification of this election order is contained in California Education Code section 5322.
- 5. <u>School Facilities Projects.</u> A list of the specific school facilities projects and uses to be funded from the proceeds of the bonds is set forth in *Exhibit A*. As required by Article XIIIA, the Board hereby certifies that it has evaluated safety, class-size reduction, and information technology needs of the District in developing the list of school facilities projects and uses set forth in *Exhibit A*.
- 6. Covenants of the Board Upon Approval of the Bonds by the Electorate. As required by Article XIIIA and section 15272 of the Act, if fifty-five percent (55%) of the voters of the District voting on the measure approve of the bonds, the Board shall:
 - (a) Use the bond proceeds only for the purposes authorized under Article XIIIA, including construction, reconstruction, rehabilitation, or replacement of school facilities, furnishing and equipping of school facilities, and the acquisition or lease of real property for school facilities, as specifically set forth in *Exhibit A*, and costs incident thereto, and not for any other purpose, including salaries and other routine school operating expenses;
 - (b) Conduct an annual, independent performance audit to ensure that the bond proceeds have been expended only on the projects and uses listed in *Exhibit A*;
 - (c) Conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for school facilities projects and uses listed in *Exhibit A*; and
 - (d) Establish and appoint members to an independent citizens' oversight committee in accordance with sections 15278, 15280, and 15282 of the Act.
- 7. **Delivery of this Resolution.** The Clerk of this Board is hereby authorized and directed to send or hand deliver a copy of this Resolution to the Sacramento County Superintendent of Schools and to the Registrar of Voters for each of the Counties by no later than June 24, 2024.

- 9. <u>Ballot Arguments; Tax Rate Statement</u>. Any and all members of this Board are hereby authorized to act as an author of any ballot argument prepared in connection with the election, including a rebuttal argument. The Superintendent, President of the Board, or their designees, are hereby authorized to execute any Tax Rate Statement or other document and to perform all acts necessary to place the bond measure on the ballot.
- 10. Consolidation of Election; Election Services. The Registrars of Voters for each of the Counties, and the Boards of Supervisors for each of the Counties, are hereby requested to consolidate the election ordered hereby with any and all other elections to be held on November 5, 2024, within the District. Pursuant to section 5303 of the Education Code and section 10002 of the Elections Code, the Boards of Supervisors for each of the Counties are requested to permit the Registrars of Voters, and other appropriate officials of the Counties, to render all services necessary in connection with the bond election including, but not limited to, publication of a Formal Notice of School Bond Election pursuant to Education Code 5363 and related law (the proposed form of which is attached hereto as **Exhibit** C), the mailing of the sample ballot and tax rate statement (described in section 9401 of the Elections Code), the opportunity to submit ballot arguments in connection with the bond election, the canvassing and certification of the returns of the election, and other ballot requirements pursuant to Elections Code section 15123, for which services the District agrees to reimburse the Counties as required by law. The Board hereby requests that the Sacramento County Registrar of Voters, to the extent practicable, coordinate with the San Joaquin County Registrar of Voters for the conduct of the election, including with respect to assignment of a measure letter or other title, the preparation of any analysis or statements to be printed in the sample ballot or voter guide, and any other issue the Counties deem necessary or advisable.
- 11. <u>Severability</u>. If any section, subsection, phrase or clause of this Resolution, or its application to any person or circumstance, is for any reason held to be invalid, such decision shall not affect the validity of the remaining portions of this Resolution, or their application to any other person or circumstance. The Board declares that it would have adopted this Resolution and each section, subsection, phrase or clause thereof irrespective of the fact that any one or more sections, subsections, sentences, phrases or clauses, or their application to any person or circumstance, shall be declared invalid.
- Board, the Superintendent and the other officers of the District (the "Authorized Officers") are hereby authorized and directed, individually and collectively, to do any and all things, to execute, deliver, and perform any and all agreements and documents they deem necessary or advisable in order to effectuate the purposes of this Resolution. All actions heretofore taken by the officers and agents of the District that are in conformity with the purposes and intent of this Resolution are hereby ratified, confirmed, and approved in all respects. Such Authorized Officers are hereby authorized and directed to make any changes to the text of the Measure or its abbreviated form as required to comply with the intent of this Resolution, the requirements of elections officials, and requirements of law.

13. Effective Date. This Resolution shall	ll take effect immediately upon its adoption.
* * * * * * *	* * * * * * * * * * *
PASSED AND ADOPTED on June 18, 202	24, by the following vote:
AYES: NOES: ABSTENTIONS: ABSENT:	
	By: President, Board of Education of the Galt Joint Union Elementary School District
ATTEST:	
By: Clerk, Board of Education of the Galt Joint Union Elementary Sch	ool District

EXHIBIT A

FULL TEXT OF BOND MEASURE

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT CLEAN, SAFE CLASSROOM MEASURE

INTRODUCTION

The Galt Joint Union Elementary School District serves the Galt community in southern Sacramento County as well as portions of northern San Joaquin County. The District houses approximately 3,600 students at its seven school sites.

The District is dedicated to serving the community and offering an excellent education for the our elementary and middle school students. Several of the District's school sites are aging and in need of repair and renovation. It is critical that the District increase space in order to adequately house all of its students.

The District has performed a thorough assessment of every classroom and school facility and identified facility needs at each District school site. The District has collected and considered feedback from the community, including from parents and teachers, in order to prioritize improvements based on urgency and importance. This effort forms the basis of the District's Facilities Master Plan.

The District's schools also require equipment upgrades, building retrofits for safety and security, improved access, and repair or replacement of deteriorating roofs, old plumbing, sewer, heating, ventilation, and electrical systems. The community has a critical and increasing need of technology and infrastructure to support high-quality instruction in math, science, and technology.

Dedicated funding is required to meet these needs and provide safe, updated classrooms and facilities needed to support high-quality instruction to all students in our District.

Asking the District's voters to approve a general obligation bond is a necessary step to securing both local and state funding. The State of California requires a local match, funded primarily through local general obligation bonds, for school districts wishing to pursue matching state funds for the upgrade or replacement of school buildings and facilities. The millions of dollars potentially available through the State match allows local taxpayers to benefit from the tax dollars they already pay to Sacramento.

It is imperative that our students are housed in safe, complete, comprehensive, and efficient facilities. We need to act locally to build, upgrade, and refurbish safe, clean, and modern schools to ensure our students have the educational opportunities they deserve.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT CLASSROOM REPAIR MEASURE

To provide a high-quality education for all students by keeping schools safe/clean; repair deteriorating roofs, plumbing, heating, ventilation systems; improve school security/fire safety, upgrade science/engineering/technology classrooms/labs; increase disability access, shall Galt Joint Union Elementary School District's measure authorizing \$27,000,000 in bonds at legal interest rates, levying 3¢ per \$100 of assessed valuation, raising \$1,960,000 annually while bonds are outstanding, be adopted, requiring audits, independent citizen oversight, and all funds controlled locally?

As required by the California Constitution, the proceeds from the sale of the bonds will be used only for the purposes authorized under Article XIIIA of the California Constitution, including construction, reconstruction, rehabilitation, or replacement of school facilities, furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, as specifically set forth in this Measure, and costs incident thereto, and not for any other purpose, including salaries and other routine school operating expenses.

The following list describes the specific projects the District proposes to finance with proceeds of the bonds. The scope of specific projects, the order of construction, and their completion is contingent on final project costs and the availability of needed funds. Further, projects on the project list are of the type that issuing the authorized general obligation bonds as stated will not cause the State to reduce any financial hardship contribution that would otherwise be available to the District had these bonds not been authorized, issued, and or expended for their stated purpose.

SCHOOL FACILITIES PROJECTS TO BE FUNDED FROM BOND PROCEEDS

The following list includes both projects that can be completed using the bond proceeds, along with State matching funds and other building funds the District is projected to receive and projects that are planned and needed but whose construction is contingent on the amount of bond funds available, plus the amount of State matching and other building funds the District may receive in the future, which is a function of the State building program rules, passage of State bonds, and the growth rate of the District. The completion of specific projects is also contingent on final project costs.

All District Sites, including but not limited to:

Fairsite Elementary and Early Learning Center (Grades pre-K and TK; Built in 1956) located at 902 Caroline Avenue Galt, California Lake Canyon Elementary School (Grades K-6; Built in 2005) located at 800 Lake Canyon Avenue, Galt, California

Marengo Ranch Elementary School (Grades K-6; Built in 1997) located at 1000 Elk Hills Drive, Galt, California

River Oaks Elementary School (Grades K-6; Built in 1992) located at 905 Vintage Oak Avenue, Galt, California

Valley Oaks Elementary School (Grades K-6; Built in 1968) located at 21 C Street, Galt, California

Vernon E. Greer Elementary School (Grades K-6; Built in 1992) located at 248 West A Street, Galt, California

Robert L. McCaffrey Middle School

(Grades 7-8; Built in 2003) located at 997 Park Terrace Drive, Galt, California

- Improve emergency communications systems;
- Install campus security systems including security cameras, lighting, door locks, and fencing;
- Upgrade fire safety systems, including safety doors, smoke alarms, and smoke detectors;
- Improve access to school facilities for students with disabilities;
- Repair or replace leaky roofs;
- Repair and replace plumbing and electrical systems;
- Repair or replace outdated hearing, air conditioning, and ventilation systems;
- Repair and renovate aging classrooms, labs, and facilities;
- Repair or replace portables/modular classroom facilities;
- Upgrade existing athletic facilities and develop additional athletic facilities, including playfields and related infrastructure;
- Reconfigure parking lots and bus lanes to increase safe access to schools.

Approval of the District's bond measure does not guarantee that all of the identified projects within this bond project list will be funded. The District plans to pursue funds from the State of California, if available, to complete certain of the identified facilities projects. The District is unable to anticipate all unforeseen circumstances which may prevent some of the projects listed above from being undertaken or completed.

The order in which projects are listed in the foregoing bond project list does not suggest an order of priority. Project prioritization is vested in and will be determined by the District Board of Education. Bond proceeds shall only be expended for the specific purposes identified herein. The District shall create an account into which proceeds of the bonds shall be deposited and comply with the reporting requirements of Government Code section 53410.

The Board of Education hereby certifies that it has evaluated the safety, class-size reduction, and information technology needs of the District in developing this list of school facilities projects.

Each of the bond projects described in this bond project list include the costs of furnishing and equipping such facilities, and all costs which are incidental but directly related to the types of projects described above.

These projects may include participation in the State Facility Program's Joint-Use Program to gain matching funds for teacher education, multi-purpose rooms, gymnasiums, libraries, childcare, and other qualifying Joint-Use facilities. With respect to such joint-use projects, the bond funds authorized by this Measure may be used to pay all of the local share needed to qualify the projects for special State matching funds under the State Facility Program's Joint-Use Program requirements.

ACCOUNTABILITY MEASURES

If the bonds are approved, the Board of Education will implement the following accountability measures in accordance with State law:

- (a) Use the bond proceeds only for the purposes authorized under Article XIIIA of the California Constitution, including construction, reconstruction, rehabilitation, or replacement of school facilities, furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities and related uses, as specifically set forth in this Measure, and costs incident thereto, and not for any other purpose, including salaries and other routine school operating expenses;
- (b) Conduct an annual, independent performance audit to ensure that the bond proceeds have been expended only on the projects and uses listed in this Measure;
- (c) Conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for school facilities projects and uses listed in this Measure; and
- (d) Establish and appoint members to an independent citizens' oversight committee to ensure the bonds are used only for the projects and uses listed in this Measure.

STATE MATCHING FUNDS

California Education Code section 15122.5 requires the following statement to be included in this Measure and provided to the voters:

Approval of this bond measure does not guarantee that the proposed projects in the Galt Joint Union Elementary School District that are the subject of bonds under this measure will be funded beyond the local revenues generated by this bond measure. The District's proposal for certain of the projects assumes the receipt of matching state funds, which are subject to appropriation by the Legislature or approval of a statewide bond measure.

ANNUAL TAX AMOUNT, RATE, AND DURATION

The bonds shall bear interest at an annual rate not exceeding the statutory maximum. The maturity of the bonds shall not exceed the maximum term allowed by law at the time of issuance (currently 25 years if issued under Education Code section 15140, or 40 years if issued under Government Code section 53508, so long as the bonds are not capital appreciation bonds ("CABs," which CABs are limited to 25 years)). Accordingly, as further set forth in the tax rate statement, the *ad valorem* tax will be levied at such rates and for so long as may be required to meet the debt service needs of the bonds proposed to be issued, including such bonds that may be issued to refund any approved bonds.

* * *

To the extent permitted by law examples of incidental costs include, but are not limited to: costs of design, engineering, architect and other professional services, facilities assessments, inspections, site preparation, utilities, landscaping, construction management and other planning and permitting, legal, accounting and similar costs; independent annual financial and performance audits; a customary construction contingency; demolition and disposal of existing structures; the costs of interim housing and storage during construction including relocation and construction costs incurred relating to interim facilities; rental or construction of storage facilities and other space on an interim basis for materials and other equipment and furnishings displaced during construction; costs of relocating facilities and equipment as needed in connection with the projects; interim classrooms and facilities for students, administrators, and school functions, including modular facilities; federal and state-mandated safety upgrades; addressing unforeseen conditions revealed by construction/modernization and other necessary improvements required to comply with existing building codes, including the Field Act; access requirements of the Americans with Disabilities Act; costs of the election; project construction oversight, management and administration during the duration of such projects, including by District personnel, and bond issuance costs.

Unforeseen conditions may arise during the course of planning, design and construction resulting in the scope and nature of any of the specific projects described above being altered by the District. In the event that the District determines that, with respect to a modernization or renovation project, it is more economical for the District or otherwise in the District's best interests to be undertaken as new construction, this bond measure authorizes said new construction, including land acquisition, relocation, expansion and construction and/or reconstruction, and all costs relating thereto. Conversely, if the District determines that it is more economical or otherwise in the best interests of the District to modernize or renovate District facilities instead of undertaking a new construction project, this bond measure authorizes such a project. In addition, this measure authorizes the acquisition of real property, including necessary rights of ways or other real property interests, required to expand District facilities, to provide access to school or other District facilities, or to provide additional school or related facilities. Further, authorized projects include reimbursements for project costs previously paid and paying and/or prepaying interim financing for the types of projects included on the project list, such as bond anticipation notes. Finally, projects on this list may be undertaken and used as joint use projects with other public agencies.

EXHIBIT B

$\begin{array}{c} \text{BOND MEASURE} \\ \text{for} \\ \text{GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT} \end{array}$

(Abbreviated Form)*

"GALT JOINT UNION ELEMENTARY		
SCHOOL DISTRICT CLASSROOM REPAIR		
MEASURE . To provide a high-quality education		
for all students by keeping schools safe/clean;	BONDS – YES	
repair deteriorating roofs, plumbing, heating,		
ventilation systems; improve school security/fire		
safety, upgrade science/engineering/technology		
classrooms/labs; increase disability access, shall		
Galt Joint Union Elementary School District's		
measure authorizing \$27,000,000 in bonds at legal		
interest rates, levying 3¢ per \$100 of assessed	BONDS – NO	
valuation, raising \$1,960,000 annually while bonds	BONDS – NO	
are outstanding, be adopted, requiring audits,		
independent citizen oversight, and all funds		
controlled locally?"		

^{*} Limited to 75 words pursuant to California Elections Code section 13247.

EXHIBIT C

FORMAL NOTICE OF SCHOOL BOND ELECTION

NOTICE IS HEREBY GIVEN to the qualified electors of the Galt Joint Union Elementary School District, located in Sacramento County and San Joaquin County, California, that in accordance with the provisions of the Education Code of the State of California, an election will be held on November 5, 2024, within the District, at which election the following measure shall be submitted to the qualified electors of the District and voted upon:

"GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT CLASSROOM REPAIR MEASURE. To provide a high-quality education for all students by keeping schools safe/clean; repair deteriorating roofs, plumbing, heating, ventilation systems; improve school security/fire safety, upgrade science/engineering/technology classrooms/labs; increase disability access, shall Galt Joint Union Elementary School District's measure authorizing \$27,000,000 in bonds at legal interest rates, levying 3¢ per \$100 of assessed valuation, raising \$1,960,000 annually while bonds are outstanding, be adopted, requiring audits, independent citizen oversight, and all funds controlled locally?"

Bonds - Yes Bonds - No"

The bonds shall bear interest at an annual rate not exceeding the statutory maximum. The maturity of the bonds shall not exceed the maximum term allowed by law at the time of issuance (currently 25 years if issued under Education Code section 15140, or 40 years if issued under Government Code section 53508, so long as the bonds are not capital appreciation bonds ("CABs," which CABs are limited to 25 years)). Accordingly, as further set forth in the tax rate statement, the *ad valorem* tax will be levied at such rates and for so long as may be required to meet the debt service needs of the bonds proposed to be issued, including such bonds that may be issued to refund any approved bonds.

All of the purposes enumerated in the foregoing measure shall be united and voted upon as one single measure, with precincts, places of holding the elections and officers appointed to conduct the elections to be the same as those provided for the statewide presidential general election to be held on November 5, 2024, under the Notice of Election published ______.

This election has been called pursuant to a Resolution of the Board of Education of the Galt Joint Union Elementary School District, adopted on June 18, 2024. The Elections Official of Sacramento County hereby gives formal notice of the election in accordance with the provisions of Education Code Section 15120.

IN WITNESS WHEREOF, I have hereunto set my hand this day of , 2024.

Registrar of Voters Sacramento County, California



Survey Results Galt Joint Union Elementary School District

Informational Mailer



- Sent in Spanish and English
- Mailed June 5th
- Online survey



Preparing Our Students for Success

Dear Neighbors,

I am grateful to serve this community as the Galt Joint Union Elementary School District (GJUESD) Superintendent. At GJUESD we are committed to promoting student growth and innovative educational programs that integrate personal strengths, social, emotional, and academic learning for our students.

Aging Schools Are in Need of Repair

GJUESD is committed to providing a quality education to our students. However, many of our schools were built decades ago and need upprades to keep up with today's changing education and safety standards. Security systems and fire prevention systems are old and outdated, classroom roofs leak, and older electrical and sewer lines need to be replaced.

Classrooms and Science Labs in Need of Modernization

Our schools have outdated classrooms and science labs that were built for a different era of education and students must learn on equipment that is now outdated. Upgrading classrooms will promote a strong foundation in science, technology, engineering, and math to ensure our students will have a better opportunity for success in high school, college, and careers.

Limited Funding for Facility Improvements

Our district has very few options when it comes to funding the necessary repairs and updates that our schools need. The State provides limited funding for facility updates without local matching funds. Redirecting funds in the current budget would take resources out of our classrooms and waw from our students.

A potential school facilities improvement bond measure could provide the funding needed to fix and improve school facilities to ensure we can continue to provide a safe and modern learning environment for all local students.

Share Your Thoughts

As we plan for the future of our schools, your input is important to us. Please fill out the survey card in this mailer or visit tinyurl.com/GJUESD-Survey to share your priorities for our GJUESD schools.

Sincerely,

Lois Yount

Superintendent
Galt Joint Union Elementary School District

Local Funding to Repair and Upgrade Our Schools

While no final decision has been made, to complete needed repairs and improvements across and our community schools. Bee Board of discustion is considering patient as 27 million school improvement bond measure on the November 2004 ballot. This measure's projected cost would be milled to 35 per 5100 of assessed (not market value) per year for at long as bonds are outstanding. If approved by local viders, funding from a potential school improvement bond measure could be

- Provide clean and safe schools and classrooms
- Repair and upgrade older schools, classrooms, and outdoor learning spaces so they meet current safety codes and provide proper access for students with disabilities
- [i] Improve campus security systems including emergency lighting, fencing, locks, alarms, and cameras
- Fix deteriorating roofs, plumbing, bathroom, sewer, heating, ventilation, and





Deteriorating heating and cooling system

Aging restroom

Mandatory Fiscal Accountability and Local Control

By law, any potential bond measure would require fiscal accountability protections, including:

- An independent citizens' oversight committee and mandatory annual audits ensure all funds are spent as voters intended
- A detailed project list outlining the specific use of funds would be required
- No funds could be used for administrators' or staff salaries

Upcoming Board Meeting

Tuesday, June 18, 2024 7:00 p.m.
GJUESD 1018 C St #210, Galt, CA 95632
www.galt.k12.ca.us/Our-District/Board-of-Education/index.html



Loo Timor of our schools for a community process, and printing the tibute of our schools for a formumary process, and the tibute of our tibute of our tibute of the tibuter, but in put is the process of the tibuter, but in the tibuter, but in the tibuter of the tibuter of tibuter our tibuter of tibuter of tibuter our tibuter of tibuter of tibuter of tibuter of tibuter of tibuter our tibuter of tibuter of

Survey Overview



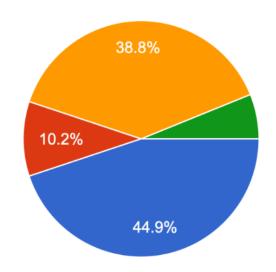
- Shared with the community in the last week
- 52 responses in total
- To note:
 - Not scientifically accurate
 - o Purpose: to involve the community

Survey Results



What is your affiliation with Galt Joint Union Elementary schools?

49 responses

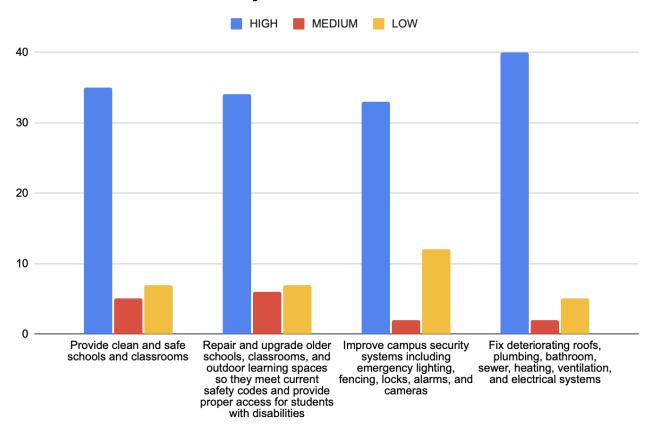


- Parent/Grandparent/Guardian
- Staff Member
- Community Member
- Other

Survey Results



Galt Joint Union Elementary School District



IMPROVEMENT PRIORITIES

Community Input



- "Had children in GJUESD 40 yrs ago. Students are our future-we need to provide for them!"
- "District already did this. Schools were fixed."
- "We need this for our kids. Thank you. Mirrors in ALL restrooms schools."
- "We already pay a high number of taxes. How many bonds do we need?"

TAX RATE STATEMENT

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT GENERAL OBLIGATION BONDS MEASURE

An election will be held in Galt Joint Union Elementary School District (the "District") on November 5, 2024, for the purpose of submitting to the electors of the District the question of incurring bonded indebtedness of the District in the maximum principal amount of \$27,000,000. If such bonds are authorized and sold, the principal thereof and interest thereon will be payable from the proceeds of taxes levied on taxable property in the District. The following information regarding tax rates is given in compliance with Section 9401 of the California Elections Code. This information is based upon the best estimates and projections presently available from official sources, upon experience within the District and other demonstrable factors.

Based upon the foregoing and projections of the assessed valuations of taxable property in the District, and assuming the entire debt service on the bonds will be paid through property taxation:

- 1. The best estimate of the average annual tax rate that would be required to be levied to fund the bond issue over the entire duration of the bond debt service, based on assessed valuations available at the time of the filing of this statement, or a projection based on experience within the same jurisdiction or other demonstrable factors is \$29.05 per \$100,000 of assessed valuation (2.905 cents per \$100 of assessed valuation) of all property to be taxed. It is estimated that the final fiscal year in which the tax is anticipated to be collected is 2053-54.
- 2. The best estimate of the highest tax rate that would be required to be levied to fund the bond issue, and an estimate of the first year in which that rate will apply, based on estimated assessed valuations available at the time of the filing of this statement, or a projection based on experience within the same jurisdiction or other demonstrable factors, is \$29.50 per \$100,000 of assessed valuation (2.950 cents per \$100 of assessed valuation) of all property to be taxed and the year is 2025-26.
- 3. The best estimate of the total debt service, including the principal and interest, that would be required to be repaid if all the bonds are issued and sold is approximately \$56,908,663.

Attention of voters is directed to the fact that the foregoing information is based upon projections and estimates only. The actual timing of sales of the bonds and the amount to be sold at any time will be governed by the needs of the District and other factors. The actual interest rates at which the bonds will be sold, which will not exceed the maximum permitted by law, will depend upon the bond market at the time of sale. The actual assessed valuations in future years will depend upon the value of property within the District as determined in the assessment and the equalization process. Therefore, the actual tax rates and the years in which those tax rates will be applicable may vary from those presently estimated and stated above.

Voters should note that estimated tax rates are based on the ASSESSED VALUE of taxable property on the County's official tax rolls, <u>not</u> on the property's market value. Property owners should consult their own property tax bills to determine their property's assessed value and any applicable tax exemptions.

Dated: July , 2024	/s/ Lois Yount	
· —	Superintendent,	
	Galt Joint Union Elementary School District	



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

UPDATING AND REPAIRING LOCAL SCHOOLS

Galt Joint Union Elementary School District

Galt Joint Union Elementary School District (GJUESD) is committed to promoting growth and innovative educational programs that integrate personal strengths, social, emotional, and academic learning for our students.

PREPARING OUR STUDENTS FOR SUCCESS

GJUESD is committed to providing a quality education to our students. However, many of our schools were built decades ago and need upgrades to keep up with today's changing education and safety standards. Security systems and fire prevention systems are old and outdated, classroom roofs leak, and older electrical and sewer lines need to be replaced.

Our schools have outdated classrooms and science labs that were built for a different era of education and students must learn on equipment that is now outdated. Upgrading classrooms will promote a strong foundation in science, technology, engineering, and math to ensure our students will have a better opportunity for success in high school, college, and careers.

LOCAL FUNDING TO REPAIR AND UPGRADE OUR SCHOOLS

To complete needed repairs and improvements across all our community schools, the Board of Education is considering placing a \$27 million school improvement bond measure on the November 2024 ballot. While no final decisions have been made, this measure's cost would be limited to 3¢ per 100 of assessed (not market value) per year for as long as bonds are outstanding.

If approved by local voters, funding from a potential school improvement bond measure could be used to:



Provide clean and safe schools and classrooms



Repair and upgrade older schools, classrooms, and outdoor learning spaces so they meet current safety codes and provide proper access for students with disabilities



Improve campus security systems including emergency lighting, fencing, locks, alarms, and cameras



Fix deteriorating roofs, plumbing, bathroom, sewer, heating, ventilation, and electrical systems

MANDATORY FISCAL ACCOUNTABILITY AND LOCAL CONTROL

- ✓ By law, any potential bond measure would require fiscal accountability protections, including:
- ✓ All funds would be controlled locally for our schools and could not be taken away by the State
- ✓ An independent citizens' oversight committee and mandatory annual audits ensure all funds are spent as voters intended
- ✓ A detailed project list outlining the specific use of funds would be required.
- ✓ No funds could be used for administrators' or staff salaries

WE WANT TO HEAR FROM YOU!

Planning for the future of our schools is a community process, and as GJUESD looks to the future your input is important to us. To learn more, take our survey, or share your thoughts please scan the QR code at the right.







Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: Reports
Presenter:	Lois Yount	Action Item: XX

LCAP GOAL 1

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

- 1. Earth Day Compost Project
- 2. Spring District Assessment Data
 - District Reading Assessments (DRA) End of Year Results, June 2024
 - Measures of Academic Progress (MAP)
- 3. 2023-24 CA School Dashboard Local Performance Indicators (Published 2024-25)
- 4. 2023-24 Fairsite State Preschool Program Self-Evaluation
- 5. Summer Food & Nutrition Services

LCAP GOAL 2

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

- 1. Marengo Ranch Elementary Track Ribbon Cutting Event
- 2. Outdoor and Environmental Education 2023-24

OTHER REPORTS

- 1. Congresswoman Doris Matsui, Representing California's 7th District, Visit to Vernon E. Greer Elementary School May 30, 2024
- 2. California School Boards Association (CSBA) Annual Education Conference (AEC) & Trade Show December 5-7, 2024 | Anaheim, CA





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

1. Earth Day Compost Project

Leesa Klotz, Education Coordinator, Cal-Waste Recovery Systems

The Earth Day Compost Project is a partnership between the City of Galt, GJUESD, GJUHSD, Cal-Waste, and Galt Sunrise Rotary. The goal is to help students and the community see the full circle of SB1383 (Organic Waste Recycling) by bringing compost back to school gardens.



Spring District Assessment Data

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.

2. Spring District Assessment Data:

District Reading Assessments (DRA) End of the Year Results, June 2024

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

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

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

District	Spring 2023	Spring 2024	Target Met?
Kinder	73%	74%	
First	63%	54%	No
Second	62%	54%	No
Third	70%	54%	No

Greer	Spring 2023	Spring 2024	Target Met?
Kinder	65%	41%	
First	71%	57%	No
Second	49%	53%	No
Third	73%	52%	No

Lake Canyon	Spring 2023	Spring 2024	Target Met?
Kinder	89%	100%	
First	53%	63%	No
Second	54%	36%	No
Third	64%	50%	No

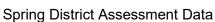


Spring District Assessment Data

Marengo Ranch	Spring 2023	Spring 2024	Target Met?
Kinder	71%	80%	
First	78%	44%	No
Second	69%	65%	No
Third	79%	66%	No

River Oaks	Spring 2023	Spring 2024	Target Met?
Kinder	69%	82%	
First	50%	48%	No
Second	66%	53%	No
Third	69%	61%	No

Valley Oaks	Spring 2023	Spring 2024	Target Met?
Kinder	69%	85%	
First	88%	59%	No
Second	74%	61%	No
Third	66%	45%	No





2. Spring District Assessment Data:

Measures of Academic Progress (MAP) End of the Year Results, June 2024

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

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

	Spring '23 Math	Spring '24 Math	Target Met?	Spring '23 Reading	Spring '24 Reading	Target Met?
District	47%	62%	Yes	43%	47%	No
Marengo Ranch	64%	83%	Yes	50%	63%	Yes
River Oaks	35%	58%	Yes	51%	45%	No
Valley Oaks	37%	41%	No	27%	31%	No
Lake Canyon	48%	72%	Yes	41%	53%	Yes
Greer	53%	61%	Yes	47%	47%	No



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

2023-24 CA School Dashboard Local Performance Indicators (Published 2024-25)

Claudia Del Toro-Anguiano, Curriculum Director and Kuljeet Nijjar, Educational Services Director

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

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

Below are the overall performance levels for each local indicator:

Priority 1:	Appropriately Assigned Teachers, Access to Curriculum- Aligned Instructional Materials, and Safe, Clean and Functional School Facilities	Ranking: MET
Priority 2:	Implementation of State Academic Standards	Ranking: MET
Priority 3:	Parent and Family Engagement	Ranking: MET
Priority 6	School Climate	Ranking: MET
Priority 7	Access to a Broad Course of Study	Ranking: MET

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

(Complete Self-Reflection Document Attached)



2024-25 Local Performance Indicator Self-Reflection

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

Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of- Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	166.5%	93.1%	0.1%	1.6%	0.7%	4.5%	0.0	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)	6

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

2024 Districtwide CalSCHLS Parent Survey:

Percentage responding "STRONGLY AGREE" or "YES"

Elementary parent responses: 202 Middle School parent responses: 50

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

Elementary: Goal=50%

Parental involvement in school=56%
School is a safe place for my child=47%
School has adults who really care about students= 51%
Communication with parents about school= 52%
School staff treat parents with respect=54%

Middle School: Goal 50%

Parental involvement in school=44%

Communication with parents about school= 41%

School keeps me well informed about school activities=48%

School treats all students with respect=44%

School provides parents with advice and resources to support my child's social and emotional needs.=51%

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 performs daily outreach and regular home visits for students and families.
- Bilingual Community Outreach Assistants have 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 staff are available at each school to support great family engagement and increase two-way communication between teachers and parents.
- Family engagement activities are implemented at all sites: School Picnics, Literacy Nights, Science Nights, Math Nights, Back-to School Nights, Open House, Fall Festivals, Movie Nights, Color Runs, etc.
- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers a principals to improve a school's capacity to partner with families.	and 4

	Practices	Rating Scale Number
6.	Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7.	Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8.	Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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

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

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

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

Elementary: Goal = 50%

- Teachers communicate with parents about what students are expected to learn in class: 48%
- School encourages me to be an active partner with the school in educating my child: 43%
- School promptly responds to my phone calls, messages, or emails: 55%

Middle School: Goal = 50%

- Letting you know how your child is doing in school between report cards=50%
- School keeps me well-informed about school activities=48%
- Communication with parents about school: 41%
- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

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

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

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

• utilizing bilingual assistants, bilingual staff and the Bilingual Community Outreach Coordinator to provide interpretation and translation at parent meetings/events

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

Parental Involvement in schools: Elementary: 56% Middle: 44%

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

 School actively seeks the input of parents before making important decisions. Elementary: 28% Middle: 32%

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), School Site Council (SSC), English Learner Advisory Committee. (ELAC),
 Special Education Parent Advisory Committee(PAC). Parents actively play a role in the decision-making
 process at the site and district levels. The groups include information shared in English and Spanish.
- Principals and teachers attend the District Advisory Committee meetings with parent representatives from each site.
- LCAP progress updates and the examination of state and local data are included in quarterly District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings.

- The annual CalSCHLS survey is conducted with families to provide feedback in the following areas: Parent engagement, Communication, Facilities and School Safety.
- Principals actively work alongside their Parent Clubs at each site to plan, design and implement a wide variety of family engagement activities.
- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

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

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

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

- utilizing bilingual assistants, bilingual staff and the Bilingual Community Outreach Coordinator to provide interpretation and translation at parent meetings/events
- have an outreach table at school and community events.
- making personal phone calls to families for attendance at parent advisory committee meetings
- maintain the School Readiness parent center at Fairsite with resources and services
- provide parent education classes in English
- · increase attendance at parent advisory committee meetings
- offer virtual meeting options to families

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

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

2024 CalSCHLS Data: Percentage of students that participated in the survey:

Grades 5- 6 = 541 (70%), Grades 7- 8 = 799 (96%)

Percentage responding "YES, MOST OR ALL OF THE TIME" Goal=80%

- Students feel connected to school: Grade 5 = 70%, Grade 6 = 69%, Grade 7 = 43 %, Grade 8 = 43 %
- Students are academically motivated: Grade 5 = 82%, Grade 6 = 83%, Grade 7 =55%, Grade 8 =58 %
- Students have a caring adult in school: Grade 5 = 69%, Grade 6 = 68%, Grade 7 = 56 %, Grade 8 = 56 %
- Students have social and emotional learning supports: Grade 5 = 75%, Grade 6 = 73%, Grade 7 = 46 %, Grade 8 = 45 %
- My school has an anti-bullying climate: Grade 5 = 74%, Grade 6 = 69%, Grade 7 = 35 %, Grade 8 = 32 %
- I feel safe at school: Grade 5 = 74%, Grade 6 = 76%, Grade 7 = 48 %, Grade 8 = 51 %

Cyberbullying is a problem: Grade 5 = 21%, Grade 6 = 22%, Grade 7 = 30%, Grade 8 = 33 %

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

District Strengths Based on the Student Survey Data 5th-6th Grades:

- 1. Academic Motivation
- 2. High Expectations in School
- 3. Facility upkeep
- 4. Parental Involvement In School
- 5. Feel Safe on way to and from school
- 6. Social and emotional learning supports
- 7.Students treated with respect
- 8. Rule Clarity

7th-8th Grades:

- 1. High Expectations
- 2. Caring adult relationships
- 3. Students are academically motivated.
- 4. School perceived as safe
- 5. Clarity of rules

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

- 29% of 7th and 29% of 8th grade students reported "Experienced chronic sadness/hopelessness" in the past 12 months.
- 52% of 7th and 53% of 8th grade of middle school students reported "School is really boring"

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

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 24-25 LCAP.

This ongoing analysis and reflection of successes and challenges shaped the two broad goals proposed in the new LCAP:

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

All Metrics on the District LCAP were developed to measure the growth towards meeting the two broad goals. All proposed actions and services were developed to address the understanding that "Learning is social, emotional and academic".

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

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

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

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

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

For the 2023 - 2024 year, 100% of GJUESD students had full access to a broad course of studies. Elementary students had access to additional courses, such as visual and performing arts as well as all secondary students (Grades 7 -8) had access to a broad course of studies within their school offerings which included art, AVID, choir, band, piano lab, technology and after school plays. In reviewing data reports of enrollment in exploratories, the district has found that English learners in Grades 7-8 do not have access to exploratories since they are enrolled in English Language Development course. Additional research is needed to ensure that all English learners have access to exploratory classes during the school day.

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

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

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

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

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction		1	2	3	4	5
1.	Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]				
	 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 the county a menu of available continuum of services for expelled students.					
4.	Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coo	rdinating Services	1	2	3	4	5
and sup policies facilitate records,	ning ongoing collaboration corting development of and procedures that expeditious transfer of transcripts, and other educational information.					
secondar engaging including welfare tr independ communi career te	ng the coordination of post- y opportunities for youth by with systems partners, but not limited to, child ransition planning and ent living services, ty colleges or universities, chnical education, and e development providers.					
the needs communi assessm group, ge identificat students	ng strategies to prioritize s of foster youth in the ty, using community-wide ents that consider age eographical area, and tion of highest needs based on academic needs ement type.					
reviewing collecting COE level purposes of support and whet services	y in the process of y plan deliverables and of y and analyzing LEA and el outcome data for of evaluating effectiveness t services for foster youth her the investment in contributes to improved hal outcomes for foster					



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.

4. 2023-24 Fairsite State Preschool Program Self-Evaluation

Kuljeet Nijjar, Educational Services Director



Fairsite Preschool Program Self-Evaluation 2023-2024

June 2024 Kuljeet Nijjar, Educational Services Director Laura Marquez, Principal

Kinder Readiness

- **Academic Skills:** We focus on developing literacy, math, social studies, and science skills, providing a solid foundation for future learning.
- Language Skills: We promote expressive and receptive oral language abilities, including effective communication, asking and answering questions, vocabulary development (including academic language), and listening comprehension.
- **Social Skills:** We emphasize the ability to pay attention, follow instructions, communicate clearly, engage and collaborate with peers, demonstrate problem-solving skills appropriate for their age, and be ready to learn.
- **Emotional Skills:** We foster the capability to identify and express emotions, act independently, and exhibit appropriate behavior.
- Physical Skills: We support the development of age-appropriate gross and fine motor skills, enabling children to engage confidently in physical activities.

Preschool Staff 2023-2024

- 7 Teachers
- 14 Instructional Assistants
- 4 School Readiness
- 2 Home Visitors

Preschool Enrollment

189 enrolled

- General Education
- Special Education
- Home Visitation participants

Continuous Improvement

- Desired Results Developmental Profile (DRDP)
- Environmental Rating Scale
- Preschool Parent Survey
- District Trimester Assessments
- Improvement Cycles

Preschool Parent Survey

Strength

- Students are safe and happy in the program
- Satisfied with interactions between staff and students

Areas for Growth

• Increase parent engagement

Desired Results Developmental Profile (DRDP)



Areas of Strength

- Language and Literacy Domain: 48% in Building Middle stage
- Physical Development Domain: 35% in Building Later stage

Areas for Growth

Language Development Domain:
 19% at Exploring Later stage of above

District Assessments

Strengths

- Color Recognition: 81% met benchmark
- Object Counting: 80%
- Extending Patterns: 81%

Questions/Comments



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.

5. Summer Food & Nutrition Services

Alejandra Garibay, Chief Business Official, and Nick Svoboda, Food Services Supervisor

The GJUESD participates in the Seamless Summer Feeding Option (SSFO) offered through the California Department of Education (CDE) Nutrition Services Division. Free summer meals are available to children in the community 18 years and younger. Breakfast & lunch are being served at the following locations:

Marengo Ranch and Valley Oaks Elementary

- June 14 through July 24
- Breakfast served from 7:30 to 8:00 am
- o Lunch served from 11:00 to 11:30 am

Fairsite Elementary and Galt Aquatics Center

- o June 10 through July 26
- o Breakfast served from 7:30 to 8:00 am
- Lunch served from 11:00 to 11:30 am

Mokelumne Manor – 26188 N. Manor Drive, Thornton

- June 11 through July 23
- Children receive bagged breakfast & lunch (5-day meal plan)
- o Pick-up is every Tuesday from 11:00 to 11:30 am

Due to national holidays, no meals will be served on June 19 and July 4.

GALT ELEMENTARY SCHOO **DISTRICT** FREE SUMMER MEALS



Breakfast & Lunch

Monday- Friday

Breakfast served 7:30am-8:00am Lunch Served 11:00am-11:30am



Open:

June 14th-July 24th **Marengo Elementary**

1000 Elk Hills Drive



Valley Oaks Elementary 21 C Street



Open:

June 10th-July 26th

Fairsite Elementary

902 Caroline Avenue



Galt Aquatics Center 630 Chabolla Avenue

*CLOSED 6119 & 11A Meals available to children in the community 18 years and younger. All meals must be consumed on site. Children may take a single piece of fruit from the meal to finish later.

THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER



GALT ELEMENTARY SCHOOL DISTRICT FREE SUMMER MEALS AT MOKELUMNE MANOR

26188 N. MANOR DRIVE, THORNTON





Bagged Breakfast & Lunch

5 Day Meal Plan
Pick-Up Every Tuesday.
6/11-7/23
11am-11:30am

*One Bag Per Child Under The Age Of 18.





THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDE



LCAP GOAL 2

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

1. Marengo Ranch Elementary Track Ribbon Cutting Event

Lois Yount, Superintendent and Alejandra Garibay, Chief Business Official

Due to the long-standing partnership between GJUESD and S+B James Construction, they have installed a running track in the field at Marengo Ranch at no cost to the District. S+B James donated time, services, and equipment to complete this project for the students and community of Galt. The estimated cost for this project was \$250,000.













LCAP GOAL 2

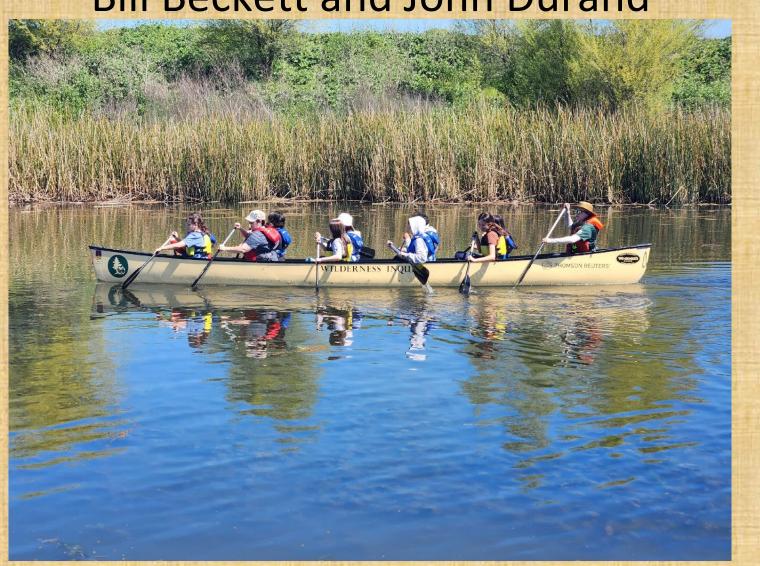
Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

1. Outdoor and Environmental Education 2023-24

Bill Beckett and John Durand, Environmental Coordinators

Outdoor and Environmental Education 2023/2024

Bill Beckett and John Durand



Student Engagement Activities

- Acorn Collecting on Preserve trails
- McFarland Ranch Pumpkin Patch
- Wildlife observations in the wetlands
- Planting Acorns for habitat restoration
- Pioneer Days at McFarland Ranch
- Canoemobile with Wilderness Inquiry
- Art in the outdoors
- Service learning and volunteering
- · Salmon and Steelhead in the Classroom
- School Site Programs



Acorn Collecting to Restore Valley Oak Forests

- NGSS connections
 - seasons and weather
 - plant life cycle
 - human interactions in the environment
- Service learning
- Exploring nature trails
- Observing wildlife





McFarland Living History Ranch Pumpkin Patch

- Community based volunteer program
- High interest students learning
- Harvest pumpkins
- Pumpkin science

 - Plant life cycles
 Count pumpkin seeds
 Measure circumference

 - Float or sink to learn density
- Grind corn and feed the chickens
- Make pumpkin pudding
- Hay ride around the farm





Salmon and Steelhead in the Classroom

Salmon eggs in November

Steelhead eggs in February

- All school sites
- 16 classrooms
- 4th-8th grades



Students observe salmon and trout eggs hatch and develop and learn



Birding with NGSS standards

Students

- observe birds in their natural habitats
- learn nutrient cycling
- document physical adaptations
- observe behaviors including
 - flocking
 - feeding
 - singing
- study diversity
 - resident
 - migratory birds



Staten Island & Wildlife Friendly Farming

Fifth grade language arts and science standards

- Migratory Sandhill Crane habitat
- Corn and other crops for human use





Acorn Planting

- Students learn about plant life cycles
- Learn the significance of Valley Oaks forests
 - o important species to the Central Valley
 - o our community
- Everyone can make a difference

 - in the community
 for a healthier environment







Pioneer Days at McFarland Living History Ranch

- Students engage in Pioneer Era activities
 - Square dancing
 - Rope making
 - Candle making
 - Tin smithing
 - Wood working
 - Gardening
 - Ice cream making
 - Leather working



Galt High School

Pioneer Engineering

- Leadership and mentoring opportunities
- Students branding on open fire

- Historic crafts
 - Tinsmith lanterns





Canoemobile with Wilderness Inquiry

- Students learn to paddle canoes
- Basic water safety
- 24 foot long, 10 passenger canoes
- For many students this is their first time on the water in any kind of boat.
- Land Stations
 - Fly Casting and fly tying offered by volunteers from California Fly Fishers Unlimited.
 - Orienteering: Students learn to use a compass
 - Macroinvertebrates: Students learn about aquatic life cycles of insects and their importance
 - Guided nature walk

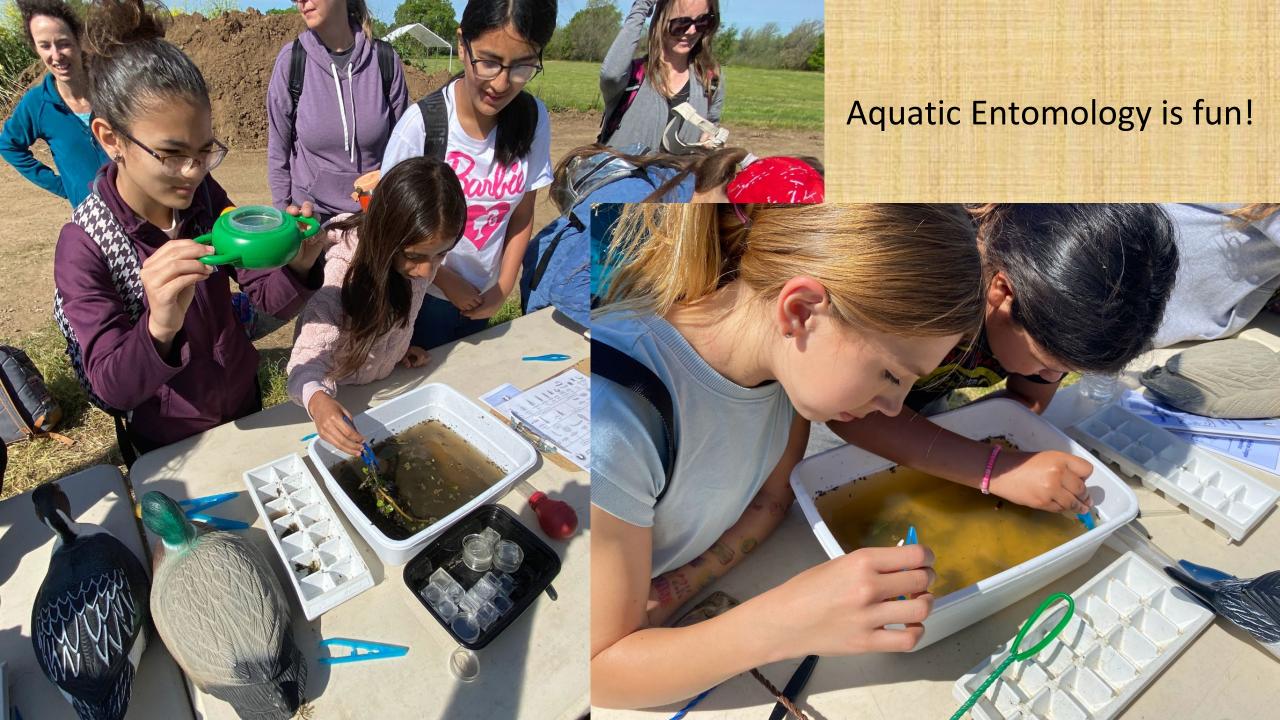












Canoemobile Program Highlights

- 10 days
- 13 events
- 4 school districts
- 9 schools
- 25 teachers
- 560 students
- 650 participants
- 224 land station sessions
- 53 CRP staff and volunteers







Cosumnes River Preserve Canoemobile Partners

U.S. DEPARTMENT OF THE INTERIOR BUREAU OF LAND MANAGEMENT

Wilderness Inquiry

Galt Joint Union Elementary School District

United States Bureau of Land Management

California Department of Fish and Wildlife

Sacramento County Regional Parks

California Fly Fishers Unlimited

The Nature Conservancy

Latino Outdoors





17th Annual Galt Winter Bird Festival

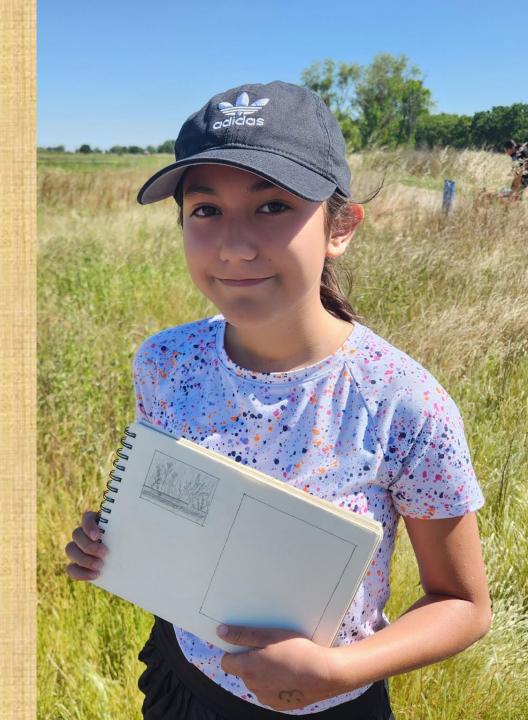


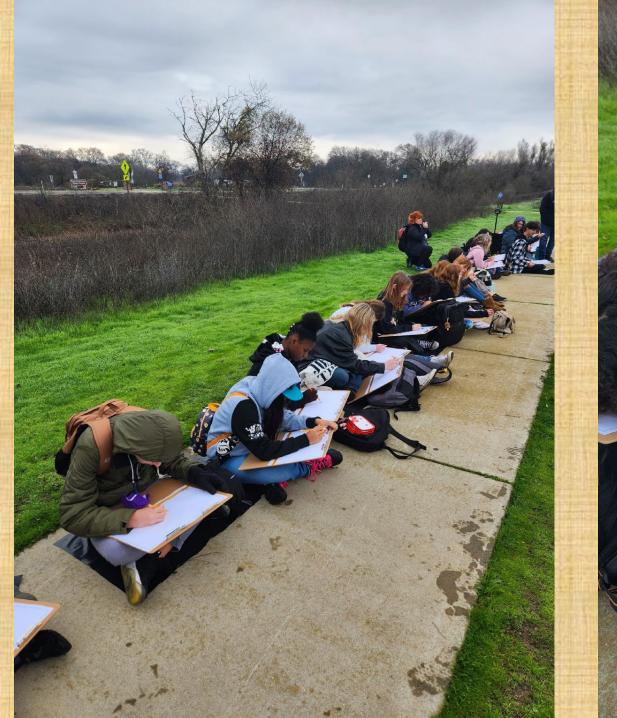
Arts & Sciences

McCaffrey Middle School art students

Cosumnes River Preserve

- Themed sketches winter and spring
 - Wetland trails
 - Forest trails









Summary Of Outdoor Education Program for the 2023/2024 School Year

- Cosumnes River Preserve field study trips
 - · Classes from all school sites, including Fairsite
 - No cost to GJUESD students, parents, or school sites
 - P, K-8
- All bus transportation paid with grant funding from
 The Nature Conservancy and US Bureau of Land Management
- 53 school field trip days serving 2429 students from approximately 100 classrooms
- School site programs including Salmon in the Classroom and Galt Winter Bird Festival engage thousands more students and teachers

Thank you GJUESD for your continued support of outdoor education programs at the Cosumnes River Preserve and in the community.

Questions?



OTHER REPORTS

1. Congresswoman Doris Matsui, Representing California's 7th District, Visit to Vernon E. Greer Elementary School – May 30, 2024

Lois Yount, Superintendent

On May 30th, Congresswoman Matsui and a group of educational partners visited Greer Elementary School to learn more about the *Schools as Centers of Wellness Initiative*.

The Sacramento County Office of Education has partnered with the Sacramento County Department of Health Services to place mental health clinicians in schools. The goal of the School-Based Mental Health and Wellness program is to transform all public schools in the county into "Centers of Wellness" where every adult supports the healthy development and overall well-being of students.

Greer Elementary is extremely honored to be a part of this innovative and transformational work. Lien Xi, the site Mental Health practitioner, provides direct mental health services and equitable support while also integrating Social-Emotional Learning into the school community.

Greer Elementary was the first school in the district to receive a Mental Health practitioner, and now, five out of seven schools have dedicated practitioners.

https://www.scoe.net/news/library/2024/05/31matsui_sbmhw_visit/









OTHER REPORTS

 California School Boards Association (CSBA) Annual Education Conference (AEC) & Trade Show – December 5-7, 2024 | Anaheim, CA

Lois Yount, Superintendent

CSBA's 2024 Annual Education Conference and Trade Show will be held at the Anaheim Convention Center North, 800 W Katella Ave, Anaheim, CA 92802.

The Anaheim Marriott is the official Headquarters Hotel for the AEC. This hotel will host the Delegate Assembly, Golden Bell Awards, and meal functions unless otherwise noted.

The Anaheim Convention Center (ACC North) will be the venue for AEC General Sessions, Breakouts, Trade Show Floor, and Pre-Conference Programs.

Registration opened on Tuesday, June 4, 2024. The registration rates are as follows:

- Early Registration (June 4 August 13): \$775
- Regular Registration (August 14 November 12): \$835
- Late Registration (November 13 Onsite): \$935

The registration cancellation deadline is November 12, 2024. For cancellations received by November 12, 2024:

- A 25% processing fee will be applied, and the registration fee balance will be refunded.
- Substitutions may be made with another individual within the registrant's LEA.

The housing deadline is November 5, 2024.

For housing cancellations received November 13, 2024, through the start of the event, December 5, 2024:

- No refunds will be issued.
- Substitutions may be made with another individual within the registrant's LEA by December 5, 2024.



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date	: June 18, 2024	Agenda Item: 232.511 Board Consideration of Approval of Consent Calendar
Presenter:	Lois Yount	Action Item: XX Information Item:

- a. Approval of the Agenda
- b. Minutes
 - May 15, 2024 Regular Board Meeting
- c. Payment of Warrants
 - Vendor Warrants: 24484385-24484475; 24486113-24486183; 24487437-24487529; 24488807-24488871; 24490345-24490396
 - Payroll Warrants: 05/31/24; 06/10/24
- d. Personnel
 - Resignations/Retirements
 - Leave of Absence Requests
 - New Hires/Reclassifications
- e. Donations
- f. Agreement Between GJUESD and Dannis Woliverr Kelley, Attorney's At Law, for 2024-25 Professional Services
- g. Agreement Between GJUESD and Parker & Covert LLP, Attorney's At Law, for Fiscal Years 2024-2025 and 2025-2026 Professional Services
- h. Disposal of GJUESD Class 3 Records
- i. Cosumnes River Preserve Cooperative Management Agreement 2024-2029

Galt Joint Union Elementary School District Board of Education Minutes

Regular Meeting May 15, 2024

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

> **Zoom Webinar ID** 899 1021 1437

Board Members Administrators

Traci Skinner Casey Raboy Katherine Harper Annette Kunze Wesley Cagle Lois Yount
Claudia Del Toro-Angiano
Kuljeet Nijjar
Alejandra Garibay
Laura Papineau
Laura Marquez (via Zoom)

A. 6:00 p.m. – Closed Session Location: Galt City Hall Conference Room
Present for closed session: Traci Skinner, Casey Raboy, Katherine Harper, Annette Kunze, Wesley
Cagle, Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay

- B. Traci Skinner called the Closed Session to order at 6:02 p.m. to discuss the following items:
 - 1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Unrepresented Employees
 - 2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE §54957
- C. The Closed Session adjourned at 7:00 p.m. The Open Session began at 7:05 p.m., followed by the flag salute.

D. Presentations

1. McCaffrey Middle School Environmental Club

Lisa Hegdahl and Deanna Mino, Science Teachers, shared information on the Environmental Club. Its purpose is to engage students in activities promoting awareness of the outdoor ecosystems in their backyard, as Galt is a unique area with the delta and Cosumnes River Preserve (CRP). Ms. Hegdahl said approximately one-third of the meetings are held on campus, and two-thirds are held at the CRP. She shared some of their activities.

Four students from the club shared their experiences:

- 1. Valerie Perez 8th grade
- 2. Nat Dinfee 8th grade
- 3. Damian Miller 7th grade
- 4. Isaac Rodriquez 7th grade

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

F. Public Comments for topics not on the agenda

- 1. Erika Lim and Kim Lizama, Teachers, addressed the Board regarding 6th grade class sizes.
- 2. Gayleen Gomez addressed the Board regarding the regular Galt Elementary Faculty Association (GEFA) Communications meeting.

School Resource Officer Program Report was moved to this point in the meeting.

Brian Kalinowski, Police Chief, reported that a third SRO was approved through cost-sharing with both school districts and the city. The third SRO is Sargent Rod Fisher. He supervises the other SROs. Chief Kalinowski shared some of their programs, including character counts and diversion programs. He then introduced Officers Matt Walters and Amanda Juarez.

Lois Yount said Officer Walters is getting to know the kids and staff at the elementary sites, and she is getting lots of great feedback.

Chief Kalinowski referenced the critical incident the day before, in which all three SROs were called to assist. He said he appreciates the program's nimbleness and ability to "push and pull" services where the priority is.

Sargent Fisher described his priority to act as a liaison between the SROs and the patrol and investigation units' capabilities to learn and evolve.

Chief Kalinowski closed by recognizing how precious every dollar the District has to allocate is. He said he does not take this partnership lightly, they work hard to deliver the best service possible to the schools.

Traci Skinner thanked the officers for their work. She indicated the kids seem to enjoy interacting with them.

Annette Kunze complimented the Galt Police Department's Instagram account because caring for your community comes through. She also thanked them for their assistance during yesterday's critical incident.

G. Communication

Sacramento County Office of Education (SCOE): 2023-2024 Second Period Interim Report
Lois Yount shared a communication from Dave Gordon, Superintendent of Schools, SCOE.
The District filed a Second Interim Report with a positive certification. Based on the multi-year projections and assumptions provided by the District, the Sacramento County Office of Education (SCOE) concurred. The District will meet its 3% reserve requirement for the current fiscal year and two subsequent fiscal years.

H. Reports

Local Control Accountability Plan (LCAP)

Kuljeet Nijjar, Educational Services Director, reported the GJUESD is at the end of the current three-year LCAP cycle and the District is preparing for and developing the LCAP moving forward. She indicated it is a blueprint for how the District intends to spend the funds allocated through the Local Control Funding Formula (LCFF). There are three different components. The base grant, supplemental funds, and should a district have an unduplicated student count of greater than 55%, additional funding. The plan addresses the 8 State priorities of the Local Control Agency (LEA).

Ms. Nijjar shared the State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: Implementation of State Standards
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Ms. Nijjar reported the District is getting feedback from the District Advisory Committee, District English Language Learner Advisory Committee, Special Education Advisory Committee, and administrators to develop the LCAP. Recently, information was sent to families and Districtwide to get feedback. The feedback will be brought back to the June Board meeting.

Ms. Nijjar shared the draft action items developed with the most recent feedback. She said the District will continue the two goals.

The first goal measures academic performance which now includes science standards. She highlighted a few of the action items including the development of the Ag program at the middle school.

Ms. Nijjar reported that the second goal is focused on social-emotional development. The goal itself did not change. This goal looks at daily attendance, chronic absenteeism rate, suspension and expulsion data. It also considers school connectedness surveys. Action items are sustained from the current LCAP with the addition of a Visual and Performing Arts District Coordinator position.

LCAP GOAL 1

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

1. Proposition 28 – Arts and Music in Schools Funding

Alejandra Garibay, Chief Business Official, shared updates and details of how Proposition 28 funding is supposed to be spent and allocated by the school site. The "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film and video.

Ms. Garibay described the following restrictions on how schools can use the funding based on audit requirements:

- All funds allocated to a school site must be spent at that site.
- 80% expended can be used to employ certificated or classified employees.
- Up to 20% can be used for training, supplies, materials, and arts educational partnership programs, which include outside contractors.
- No more than 1% can be used for indirect costs/administrative costs.

Ms. Garibay said many districts are facing staffing challenges. GJUESD submitted a waiver to be able to use funds for classified staff in addition to certificated staff. She referenced the new VAPA Coordinator job description the Board approved at the April 17, 2024 meeting.

Annette Kunze asked for a future report indicating how the program is being implemented by the school sites.

Omar Anzaldua, Curtis Wright, and Kristen Syper addressed the Board about how Proposition 28 funds could be distributed.

Ms. Garibay will send current directions from the California Department of Education (CDE) to administrators, music teachers, and trustees.

LCAP GOAL 2

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

1. <u>School Resource Officer Program</u> was moved before item G. Communication.

2. <u>Facility Master Planning (FMP)</u>

Madeline Villena, 19six Architects, presented information on the potential of facilities in the district in the next ten years. She explained that the purpose of the Facilities Master Plan is to provide a long-term, high-level plan that determines the district's facilities, conditions, and needs. It is intended to be a roadmap to inform future capital improvements to help incur or prioritize deferred maintenance projects throughout each school site and encourage alignment to a modern education. Facility standards and district strategic objectives are included. She indicated the plan is broken down into four separate components.

Part One: The team established communication channels and collected a lot of front-end data. For research on the school sites, they collected surveys from staff and administration at each school site as well as parents.

Part Two: The project included a site analysis, including physical assessments of each school site. It also included programming exercises and regular meetings with a steering committee that included principals, teachers, parents, district leadership, and maintenance staff.

Part Three: A conceptual designing phase. This included several breakout meetings with individual campus leadership to determine their best vision of their future campus and to determine priorities. What kind of projects would they like to see happen within the next 10 years and beyond?

Part Four: The data collected is put into a proposed project list in order of magnitude and cost estimates for each project. They also put the information in a narrative report to summarize needs, findings and recommendations.

Ms. Villena said a couple of items really stood out. The district has a significant number of portable classrooms. Some are over 20 years old, operating well beyond their recommended lifespan. Additionally, parking came up a lot and a new, bigger gym at McCaffrey Middle School.

Ms. Villena shared the FMP for River Oaks Elementary.

OTHER REPORTS

City And Schools Together (CAST)
 Lois Yount shared the following information from the CAST meeting agenda on May 13, 2024.

I. Standing Agenda Items

- School and City Safety Updates The police department staff will be asked to attend future CAST meetings.
- School Resource Officers (SRO) A third officer has been added.

II. Galt Joint Union Elementary School District

- Potential GO Bond: The public outreach and education process is beginning.
- Student Enrollment and Staffing The district enrollment is up 87 students.

III. Galt Joint Union High School District

- End of Year Activities They purchased a new stage and are excited to use it for graduation.
- Estrellita High School Program Updates Ms. Yount did not report updates.
- Superintendent Transition Lisa Pettis is retiring. Anna Trunnell is the incoming superintendent from Santa Rosa City Schools.

IV. City of Galt

 City Updates – Chris Arias, Interim City Manager, reported on the Parlin Oaks home development.

2. School Calendars

Administrators presented their June 2024 calendars.

I. Routine Matters/New Business

232.498 Consent Calendar

Consent Calendar

Lois Yount highlighted the donations and the Disposal of Surplus Property – John Deere Tractor Mowers. She stated Alejandra Garibay applied for a grant that allowed the district to purchase electrical tractors.

Katherine Harper made a motion to approve the Consent Calendar, seconded by Casey Raboy. The motion carried unanimously.

- a. Approval of the Agenda
- b. Minutes
 - April 17, 2024 Regular Board Meeting

c. Payment of Warrants

- Vendor Warrants: 24478096-24478162; 24479540-24479612; 24481029-24481078; 24482058; 24482719-24482766;
- Payroll Warrants: 04/30/24; 05/10/24

d. Personnel

Resignations/Retirees			
Name	Position	Effective Date	Site
Leveroni, Tracey	Teacher	7/12/2024	McCaffrey Middle

McGranahan, Jenne	Teacher	6/7/24	Marengo Ranch
Port, Elizabeth	Expanded Learning Instructional Assistant	6/7/24	Lake Canyon
Prieto-Chase, Lydia	Food & Nutrition Assistant 1	4/18/24	Vernon E. Greer
Seamons, Jackie (Retirement, 21 Years)	Food & Nutrition Assistant 2	6/7/24	Valley Oaks
Shelley, Stella	Payroll Technician	6/7/24	District Office
Villanueva, Emily	Yard Supervisor	5/7/24	McCaffrey Middle

Leave of Absence Reque			
Name	Position	Effective Date	Site
Chavez, Christina	Yard Supervisor	5/8/24	McCaffrey Middle
Woods, Michelle	Teacher	8/5/24	Lake Canyon

New Hires/Reclassificati		
Name	Position	Site
Cabrera, Yadira	Classified Substitute	N/A
Gomez, Oralia	Classified Substitute	N/A
Gonzalez, Alberto	Classified Substitute	N/A
Gonzalez, Casandra (Status Change)	Bilingual Instructional Assistant	Vernon E. Greer
Lopez, Irma	Classified Substitute	N/A
Mestayer, Lisa	Classified Substitute	N/A
Meza, Miriam	Bilingual Office Assistant	Vernon E. Greer
Miranda, Amanda	Short Term Instructional Assistant, Special Education	Vernon E. Greer
Nelson, Olivia	Certificated Substitute	N/A

- e. Donations
- f. Procare Therapy Non-Public, Non-Sectarian School/Agency Services Contract
- g. Disposal of Surplus Property Cafeteria Tables
- h. Disposal of Surplus Property John Deere Tractor Mowers
- 232.499 Consent Calendar (Continued) Items Removed for Later Consideration No items were removed.

CC Items Removed

232.500 Annette Kunze made a motion to approve Hancock Park & DeLong School Facility Consulting Proposal for School Facilities Grant and Consulting Services, seconded by Traci Skinner. The motion carried unanimously.

Consulting Proposal **232.501** Kyle Montgomery from Christy White Inc. reported on items 232.501 and 232.502, School Facilities Program Close-out Performance Audit for Valley Oaks and River Oaks Elementary Schools, via Zoom. He indicated there were no findings or recommendations for the Valley Oaks audit. However, there was one finding for the River Oaks audit: The District inadvertently reported an expenditure in the wrong final project documentation.

VO Audit

Wesley Cagle made a motion to approve School Facilities Program Closeout Performance Audit for Valley Oaks Elementary School Project No. 57/67348-00-002 by Christy White, Inc., seconded by Casey Raboy. The motion carried unanimously.

232.502 Katherine Harper made a motion to approve School Facilities Program Close-out Performance Audit for River Oaks Elementary School Project No. 57/67348-00-003 by Christy White, Inc., seconded by Annette Kunze. The motion carried unanimously.

RO Audit

232.503 Wesley Cagle made a motion to approve 19six Architects' Proposal for Professional Architectural and Engineering Services for New Classroom Building at Valley Oaks Elementary School, seconded by Casey Raboy. The motion carried unanimously.

19six Arch **Proposal**

The GJUESD Sunshined Proposed Articles for the Fiscal Year 2024-25 232.504 with California School Employees Association (CSEA). The articles are: **Public Notice**

- 1. Article X: Transfers
- 2. Article XI: Promotional Opportunities
- **232.505** The GJUESD Sunshined Proposed Articles for the Fiscal Year 2024-25 with Galt Elementary Faculty Association (GEFA). The articles are:

Public Notice

- 1. Article VII: Evaluation Procedures
- 2. Article XXIV: Term
- 232.506 Galt Elementary Faculty Association (GEFA) Presented its Sunshine Notice for the Fiscal Year 2024-25 with the Galt Joint Union Elementary School District. The articles are:

Public Notice

- 1. Article V: Hours
- 2. Article XII: Leaves
- **232.507** A First Reading of the following Board Policies was held:

1st Reading **Board Policies**

- 1. BP 3516 Emergency and Disaster Preparedness Plan
- 2. BP 4118 Dismissal/Suspension/Disciplinary Action
- 3. BP 4140/4240/4340 Bargaining Units
- 4. BP 4157/4257/4357 Employee Safety
- 5. BP 4218 Dismissal/Suspension/Disciplinary Action
- 6. BB 9320 Meetings and Notices
- 7. BB 9323.2 Actions by the Board
- 8. BP 5144 Discipline

- 9. BP 6141.2 Recognition of Religious Beliefs and Customs
- 10. BP 6175 Migrant Education
- 11. BP 3550 Food Service/Child Nutrition Program
- 12. BP 3551 Food Service Operations/Cafeteria Fund
- 13. BP 3553 Free and Reduced Price Meals
- 14. BP 3555 Nutrition Program Compliance
- 15. BP 5126 Awards for Achievement
- 16. BP 4111/4211/4311 Recruitment and Selection

Annette Kunze referenced BP 4111/4211/4311. She clarified that the District still retains the ability that employees cannot possess or be impaired by cannabis or using cannabis while on the job. As well as alcohol.

Claudia Del Toro-Anguiano, Curriculum Director, concorred. It is not allowed.

J. Public Comments for topics not on the agenda

K. Pending Agenda Items

Lois Yount recognized staff who really helped after yesterday's bus accident involving McCaffrey Middle School students in the expanded learning program. She said they did an excellent job on the scene, getting students reunited with their families. Alejandra Garibay, CBO, Carlos Castillo, Principal at MCcaffrey, Lisa Mestayer, Dispatch and Instructor, and Abby Jones, Site Expanded Learning Coordinator, was instrumental.

Ms. Yount also recognized Terry Swank, Mechanic. He was on the scene and got the bus back to the yard. No one was seriously injured except the bus driver. She wished him a quick recovery and the students as well. She then thanked the McCaffrey staff, administrators, and counselors.

Ms. Yount said the Galt Police Department offered support and reassurance, and she thanked them.

L. Adjournment

Katherine Harpe
Dai



Personnel

d. Personnel

Recommend approval of the following:

Resignations/Retirees				
Name	Position	Effective Date	Site	
Alcala, Monica	Teacher	6/7/24	Fairsite	
Hubert, Breanne	Yard Supervisor	6/7/24	Marengo Ranch	
Pedraza, Samantha	Bilingual Instructional Assistant, Expanded Learning	6/7/24	River Oaks	
Perez, Michel	Science Teacher	6/7/24	McCaffrey Middle	
Torres, Maria	Yard Supervisor	5/10/24	Valley Oaks	
Young, Jacqueline	Yard Supervisor	6/7/24	Valley Oaks	

Leave of Absence Req			
Name	ame Position Effective Date		Site
Gonzalez, Maria Isabel Yard Supervisor 5/1-		5/14/24	Valley Oaks
Herrera Vaca, Clarisa Bilingual Office Assistant 5		5/28/24	Valley Oaks
Leary, Melissa	Science Teacher	8/5/24	McCaffrey Middle
Newman, Danielle	Accounts Receivable Technician	5/22/24	District Office
Rose, Virginia Yard Supervisor		5/20/24	McCaffrey Middle
Suarez, Rosy	Instructional Assistant, Special Education	1/1/24	McCaffrey Middle

New Hires/Reclassifications/Status Changes				
Name	Position	Site		
Amrine, Caitlyn	Short Term Instructional Assistant, Special Education	Vernon E. Greet		
Azevedo, Victoria	Science Teacher (Temporary)	McCaffrey Middle		
Baysinger, Deborah	Bus Driver	Transportation		
Dawley, Benjamin	Classified Substitute	N/A		
Declusin, Makena	Instructional Assistant, Special Education	Fairsite		
Edwards, Hannah	Instructional Assistant Expanded Learning	Lake Canyon		
Hayashi, Emily	Instructional Assistant, Expanded Learning	River Oaks		
Jimenez Duran, Griselda	Yard Supervisor	Valley Oaks		
Nelson, Olivia	Teacher (Temporary)	Lake Canyon		
Rammer, Kristi	mmer, Kristi SDC Teacher (Temporary)			
Reyes, Eddie	Teacher (Temporary)	Lake Canyon		
Villalpando, Victoria	Instructional Assistant, Expanded Learning	Valley Oaks		



Donations

e. Donations

Lake Canyon Elementary

• Galt Sunrise Rotary donated \$300.00 towards the Special Education Learning Garden.



DWK Professional Services Agreement

f. Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, For Fiscal Year 2024-25 Professional Services



Attorneys at Law

CHRISTIAN M. KEINER Attorney at Law ckeiner@DWKesq.com Sacramento

May 10, 2024

VIA EMAIL

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

Re: 2024-2026 Agreement for Professional Services

Dear Lois:

For almost five decades, DWK has provided quality legal advice and wise counsel to California school and community college districts. Our reward in this worthy endeavor is the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas.

Together, we have confronted and overcome a multitude of challenges from the local to the global and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will continue to support you with our full range of expertise to provide excellent education programs to millions of California students even in the face of a mercurial economy.

Attached is our Agreement for Professional Services for the 2024/2025 and 2025/2026 school years ("Agreement"). Our rate ranges have remained unchanged since 2022. With this Agreement, the top end of our attorney rate ranges is increasing by approximately five percent (5%) with one attorney's rate (Greg Dannis) increasing by eight percent (8%). Non-attorney rates (i.e., law clerks and paralegals) are also increasing by up to eight percent (8%). We agree to maintain these ranges for the two-year term of our Agreement. This means there will be no changes to the billing ranges during this time period; however, individual attorney hourly rates may be adjusted within the existing ranges during the term of the Agreement.

We look forward to serving the District in the coming school years and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

Dannis Woliver Kelley

Christian M. Keiner CMK:fh **SAN FRANCISCO**

200 California Street Suite 400 San Francisco, CA 94111 TEL 415.543.4111 FAX 415.543.4384

LONG BEACH

444 W. Ocean Blvd. Suite 1750 Long Beach, CA 90802 TEL 562.366.8500 FAX 562.366.8505

SAN DIEGO

750 B Street Suite 2600 San Diego, CA 92101 TEL 619.595.0202 FAX 619.702.6202

CHICO

2485 Notre Dame Blvd. Suite 370-A Chico, CA 95928 TEL 530.343.3334 FAX 530.924.4784

SACRAMENTO

555 Capitol Mall Suite 645 Sacramento, CA 95814 TEL 916.978.4040 FAX 916.978.4039

EAST BAY

2087 Addison Street 2nd Floor Berkeley, CA 94704 TEL 510.345.6000 FAX 510.345.6100

FRESNO

7170 N Financial Drive Suite 135 Fresno, CA 93720 TEL 559.388.5802 FAX 559.388.5803

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 10, 2024, by and between the Galt Joint Union Elementary School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2024, through and including June 30, 2026, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of governing board action approving this Agreement are hereby ratified by said governing board approval.

Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice. Nothing in this Agreement and nothing in Attorney's statements to District should be construed as a promise or guarantee about the outcome of any matter.

DISTRICT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney at the following hourly rates: three hundred ninety-five dollars (\$395) to four hundred seventy-five dollars (\$475) for Shareholder Emeritus; two hundred sixty-five dollars (\$265) to three hundred ninety-five dollars (\$395) for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to three hundred fifteen dollars (\$315) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred seventy-five dollars (\$275) for Associates; one hundred thirty dollars (\$130) to one hundred ninety-five dollars (\$195) for Law Clerks; and one hundred thirty dollars (\$130) to two hundred ten dollars (\$210) per hour for Paralegals. Rates for individual attorneys and paralegals may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services to be provided with the exception of Greg Dannis whose hourly rate shall be \$485.

Agreements for fees for legal services at other than the hourly rates set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to District and shall apply to all services rendered after such notice is given.

Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for a District matter, or while

attending meetings with or for District, it may be necessary for Attorney to concurrently work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research and electronic record review platforms (i.e., Westlaw, e-discovery). District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified. Any discount received on such services is passed along to District by Attorney.

District further agrees to pay third parties, indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. District will reimburse Attorney for such costs or may, upon agreement of District and Attorney, advance payment to Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

ARBITRATION OF FEE DISPUTE. In order to avoid litigation in the event of any dispute concerning billings, it is agreed that any such dispute shall be submitted exclusively to binding arbitration before the American Arbitration Association. The arbitrator shall determine the rights and obligations of the parties according to the substantive and procedural laws of California. You acknowledge that by agreeing to arbitration, you are giving up the right to a jury trial. Judgement on any arbitration award may be entered by any court of competent jurisdiction.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope

of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will comply with any applicable fingerprinting, background check, vaccine, or testing requirements.

CONSENT TO USE OF ELECTRONIC COMMUNICATION AND CLOUD

SERVICES. To provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using electronic communication services. Because electronic communication continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such use of electronic communication services with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

FILE RETENTION. Attorney will retain files related to representation of District for a minimum period of seven (7) years after the conclusion of the Attorney's services for District. During this period, Attorney may retain such files exclusively in digital format and may destroy original paper documents provided by the District after they are digitized unless requested by the District to return the originals. At the expiration of the seven (7)-year period, Attorney may destroy such files, including paper or digital copies, unless District notifies Attorney in writing that District wishes to take possession of them. Attorney agrees to provide a digital copy of all files related to representation of District upon District's request, excluding Attorney's internal files (e.g., administrative records and attorney work product, including drafts, notes, internal memoranda, and research prepared for Attorney's internal use) which are the Attorney's property.

PRIVACY NOTICE OF COLLECTION OF PERSONAL INFORMATION.

Attorney respects the District's privacy and aims to be transparent with District. For this reason, Attorney has adopted a privacy policy that describes all the information Attorney collects from or about District employees in the course of providing the District with legal services, as well as how Attorney uses this information and how long Attorney will retain it. Attorney's privacy policy, which also describes the District's rights as a consumer under applicable law, is accessible on Attorney's website at https://www.dwkesq.com/ccpa/. The terms and disclosures of this privacy policy are incorporated herein, and the signature on the agreement below confirms that District has read or will read Attorney's privacy policy. If the District has any questions regarding Attorney's privacy policy or its rights, the District should email Attorney at DataSecurity@dwkesq.com.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory

and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

<u>COUNTERPARTS.</u> This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

Lois Yount Superintendent	Date
DANNIS WOLIVER KELLEY	
Clintin M. Keinen	May 10, 2024
Christian M. Keiner Attorney at Law	Date
Marialle	May 10, 2024
Marie A. Nakamura Attorney at Law	Date
·	, 2024, the District's governing board rized the Board President, Superintendent or



Parker & Covert Professional Services Agreement

g. Agreement Between GJUESD and Parker & Covert LLP, Attorney's At Law, For Fiscal Years 2024-25 and 2025-2026 Professional Services

RETAINER AGREEMENT

THIS AGREEMENT is made and entered into effective this 1st day of July 2024, by and between the GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT, referred to as the "DISTRICT," and PARKER & COVERT LLP, hereinafter referred to as "Attorneys."

WITNESSETH

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

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

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

- 1. DISTRICT retains Attorneys for the purpose of providing specific legal services. For the purpose of requesting specific legal services, the Board President, the Superintendent or the Superintendent's designee is hereby designated as the DISTRICT's representatives in selecting the legal services to be rendered.
- 2. DISTRICT shall pay Attorneys for the services herein performed at the rates set forth in Exhibit "A" which is attached hereto and by this reference incorporated herein. These rates will be in effect from July 1, 2024 to June 30, 2026.
- 3. Attorneys shall perform the services herein provided at the rates set forth in said Exhibit "A."
- 4. DISTRICT shall also pay and reimburse Attorneys for any actual and necessary costs and expenses incurred in the course of handling such services. Actual and necessary costs and expenses include those charges that Attorneys directly incur including, but not limited to, filing fees,

reproduction of documents, toll telephone charges, messenger and delivery services, travel expenses other than mileage costs, and court reporting costs.

- 5. Attorneys shall present statements for the services rendered pursuant hereto during the preceding month, and DISTRICT shall pay the same within a reasonable time thereafter, which is agreed to be within 45 days of receipt of attorneys' statement.
- 6. Attorneys shall serve under the terms of the Agreement at the pleasure of the DISTRICT and the DISTRICT hereby reserves the right to terminate Attorneys upon written notice to Attorneys.
- 7. Attorneys shall maintain at all times a policy of professional liability insurance while representing and advising DISTRICT.
- 8. Upon DISTRICT's written request Parker & Covert LLP will, whether or not all fees owing under this Agreement have been paid, make DISTRICT's file (with the exception of Parker & Covert LLP's work product) available for pickup by the DISTRICT at Parker & Covert LLP's office. Parker & Covert LLP may at any time request in writing that the DISTRICT take possession of all or a portion of DISTRICT's files. If the DISTRICT does not take possession within ninety (90) days after mailing of such request, Parker & Covert LLP may thereafter destroy the files. In any case, Parker & Covert LLP is authorized to destroy the files without notice five (5) years after termination of the matter or Parker & Covert LLP's employment.

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1	9. Attorneys reserve the	right in their discretion to terminate this Agreement at
2	any time Attorneys deem necessar	ry or advisable upon thirty (30) days written notice to
3	DISTRICT.	
4	In witness whereof, this Reta	iner Agreement was duly approved by the Board of
5	Education.	
7		GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
9	Date:, 2024	Ву:
10		Title:
12		
13		PARKER & COVERT LLP
14		
15	Date: May 28, 2024	By: adisin Course
16		P. Addison Covert Partner
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EXHIBIT "A"

1	EAIIDH	
2	Rates 7/1/2024 to 6/30/202	25
3		
4	PARTNERS	\$300.00 per hour
5	A GG O GLA TEG	Φ205.00
6	ASSOCIATES	\$285.00 per hour
7	LAW CLERKS/PARALEGALS	\$175.00 per hour
8	DITW ODERCEST THE TELESTRES	\$173.00 per hour
9		
10		
11		
12	Rates 7/1/2025 to 6/30/202	26
13	PARTNERS	\$325.00 per hour
14		
15	ASSOCIATES	\$295.00 per hour
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17 18	LAW CLERKS/PARALEGALS	\$175.00 per hour
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Disposal of Records

h. Disposal of GJUESD Class 3 Records

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

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

Quantity	Departments	Dates	Description
17	Business	2019/20	Accounts Payable
4	Business	2010-14	Student Council, Bank Statements,
			Requisitions
3	Business	2019/20	Attendance
3	Business	2019/20	Journals
6	Business	2016-20	Timesheets
4	Cafeteria	2020/21	Lunch Forms, Deposits, Audits
5	Educational	2006-09	Special Education records
	Services		
5	Educational	2008-13	SARB/Expulsion/Discipline
	Services		
2	Educational	1996-06	SPED Contracts
	Services		
1	Purchasing	2018/20	Site Inventory Lists
3	Superintendent	2019/20	Race To The Top Grant

Total Boxes: 53



CRP Cooperative Agreement

i. Cosumnes River Preserve Cooperative Management Agreement 2024-2029

Section XVI on pages 16 & 17 of the Cosumnes River Preserve Cooperative Management Agreement describes GJUESD's participation. Key elements include coordinating educational programs for teachers and students concerning natural history, environmental education, and service learning opportunities at the Preserve.

There have been no changes to the agreement since it was last adopted by the Board on May 22, 2019.



COOPERATIVE MANAGEMENT AGREEMENT

2024-2029

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Remainder of page intentionally left blank

This Cooperative Management Agreement (Agreement) is made and entered into as of the signature dates, by and among the U.S. Bureau of Land Management (BLM), the California Department of Fish and Wildlife (CDFW), the California Department of Water Resources (DWR), the California State Lands Commission (CSLC), Ducks Unlimited (DU), the Galt Joint Union Elementary School District (GJUESD), the Natural Resources Conservation Service (NRCS), the County of Sacramento (County), the Sacramento Valley Conservancy (SVC), and The Nature Conservancy (TNC). This Agreement supersedes and replaces all previous versions of this Agreement. This Agreement is based on the following representations and statements of purpose:

I. PURPOSE

This Agreement defines the goals, roles and responsibilities of all the signatory parties to this Agreement (individually, a "Party," collectively, the "Parties") for managing and administering all portions of lands that are currently considered part of the Cosumnes River Preserve (Preserve), as shown in Attachment A, as of the date of this Agreement. Furthermore, this Agreement signifies the Parties' intentions to exercise good faith towards implementing the Preserve's September 2022 Final Management Plan and any subsequent revision(s) to that plan (Preserve Management Plan), throughout the term of this Agreement.

The Parties that either currently own lands that are part of the Preserve, or anticipate owning lands that will become a part of the Preserve, desire to coordinate the protection, care, regulation, administration, improvement, restoration, and management of those lands. The Parties recognize that their respective interests in those lands are subject to different authorities and policies; however, this Agreement is intended by the Parties to facilitate cooperation among them, and design to the greatest extent possible, a cooperative administrative process for the management of Preserve lands.

II. AUTHORITY

This Agreement is entered into under the following authorities of the Parties, among others: **BLM**:

The Federal Land Policy and Management Act of 1976 (FLPMA), section 102(a)(8).

CDFW:

California Code of Regulations, Title 14, Section 630, 630(a) and 630 (b)(42).

DWR:

California Water Code, Sections 133, 253, 258, 345, and 11910.

CSLC:

Public Resources Code Section 6301

DU:

Articles of Incorporation of Ducks Unlimited, Inc., a District of Columbia nonprofit corporation.

GJUESD:

N/A

NRCS:

Food, Agriculture, Conservation and Trade Act of 1990, Title XIV, Section 1237, P.L.101-624 stst. 3584, 7 U.S.C. 3837, as amended. 16 U.S.C. 3837a – f, 7 CFR Part 1467.

COUNTY:

Government Code, Section 23004.

SVC:

Articles of Incorporation of Sacramento Valley Conservancy, a California nonprofit corporation.

TNC:

Articles of Incorporation of The Nature Conservancy; a District of Columbia nonprofit corporation.

THEREFORE, the Parties mutually agree as follows:

III. APPLICATION OF THIS AGREEMENT

This Agreement applies to the administration and management of the following lands:

- 1. All Preserve lands owned in fee title or held under conservation easement or managed by one or more of the Parties as of the date of this Agreement as shown in Attachment A.
- 2. All other lands in the vicinity of the existing Preserve that are acquired in fee title or under conservation easement or management agreement in the future by a Party, unless specifically stated otherwise in writing by the acquiring Party.

IV. GOALS

- 1. The primary goals for the Preserve are:
 - A. Cooperative management of the Preserve as a single ecological unit for the protection, restoration, and maintenance of the quality and native species diversity of two rare communities in California and their associated wildlife values: riparian floodplain and freshwater seasonal wetlands.
 - B. Cooperative management of the Preserve to protect, restore, and maintain the benefits to declining, threatened, and endangered native species.

- C. Provision of protected wintering grounds on the Preserve for migrating waterbirds in the Pacific Flyway.
- D. Protection, restoration, and management of additional Preserve habitat types, such as grasslands, to promote native species.
- 2. The secondary goals for the Preserve, insofar as they are consistent with any specific deed restrictions or legal designations for any given parcel, are:
 - A. Accommodate and facilitate research, teaching, nature study and appreciation, historical and cultural interpretation, agriculture, and compatible recreational, educational, and scientific activities that are appropriate to the Preserve without detrimentally impacting its intrinsic ecological values.
 - B. The Parties agree that these goals may ultimately be best accomplished by integrating certain human and economic pursuits, such as agriculture, in a buffer area that will enhance and complement the land's habitat values so long as such secondary uses do not detract from the primary goal of the Preserve.
 - C. On a case-by-case basis and in accordance with all applicable laws, policies, and procedures of each Party's organization, facilitate mitigation for off-site habitat loss by maximizing the synergistic benefits of consolidated wildlife habitat areas, corridors, and ecological systems on the Preserve.

V. COMMON RESPONSIBILITIES

In accordance with their respective rights, responsibilities, and authority, and in applying their respective expertise, skills, and knowledge, the Parties will do the following:

- 1. **Management Plan:** Implement the Preserve Management Plan.
- 2. **Research:** Promote, develop, screen, review, and approve research projects (in consultation with all agencies affected by such projects) that would affect natural and historical resources on the Preserve, per the recommendations set forth in the Preserve Management Plan.
- 3. **Public Use:** Enhance public use and awareness of the natural and historical resource values of the Preserve through on-site and off-site interpretation as recommended in Preserve Management Plan.
- 4. **Law Enforcement:** Cooperate in the enforcement of laws, rules, and regulations, particularly with respect to wildlife violations, by coordinating staff

- responsibilities and working with local, state, and federal law enforcement officials.
- 5. **Resource Protection:** Conduct their respective programs and otherwise exercise their authority and carry out their responsibilities on the Preserve in a manner intended to protect the natural and historical resources of the Preserve.

VI. MANAGEMENT AGREEMENT ADMINISTRATORS

To carry out this Agreement and ensure the coordinated management of the Preserve, each Party agrees to designate an administrative representative for this Agreement. The list of administrative representatives shall be maintained by the Preserve Manager (as defined below). All Parties will be given a minimum of 30 days written notice of any changes in a Party's designated representative.

VII. MEETINGS

The designated representatives of all Parties shall meet at least twice per year. Other meetings may be scheduled on an as-needed basis. The Preserve Manager (as defined below) or the Preserve Manager's designee shall convene meetings of the Parties and shall preside over all such meetings.

VIII. COOPERATIVE ADMINISTRATION PROCESS

The Parties agree to coordinate policy decisions jointly. The cooperative administration process should not be construed, however, to prohibit or restrain any of the Parties from conducting its own business or internal planning on the Preserve independently, provided that a Party's business or planning activities do not run counter to this Agreement or the mission and goals of the Preserve as outlined in the Preserve Management Plan.

- 1. **Changes:** Major policy or other changes to this Agreement will be made by amendment as herein provided in a subsequent section of this Agreement. Changes which require amendment to this Agreement include, without limitation:
 - A. Amendment of Attachment A to incorporate into the Preserve property acquired by any Party after the date of this Agreement.
 - B. Addition of new parties to this Agreement and amendment of Attachment A to incorporate such new Party's property in the Preserve; provided the new Party signs the provisions of this Agreement as so amended.
 - C. Extension of the term of this Agreement.
- 2. **Project Planning and Major Decisions:** The Parties agree that project planning and major decisions will be made cooperatively and in consultation with the Parties, to the maximum extent possible within the limitations of the Parties'

authorities and other mandates. The Parties will keep each other informed of major new developments within their organizations as they apply to the Preserve. Activities recommended for discussion and collaborative decision include, but are not limited to, the following:

- A. Development of conceptual designs for restoration and/or management of specific properties within the Preserve.
- B. Development of strategies to fund or raise funds for the restoration and management of properties within the Preserve. In connection with each identified funding source, a lead Party shall be designated to prepare applications for and to administer funding that may be received.
- C. Review of proposed mitigation projects and/or other opportunities or projects that may occur on Preserve lands.
- D. Review of applications for any permits or approvals required to carry out the provisions of this Agreement or the Preserve Management Plan.
- 3. **Reports**: Some or all Parties may cooperate in the development and approval of an Annual Work Plan that includes a report of activities and accomplishments for the previous year. This effort may be initiated and coordinated by the Preserve Manager.
- 4. **Unanticipated Action; Meetings; Informal Notice**: Every Party shall be given the opportunity to review and comment on any major new action proposed to be undertaken by any of the Parties on the Preserve that is not recommended in the Preserve Management Plan. If this review and comment cannot be accomplished at a regular meeting of the Parties, the Party proposing the action shall give written or oral notice of the proposed action to the other Parties and allow them a reasonable amount of time, *e.g.*, no less than 60 days, to review the proposal and provide written comments on it prior to continuation on the proposed project. Failure to comment within such 60-day period shall be deemed "no comment."
- 5. **Emergencies**: The procedure specified in the subparagraph above does not apply to any emergency in which there exists, or is believed to exist, a threatened or actual loss of habitat values, structures, or facilities on the Preserve, or a threat to public or employee safety on the Preserve. In the event of such an emergency, the Party best situated to respond may take such action as is consistent with the goals of, and the protection provided by, this Agreement and the Preserve Management Plan, and shall give notice thereof to the other Parties by any practicable means available as soon as possible after initiating the response to the emergency.

IX. ANNUAL WORK PLAN

Some or all Parties may adopt and implement an Annual Work Plan that set forth the particular activities needed to carry out the full implementation of the Preserve Management Plan. The Annual Work Plan also may assign non-recurring responsibility to one or more of the Parties accepting responsibility for carrying out particular activities. Subject to available funding, responsible Parties shall provide the resources and staffing necessary to complete the tasks they have agreed to accomplish under the Annual Work Plan.

X. FUNDING

The Parties desire and agree, to the maximum extent practicable and lawful, to deposit and spend all revenues generated from the operation of the Preserve properties specifically for the operations and maintenance, administration, restoration, and long-term management of the Preserve in order to achieve the vision and goals of this Agreement and the Preserve Management Plan. To that end, such funds shall be held by each Party for Preserve activities and expended in accordance with any and all agreements entered into among the individual Parties to this Agreement.

XI. BLM'S PARTICIPATION

BLM acquired lands in the Preserve for the primary purpose of protecting seasonal wetland habitat and valley oak riparian forest from the threat of additional urban and agricultural development. Preservation, long-term management, and enhancement of the habitat is the primary goal. The secondary goal is to provide public use opportunities that are compatible with achieving the primary goal. The BLM's role will be to coordinate closely with all Parties on land management and restoration activities; to provide expertise in wetlands management; to provide expertise in establishing and maintaining a sustainable, wildlife-friendly agricultural program; and to provide operational and land management leadership to the overall Preserve project. The BLM agrees to do the following:

1. Operations and Management:

A. Provide a Wildlife Biologist position to serve as the Preserve Manager. This position will have the primary responsibility for implementing restoration, enhancement, and management activities on BLM-owned and BLM-managed lands at the Preserve. This position also will be responsible for coordinating and administrating multiple-use and sustainable yield activities, such as agriculture, recreation, and environmental education, on BLM-owned and -managed lands in accordance with the Federal Land Policy and Management Act of 1976, Mother Lode Field Office's Resource Management Plan (RMP), and all written agreements that are in effect between the BLM and other Parties. The cost of the position will be shared by other Parties as identified in separate cost-share agreements with the BLM.

- B. Provide a Wildlife Biologist position with the primary responsibility for implementing a managed wetland program at the Preserve. The cost of the position will be shared by other Parties as identified in separate cost-share agreements with the BLM.
- C. Provide planning, consulting, engineering, and heavy equipment services for restoration, enhancement, and management projects on the Preserve. The amount and type of services provided by the BLM would be based on project priorities identified in the BLM's Annual Work Plan, subject to the availability of staff and funding.
- D. Coordinate the administration of the Preserve's Final Management Plan including providing support and resources to assist other Parties in implementing priorities for their lands, and assisting other Parties in evaluating progress on the Management Plan implementation once every ten years, and revising as the Parties deem necessary
- E. Share the routine costs of operating and maintaining the Preserve's managed wetland program with other Parties as identified in separate cost-share agreements with the BLM.

2. Facilities and Public Use:

- A. Join with other willing Parties to enter into a Memorandum of Understanding regarding use, maintenance, and operation of the Preserve's Visitor Center and other buildings, trails, and other facilities and equipment.
- B. Allow all Parties to use BLM-owned and -managed lands and facilities at the Preserve for organized functions (*e.g.*, tours, parties, meetings, fundraisers, *etc.*) that directly benefit the Preserve, provided that such use does not violate BLM rules and regulations and does not adversely affect the BLM's operations at the Preserve. In certain cases, the BLM may be required by law to issue a Special Recreation Permit to a Party prior to them being able to use the BLM lands or facilities.
- C. Allow all Parties to use BLM-owned and -managed lands and facilities at the Preserve to store equipment and vehicles, and perform operations and maintenance functions, including volunteer tasks, provided that such use does not violate BLM rules and regulations and does not adversely affect the BLM's operations at the Preserve. Such use will be coordinated with, and approved by, the BLM Preserve Manager or Field Manager prior to use.

3. Management Funding

- A. Implement this Agreement and the Preserve Management Plan, subject to availability of federally appropriated funds and any other funding generated as a result of operations on Preserve properties, and to the extent practicable and lawful. The BLM shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the BLM be required to provide any service or provide for any costs at such time as the BLM is no longer a party to this Agreement.
- B. When appropriate, take the lead on grant applications and permit applications that require the sponsorship of a Federal agency.

XII. CDFW'S PARTICIPATION

The CDFW acquired lands in the Preserve for the primary purpose of protecting habitats including riparian forest, seasonal wetlands, and vernal pool grasslands from the threat of additional urban and agricultural development. Preservation and enhancement of these habitats, along with providing opportunities for compatible recreation including hunting and fishing, is the primary management goal. To that end, CDFW-owned lands within the Preserve, in conjunction with some other Parties' lands within the Preserve, have been designated by the Fish and Wildlife Commission as the Cosumnes River Ecological Reserve (CRER). The CDFW's role will be to act as the lead organization for all management objectives and activities on CDFW lands within the Preserve. The CDFW will act as a cooperative party under this Agreement in order to maintain the coordinated management of the Preserve as a single ecological unit. The CDFW agrees to do the following:

1. Restoration and Enhancement:

- A. The CDFW will undertake habitat enhancement for the benefit of threatened and endangered species and other species of conservation or management importance.
- B. Upland habitat will be preserved, enhanced, and managed to provide buffer areas, and foraging and roosting habitat for threatened and endangered species and other species of conservation or management importance. Agricultural activities will be managed to provide wildlife habitat and enhancement of the natural features of the land. Aquatic habitats will be managed to provide fish passage and rearing habitats for native fish species, amphibians, and reptiles.

2. Operations and Management

- A. For CDFW-owned lands within the Preserve, manage in accordance with the provisions of the Preserve Management Plan in coordination with the Parties.
- B. Negotiate and manage agricultural and grazing leases for CDFW-owned lands within the Preserve.
- C. Provide consultation regarding compliance of Preserve activities with CEQA and/or other State permits as may be necessary.

3. Facilities and Public Use:

- A. Assist in the planning, development, and evaluation of interpretive services at the Preserve.
- B. Provide interpretive material regarding CDFW activities for the protection and enhancement of fish, wildlife, and plant resources within the State of California.
- C. In cooperation with the Parties, maintain an integrated public use program for the CRER and other areas of the Preserve open to the public. Public use of CDFW lands may include increased opportunities for hunting and fishing if consistent with the Preserve Management Plan.
- D. Provide, to the extent feasible, law enforcement and resource protection assistance for the Preserve.

4. Management Funding:

- A. The CDFW will act to acquire funding which may be available for the protection of special habitats and threatened and endangered species at the Preserve.
- B. Participation in this Agreement shall not exceed that allowed by appropriated State of California funds, nor shall the CDFW be required to provide for any costs at such time that the CDFW is no longer a party to this Agreement.
- C. The CDFW will continue to provide on-site staffing to the Preserve, provided appropriate funding exists, for the cooperative management of Preserve lands and implementation of the Preserve Management Plan.
- D. To the maximum extent feasible, the CDFW shall seek funding to provide trained operators and equipment, and to acquire heavy equipment and supplies, to better manage Preserve lands consistent with the Preserve Management Plan.

XIII. DWR'S PARTICIPATION

DWR acquired lands in the Preserve for the primary purpose of restoring riparian and wetland habitats as enhancement or mitigation for DWR projects. Restoration and enhancement of these habitats is the primary management goal. DWR's role will be to act as lead organization for all management objectives and activities on DWR lands within the Preserve. The DWR will, however, act as a cooperative party under this Agreement in order to maintain the coordinated management of the Preserve as a single ecological unit. The DWR agrees to do the following:

1. Restoration and Enhancement:

- A. Where possible, undertake habitat enhancement for the protection and reintroduction of threatened and endangered species. Species of concern include, but are not limited to giant garter snake (*Thamnophis gigas*), Swainson's hawk (*Buteo swainsoni*), river otter (*Lutra canadensis*), ringtail (*Bassariscus astutus*), tricolored blackbird (*Agelaius tricolor*), the valley elderberry longhorn beetle (*Desmocerus californicus dimorphus*), and the greater sandhill crane (*Antigone canadensis tabida*).
- B. Preserve, enhance, and manage upland habitat to provide buffer areas, and foraging and roosting habitat for those threatened and endangered species noted above. Where possible, agriculture will be managed to provide wildlife habitat and enhancement of the natural features of the land.

2. Operations and Management:

- A. Negotiate and manage leases or cooperative agreements as necessary for DWR lands included in the Preserve. Leases may be for agriculture, grazing, oil and gas mining purposes, or any other activity which does not conflict with the goals of this Agreement or the Preserve Management Plan.
- B. Provide consultation regarding compliance of Preserve activities with CEQA, as needed.

3. Facilities and Public Use:

A. Upon request, provide interpretive materials regarding DWR activities as they relate to the Preserve, the Sacramento-San Joaquin River Delta, water and flood control issues, and/or other issues of interest to the Preserve's visiting public.

4. Management Funding:

- A. Fund the operation and management of all DWR lands within the Preserve. DWR may provide funds for activities related to management of DWR lands through individual cooperative agreements with other Parties performing the prescribed management on an as-needed basis.
- B. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. DWR shall not be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the DWR be required to provide any service or provide for any costs at such time as the DWR is no longer a party to this Agreement.

XIV. CSLC'S PARTICIPATION

The CSLC, in partnership with the Wildlife Conservation Board, acquired a 263-acre parcel located in Sacramento County on the eastern edge of the Preserve and, subsequent to that purchase, took title to Parcel B. Title to Parcel B was vested in the State and characterized as tide and submerged lands subject to the Public Trust under the jurisdiction of the CSLC and serving the Public Trust purposes of open space and wildlife habitat. After the purchase was completed, Parcel B was leased to the BLM for a term of 49 years for inclusion in the Preserve. The CSLC agrees to do the following:

1. Restoration and Enhancement:

- A. As appropriate, and if adequate funding is available, participate in the development and implementation of restoration proposals through coordination with the other Parties. Participation could include proposal review and consultant selection.
- B. As funding allows, provide technical assistance in the evaluation of Preserve management options and non-native invasive species control.

2. Operations and Management:

A. Participate in the Parties' biannual meetings and provide technical assistance with respect to the Public Trust and CEQA as they relate to issues that may arise within the Preserve.

3. Facilities and Public Use:

A. Participate with the other Parties in the review of interpretive and/or educational materials and/or programs intended for use by the public as well as community outreach efforts.

4. Management Funding:

A. Implement this Agreement and the Preserve Management Plan, subject to the availability of funding. The CSLC shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the CSLC be required to provide any service or provide for any costs hereunder at such time as the CSLC is no longer a party to this Agreement.

XV. DU'S PARTICIPATION

DU acquired lands in the Preserve for the primary purpose of creating, restoring, and protecting seasonal freshwater wetland habitat from the threat of additional urban and agricultural development. Preservation and enhancement of this habitat is the primary management goal. The secondary goal is to provide public use opportunities that are compatible with achieving the primary goal. DU's role in this Agreement will be to work directly with the Parties in the development and management of wetlands at the Preserve in accordance with the vision and goals of the Preserve Management Plan. DU and the BLM will co-fund a "Wetland Manager" position that will oversee and manage all aspects of the Preserve's wetland program or utilize the same funding in a manner as approved by both DU and BLM for purposes of wetland habitat management. DU agrees to do the following:

1. Restoration and Enhancement:

A. As appropriate, and if adequate funding is obtained, oversee the creation and restoration of managed wetlands on the Preserve properties. As the lead Party in wetlands restoration, DU will coordinate with the other Parties on restoration planning; supervise and coordinate wetland contractors during Preserve projects; and complete post-construction inspections of wetland projects.

2. Operations and Management:

A. As appropriate, provide technical assistance to the Preserve's staff in management of the Preserve's managed wetland units; principles in waterfowl ecology, biology, and monitoring; and other topics where DU has developed extensive expertise.

3. Facilities and Public Use:

A. Provide technical expertise and materials, as appropriate, concerning interpretive or educational materials about Central Valley wetlands and Pacific Flyway waterfowl.

4. Management Funding:

A. Share with BLM the cost of wetland operations and management on Preserve properties through an individual cooperative agreement with the

- BLM. Operations and maintenance for the wetlands program may include water pumping costs, maintenance of levees, ditches, pumps, and pipelines, or equipment as needed to manage the wetland habitat. The amount of funding and services for operations and maintenance will be based on the Preserve's management priorities as identified in the Preserve Management Plan and any annual wetlands operations plan that is currently valid. DU shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall DU be required to provide any service or provide for any costs at such time as DU is no longer a party to this Agreement.
- B. Co-fund a Wetland Manager position that will oversee and manage all aspects of the Preserve's wetland program, or utilize the same funding in a manner as approved by both DU and BLM for purposes of wetland habitat management. This cooperative agreement will supplement the Memorandum of Understanding between the Department of Interior and DU signed April 14, 1984.
- C. Generally take the lead in seeking funding for design, creation, and restoration of wetland projects at the Preserve.

XVI. GJUESD'S PARTICIPATION

The GJUESD is not a land-owning partner at the Preserve; however, the GJUESD has held the lead role in the Preserve's Environmental Education Program since 2000. The GJUESD's role will be to continue to participate in planning and coordinating educational programs for teachers and students concerning natural history, environmental education, and service learning opportunities at the Preserve and within the local communities. GJUESD agrees to do the following:

1. Restoration and Enhancement:

A. Facilitate planning for wetland, riparian, and cultural resources restoration projects on the Preserve that can include student volunteers. Opportunities to involve K-12 and higher education students and teachers in restoration efforts will be promoted, when appropriate.

2. Operations and Management:

A. Provide an Environmental Education Coordinator to conduct teacher workshops, schedule school and after-school field trips, facilitate service learning projects that meet Preserve management goals, and collaborate with school districts beyond the boundaries of the GJUESD to develop a sustainable Environmental Education Program at the Preserve.

3. Facilities and Public Use:

- A. Participate with the Parties in developing interpretive and visitor education programs on the Preserve.
- B. Provide interpretive assistance in various public programs and events as staffing and funding allows.

4. Management Funding:

- A. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. The GJUESD shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the GJUESD be required to provide any service or provide for any costs hereunder at such time as the GJUESD is no longer a party to this Agreement.
- B. Work with the Parties and the surrounding school districts to establish long-term, sustainable funding for the continuation and potential expansion of the Preserve's Environmental Education Program. The GJUESD currently administers numerous grants to support the Preserve's Environmental Education Program.

XVII. NRCS'S PARTICIPATION

The NRCS acquired conservation easements at the Preserve through its Wetland Reserve Program (WRP) and Floodplain Easement Program (FPE) for the primary purpose of protecting and restoring habitat for migratory birds and wetland-dependent wildlife, including special-status species. Further objectives of the easements include restoring wetlands within an agricultural landscape, flood attenuation, water quality improvement, and contribution to education and science. NRCS's role will be to oversee the activities carried out on lands under easement to ensure that easement goals and objectives are being met on lands within the Preserve. The NRCS will act as a cooperative party under this Agreement in order to maintain the coordinated management of the Preserve as a single ecological unit. The NRCS agrees to do the following:

1. Restoration and Enhancement:

A. Work closely with the Preserve Manager and other interested Parties to ensure that easement and restoration agreements are being properly implemented with respect to the goals of the WRP or FPE Program. The NRCS may prepare a site-specific restoration and management plan for each property held under easement, or they may tier off of the Preserve Management Plan or other documents and agreements as necessary. An NRCS Conservation Plan must be developed to address any restoration or enhancement activities, while all management activities will be addressed through the Compatible Use Authorization (CUA) process.

B. Provide technical expertise to Parties on other USDA-NRCS Conservation Programs so the Preserve can more fully integrate wildlife habitat restoration activities into their agricultural program, and take full advantage of all NRCS programs.

2. Operations and Management:

- A. Conduct annual monitoring and review of all WRP easements and FPEs to evaluate the effectiveness of management activities in meeting easement goals and objectives. Following each review, the NRCS may make recommendations to the landowners on how to work more effectively towards accomplishing the goals and objectives of the easement as well as the goals of the Preserve Management Plan.
- B. Provide technical expertise regarding compliance with federal laws and regulations, such as NEPA and the Endangered Species Act (ESA), as needed.
- C. Work with the landowner to write CUA(s) as necessary to conduct management activities that affect the hydrology or vegetation on any of the NRCS easement areas. Only activities that further the long-term protection and enhancement of the easement will be authorized. The CUA(s) must be written and approved by NRCS, though with mutual agreement they may incorporate by reference any other plan developed by the Parties. CUAs may last as long as 5 years and may be modified or revoked at any time.

3. Facilities and Public Use:

- A. Participate with the Parties in developing interpretive and visitor education programs on the Preserve.
- B. Provide interpretive materials regarding NRCS programs and activities to protect and enhance wildlife habitat within an agricultural landscape.

4. Management Funding:

- A. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. The NRCS shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds available funds, nor shall the NRCS be required to provide any service or provide for any costs hereunder at such time as the NRCS is no longer a party to this Agreement.
- B. Continue annual monitoring of NRCS easements on the Preserve. The NRCS may provide reimbursable funding through individual agreements

with other Parties to conduct their easement monitoring, restoration design and implementation, or other activities as necessary at the Preserve.

XVIII. COUNTY'S PARTICIPATION

The County acquired lands in the Preserve for the primary purpose of protecting additional open space within South Sacramento County from the threat of additional urban development. Preservation and enhancement of open space is the primary management goal. The secondary goal is to provide public use opportunities that are compatible with achieving the primary goal. The County's role will be to participate in planning and conducting outreach and educational programs for the general public concerning natural history and recreational opportunities at the Preserve. The County agrees to do the following:

1. Restoration and Enhancement:

A. As appropriate, and if adequate funding is available, provide resources, and/or seek to enter into agreements with other Preserve partners, to restore, manage, enhance, and maintain County-owned properties at the Preserve.

2. Operations and Management:

- A. Continue agricultural activities on County-owned properties at the Preserve as long as those activities are compatible with the overarching goal to protect natural resources.
- B. As necessary, participate in the planning, restoration, farming, public outreach, education, and management activities as specified in the Preserve Management Plan.

3. Facilities and Public Use:

- A. Participate with the Parties in developing interpretive and visitor programs for the Preserve per the recommendations outlined in the Preserve Management Plan.
- B. Provide part-time and "as-requested" Park Rangers, if adequate funding is available, to periodically patrol the Preserve to safeguard property, discourage trespass, enforce laws, and act as "roving naturalists". Park Rangers may be available to provide interpretive assistance in various public programs and events as staffing and funding permits.
- C. Provide a Recreation Specialist position to serve as the Volunteer and Outreach Coordinator for the Preserve, to the extent funding is available. This position will have the primary responsibility for oversight of the volunteer program and the visitor's facilities including trails, interpretive

displays and kiosks, and the visitor's center and parking areas. The cost of this position and any professional training required will be funded through revenues generated from County-owned properties at the Preserve.

4. Management Funding:

- A. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. The County shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the County be required to provide any service or provide for any costs hereunder at such time as the County is no longer a party to this Agreement.
- B. Revenue from agricultural leases on the County -owned properties at the Preserve shall be the sole source of funding for all County costs associated with the Preserve, including costs associated with the operations and maintenance of the County's agricultural operations such as fences, signs, roads, levees, pumps, or other structures or equipment as needed.
- C. Agricultural lease revenues shall be the sole source of funding available to be used for any contractual costs associated with the other Parties in planning restoration or agricultural lease management on County properties at the Preserve. These revenues will also support any contributions that the County agrees to make on an annual basis for the Visitor Center or the Preserve Manager position.
- D. Revenue from agricultural leases on the County-owned properties at the Preserve may also be used to offset costs of ranger patrol activities throughout the entire Preserve.

XIX. SVC'S PARTICIPATION

SVC acquired easements in the Preserve for the primary purpose of protecting wildlife habitat (including but not limited to riparian floodplain and vernal pool grasslands), agriculture, and scenic lands from further urban and agricultural development, as appropriate for each habitat type. The secondary goal is to provide public use opportunities that are compatible with achieving the primary goal. SVC's role will be to manage and monitor for the wildlife habitat, agricultural, scenic, and recreational benefits of the lands and easements held and managed by SVC, and, as resources allow, to provide ad hoc real estate acquisition assistance as opportunities arise to add lands to the Preserve. SVC agrees to do the following:

1. Restoration and Enhancement:

A. Provide the resources necessary, and/or enter into agreements with other

Parties, to restore, manage, enhance, monitor, and maintain SVC-owned and -managed land and easements at the Preserve.

2. **Operations and Management:**

- A. Continue agricultural activities on SVC-owned and -managed properties at the Preserve, as long as those activities are compatible with the primary goal to protect natural resources and with any agreements, conservation easements, and/or operations and management plans approved by agencies with authority over the management of SVC lands.
- B. As necessary, participate in the planning, restoration, farming, public outreach, education, and management activities as specified in the Preserve Management Plan.
- C. On an ad hoc basis, provide assistance with real estate acquisition, including but not limited to mitigation lands, as opportunities arise to add lands to the Preserve, and as transaction and acquisition funding is available.

3. Facilities and Public Use:

A. Participate with the Parties in developing interpretive and visitor programs for the Preserve per the recommendations outlined in the Preserve Management Plan, as they pertain to SVC-owned or -managed lands or easements, to the extent those recommendations are compatible with any agreements, conservation easements, and/or operations and management plans approved by agencies with authority over the management of SVC lands.

4. Management Funding:

- A. Implement this Agreement and the Preserve Management Plan on SVC-owned or -managed lands and easements subject to the availability of funding.
- B. SVC will fund the management and operation of SVC lands in the Preserve with available restricted funds for those lands, as required by agreements with relevant agencies. SVC will provide funds for activities related to the management of SVC lands to the extent they are available from restricted funds SVC holds for that purpose through individual cooperative or mitigation agreements with other Parties or third-party agencies, performing the prescribed management on an as-needed basis.

XX. TNC'S PARTICIPATION

TNC acquired lands in the Preserve for the primary purposes of protecting riparian floodplains, vernal pool grasslands, and wildlife-friendly farmland from the threat of additional urban and incompatible agricultural development. Preservation and enhancement of these habitats and the processes that sustain them is the primary management goal. A secondary goal is to enhance populations of native species existing within those protected habitats. TNC's role in this Agreement will be to coordinate closely with all Parties on land management and restoration activities; to provide technical and scientific assistance on topics where TNC has developed expertise (*e.g.*, riparian restoration, vernal pool grasslands, wildlife-friendly farming, migratory bird habitat, groundwater, *etc.*); to facilitate real estate transactions as needed; and to provide operations and maintenance support for equipment and facilities. TNC agrees to do the following:

1. Restoration and Enhancement:

A. As may be applicable, plan and implement riparian and grassland restoration projects on the Preserve. This includes restoration design, permit acquisition, volunteer recruitment, and subsequent maintenance of projects for a minimum of three years or as funding permits. This also includes coordination and technology transfer to other Parties desiring to conduct riparian restoration.

2. Operations and Management:

- A. Assist in co-funding the Preserve Manager position through an individual cooperative agreement with the BLM.
- B. Provide a Project Coordinator position that will share responsibility for the maintenance of facilities and equipment on the Preserve. The Project Coordinator will provide support to restoration efforts, the agriculture program, outreach and education programs, and the visitor's center operations. TNC will recruit and train additional staff to implement TNC's primary and secondary goals, as funding permits.
- C. In cooperation with the other Parties, promote, develop, screen, review, and provide input on research projects to be implemented at the Preserve. Responsibility for the day-to-day activities of research projects may be delegated to an institution of higher education in California, or other entities deemed appropriate by all of the Parties provided that all research activities are in accordance with the recommendations outlined in the Preserve Management Plan.
- D. Continue agricultural activities on TNC-owned properties at the Preserve as long as those activities are compatible with the overarching goal to protect natural resources.

E. As necessary, participate in planning, restoration, farming, public outreach, education, and management activities as specified in the Preserve Management Plan.

3. Facilities and Public Use:

- A. Participate, as needed, with the Parties in developing interpretive and visitor programs for the Preserve per the recommendations outlined in the Preserve Management Plan.
- B. Allow the Parties, at their own risk, to use the TNC-owned barn at the Preserve for organized functions (*e.g.*, tours, parties, meetings, fundraisers, *etc.*) that directly benefit the Preserve; for equipment and vehicle storage; and to perform operations and maintenance functions, including volunteer tasks. Such use shall comply with applicable TNC policies and procedures and all applicable laws.

4. Management Funding:

A. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. TNC shall not be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall TNC be required to provide any service or provide for any costs at such time as TNC is no longer a party to this Agreement.

XXI. REDUCED FUNDING

The Parties shall endeavor to obtain funds for carrying out as many provisions of this Agreement as feasible. However, the unavailability or reduced availability of funding or staffing from any one of the Parties shall not operate to suspend or terminate this Agreement. Whenever possible, the Parties shall reduce the scope of activities to adapt to changes in available funding and staffing, rather than terminate or suspend an activity. The Parties recognize that the performance of each other under this Agreement may, from time to time, be unavoidably curtailed due to lack of funding and staffing. Funding and staffing shall be deemed available if, in the sole discretion of each of the respective Parties, they determine that funding and staffing are available. If activities must be suspended or terminated, priority for remaining funding shall be given to continuing long-term habitat management.

XXII. AMENDMENT PROCESS

This Agreement may be amended, as necessary or desirable, by a written amendment approved by all of the Parties. Any Party may propose an amendment by providing a written copy of the proposed amendment to the other Parties for review and consideration. No amendment shall become effective unless and until it has been approved in writing by all of the Parties. Any oral or written understanding that is not incorporated in this Agreement by amendment shall be

without force or effect to modify the terms hereof or thereof or be utilized for the purpose of interpreting any provision hereof or thereof.

XXIII. APPLICABILITY OF STATE AND FEDERAL LAW

Notwithstanding any other provision herein, this Agreement is subject to, and shall not be interpreted to be inconsistent with, any requirement of any applicable Federal, State, County, or local law or regulation.

XXIV. RELEASE OF LIABILITY

Provided that such damage, injury, or death is not caused by the sole negligence of a Party or their officers, agents, employees, or independent contractors, and to the extent permitted by law, and except as otherwise agreed to by written contract between two or more of the Parties, each party shall release each and every other Party and their officers, agents, employees, and independent contractors from any liability whatsoever, based or asserted upon any act or omission of said Party pursuant to this Agreement; and each Party that is named in a legal action with any other Party and their officers, agents, employees, and independent contractor based upon such alleged acts or omissions shall cooperate in the defense of the other Party and their officers, agents, employees, and independent contractors to the extent permitted by law.

As used throughout this paragraph, "officers" includes, but is not limited to, any person who is a member of a Party's governing body or who exercises executive responsibility.

XXV. TERM OF THIS AGREEMENT

This Agreement shall become effective on the date the Parties hereto have executed it, and as to the CDFW, upon approval of the California Department of General Services, and shall remain in effect until June 30, 2029. This Agreement shall be renewed by written agreement for an additional term agreed upon by all Parties until such time as all entities then a Party hereto decide to terminate this Agreement. Any Party may withdraw from this Agreement by delivery of a written notice to the Parties listed in this Agreement, indicating that Party's intent to withdraw at least sixty (60) days prior to the proposed withdrawal date. After the withdrawal date, the withdrawing Party shall have no further obligations under this Agreement except for those costs, if any, incurred prior to the withdrawal date and properly chargeable to the withdrawing Party. Withdrawal of any Party shall not terminate this Agreement as to the remaining Parties.

XXVI. CONSISTENCY

In the event of any conflict between the primary and secondary goals stated in this Agreement and/or the vision, mission, and goals stated in the Preserve Management Plan, this Agreement shall prevail.

XXVII. EXECUTION

Electronic signatures, digital signatures, and fax signatures are acceptable for each Party to execute this Agreement. Signed signature pages of this Agreement may be transmitted by fax, by email, or by any other electronic means, and any such signature will have the same legal effect as an original signature.

This Agreement may be executed in several counterparts, and all counterparts so executed shall constitute one agreement that shall be binding on all of the parties, notwithstanding that all of the Parties are not signatories to the original or the same counterpart.

XXVIII. AVAILABILITY OF FUNDS

Implementation of this Agreement by any Party shall be subject to the availability of funds to that Party (and in the case of federal agencies, appropriated funds).

XXIX. ELECTED OFFICES NOT TO BENEFIT

No member of, or delegate to, the Congress or resident commissioner shall be entitled to any share or part of this Agreement, or to any benefit that may arise from it.

XXX. SEVERABILITY

If any provision of this Agreement is judicially determined or held to be invalid for any reason, that invalidity shall not be imputed to any other provision of this Agreement that was not so determined or held to be invalid.

XXXI. TERMINATION OF PAST AGREEMENTS

Upon the execution of this Agreement by all the Parties, the previous Cooperative Management Agreement shall automatically terminate and be of no further force and effect if the term of that previous Cooperative Management Agreement has not yet expired.

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IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed.

U.S. BUREAU OF LAND MANAGEMENT

Printed Name:	Title:
Signature:	Date:
CALIFORNIA DEPARTMENT O	F FISH AND WILDLIFE
Printed Name:	Title:
Signature:	Date:
CALIFORNIA DEPARTMENT O	F WATER RESOURCES
Printed Name:	Title:
Signature:	Date:
CALIFORNIA STATE LANDS CO	OMMISSION
Printed Name:	Title:
Signature:	Date:
DUCKS UNLIMITED, INC.	
Printed Name:	Title:
Signature:	Date:
GALT JOINT UNION ELEMENT	ARY SCHOOL DISTRICT
Printed Name:	Title:
Signature:	

NATURAL RESOURCES CONSERVATION SERVICE

Printed Name:	Title:
Signature:	Date:
COUNTY OF SACRAMENTO	
Printed Name:	Title:
Signature:	Date:
THE NATURE CONSERVANCY	
Printed Name:	Title:
Signature:	Date:
SACRAMENTO VALLEY CONSERVANCY	
Printed Name:	Title:
Signature:	Date:

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Cosumnes River Preserve Cooperative Management Agreement – June 2024

Attachment A

Map of Cosumnes River Preserve Properties

(underlies this cover page)



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.512 Consent Calendar (continued)- Items Removed For Later Consideration			
Presenter:	Lois Yount	Action Item: XX Information Item:			
The Board w	rill be able to address any items rem				



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.513 Board Action Regarding Student Matter No. 23/24-01
Presenter:	Kuljeet Nijjar	Action Item: XX Information Item:



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.514 Board Consideration of Approval of GJUESD 2024-25 Local Control Accountability Plan (LCAP)
Presenter:	Lois Yount Cabinet	Action Item: XX Information Item:

The GJUESD 2024-25 LCAP public hearing was held on June 17, 2024.

The District consulted with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in developing the LCAP. The draft LCAP was posted on our website, and parents were notified by email and text. We received feedback from twenty partners.

Attached:

- 1. 2024-25 LCAP Feedback
- 2. LCFF Budget Overview for Parents
- 3. 2023-24 LCAP Annual Update
- 4. LCAP
 - Plan Summary
 - Engaging Educational Partners
 - Goals and Actions
 - Increased or Improved Services for Foster Youth, English Learners, and Lowincome students
 - Actions Tables
 - Instructions

2024-25 LCAP FEEDBACK

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

- Full inclusion for special education students.
- Positive behavior interventions and supports.
- Prioritizing relationships and well-being for students and staff.
- Prioritize district focus on systematically improving instruction; direct instruction for the teaching of foundational skills of Math and Language.
- Building a strong foundation in the primary grades or interventions available for the students.
- Getting kids the resources they need; tutors or teachers available to students who need additional support to explain the material by other means.
- Good attendance, communication with families, and engaging curriculum.
- apoyarlos y animarlos para que dia a dia sean mejores.
- Student interests guiding what is taught; helping each child learn their own way.
- Encouraging parental Involvement.
- Engaging and relevant curriculum, student voice and choice, supportive learning environments, and high expectations that every child can learn.
- Availability of school programs such as STEM and AG class; involving students with things they are interested in, such as hands-on academics; students on IEP programs staying at their home schools.
- Importance of communication between teachers and instructional assistants.
- Students accountable for their learning.
- Teaching students study skills; reinforcing and checking homework and calendar daily.
- Staff fair to all students.

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

- Professional development related to students with special education services.
- Providing staff with necessary SEL tools so they can deal with trauma Informed concerns in the classroom. Supporting staff social emotional needs.
- Prioritizing mental health and well-being.
- Providing training that pertains to department/ grade level or subject area.
- Frequent communication between teacher and parents.
- Higher pay and incentives, good culture at school.
- Growth mindset; relevant professional development opportunities.
- nosotros apoyarlos como padres de familia
- Administrative Support.
- Flexibility in the rate curriculum is taught.
- Professional development in the areas of Direct Instruction NOT more online programs.

- Making sure committee meetings accommodate all parents' schedules; giving opportunity
 for staff to have more time to come up with a plan/solution to problems around Galt
 schools. Allow the school district to provide staff, volunteers, and students supplies when
 needed in their classrooms.
- Addressing staffing challenges.
- All employees follow all the rules the same way.

3) What is key to improving student attendance?

- More opportunities for field trips, school events/activities, incentives.
- Positive behavior interventions and supports
- Schools that create a sense of belonging and trust.
- Providing safe, nurturing learning environments and holding parents accountable for getting their children to school in the case of those who are chronically absent.
- Engaging parents; revamp independent study.
- Communication to families about how poor attendance in elementary schools impact future learning and careers.
- motivacion dia a dia
- Open the gates sooner.
- Engaging classrooms that promote collaborative conversations.
- A positive school culture that celebrates merit in academic achievement.
- Allowing more independent study options to expand children's knowledge, availability, and dependability.
- Positive working environments.
- Teachers treat all students with respect.

4) What is key to improving safety at school?

- Stronger consequences and discipline for the students.
- Positive behavior interventions and supports.
- A school resource officer at each school.
- Zero tolerance policy for illegal activity and mistreatment of students and staff on our campuses.
- Ban cell phones.
- More yard supervisors.
- Parental involvement.
- Having money for site improvements. Making sure students know each other as individuals and not as unknown stereotyped strangers. Empathy.
- cominicacion y buen ejemplo
- PSA type efforts. Knowledge is power so informing the kids as young as possible on the importance of being safe.
- Open dialogue between all stakeholders, parents, teachers, students and staff.

- More security cameras and having employees that understand how security works.
- Student mental health and continuing the district policies.
- Having consistency of rules from administration.
- Campus security more cops around school

5) Please add any other ideas or feedback.

- IA participation at MTSS meetings.
- SDC students pushed in for math/benchmark not just science and social studies.
- LCAP monies should fund efforts toward implementing, monitoring and maintaining positive behavior interventions and supports
- To ensure quality staff, motivation and longevity make sure that what they are earning is fair and equitable.
- Making sure students have adequate care at home.
- Outreach programs through social media
- Training for teachers on working with special needs students.
- In elementary, less "Online" learning and more direct instruction.
- Special education programs should be held at a student's home school.
- Positive working conditions.
- Teachers need to all get along and be good examples to all students.



LCFF Budget Overview for Parents

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

CDS Code: 34-67348 School Year: 2024-25 LEA contact information:

Lois Yount

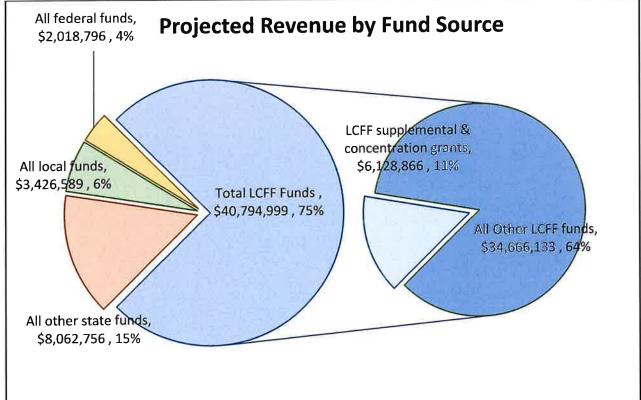
Superintendent

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 2024-25 School Year**

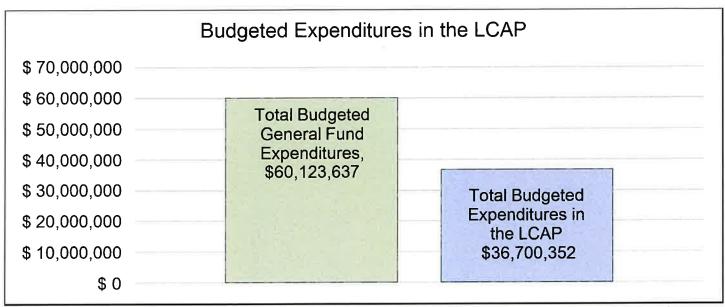


This chart shows the total general purpose revenue Galt Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Galt Joint Union Elementary School District is \$54,303,140, of which \$40,794,999 is Local Control Funding Formula (LCFF), \$8,062,756 is other state funds, \$3,426,589 is local funds, and \$2,018,796 is federal funds. Of the \$40,794,999 in LCFF Funds, \$6,128,866 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Galt Joint Union Elementary School District plans to spend for 2024-25. 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 \$60,123,637 for the 2024-25 school year. Of that amount, \$36,700,352 is tied to actions/services in the LCAP and \$23,423,285 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP:

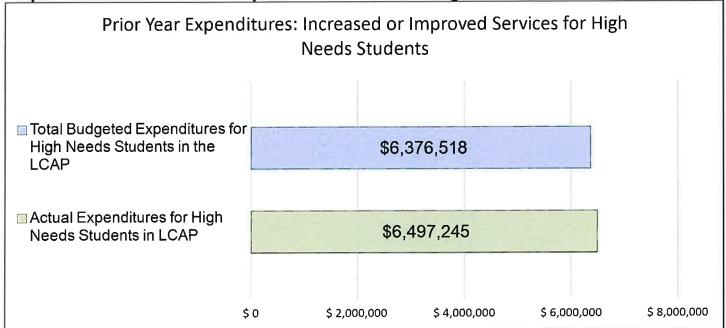
- 1. Business and Human Resource Services
- 2. Superintendent and Cabinet
- 3. General and Special Education Transportation
- 4. Informational Technology Department and Infrastructure
- 5. Administrative and Operational Supplies
- 6. Utilities/Insurance

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Galt Joint Union Elementary School District is projecting it will receive \$6,128,866 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 \$6,299,584 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 2023-24



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 2023-24, Galt Joint Union Elementary School District's LCAP budgeted \$6,376,518 for planned actions to increase or improve services for high needs students. Galt Joint Union Elementary School District actually spent \$6,497,245 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

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

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%)	2022-23 SIS Data Preschool (ages 0-5): Total enrollment = 248 Total EL enrollment = 104 (42%) Transitional kinder: Total enrollment = 96 Total EL enrollment = 32 (33%)	2023-2024: Preschool (ages 0-5): Total enrollment = 247 Total EL enrollment = 97 (39%) Transitional kinder: Total enrollment = 118 Total EL enrollment = 29 (24%)	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 Kinder Readiness Assessments: 1. 49% of all PreK students met all Kinder Readiness Benchmarks 2. 25% of PreK Dual language learners met all Kinder Readiness Benchmark	New Baseline Spring 2022 (PreK Benchmarks have been realigned with kinder readiness skills) School Readiness Assessments: 1. 55% of all Preschool students met 80-100% of	School Readiness Assessments: 1a. % of all Preschool & TK students meeting Kinder Readiness Benchmarks: Letter Names PS Upper 57%; TK 75% Letter Names PS Lower: 37%; TK 67%	Spring 2024 1a. % of all Preschool students meeting Kinder Readiness Benchmarks Color Recognition 81% Shape Identification: 73% Number Identification 43%	2023-24 1. 79% of all Preschool students met all Kindergarten Readiness Benchmarks 2. 55% of Preschool ELs will meet the Kindergarten Readiness Benchmarks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Kinder Readiness Benchmarks 2. 51% of dual language learners met 80-100% of Kinder Readiness Benchmarks	Number Identification: PS 52%; TK 83% Rote counting: PS 69%; TK 75% 1:1 Correspondence: PS 89%; TK 92% Name Writing: PS 100%; TK 88% 1b. % of Preschool & TK dual language learners meeting Kinder Readiness Benchmarks: Letter Names Upper: PS 39%; TK 77% Letter Names Lower: PS 39%; TK 68% Number Identification: PS 50%; TK 77% Rote counting: PS 61%; TK 53% 1:1 Correspondence: PS 88%; TK 85% Name Writing: PS 100%; TK 95%	Letter Names Upper 55% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 74% 1:1 Correspondence: 80% Pattern Creation: n/a Name Writing: n/a 1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks Color Recognition: 79% Shape Identification: 74% Number Identification: 26% Letter Names Upper: 32% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 53% 1:1 Correspondence: 68% Pattern Creation: n/a Name Writing: n/a 2a. % of all TK students meeting Kinder Readiness Benchmarks	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Color Recognition 90% Shape Identification: 81% Number Identification 71% Letter Names Upper 75% (n/a for DLI) Letter Names- Lower:69% (n/a for DLI) Rote counting: 73% 1:1 Correspondence: 94% Pattern Creation: 80% Name Writing: 91% 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 86% Shape Identification: 69% Number Identification 72% Letter Names Upper 80% (n/a for DLI) Letter Names-Lower:	2023–24
				67% (n/a for DLI) Rote counting: 59% 1:1 Correspondence:	
				86% Pattern Creation: 66%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Name Writing: 91% 3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness Benchmarks Color Recognition 67% Shape Identification: 80% Number Identification: 33% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 13% 1:1 Correspondence: 67% Pattern Creation: n/a Name Writing: 87% 3b. % of all Dual Language Immersion/Preschool dual language Immersion/Preschool dual language learners meeting Kinder Readiness Benchmarks Color Recognition: 75% Shape Identification: 75%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Number Identification: 38% Letter Names Upper: n/a for DLI Letter Names-Lower: n/a for DLI Rote counting: 0% 1:1 Correspondence: 50% Pattern Creation: n/a Name Writing: n/a 4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness Benchmarks Color Recognition 67% Shape Identification: 67% Number Identification 62% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 52% 1:1 Correspondence:90% Pattern Creation: 67%	2023—24
				Name Writing: 95% 4b. % of all Dual	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 71% Shape Identification: 57% Number Identification 50% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 50% 1:1 Correspondence: 79% Pattern Creation: 57% Writes Name: 100%	
School Readiness direct services to families will increase by at least 100 families each year.	2020-21 First 5 Data: 195 unduplicated families were served	2021-22 First 5 Data: 227 unduplicated families were served	2022-23 First 5 Data: 256 unduplicated families were served	May 2024:First 5 Data: 263 unduplicated families were served	2023-24 495 families served by School Readiness
The number of all K- 3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year.	Baseline Spring 2021 DRA: TK/K = 63% 1st = 51% 2nd = 51% 3rd = Did not collect All Students = 44%	Winter 2022 DRA: TK/K = 52% 1st = 49% 2nd = 47% 3rd = 59% All Students = 51% White = 50% Hispanic = 48% Low SES = 45%	Winter 2023 DRA: K= 73% 1st = 66% 2nd = 53% 3rd = 67% All Students = 65% White = 71% Hispanic = 62% Low SES = 60%	Winter 2024 DRA Kinder=75% 1st grade=66% 2nd grade=36% 3rd grade=49% All Students: 56% White: 56% Hispanic: 56%	Winter 2024 DRA: K= 93% 1st= 81% 2nd= 81% 3rd= 79% All K-3 Students= 81% White = 70% Hispanic = 68%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Did not disaggregate DRA data by student group.	Students with Disabilities = 36% English Learners = 44%	Students with Disabilities = 51% English Learners = 55% Reclassified ELs = 92%	Low SES: 51% Students with Disabilities: 37% English Learners: 48% Reclassified ELs: 86%	Low SES = 65% Students with Disabilities = 56% English Learners = 64% Reclassified ELs = 97%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Math on winter MAP will increase at least 5% each year.	MAP- MATH Spring 2021: Total 1st-6th grade student groups meeting/exceeding the 60th percentile All students= 27% White = 52% Hispanic = 18% Low SES = 17% Students 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%	MAP- MATH Winter 2022: Total 1st-6th grade student groups meeting/exceeding the 60th percentile (7-8th grade = 70th percentile): All Students= 31% White= 43% Hispanic= 27% Low SES= 22% Students with Disabilities= 22% Current English Learners= 9% Reclassified ELs= 42% All students by grade level: 1st = 25% 2nd = 40% 3rd = 42%	MAP- MATH Winter 2023: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 35% White= 47% Hispanic= 28% Low SES= 28% Students with Disabilities= 24% Current English Learners= 12% Reclassified ELs= 46% All students by grade level: 1st = 26% 2nd = 40% 3rd = 47% 4th = 36% 5th = 27%	MAP Winter 2024: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 44% White: 54% Hispanic: 36% Low SES: 37% Students with Disabilities: 28% English Learners: 23% Reclassified ELs: 44% All Students by grade level: 1st: 51% 2nd: 58% 3rd: 54% 4th: 48% 5th: 35%	MAP- MATH Winter 2024 Student groups 4th-8th. Total: 4th-8th grade student groups meeting/exceeding the 60th percentile: All Students= 42% White = 67% Hispanic = 33% Low SES = 32% Students with Disabilities = 28% Current English Learners = 25% Reclassified English Learners = 39% Student cohort groups by grade level meeting/exceeding the 60th percentile:
	6th = 24%	4th = 31%	6th = 32%	6th: 35%	1st = 48%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th = 24% 8th = 25%	5th = 32% 6th = 29% 7th = 23% 8th = 27%	7th = 34% 8th = 43%	7th: 37% 8th:36%	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% 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%	MAP- READING Winter 2022: Total 1st-6th grade student groups meeting/exceeding the 60th percentile (7- 8th grade = 70th percentile): All Students= 37% White= 49% Hispanic= 30% Low SES= 29% Students with Disabilities= 25% Current English learners= 10% Reclassified ELs= 56% All students by grade level: 1st = 34% 2nd = 42% 3rd = 46% 4th = 34% 5th = 46% 6th = 41%	MAP- READING Winter 2023: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 40% White= 53% Hispanic= 33% Low SES= 33% Students with Disabilities= 28% Current English learners= 13% Reclassified ELs= 55% All students by grade level: 1st = 30% 2nd = 34% 3rd = 53% 4th = 37% 5th = 39% 6th = 45% 7th = 42% 8th = 41%	MAP- READING Winter 2024 Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 45% White= 57% Hispanic= 38% Low SES= 38% Students with Disabilities= 23% Current English learners= 17% Reclassified ELs= 54% All students by grade level: 1st = 47% 2nd = 44% 3rd = 49% 4th = 46% 5th = 41% 6th = 40% 7th = 46%	MAP- READING Winter 2024 Student groups 4th- 8th. Total: 4th-8th grade student groups meeting/exceeding the 60th percentile: All Students = 49% White = 61% Hispanic = 41% Low SES = 41% Students with Disabilities = 31% Current English Learners = 30% Reclassified English Learners = 52% Student cohort groups by grade level meeting/exceeding the 60th percentile: 1st = 46% 2nd = 43% 3rd = 50% 4th = 59%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		7th = 25% 8th = 31%		8th = 45%	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.	MATHEMATICS All students: YELLOW	N/A for 2021-22	Fall 2022 CA Dashboard MATHEMATICS All students: 39.9 points below standard White: 12.6 points below standard Hispanic: 57.2 points below standard Homeless: 97.8 points below standard Socioeconomically Disadvantaged: 59.7 points below standard Students w/ Disabilities: 100.7 points below standard English Learners:	Fall 2023 CA Dashboard MATHEMATICS All students: YELLOW 32.6 points below standard White: YELLOW 9.7 points below standard Hispanic: YELLOW 49 points below standard Homeless: YELLOW 73.9 points below standard Socioeconomically Disadvantaged: YELLOW 50.6 points below standard Students w/ Disabilities: ORANGE 95.4 points below standard	Fall 2024 CA Dashboard All students: GREEN 4.2 points above standard White: BLUE 23.6 points above standard Hispanic: GREEN 14.5 points below standard Homeless: 87.8 points below standard Socioeconomically Disadvantaged: GREEN 16.6 points below standard Students w/ Disabilities: YELLOW 65.5 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: YELLOW 63.9 points below standard Increased 7.2 points **EL Comparisons** Current English Learners: 84.2 points below standard Increased 10.9 Points Reclassified English Learners: 39.1 points below standard Increased 9.8 Points English Only: 9.6 points below standard Increased 7.1 points		78.1 points below standard **EL Comparisons** Current English Learners: 107.6 points below standard Reclassified English Learners: 33.2 points below standard English Only: 28.4 points below standard	All English Learners: YELLOW 70.5 points below standard **EL Comparisons** Current English Learners: 98.8 points below standard Reclassified English Learners: 36.3 points below standard English Only: 21.9 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
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	N/A for 2021-22	Fall 2022 CA Dashboard ENGLISH LANGUAGE ARTS All students: 10.2 points below standard White: 11.8 points above standard	Fall 2023 CA Dashboard Language Arts All students: ORANGE 9.8 points below standard Hispanic: ORANGE	Fall 2024 CA Dashboard All students: GREEN 26.1 points above standard White: BLUE 52.5 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	22.5 points above standard Increased 4.5 points		Hispanic: 25.2 points below standard	24.7 points below standard Socioeconomically	Hispanic: GREEN 10 points above standard
	Hispanic:ORANGE 20.3 points below standard Maintained 1.9 points		Homeless: 77.1 points below standard	Disadvantaged: ORANGE 28.3 points below standard	Homeless: 67.1 points below standard
	Socioeconomically Disadvantaged ORANGE 24.5 points below		Socioeconomically Disadvantaged: 30.4 points below standard	Students with Disabilities: ORANGE 76.9 points below standard	Socioeconomically Disadvantaged: GREEN 5.5 points above standard
	Standard Maintained 2.9 points Students with Disabilities: ORANGE		Students with Disabilities: 81.6 points below standard	All English Learners: ORANGE 46.1 points below standard	Students with Disabilities: YELLOW 47.3 points below standard
	77.3 points below standard Increased 12.6 points All English Learners:		All English Learners: 48.7 points below standard	Homeless: YELLOW 64.3 points below standard	All English Learners: GREEN 1.6 points below standard
	YELLOW 41.6 points below standard Increased 5 points		**EL Comparisons** Current English Learners: 82.8 points below standard	White: GREEN 10.2 points above standard **EL Comparisons**	**EL Comparisons** Current English Learners: 42.7 points below
	EL Comparisons Current English Learners: 72.7 points below standard		Reclassified English Learners: 3.2 above standard	Current English Learners: 84.1 points below standard	standard Reclassified English Learners: 26.5 points above
	Increased 11.5 points		English Only: .4 points above standard	Reclassified English Learners:	standard English Only:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reclassified English Learners: 3.5 points below standard Increased 8.1 points English Only: 10.9 points above standard Maintained 2.6 Points			0.4 points below standard English Only: .5 points below standard	40.9 points above standard
The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%.	Fall 2019 CA Dashboard SPED PARTICIPATION RATE ELA Participation Rate= 94% Math Participation Rate= 94%	N/A for 2021-22	Fall 2022 CA Dashboard SPED PARTICIPATION RATE ELA Participation Rate= 94% Math Participation Rate= 94%	Fall 2023 CA Dashboard SPED PARTICIPATION RATE ELA Participation Rate= 97% Math Participation Rate= 96%	Fall 2024 CA Dashboard 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 2022 CA Dashboard ELPAC English Learner Progress = 51.1% (Medium)	Fall 2023 CA Dashboard ELPAC English Learner Progress = 54.1% GREEN	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 CALPADS Data R-FEP rate = 7%	2020-21 CALPADS Data R-FEP rate = 3.8%	2021-22 CALPADS Data R-FEP rate= 18.3%	2022-2023 CALPADS Data R-FEP rate TK-8	2023-24 District Data District R-FEP rate = 16% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				EL Students 715 RFEP Student 115 = 16%	
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-21 District Data CCSS aligned curriculum= 100%	2021-22 District Data CCSS aligned curriculum= 100%	2022-23 District Data CCSS aligned curriculum= 100%	2023-24 District Data Maintained 100%	2023-24 District Data Maintained 100%
District-wide, at least 65% of the students served in summer school programs will be students from our unduplicated student groups (Low SES, EL, foster).	Percentages: District = 61.5% GES- 30%	2022 Summer School Program Unduplicated Percentages: District = 243/285 85% LC 30 /40 = 75% MRE 26 /36 = 72% RO 45 /57 = 79% VO 75 /81 = 93% GES 33 /40 = 83% MMS- N/A	2023 Summer Program Unduplicated Percentages: TBD	2023 Summer Program Unduplicated Percentages: District: 395/558=71%	2023-24 Summer Program Unduplicated Percentages: District= 65% or higher GES- 50% VO- 91% RO- 67.6% LC- 50.4% MRE- 49% MMS- 91%
Misassignments of teachers will remain at 0.	2020-21 CALPADS Misassignments= 0	2021-22 CALPADS Misassignments= 2	2022-23 CALPADS Misassignments= TBD	2023-2024 CALPADS Misassignments 0	2023-24 CALPADS Misassignments 0
All teachers will have access to professional development that	2020-21 District Data Access to professional development= 100%	2021-22 District Data Access to professional development= 100%	2022-23 District Data Access to professional development= 100%	2023-24 District Data Access to professional development= 100%	2023-24 District Data Maintained at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
focuses on literacy, well-being and equitable practices will be 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 education partner meetings= MET	2021-22 District Data Representation all education partner meetings= MET	2022-23 District Data Representation all education partner meetings= MET	2023-24 Mid Year District Data Representation all education MET partner meetings= MET	2023-24 District Data MET
At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SpEd PAC).	2020-21 District Data education partner participation= MET	2021-22 District Data education partner participation= MET	2022-23 District Data education partner participation= MET	2023-24 District Data: MET	2023-24 District Data MET
Parent CalSCHLS survey will be completed by a minimum of 750 families with an	2021 CalSCHLS Parent Survey Responses= 862	2022 CalSCHLS Parent Survey Responses= 402	2023 CalSCHLS Parent Survey Responses= 485	2024 CalSCHLS Parent Survey Responses= 252	2023-24 CalSCHLS Parent Survey Responses = 991 or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase of 5% each year.					
Parent use of SIS Parent Portal will increase 5% annually.	2020-21 SIS Data (new SIS system fall 2021)	2021-22 Parent Vue Data in Synergy Baseline= 67%	2022-23 Parent Vue Data in Synergy 64% of parents are using Parent Vue	2023-2024 December Parent Vue Data in Synergy: 64% of parents have activated an account.	2023-24 SIS Data Parent use of SIS Parent Portal= 77%

Goal Analysis

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.

For the 2023-2204 LCAP year, please review details on successes and challenges in the Effectiveness section.

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.

Action 1.7 The AVID Program's original budget was intended to cover only a portion of the costs. With the program's expansion to include elementary levels, the updated budget now reflects the true cost, incorporating the salaries of the teachers supporting the program. Action 1.16: Core Curriculum Sufficiency: Continue to ensure that all students have access to materials aligned to California content standards and that all general education and special education teachers have the needed instructional resources. Implement a math pilot to prepare for the 2024 math adoption.

Action 1.16: The district provided additional curriculum support and materials, including curriculum costing over \$300,000. Other materials supported under this action included software licenses for Illuminate and Renaissance Learning, totaling about \$96,000. Additionally, the math pilot adoption process this year cost about \$5,000. The original budget in the LCAP only included the allocation for curriculum known as Restricted Lottery. However, the district covers additional curriculum supplies and resources needed to operate. The reported amount reflects the total cost to support curriculum, supplies, and resources, funded by Learning Loss Funds, Unrestricted Lottery, Supplemental/Concentration and Restricted Lottery.

Action 1.18: To offer 1:1 student mobile devices, classroom technology, blended learning environments, innovation, and Wi-Fi, the district requires various technology components. The original budget appeared to account only for Chromebooks, excluding other aspects of this

initiative. The reported amount, reflecting the true cost of \$618,931, includes all classroom technology, Wi-Fi connections, and various technologies supporting classroom instruction.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The combined impact of the actions in Goal 1 over the course of the 3-year LCAP Cycle (2021-2022, 2022-23, and 2023-24) effectively showed steady academic growth as demonstrated by CA Dashboard Metrics, MAP (ELA and Math) and local District Reading Assessments.

GJUESD successfully implemented early learning and educational services through the Fairsite Elementary and Early Learning Center. (Action 1.1-Pre-Kindergarten Program, 1.2-School Readiness Services). Programs included PreK/TK classes, Home visiting, developmental screenings, literacy and El Cielo (English classes).

Action 1.3 (High-Quality Certificated TK-8 Staffing) the district was unable to fill the teacher position for the Special Education/Moderate to Severe program; TK classroom teacher, while held an Emergency Specialist Teaching Permit, was a highly qualified early childhood educator with many years working successfully in preschool settings; the math teacher is on the path to receive her intern credential July 2024.

School sites were provided Specialized Certificated Support (Action Item 1.4) and Administrative Staffing (Action Item 1.5) to support Academic Conferences (Action 1.12) and MTSS meetings to analyze data and deliver interventions to identified students (Action Item 1.13). Assistant Principals were assigned part-time at each school site; in addition, they facilitated attendance monitoring and addressed behavioral issues. TOSAs provided direct student intervention to address skill deficits.

Action item 1.6 (Class Size Reduction) was partially implemented; due to decline in enrollment, class sizes ranged from 16 to 23 students for grades K-3.

GJUESD continued the evidence-based strategy- AVID Program at the middle school (Action 1.7) and expanded the AVID program to one elementary campus. One elementary teacher was trained in AVID strategies and Winter MAP results indicated 100% of students met their math goal; 60% of students met their reading goal.

Middle School AVID Program successes: Winter MAP scores: 7th/Math: 71% of the students made growth or stayed the same; 7th/Reading: 64% of the students made growth or stayed the same; 8th/Math: 79% of the students made growth or remained the same; 8th/Reading: 81% of the students made growth or stayed the same.

7th grade: 61% met Math goal; 53% met Reading goal 8th grade: 71% met Math goal; 77% met Reading goal

To address learning gaps, GJUESD successfully implemented the after-school program Acceleration Blocks and a summer program. (Action 1.8)

Acceleration Blocks: Second Trimester Winter 2024: 126 participants for ELA (55% met MAP 5% growth target) and 145 participants for Math (54% met MAP 5% growth target)

Summer Program served 395 unduplicated students of a total of 558 students (71%).

Kinder math growth 97% Kinder reading growth 85%

First math growth 85% First reading growth 91%

Second math growth 81% Second reading growth 72%

Third math growth 72% Third reading growth 56%

Fourth math growth 88% Fourth reading growth 86%

Fifth math growth 86% Fifth reading growth 75%

Sixth math growth 88% Sixth reading growth 76%

GJUESD was successful in implementing Action Item 1.9 (Instructional Assistant (IA) Intervention & Support) and Action Item 1.10.(Mainstreaming and Inclusive Practices for Students with Disabilities) However, hiring for these positions was challenging. Positions are created throughout the year per student needs.

With additional funding from educational partners such as JBMF, GJUESD was able to continue to develop the PreK-8 DLI program by providing high-quality professional development and access to CABE consultants. (Action 1.11). As shown above in the metrics section, the LEA shows an increase in the percent of English Learners making progress towards English proficiency and the Reclassification rate. Having a district-level El Coordinator continues to be important to ensure ongoing support and training for BCLAD teachers, and classified staff supporting for EL and newcomer students (Action 1.11)

The GJUESD provided multiple professional learning opportunities (Action 1.14). GJUESD partnered with SCOE to continue implementation of the Building Thinking Classrooms program for all educators; lead teachers provided training and coaching in these strategies. The district calendar has 3 non-student days for staff which has been set aside for professional learning opportunities. GJUESD partnered with CORE to provide professional development, coaching and mentoring in literacy. All staff are engaged in a Continuous Improvement Cycle-PDSA. Staff identify and test a change idea; reflecting on assessment data to drive instructional decisions.

GJUESD provides families an alternative educational option through the Home Learning Academy (Action 1.15). This is a Home Study program with virtual learning and online coursework. 26 students are currently enrolled;

GJUESD fully implemented Action 1.18 (Access to Technology), Action 1.17 (Supplemental Curriculum and Online Resources for High Needs Learners), and Action 1.16 (Core Curriculum Sufficiency).

Parents have multiple opportunities to participate in their child's education at all sites: Opportunities include:English Language Advisory Committee, School Site Council, Parent Advisory Committees, Parent-Teacher Organizations, Back To School NIght, Parent-Teacher Conferences, and Parent Education Classes:Nutrition, Nurturing Parenting, El Cielo. Bilingual Office Assistants are assigned to all school offices to support Spanish speaking families and BCOA coordinates translation and interpreting needs across the district and supports parent participation in the District English Language Advisory Committee. Action 1.19 (Parent Engagement and Leadership Development)

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.

LCAP goal 1 updated to read "Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments." The focus area remains the same.

The following were updated, deleted or renumbered for the 2024-2025 LCAP:

Metric:

- 1. Deleted: "English learner enrollment in Prekindergarten will increase 5% each year."
- 2. Updated: School Readiness direct services were decreased to 25 from 100 families per year. (Metric 1.10)
- 3. Updated: The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year until 80% proficiency is reached. (80% proficiency added Metric 1.1)
- 4. Updated: English learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year. (benchmark updated to 5% from 7%, Metric 1.6)
- 5. Deleted: "District-wide, at least 65% of the students served in summer school programs will be students from our unduplicated student groups (Low SES, EL, foster)."
- 6. Deleted: Participation rate of students with IEP taking the Math and ELA CAASPP.
- 7. Deleted Parent use of SIS Parent Portal will increase 5% annually.
- 11 Updated: Parent CalSCHLS survey will be completed by a minimum of 500 families with an increase of 5% each year. (Metric 1.12)
- 12: Added: "Students will decrease the percent of students scoring at the Standard Met (Level 3) by 5% each year as measured by the California Science Test (CAST)" (Metric 1.13)
- 13. Added: 100% of teachers credentialed to support English Language Development (Metric 1.16)
- 14. Deleted as an metric, but will be addressed as Action 1.18 "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"
- 15. Deleted as a metric, but will be addressed as Action 1.19 " 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).

The following were updated, deleted or renumbered for the 2024-2025 LCAP:

Actions:

Action 1.1 Deleted: Pre-Kindergarten Program

Action 1.2-renumbered Action 1.1: Amended to reflect current school readiness services

Action 1.3: renumbered Action 1.2 and updated

Action 1.4 folded into 1.2 and new Action 1.3

Action 1.5 renumbered Action 1.4

Action 1.6 renumbered Action 1.5

Action 1.7 renumbered Action 1.6

Action 1.8 Deleted "After school acceleration blocks and a summer school program"

Action 1.9 renumbered Action 1.7

Action 1.10 folded into Action 1.7

Action 1.11 renumbered Action 1.8

Action 1.12 renumbered Action 1.9

Action 1.13 folded into Action 1.9

Action 1.14 renumbered Action 1.10 and updated.

Action 1.15 renumbered to Action 1.11 and updated

Action 1.16 renumbered to Action 1.12

Action 1.17 renumbered to Action 1.13

Action 1.18 renumbered to Action 1.14

Action 1.19 renumbered to Action 1.15

Action 1.20 renumbered to Action 1.16

Action 1.17: new action item: College and Career Pathways

Action 1.18 and Action 1.19 are new actions that were previously identified as Metrics.

Action 1.20 is new to address Students with Disabilities performing in the RED indicator

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

Goals and Actions

Goal

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

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	2022-23 Average Daily Attendance (ADA)= 93% as of May 2023	2023-2024 Average Daily Attendance (ADA): as of December 2023 93.1%	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: % Chronically Absent All students: 11.6% Student Groups: English Learners: 11.5% Students w/ Disabilities: 17.7% Socioeconomically Disadvantaged: 14.2% Hispanic: 12.4% White: 10.3%	CA Dashboard- No data for 2020 or 2021 % Chronically Absent 2021-22 Local Data in Synergy District- 28% GES- 34% VO- 30% RO- 23% LC- 29% MRE- 21% MMS- 29%	2022 CA Dashboard % Chronically Absent All Students: 46.2% - Very High Student Groups: English Learners: 46.1% Students with Disabilities: 53.8% Socioeconomically Disadvantaged: 50.5% Homeless: 61.3% Hispanic: 48.6%	2023 CA Dashboard % Chronically Absent All Students: 28.7% YELLOW Student Groups: English Learners: 28.2% YELLOW Students with Disabilities: 36.5% YELLOW	2024 CA Dashboard: % Chronically Absent All students: 8.6% English Learners: 8.5% Students w/ Disabilities: 14.7% Socioeconomically Disadvantaged: 11.2% Homeless: 11.2% Hispanic: 9.4% White: 7.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			White: 44.8%	Socioeconomically Disadvantaged: 32.3% YELLOW	
				Hispanic: 31.2% YELLOW	
				White: 26% YELLOW	
				Homeless: 36.4% ORANGE	
The suspension rate will decrease by 0.1% or greater for every student subgroup.	2019 CA Dashboard: Percent Suspended at Least 1 Day All students: 3% English Learners: 1.8% Students w/ Disabilities: 4.7% Socioeconomically Disadvantaged: 3.7% Hispanic: 3.4% White: 2.4%	CA Dashboard- No data for 2020 & 2021 Percent Suspended at Least 1 Day 2021-22 District Data: District- 2% GES4% VO- 2% RO5% LC4% MRE- 1% MMS- 5%		2023 CA Dashboard Percent Suspended at Least 1 Day All Students: 3.5% ORANGE Student Groups: English Learners: 3.8% RED Hispanic: 4%: RED Homeless: 8.1% RED Socioeconomically Disadvantaged: 4.7% RED	2024 CA Dashboard: Percent Suspended at Least 1 Day All students: 1.5% English Learners: 5% Students w/ Disabilities: 1.7% Socioeconomically Disadvantaged: 1.5% Homeless: 1.5% Hispanic: 1.5% White: 2%
				Students with Disabilities: 4.1% ORANGE	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				White: 3.4% ORANGE	
The expulsion rate will decrease by 0.1% or greater for every subgroup.	2020-21 CDE DataQuest All students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students w/ Disabilities:0 English Learners: 0	2021-2022 CDE DataQuest All Students: 5; rate: 0.1% White: 0; rate: 0% Hispanic: 5; rate: 0.2% Low SES: 3; rate: 0.1% Homeless: 0; rate: 0% Students with Disabilities: 1; rate: 0.2% English Learners: 1; rate: 0.1%	2022-23 District Data: All Students: 5 White: 0 Hispanic: 5 Low SES: 5 Homeless: 0 Students with Disabilities: 0 English Learners: 1	2023-2024 District Data All Students: 1 White: 0 Hispanic: 0 Low SES: 0 Homeless: 1 Students with Disabilities: 0 English Learners: 0	2023-24 CDE DataQuest All students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students w/ Disabilities:0 English Learners: 0
The middle school dropout rate will be maintained at 0% for all student subgroups.	2020-21 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2021-22 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2022-23 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with 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%. Percentage responding "STRONGLY AGREE" "ST	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Makes me feel welcome to participate. Elementary: 33% Middle: 27% Middle: 10% Middle: 32% Middle: 32% Middle: 27% Middle: 32% Middle: 27% Middle: 32%	Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are	Parent Survey Data: Percentage responding "STRONGLY AGREE" 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% Middle: 30% Has adults who really care about students. Elementary: 41% Middle: 24% Communicates with	Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 327 Middle School parent responses: 75 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% Middle: 23% Has adults who really	Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 389 Middle School parent responses: 96 This school Encourages me to be an active partner. Elementary: 43% Middle: 10% Makes me feel welcome to participate. Elementary: 46% Middle: 5% Supports student learning environment: Elementary: 43% Middle: 13% Is a safe place for my child. Elementary: 45% Middle: 6% Has adults who really	Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 202 Middle School parent responses: 50 This school Encourages me to be an active partner. Elementary: 43% Middle: 32% Makes me feel welcome to participate. Elementary: 49% Middle: 29% Supports student learning environment: Elementary: 43% Middle: 31% Is a safe place for my child. Elementary: 47% Middle: 32% Has adults who really	2024 CalSCHLS Parent Survey Data: Percentage of parents responding Strongly Agree on all responses on the annual CalSCHLS Survey is at 50% or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elementary: 46% Middle: 22%	Elementary: 40% Middle: 21%	Elementary: 49% Middle: 11%	Elementary: 51% Middle: 28%	
	Treats all students with respect. Elementary: 45% Middle: 34%	Communicates with parents about school. Elementary: 48% Middle: 27%	Communicates with parents about school. Elementary: 53% Middle: 22%	Communicates with parents about school. Elementary: 52% Middle: 41%	
	Has clean and well- maintained facilities. Elementary: 44% Middle: 28%	Treats all students with respect. Elementary: 40% Middle: 28%	Treats all students with respect. Elementary: 50% Middle: 19%	Treats all students with respect. Elementary: 52% Middle: 44%	
		Has clean and well- maintained facilities. Elementary: 35% Middle: 24%	Has clean and well- maintained facilities. Elementary: 46% Middle: 14%	Has clean and well- maintained facilities. Elementary: 45% Middle: 42%	
Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas	Percentage of students that participated in the survey: Grade 5 = 26%,	2022 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 54%, Grade 6 = 50%, Grade 7 = 61%, Grade 8 = 69%	2023 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 59%, Grade 6 = 69%, Grade 7 = 63%, Grade 8 = 70%	2024 CalSCHLS Data Percentage of students that participated in the survey: Grade 5 = 72%, Grade 6 = 68%, Grade 7-8= 96%,	2024 CalSCHLS Data: Percentage of students in grades 5-8 responding "Yes, most or all of the time" for all responses on the annual CalSCHLS survey will have increased by 15%
that are below 80%.	Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school:	Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school:	Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school:	Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school:	-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 = 74%,	Grade 5 = 70%,	Grade 5 = 73%,	Grade 5 = 70%,	
	Grade 6 = 77%,	Grade 6 = 67%,	Grade 6 = 67%,	Grade 6 = 69%,	
	Grade 7 = 63%,	Grade 7 = 63%,	Grade 7 = 51%,	Grade 7 = 43%,	
	Grade 8 = 60%	Grade 8 = 55%	Grade 8 = 52%	Grade 8 = 43%	
	Students are	Students are	Students are	Students are	
	academically	academically	academically	academically	
	motivated: Grade 5 =	motivated: Grade 5 =	motivated: Grade 5 =	motivated:	
	77%, Grade 6 = 77%,	81%, Grade 6 = 76%,	86%, Grade 6 = 80%,	Grade 5 = 82%,	
	Grade 7 = 63%,	Grade 7 = 67%,	Grade 7 = 61%,	Grade 6 = 83%,	
	Grade 8 = 60%	Grade 8 = 63%	Grade 8 = 62%	Grade 7 = 55%,	
				Grade 8 = 58%	
	Students have a	Students have a	Students have a		
	caring adult in school:	caring adult in school:	caring adult in school:	Students have a	
	Grade 5 = 78%,	Grade 5 = 70%,	Grade 5 = 69%,	caring adult in school:	
	Grade 6 = 77%,	Grade 6 = 65%,	Grade 6 = 68%,	Grade 5 = 69%,	
	Grade 7 = 67%,	Grade 7 = 58%,	Grade 7 = 53%,	Grade 6 = 68%,	
	Grade 8 = 59%	Grade 8 = 54%	Grade 8 = 59%	Grade 7 = 56%, Grade 8 =56 %	
	Students have social	Students have social	Students have social	0.000	
	and emotional	and emotional	and emotional	Students have social	
	learning supports:	learning supports:	learning supports:	and emotional	
	Grade $5 = 79\%$,	Grade $5 = 74\%$,	Grade $5 = 73\%$,	learning supports:	
	Grade 6 = 83%,	Grade 6 = 71%,	Grade 6 = 73%,	Grade $5 = 75\%$,	
	Grade 7 = 64%,	Grade 7 = 67%,	Grade 7 = 49%,	Grade 6 = 73%,	
	Grade 8 = 58%	Grade 8 = 64%	Grade 8 = 49%	Grade 7 = 46%,	
				Grade 8 = 45%	
	My school has an anti-	My school has an anti-	My school has an anti-		
	bullying climate:	bullying climate:	bullying climate:	My school has an anti-	
	Grade 5 = 78%,	Grade 5 = 75%,	Grade 5 = 74%,	bullying climate:	
	Grade 6 = 75%,	Grade 6 = 70%,	Grade 6 = 73%,	Grade 5 = 74%,	
	Grade 7 = 48%,	Grade 7 = 43%,	Grade 7 = 34%,	Grade 6 = 69%,	
	Grade 8 = 37%	Grade 8 = 38%	Grade 8 = 36%	Grade 7 = 35%,	
				Grade 8 = 32%	
	I feel safe at school:	I feel safe at school:	I feel safe at school:		
				I feel safe at school:	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 69%, Grade 8 = 64%	Grade 5 = 72%, Grade 6 = 73%, Grade 7 = 60%, Grade 8 = 61%	Grade 5 = 81%, Grade 6 = 68%, Grade 7 = 44%, Grade 8 = 66%	Grade 5 = 74%, Grade 6 = 76%, Grade 7 = 48%, Grade 8 = 51%	
	Cyberbullying is a problem: Grade 5 = 10%, Grade 6 = 14%, Grade 7 = 19%, Grade 8 = 23%	Cyberbullying is a problem: Grade 5 = 27%, Grade 6 = 21%, Grade 7 = 31%, Grade 8 = 36%	Cyberbullying is a problem: Grade 5 = 16%, Grade 6 = 24%, Grade 7 = 32%, Grade 8 = 30%	Cyberbullying is a problem: Grade 5 = 21%, Grade 6 = 22%, Grade 7 = 30 %, Grade 8 = 33%	
Percentage of staff responding "Strongly Agree" on the annual	59% of staff	27% of staff	2023 CalSCHLS Data: 51% of staff	44% of staff	At least 75% of staff
CalSCHLS survey will increase at least 5% each year in areas	participated in the survey.	will participate in the survey. Staff responding "Strongly			
that are below 50%. Staff participation in the survey will increase by 50%.	Percentage of staff responding "Strongly Agree"	Agree" for all responses on the annual CalSCHLS			
	Caring adult relationships: Elementary = 57%, Middle = 45%	Caring adult relationships: Elementary = 52%, Middle = 32%	Caring adult relationships: Elementary = 51%, Middle = 34%	Caring adult relationships: Elementary = 57%, Middle = 45%	survey will increase by 15%
	Promotion of parental involvement: Elementary = 45%, Middle = 27%	Promotion of parental involvement: Elementary = 42%, Middle = 20%	Promotion of parental involvement: Elementary = 44%, Middle = 27%	Promotion of parental involvement: Elementary = 48%, Middle = 33%	
	Positive student learning environment:				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elementary = 55%, Middle = 40%	Elementary = 51%, Middle = 41%	Elementary = 52%, Middle = 30%	Elementary = 52%, Middle = 38%	
	Support for social emotional learning: Elementary = 47%, Middle = 20%	Support for social emotional learning: Elementary = 43%, Middle = 22%	Support for social emotional learning: Elementary = 45%, Middle = 27%	Support for social emotional learning: Elementary = 47%, Middle = 34%	
	Anti Bullying climate: Elementary = 42%, Middle = 30%	Anti Bullying climate: Elementary = 36%, Middle = 19%	Anti Bullying climate: Elementary = 44%, Middle = 24%	Anti Bullying climate: Elementary = 47%, Middle = 34%	
	Positive staff working environment: Elementary = 42%, Middle = 35%	Positive staff working environment: Elementary = 38%, Middle = 29%	Positive staff working environment: Elementary = 42%, Middle = 20%	Positive staff working environment: Elementary = 46%, Middle = 32%	
	Is school safe for students: Elementary = 51%, Middle = 45%	Is school safe for students: Elementary = 53%, Middle = 22%	Is school safe for students: Elementary = 49%, Middle = 22%	Is school safe for students: Elementary = 57%, Middle = 42%	
	Respect for diversity: Elementary = 45%, Middle = 31%	Respect for diversity: Elementary = 40%, Middle = 22%	Respect for diversity: Elementary = 43%, Middle = 28%	Respect for diversity: Elementary = 45%, Middle = 33%	
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	2021-22 FIT Reports Greer- GOOD Valley Oaks- FAIR River Oaks- GOOD	2022-23 FIT Reports Greer- FAIR Valley Oaks- FAIR River Oaks- GOOD	2023-2024: All sites made growth towards "GOOD" status.	2023-24 FIT Reports All district Facilities will be maintained at "GOOD"
	Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR	Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR Fairsite- FAIR	Lake Canyon- FAIR Marengo Ranch- FAIR McCaffrey- FAIR Fairsite- FAIR	Fairsite-FAIR 86.94% Lake Canyon-GOOD 92.10%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Marengo Ranch-GOOD 91.84% River Oaks-GOOD 91.41% Valley Oaks-GOOD 93.63% Vernon E Greer-GOOD 92.45% McCaffrey Middle School- FAIR 88.82%	
Williams Facilities Complaints will be maintained at ZERO (0).	2020-21 State Data Complaints= 0	2021-22 State Data Complaints= 0	2022-23 State Data Complaints= 0	2023-2024 State Data Complaints: 0	2023-24 State Data Maintained at zero (0) complaints

Goal Analysis

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.

For the 2023-2204 LCAP year, please review details on successes and challenges in the Effectiveness section.

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 no significant differences between Budgeted Expenditures and Estimated Actuals. GJUESD allocated additional funds towards several planned expenditures to enhance services for students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The combined impact of the actions in Goal 2 over the course of the 3 year LCAP cycle (2021-2022, 2022-2023, and 2023-2024) effectively improved the outcomes of the related metrics associated with social and emotional learning and creating safe learning environments.

Average Daily Attendance has increased over the last two years and maintained at 93.1%.

Chronic Absenteeism rates have decreased from 2022 All Students: 46.2% - Very High to 2023: All Students: 28.7% YELLOW

2024 CalSCHLS Surveys: Data showed an increase in the percentage of parents reporting "Strongly Agree" to questions on the Safety and School Connectedness survey. Items were related to safety, caring, communication and parental participation for both elementary and middle school students.

2024 CalSCHLS Surveys: Data showed an increase in the percentage of staff reporting "Strongly Agree" to questions related to positive work environment, safety, social-emotional support for students, caring adult relationships, and positive learning environment for both elementary and middle school.

To accomplish this goal; GJUESD successfully placed either a Social Worker or Counselor at each campus; the middle school has two counselors (Action 2.2) and additional site based administration (Action 2.1). School sites created Attendance Teams compromised of Social Worker/Counselor, an Assistant Principal, and office staff. Teams analyzed attendance data trends and worked with families to address barriers through home visits and phone calls.

The Galt Expanded Learning Program is available at all sites and enrichment activities have included: Intramural Sports Makerspace, STEAM Activities, Art, Cal-Waste, The bells choir, Character Counts, Student Leadership, Runnin' For Rhett, Robotics, Readers Challenge, Exploratory Classes-art, music, gardening, Cosumnes River Preserve; NGSS (Action 2.3)

Each school site implements a MTSS system to support social/emotional, behavioral and academic needs (Action 2.4). The GJUESD Maintenance department in collaboration with site custodians and administration addresses any facilities needs. (Action 2.5).

All grades across the district are implementing Second Step Curriculum lessons and embedding social emotional learning throughout the school day. (Action 2.6)

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.

These actions will be implemented in the same manner; however, changes will be made to the following action items.

The following were updated, deleted or renumbered for the 2024-2025 LCAP:

Metrics:

2.1: Updated: "Overall daily District attendance will be maintained at 94% or greater"

Actions:

- 2.1 Renamed: Mental Health Supports; description clarified.
- 2.2: New action: Safety added.
- 2.3 Updated language to reflect additional staffing: Environmental Outdoor Coordinator and the Visual and Performing Arts District Coordinator.
- 2.4 Multi-Tiered Systems of Support (MTSS and Positive Behavior Support-folded into Action 2.1
- 2.5 renumbered Action 2.4
- 2.6 renumbered Action 2.5

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

• Copy and paste verbatim from the 2023–24 LCAP.

Metric:

• Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

• Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

• Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

• When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023-24:

Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "Measuring and Reporting Results" part of the Goal.

					Desired Outcome
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	for Year 3
					(2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

• 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.

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.

• 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
 - o 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

GJUESD Mission Statement:

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

GJUESD Vision Statement:

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

GJUESD LCAP Goals:

1. Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

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

GJUESD serves approximately 3,600 students in grades Preschool through 8th. The District operates seven school sites and employs approximately 550 staff members. The District is the largest employer in the city of Galt with a population of approximately 26,000. The ethnicity of our students are 65% Hispanic and 30% are White; 58% of our families qualify for free or reduced meals. 20% of our students are identified as English Learners, and 19% are Students with Disabilities.

As a District, we create learning experiences that support individual student strengths, talents and interests in the classroom and beyond. More than ever our educators see the need to support students' behavioral health and well-being; the learning experiences encompass a "Whole-Child" focus with embedded social and emotional support.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

State Assessment Data Sets, Spring 2023

CA DASHBOARD:

All students in Grades 3-8 are administered state assessments for both English Language Arts (ELA) and Mathematics each spring. The goal is to show an increase of 10 points in the distance from the standard based on the 2023 Smarter Balanced Assessment Consortium (SBAC) results as shown on the Dashboard.

In both Math and ELA, all students and all student groups made progress on the 2023 spring assessments from the spring 2022 assessments. Student groups that were identified for Differentiated Assistance in Spring 2022 no longer met eligibility based on their documented growth; these included Students with Disabilities in areas of Chronic Absenteeism, ELA and Math; and Homeless in the area of Chronic Absenteeism.

In the area of English Language Arts:

The following student groups did not met the 10-point increase in the distance from the standard goal, from spring 2022 to spring 2023; however, all student groups made growth:

All Students: 9.8 points below standard ORANGE (.4 point increase- MAINTAINED)

English Learners: 46.1 points below standard ORANGE (2.6 point increase-MAINTAINED)

Hispanic: 24.7 points below standard ORANGE (.5 point increase-MAINTAINED)

Socioeconomically Disadvantaged: 28.3 points below standard (2 point increase-MAINTAINED)

Students with Disabilities: 76.9 points below standard ORANGE (5 point increase)

Homeless student group saw the greatest growth, with an an increase of 12.8 points in the distance from the standard from spring 2022 to spring 2023; 64.3 points below standard ORANGE.

In the area of Math:

The following student groups did not met the 10-point increase in the distance from the standard goal, from spring 2022 to spring 2023; however, all student groups made growth:

All Students: 32.6 point below standard YELLOW (7.3 point increase)

Students with Disabilities: 95.4 points below standard ORANGE (5.9 point increase)

English Learners: 70.5 points below standard YELLOW (7.5 point increase)

Hispanic: 49 points below standard YELLOW (8.2 point increase)

Socioeconomically Disadvantaged: 50.6 points below standard (9.1 point increase)

White: 9.7 points below standard YELLOW (increased by 2.9 points-MAINTAINED)

Homeless student group saw the greatest growth, with an an increase of 23.9 points in the distance from the standard from spring 2022 to spring 2023; 73.9 points below standard YELLOW.

In ELA: The following grade levels showed an increase in the percentage of students meeting or exceeding grade level standards from spring 2022 to spring 2023:

3rd (from 46% to 50%, 4% increase), 4th (from 38% to 41%, 3% increase), 6th (47% to 50% 3% increase), and 7th (49% to 50% 1% increase).

In Math: The following grade levels showed an increase in the percentage of students meeting or exceeding grade level standards from spring 2022 to spring 2023:

3rd (45% to 55% increase, 10% increase), 4th (37% to 40%, 3% increase), 6th (34% to 39%, 5% increase), and 7th (31% to 32%, 2% increase)

Local Data Assessments:

DISTRICT READING ASSESSMENTS (DRAs):

All students in Grades K-3 are administered DRAs to measure success towards reading foundational skills and reading at grade level by the end of 3rd grade. The annual goal is to increase the percentage of students who met all DRA targets by 10% from spring 2023 to spring 2024.

Grade Level Performance:

All Students meeting all DRA targets: 59%

Kindergarten(Spring 2023) 73% met all benchmarks; Kindergarten (Spring 2024) 74% met benchmarks (Did not meet district goal) 1st grade (Spring 2023) 63% met all benchmarks; 1st grade (Spring 2024) 54% met benchmarks (Did not meet district goal) 2nd grade (Spring 2023) 62% met benchmarks; 2nd grade (Spring 2024) 54% met benchmarks (Did not meet district goal) 3rd grade (Spring 2023) 70% met all benchmarks; 3rd grade (Spring 2024) 54% met benchmarks (Did not meet district goal)

Total District wide student groups meeting all targets: Spring 2024 (Spring 2023):

Hispanic: 56% (64%) White: 65% (73%)

Socioeconomically Disadvantaged: 54% (63%)

English Learner: 49% (56%)

Students With Disabilities: 38% (53%)

RFEP: 75% (88%)

Spring 2023 to Spring 2024 Cohort Growth: Percentage of students meeting all targets:

2023 Kindergarten to 2024 1st grade: 73% to 54% 2023 1st grade to 2024 2nd grade: 63% to 54% 2023 2nd grade to 2024 3rd grade:62% to 54%

MEASURES OF ACADEMIC PROGRESS (MAP) | READING & MATH

All students in Grades 1-8 are administered MAP to measure success towards the application of reading comprehension and math skills. Students in Grades 1-2 are administered MAP three times per year (fall, winter and spring) while students in Grades 3-8 are administered MAP only twice (fall and the winter). Students are expected to reach the 60th percentile in both reading and mathematics. The goal is to increase the percentage of students reaching the 60th percentile by 5% from winter 2023 to winter 2024 with each cohort.

Cohort Growth In Reading:

1st grade (Winter 2023): 30% to 2nd grade (Winter 2024): 44% increased by 14%-goal met 2nd grade (Winter 2023) 34% to 3rd grade (Winter 2024) 49% increased by 15%-goal met 4th grade (Winter 2023) 37% to 5th grade (Winter 2024) 41% increased by 4%-goal not met 5th grade (Winter 2023) 39% to 6th grade (Winter 2024) 40% increased by 1%-goal not met 6th grade (Winter 2023) 45% to 7th grade (Winter 2024) 46% increased by 1%-goal not met 7th grade (Winter 2023) 42% to 8th grade (Winter 2024) 45% increased by 3%-goal not met

Student group data meeting the 60th%ile:

All Students: 45% goal met from Winter 2023 (40%) Hispanic: 38% goal met from Winter 2023 (33%) White: 57%, goal not met from Winter 2023 (53%)

Socioeconomically Disadvantaged: 38%; goal met from Winter 2023 (33%)

English Learners: 17%; goal not met from Winter 2023 (13%)

Students with Disabilities: 23%; goal not met from Winter 2023 (28%)

RFEP: 54%; goal not met from Winter 2023 (55%)

Growth In Math:

1st grade (Winter 2023): 26% to 2nd grade (Winter 2024): 58% increased by 32%-goal met 2nd grade (Winter 2023) 40% to 3rd grade (Winter 2024) 54% increased by 14%-goal met 3rd grade (Winter 2023) 47% to 4th grade (Winter 2024) 48% increased by 1%-goal not met 5th grade (Winter 2023) 27% to 6th grade (Winter 2024) 35% increased by 8%-goal met 6th grade (Winter 2023) 32% to 7th grade (Winter 2024) 37% increased by 5%-goal met 7th grade (Winter 2023) 34% to 8th grade (Winter 2024) 36% increased by 2%-goal not met

Student group data meeting the 60th%ile:

All Students: 44%; goal met from Winter 2023 (35%) Hispanic: 36%; goal met from Winter 2023 (28%) White: 54%; goal met from Winter 2023 (47%)

Socioeconomically Disadvantaged: 37%; goal met from Winter 2023 (28%)

English Learners: 23%; goal met from Winter 2023 (12%)

Students with Disabilities: 28%; goal not met from Winter 2023 (24%)

RFEP: 44%; goal not met from Winter 2023 (46%)

English Language Proficiency:

When comparing 2022 ELPAC summative results to 2023 ELPAC summative results:

The data shows an increase in the percentage of students who scored a Level 4 (well developed English skills) for the following grade levels:

Kindergarten: 6.67% to 15.00% 1st grade: 4.88% to 6.02% 3rd grade: 9.72% to 20.00%

4th grade: 19.81% to 20.0% 5th grade. 23.53% to 30.86%

Cohorts that demonstrated an increase in the percentage of students who scored a Level 4 from 2022 to 2023:

1st grade: 4.88% to 2nd grade: 9.20% 2nd grade: 16.47% to 3rd grade 20.00% 3rd grade: 9.72% to 4th grade: 20.0% 4th grade: 19.81% to 5th grade: 30.86% 5th grade: 23.53% to 6th grade: 24.49% 6th grade: 26.58% to 7th grade:31.17% 2023 English Learner Progress: EL students making progress towards English Language Proficiency: 49.9% (Increase of 2.2% from 2022)

The reclassification percentage in 2022 was 18.3% (137/748); the reclassification rate for 2023 is 16%. (115/715).

CalSCHLS Survey Data:

Data from the 2024 CalSCHLS surveys was analyzed to reflect progress made on school climate, safety, motivation and well-being. Surveys are completed by students in grades 5-8, school staff and parents.

Staff Surveys: Goal: 50% of staff reporting "Strongly Agree". 2024 surveys showed growth or meeting the 50% goal in all areas, except "Students are motivated to work" (24%). All other area scores ranged from 43% to 60%

Areas of strength: "High expectation from adults"; "Supportive learning environment"; "Caring adults"; and "School is a safe place". Area of focus: "Students are motivated to complete work"

Parent Surveys: Goal: 50% of parents reporting "Strongly Agree" 2024 survey results showed growth or meeting the 50% goal in all areas. All area scores ranged from 41% to 50%

Areas to highlight: "Teachers responsive to child's social/emotional needs"; "Communication with parents about school"; "Parents feel welcome to participate" and "School treats all students with respect".

5th and 6th grade Student Surveys: Goal is 80% reporting "Yes". All areas reported in the range of 68% to 85% Areas to highlight: "Students are academically motivated"; "High expectations from adults"; "Students treated with respect".

7th and 8th grade Student Surveys: Goal is 80% reporting "Yes". All areas reported in the range of 41% to 65% Areas to highlight: "High expectations from adults"; "Caring adults in school"; "Students are academically motivated" Area to address: "Students feel connected to school"

Chronic Absenteeism:

Success: All Students and all Student Groups showed a decline in Chronic Absenteeism rates.

All Students declined by 17.6% points: YELLOW 28.7% Chronically Absent

English Learners: declined by 17.9% points: YELLOW 28.2% Chronically Absent

Hispanic: declined by 17.4% points: YELLOW 31.2% Chronically Absent

Socioeconomically Disadvantaged declined by 18.2% points: YELLOW 32.3% Chronically Absent

Students with Disabilities: declined by 17.2% points: YELLOW 36.5% Chronically Absent

White: declined by 18.8% points: YELLOW 26% Chronically Absent

Suspension Rates:

Social, emotional and behavioral challenges have persisted coming out of the COVID-19 pandemic. Suspension rates have increased for all students and across all student groups.

Each school site has been allocated a counselor or school social worker with additional Mental Health Clinicians provided by Sacramento County Office of Education. School sites are at different stages of PBIS implementation; Greer Elementary received additional Behavioral Analyst support to strengthen their MTSS behavioral systems. Community partners, such as Turning Point provide family services at Fairiste Elementary and on travel to individual school campuses, additional family access to services has been provided through Care Solace. GJUESD has been awarded grant funding through CYBHI grant to integrate Trauma Informed practices into the learning environment.

Practices that supported increased positive outcomes include:

- 1. Continuous Improvement Cycle Inquiries: Plan-Do-Study-Act Cycles; staff identifying goals and strategies to test change ideas.
- 2. MAP Accelerator: Tech tool that provides personalized and differentiated learning pathways.
- 3. Intervention sessions by the Teacher on Special Assignment
- 4. Implementation of "Building-Thinking-Classroom" strategies, coaching and professional development
- 5. Improved attendance
- 6. After school tutoring through Acceleration Blocks
- 7. Additional tech integration tools such as Zearn, digital tests from Great Minds and SBAC to support reinforcement of skills
- 8. PLC Collaboration

Challenges:

- 1. Attendance, while improved, continues to impact academic performance at some sites
- 2. Social-Emotional barriers

GJUESD identified key action items to address the identified needs of the student groups and/or schools during the 2023-2024 school year:

- Expanded learning and summer services that prioritize learning acceleration for learners in PreK-8.
- Increase certificated leadership capacity with TOSAs assigned to school sites to support educators and students in the areas of literacy, math and MTSS services.
- Continue to develop and expand the Dual Language Immersion Program preschool-kindergarten.
- Increase partnerships with CORE Learn and Sacramento County Office of Education to provide professional development in literacy and math.
- Continue to allocate funds needed for class size reduction in TK-3.
- Develop an AVID pilot program at one elementary school.
- Provide a variety of robust summer programs at all school sites.
- Increase professional development and training for Special Education Instructional Assistants.
- Professional development related to the math framework and practices to prepare for 2024 math curriculum pilot.
- Increase exploratory classes at the middle school: Career Technical Education (CTE) and art.
- Sustaining a social worker or counselor at every school to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth.
- Expanded learning enrichment opportunities being offered at every school site in the summer and after school.
- Partnership with Sacramento County Office of Education to provide mental health clinicians.

- Registered Behavior Technicians and Behavior Analysts working with sites teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.
- District-wide implement of SEL curriculum.
- Increase partnerships with the Galt Police Department and Galt High School District to increase services provided by School Resource Officers.

GJUESD identified the following Student Groups that were RED (lowest performance level) on one or more state indicators on the 2023 California School Dashboard:

English Learner in the area of Suspension; RED 3.8% suspended at least one day

Hispanic in the area of Suspension; RED 4% suspended at least one day

Homeless in the area of Suspension: RED 8.1% Suspended at least one day.

Socioeconomically Disadvantaged in the area of Suspension: RED 4.7% suspended at least one day.

Schools within GJUESD that received the lowest performance level (RED) on the 2023 California School Dashboard for All Students:

McCaffrey Middle School in the area of Suspension; RED 10.6% suspended at least one day

Greer Elementary in the area of Suspension: RED 3.3% suspended at least one day

Student Groups within a school that received RED (lowest performance level) on the California School Dashboard:

Lake Canyon: Students with Disabilities in the area of Mathematics (106.8 below standard)

McCaffrey Middle School: Students with Disabilities in the area of ELA (97.9 below standard), Mathematics (144.7 below standard), Chronic Absenteeism (42% chronically absent) and Suspension (17.4% suspended at least one day);

Socioeconomically Disadvantaged- Chronic Absenteeism (35.3% chronically absent) and Suspensions (13.4% suspended at least one day); English Learners-Suspension (15.8% suspended for at least one day); Hispanic-Suspension (12.2% suspended at least one day); White-Suspensions (9.5% suspended at least one day)

Valley Oaks: Homeless-Suspension (7.1% suspended at least one day); White-Suspension (8.6% suspended at least one day)

Greer: Hispanic in the area of Suspension (3.6% suspended at least once a day); Socioeconomically Disadvantaged in the area of Suspension (4.3% suspended at least one day)

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
District Advisory Committee	Meetings were scheduled late afternoon to support parent participation. Priorities, discussions and feedback on the following: LCAP Mid Year; math adoption, budget feedback; Expanded Learning Program; transportation, local assessments, chronic absenteeism, social/emotional learning. January 11, 2024; February 8, 2024; March 14, 2024; April 10, 2024; May 9, 2024.
District English Language Learner Committee	Feedback session conducted in Spanish. Meetings were scheduled late afternoon to support parent participation. Priorities, discussions and feedback on the following: LCAP Mid Year; math adoption, budget feedback; Expanded Learning Program; transportation, local assessments, chronic absenteeism, social/emotional learning. January 11, 2024; February 8, 2024; March 14, 2024; April 10, 2024; May 9,2024
Special Education Parent Advisory Committee	Discussions and feedback mirrored DAC and DELAC meetings with an additional focus on meeting the needs of students with Disabilities. January 18, 2024; March 21, 2024; and May 16, 2024

Educational Partner(s)	Process for Engagement
Principals/Assistant Principals	Monthly admin meetings discuss student performance on local and state assessments and parent surveys; review LCAP goal areas, metrics and actions.
Board of Trustees	Regular monthly reports with feedback on LCAP goal progress (SBAC and ELPAC results, Dashboard and local assessment data, chronic absenteeism and CalSCHLS data)
Special Education Local Plan Area (SELPA)	SELPA Director was emailed draft LCAP for feedback; May 3, 2024
Labor bargaining groups-GEFA and CSEA	Both union bargaining groups were provided the draft LCAP actions and goals with opportunity to provide feedback; May 8 2024. Consulted with CSEA on feedback; May 21, 2024; consulted with GEFA; May 23, 2024
Student groups	Discussions and feedback with student groups; May 17, 2024
Parent, Community, School Staff	Draft LCAP goals/actions were emailed to parents, school staff and school community with a link for feedback; May 8 2024. Public hearing June 17, 2024 and LCAP adoption June 18, 2024

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Numerous educational partner (DAC, DELAC, GEFA, CSEA, Board of Trustees, Special Education PAC, SELPA, student groups) feedback sessions provided direction for the district as the 3-year LCAP was being developed.

The District's response to comments after each of the LCAP feedback sessions supports the revision of the LCAP. Parent LCAP feedback sessions were conducted in both English and Spanish. Late afternoon sessions were provided to support parent participation. Parents/caregivers participating in the meetings represented all of our unduplicated learner groups including including English Learners, Low Socioeconomic students, Foster youth and Special Education.

LCAP addresses the following Educational Partner feedback:

- 1. Importance of support staff to support intervention, continued: Teachers On Special Assignments, bilingual staff, additional Instructional assistant support
- 2. Continue to focus on attendance; address transportation; consistent message across district; home visits were proactive and had a positive impact; expand enrichment opportunities.
- 3. Professional Learning: Math, GATE, AVID, UDL, DLI, Building Thinking Classrooms, frontloading the new math framework, understanding expectations before required to implement.
- 4. Class size reduction
- 5. Increase parent involvement and communication; continue to provide bilingual staff to support families.
- 6. Expand enrichment opportunities outside the classroom

- 7. Social emotional learning and supports: social workers and counselors at every school site; SEL curriculum to support integration into classroom
- 8. Behavioral support: PBIS implementation; continued BCBA and RBT positions
- 9. Safety concerns: School Resource Officer support district-wide.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

- 1. GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, equitable resources and standards-aligned curriculum. The District is committed to providing teachers, specialists and support staff high-quality professional development to meet the needs of all students. Local and state assessment data demonstrates the need to close the achievement gap for Students with Disabilities, English Learners and Homeless.
- 2. Input from educational partners has identified a need to adopt a math standards-aligned curriculum that is rigorous and accessible to all student groups. Professional development will continue to be provided in the area of math instruction.
- 3. To ensure English Learners and Long Term English Learners have access to curriculum and instruction, the District will support further development and implementation of research-based English Language Development instructional strategies.
- 4. The District is committed to engaging learners by providing more opportunities and student choice. Middle school students will have more opportunities for exploratory classes (Spanish, Art and Agriculture) and elementary students will be provided more opportunities in the area of art and music. Educational Partners have expressed the need to provide enrichment or learning opportunities outside the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year until 80% proficiency is reached.	Spring 2024 DRA Kinder=74% 1st grade=54% 2nd grade=54% 3rd grade=54% All Students: 59% White: 65% Hispanic:56 % Low SES: 54% Students with Disabilities: 38% English Learners:49% Reclassified ELs: 75%			Spring 2027 DRA Kinder=80% 1st grade=80% 2nd grade=80% 3rd grade=80% All Students: 80% White: 80% Hispanic: 80% Low SES: 80% Students with Disabilities: 68% English Learners:79% Reclassified ELs: 80%	
1.2	The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for math on winter MAP will increase at least 5% each year.	MAP Math Winter 2024: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 44% White: 54% Hispanic: 36% Low SES: 37% Students with Disabilities: 28% English Learners:23% Reclassified ELs: 44% All Students by grade level: 1st: 51% 2nd: 58% 3rd: 54%			MAP Math Winter 2027: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 59% White: 69% Hispanic: 51% Low SES: 52% Students with Disabilities: 43% English Learners: 38% Reclassified ELs: 59%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th: 48% 5th: 35% 6th: 35% 7th: 37% 8th: 36%			All Students by grade level: 1st: 66% 2nd: 73% 3rd: 69% 4th: 63% 5th: 50% 6th: 50% 7th: 52% 8th: 51%	
1.3	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 Winter 2024 Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 45% White= 57% Hispanic= 38% Low SES= 38% Students with Disabilities= 23% Current English learners= 17% Reclassified ELs=54% All students by grade level: 1st = 47% 2nd = 44% 3rd = 49% 4th = 46% 5th = 41% 6th = 40%			MAP- READING Winter 2027 Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 60% White= 72% Hispanic= 53% Low SES= 53% Students with Disabilities= 38% Current English learners= 32% Reclassified ELs=69% All students by grade level: 1st = 62% 2nd = 59% 3rd = 64% 4th = 61%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th = 46% 8th = 45%			5th = 56% 6th = 55% 7th = 61% 8th = 60%	
1.4	On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase towards meeting standards in mathematics each year.	CA Dashboard MATHEMATICS All students: YELLOW 32.6 points below standard White: YELLOW 9.7 points below standard Hispanic: YELLOW 49 points below standard Homeless: YELLOW 73.9 points below standard Socioeconomically Disadvantaged:YELLO W 50.6 points below standard Students w/ Disabilities: ORANGE 95.4 points below standard			Fall 2026 CA Dashboard MATHEMATICS All students: GREEN 2.6 points below standard White: GREEN 20.3 points above standard Hispanic: YELLOW 19 points below standard Homeless: YELLOW 43.9 points below standard Socioeconomically Disadvantaged: YELLOW 20.6 points below standard Students w/	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All English Learners:YELLOW 70.5 points below standard **EL Comparisons** Current English Learners: 98.8 points below standard Reclassified English Learners: 36.3 points below standard English Only: 21.9 points below standard			Disabilities: YELLOW 65.4 points below standard All English Learners: TBD 40.5 points below standard **EL Comparisons** Current English Learners: 68.8 points below standard Reclassified English Learners: GREEN 6.3 points below standard English Only: GREEN 8.1 points above standard	
1.5	On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase towards meeting standard in English language arts, each year.	Fall 2023 CA Dashboard Language Arts All students:ORANGE 9.8 points below standard Hispanic: ORANGE			Fall 2023 CA Dashboard Language Arts All students: GREEN 20.2 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24.7 points below standard Socioeconomically Disadvantaged: ORANGE 28.3 points below standard Students with Disabilities: ORANGE 76.9 points below standard All English Learners: ORANGE 46.1 points below standard Homeless: YELLOW 64.3 points below standard White: GREEN 10.2 points above standard **EL Comparisons**			Hispanic:YELLOW 5.3 points above standard Socioeconomically Disadvantaged: YELLOW 1.7 points above standard Students with Disabilities: YELLOW 46.9 points below standard All English Learners: YELLOW 6.1 points below standard Homeless: YELLOW 34.3 points below standard	
		Current English Learners: 84.1 points below standard			White: GREEN 40.2 points above standard **EL	
		Reclassified English Learners: 0.4 points below standard			Comparisons** Current English Learners:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Only: .5 points below standard			54.1 points below standard Reclassified English Learners: 29.6 points above standard English Only: 29.5 points above standard	
1.6	English learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	Fall 2023 CA Dashboard ELPAC English Learner Progress = 54.1% GREEN			Fall 2026 CA Dashboard ELPAC English Learner Progress = 69.1% GREEN	
1.7	District English Learner reclassification rate will increase at least 3% each year.	2022-2023 CALPADS Data R-FEP rate TK-8= 16% EL Students - 715 RFEP Students - 115			2025-2026 CALPADS Data R-FEP rate TK-8= 25%	
1.8	100% of Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.				2026-27 District Data Maintained 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2023-24 District Data Access to professional development= 100%			2026-27 District Data Access to professional development= 100%	
1.10	School Readiness direct services to unduplicated families will increase by at least 25 families each year.	2023-2024 263 unduplicated families were served			2026-2027 338 unduplicated families were served	
1.11	PreK Dual language learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year.	Spring Tri 3 Data: 1a. % of all Preschool students meeting Kinder Readiness Benchmarks: Color Recognition 81% Shape Identification: 73% Number Identification 43% Letter Names Upper 55% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 74% 1:1 Correspondence: 80% Pattern Creation: n/a Name Writing: n/a			1a. % of all Preschool students meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas. 1b % of all Preschool/dual language learners meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas. 2a. % of all TK students meeting	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks: Color Recognition: 79% Shape Identification: 74% Number Identification: 26% Letter Names Upper: 32% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 53% 1:1 Correspondence: 68% Pattern Creation: n/a Name Writing: n/a 2a. % of all TK students meeting Kinder Readiness Benchmarks: Color Recognition 90% Shape Identification: 81% Number Identification: 81% Number Identification 71% Letter Names Upper 75% (n/a for DLI) Letter Names-Lower:69% (n/a for DLI) Rote counting: 73%			Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas. 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% in the 9 identified areas. 3a. % of all Dual Language Immersion/Presch ool students meeting Kinder Readiness benchmarks will increase by 10% or greater in the 9 identified areas. 3b. % of all Dual Language Immersion, Preschool dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1:1 Correspondence: 94% Pattern Creation: 80% Name Writing: 91% 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks: Color Recognition 86% Shape Identification: 69% Number Identification: 72% Letter Names Upper 80% (n/a for DLI) Letter Names-Lower: 67% (n/a for DLI) Rote counting: 59% 1:1 Correspondence: 86% Pattern Creation: 66% Name Writing: 91% 3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness Benchmarks: Color Recognition 67% Shape Identification: 80%			4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness will increase by 10% or greater in the 9 identified areas. 4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number Identification: 33% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 13% 1:1 Correspondence: 67% Pattern Creation: n/a Name Writing: 87% 3b. % of all Dual Language Immersion/Preschool dual language learners meeting Kinder Readiness Benchmarks:				
		Color Recognition: 75% Shape Identification: 75% Number Identification: 38% Letter Names Upper: n/a for DLI Letter Names-Lower: n/a for DLI Rote counting: 0%1:1 Correspondence: 50% Pattern Creation: n/a Name Writing: n/a 4a. % of all Dual Language Immersion/TK students meeting Kinder				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Readiness Benchmarks: Color Recognition 67% Shape Identification: 67% Number Identification 62% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 52% 1:1 Correspondence:90% Pattern Creation: 67% Name Writing: 95% 4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks:				
		Color Recognition 71% Shape Identification: 57% Number Identification 50% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 50% 1:1 Correspondence: 79% Pattern Creation: 57% Writes Name: 100%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Parent CalSCHLS survey will be completed by a minimum of 500 families with an increase of 5% each year.	2024 252 parents completed the CalSCHLS survey			2027 500 parents completed the CalSCHLS survey	
1.13	Students will decrease the percent of students scoring at the Standard Met (Level 3) by 5% each year as measured by the California Science Test (CAST)	2022-2023 CAST Level 3 Data: 5th: 22.16% 8th: 24.36%			2025-2026 CAST Level 3 Data: 5th: 37.16% 8th: 39.36%	
1.14	Misassignments of teachers will remain at 0.	2023-24 Misassignments of teachers will remain at 0.			Misassignments of teachers will remain at 0.	
1.15	100% of students have access to standards-aligned instructional materials at home and at school.	100% of students have access to standards-aligned instructional materials at home and at school.			100% of students have access to standards-aligned instructional materials at home and at school.	
1.16	100% of teachers credentialed to support English Language Development.	100% of teachers credentialed to support English Language Development.			100% of teachers credentialed to support English Language Development.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Readiness	Provide direct services to high needs families through a comprehensive School Readiness Program: parent education and a home visitation program.	\$2,438,834.00	Yes
1.2	Certificated Teaching Staff	Attract and retain TK-8 certificated staffing for regular and special education classrooms. Provide specialized support with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. Certificated staff will provide Designated and Integrated ELD to support english proficiency for our EL students and our LTEL students.	\$14,012,171.00	No
1.3	Intern Teachers	All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth and retain a clear credential.	\$111,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Administrative Staffing	School administration staffing to prioritize high quality instructional programs at the site and district level.	\$2,881,176.56	No
1.5	Class Size	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 in reading, mathematics and English Language Development.	\$1,660,761.00	Yes
1.6	AVID Program	Support the implementation of an AVID program at the middle school targeting high needs students with a focus on college and career pathways and expand AVID into the elementary schools for 6th graders.	\$258,831.00	Yes
1.7	Instructional Assistant (IA) Support	Provide IA support for high needs students in early reading and with additional personalized bilingual IA support for English Learners and in grades TK-3 and newcomers and Long Term English Learners in grades 4th-8th. Increase access and inclusion for learners with special education services through IA support during mainstreaming; increasing early intervention efforts at the PreK.	\$843,348.00	Yes
1.8	Dual Language Immersion (DLI) Program	Continue to develop the PreK-8 DLI program and provide professional development for bilingual teachers and IAs serving the program.	\$1,219,694.00	Yes
1.9	Academic Conferences/MTSS	Hold academic conferences and MTSS meetings with grade levels and learner support teams to analyze and review student data and identify student needs.	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Learning	All staff participate in professional learning with a focus on student growth, well-being and safety. Increase capacity building related to curriculum, instruction (to include designated and integrated ELD), assessment, and data analysis. Continued support will be provided with the implementation of social emotional learning. Continue with ELD PD that focuses on sites that have a higher concentration of EL and LTEL learners.	\$140,000.00	No
1.11	Alternative Educational Options	Bright Future Home Learning Academy provides in-person and online learning for students through enrichment opportunities and a learning hub for academic support. Alternative Program at McCaffrey Middle provides students with a smaller class size to support academic and social-emotional needs.	\$274,103.52	No
1.12	California Content Standards	Ensure that all students have access to materials and curriculum aligned to California content standards and that all general education and special education teachers have the needed instructional resources.	\$759,409.00	No
1.13	Online Learning Courseware	All students will have access to online learning courseware including English Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth.	\$540,015.00	Yes
1.14	Technology for Instruction and Learning	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.	\$680,293.43	No
1.15	Parent Engagement and Participation	Increase parent engagement and participation in their children's education and improve home-school communication.	\$20,000.00	Yes
1.16	Transportation Services	Provide transportation services to increase attendance rates and access to after school programs and summer learning opportunities.	\$1,518,123.24	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	College and Career Pathways	Provide college and career readiness lessons in grades 5-8 through the development of an agriculture program.	\$200,000.00	No
1.18	Parent Involvement/Family Engagement	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.	\$20,400.00	Yes
1.19	Parental Participation in LCAP process	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).	\$60,000.00	No Yes
1.21	Academics	Supplemental curriculum, resources and professional development will be provided to certificated and classified staff to support the schools where the Students With Disabilities student group has performed in the RED indicator for ELA and Math.	\$406,017.84	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

- 1. A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) for students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal setting, positive relationships and responsible decisions.
- 2. Social Emotional Learning: All educational partners (DAC, DELAC, SpEd PAC, Admin., etc.) have identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day. All students will be receiving SEL support through the Second Step curriculum adoption.
- 3. Data demonstrates the need to support specific student groups to increase meaningful engagement and participation in school: Hispanic, Students with Disabilities, Socioeconomically Disadvantaged and Homeless. These student groups have higher rates for chronic absenteeism and suspensions.
- 4. The District continues to support SEL with additional support staff: counselors, social workers, mental health clinicians, Registered Behavior Technicians, Board Certified Behavior Analyst.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Overall daily District attendance will be maintained at 94% or greater.	2023-2024 Average Daily Attendance (ADA): as of December 2023 93.1%			2026-2027 Average Daily Attendance (ADA): as of December 2023 94%	
2.2	Chronic absenteeism will decrease by 1% or greater for every student group.	2023 CA Dashboard % Chronically Absent All Students: 28.7% YELLOW Student Groups: English Learners: 28.2% YELLOW Students with Disabilities: 36.5% YELLOW Socioeconomically Disadvantaged: 32.3% YELLOW Hispanic: 31.2% YELLOW White: 26% YELLOW Homeless: 36.4% ORANGE			2026 CA Dashboard % Chronically Absent All Students: 25.7% YELLOW Student Groups: English Learners: 25.2% YELLOW Students with Disabilities: 33.5% YELLOW Socioeconomically Disadvantaged: 29.3% YELLOW Hispanic: 29.2% YELLOW White: 23% YELLOW	
					Homeless: 33.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ORANGE	
2.3	The suspension rate will decrease by 1% or greater for every student group.	Percent Suspended at			2026 CA Dashboard Percent Suspended at Least 1 Day All Students: 0.5% GREEN Student Groups: English Learners: 0.8% GREEN Hispanic: 1%: YELLOW Homeless: 5.1% RED Socioeconomically Disadvantaged: 1.7% YELLOW Students with Disabilities: 1.1% YELLOW White: 0.4% BLUE	
2.4	The expulsion rate will decrease by 1% or	2023-2024 District Data			2026-2027 District Data:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	greater for every student group.	All Students: 1 White: 0 Hispanic: 1 Low SES: 0 Homeless: 1 Students with Disabilities: 0 English Learners: 0			All Students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students with Disabilities: 0 English Learners: 0	
2.5	The middle school dropout rate will be maintained at 0% for all student subgroups.	2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0			2026-2027 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	
2.6	Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	2024 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 202 Middle School parent responses: 50 This school Encourages me to be an active partner:			2027 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" This school Encourages me to be an active partner: Elementary:58%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary: 43% Middle: 32% Makes me feel welcome to participate: Elementary: 49% Middle: 29% Supports student learning environment: Elementary: 43% Middle: 31% Is a safe place for my child: Elementary: 47% Middle: 32% Has adults who really care about students: Elementary: 51% Middle: 28% Communicates with parents about school: Elementary: 52% Middle: 41% Treats all students with respect: Elementary: 52% Middle: 44% Has clean and well-maintained facilities: Elementary: 45% Middle: 42%			Middle: 47% Makes me feel welcome to participate: Elementary: 64% Middle: 44% Supports student learning environment: Elementary: 58 % Middle: 46% Is a safe place for my child: Elementary: 62% Middle: 47% Has adults who really care about students: Elementary: 51% Middle: 43% Communicates with parents about school: Elementary: 52% Middle: 56% Treats all students with respect: Elementary: 52% Middle: 59%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Has clean and well-maintained facilities: Elementary: 60% Middle: 57%	
2.7	Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	2024 CalSCHLS Data Percentage of students that participated in the survey: Grade 5 = 72%, Grade 6 = 68%, Grade 7-8= 96%, Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 70%, Grade 6 = 69%, Grade 7 = 43 %, Grade 8 = 43 % Students are academically motivated: Grade 5 =82%, Grade 6 = 83%, Grade 7 =55%, Grade 8 =58 %			2027 CalSCHLS Data Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 85%, Grade 6 = 84%, Grade 7 = 58%, Grade 8 = 58% Students are academically motivated: Grade 5 = 82%, Grade 6 = 83%, Grade 7 = 70%, Grade 8 = 73% Students have a caring adult in school: Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 71 %,	

Metric # Met	ric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	adult Grad Grad Grad Grad Stude and e suppo Grad Grad Grad Grad Grad Grad Grad Grad	e 5 = 75%, e 6 = 73%, e 7 = 46% e 8 = 45% chool has an ullying climate: e 5 = 74%, e 6 = 69%, e 7 = 35% e 8 = 32% safe at school: e 5 = 74%, e 6 = 76%, e 7 = 48%, e 8 = 51%			Grade 8= 71% Students have social and emotional learning supports: Grade 5 = 90%, Grade 6 = 88%, Grade 7 = 61% Grade 8 = 60% My school has an antibullying climate: Grade 5 = 89%, Grade 6 = 84%, Grade 7 = 50% Grade 8 = 47% I feel safe at school: Grade 5 = 89%, Grade 6 = 91%, Grade 7 = 63%, Grade 7 = 63%, Grade 8=66 % Cyberbullying is a problem: Grade 5 = 6%, Grade 6 = 7%, Grade 7 = 15% Grade 8 = 18%	

2.8 Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Caring adult relationships: Elementary = 57%, Middle = 45% Data 2027 CalSCHLS Data Percentage of staff responding "Strongly Agree" Caring adult relationships: Elementary = 57%, Middle = 60% Promotion of parental involvement: Elementary = 48%, Middle = 33% Middle = 48%	Current Difference from Baseline
Positive student learning Environment: Elementary = 52%, Middle = 38% Support for social emotional learning: Elementary = 47%, Middle = 34% Anti Bullying climate: Elementary = 47%, Middle = 34% Positive student learning Environment: Elementary = 52%, Middle = 53% Support for social emotional learning: Elementary = 62%, Middle = 49% Anti Bullying climate: Elementary = 47%, Middle = 34% Anti Bullying climate: Elementary = 62%,	Trom Baseline
Positive staff working environment: Elementary = 46%, Positive staff Middle = 49% Positive staff	
Middle = 32% working environment: Is school safe for Elementary = 61%,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students: Elementary = 57%, Middle = 42% Respect for diversity: Elementary = 45%, Middle = 33%			Middle = 47% Is school safe for students: Elementary = 57%, Middle = 57% Respect for diversity: Elementary = 60%, Middle = 48%	
2.9	Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.	2023-2024 FIT Reports Fairsite-FAIR 86.94% Lake Canyon-GOOD 92.10% Marengo Ranch-GOOD 91.84% River Oaks-GOOD 91.41% Valley Oaks-GOOD 93.63% Vernon E Greer-GOOD 92.45% McCaffrey Middle School- FAIR 88.82%			2026-2027 FIT Reports Fairsite-GOOD Lake Canyon-GOOD Marengo Ranch-GOOD River Oaks-GOOD Valley Oaks-GOOD Vernon E Greer-GOOD McCaffrey Middle School-GOOD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Williams Facilities Complaints will be maintained at ZERO (0).	2023-2024 State Data Complaints: 0			2026-2027 State Data Complaints: 0	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health Supports	Sustain a social worker or school counselor in every school to provide mental health services, social emotional, behavior and academic supports within the MTSS framework. A wellness center at the middle school will support students who have individual needs.	\$851,629.13	Yes
2.2	Safety	Student safety and well-being will be supported by the School Resource Officer (SRO) program and yard supervisors.	\$831,024.66	No

Action #	Title	Description	Total Funds	Contributing
2.3	Expanded Learning Programs	Expanded Learning and Enrichment Programs will support learners at all school sites and offer a variety of expanded learning and culturally relevant enrichment opportunities (sports, music, art, STEAM, GATE, environmental education, etc.) during and after the school day. District-wide enrichment opportunities will be coordinated by The Environmental Outdoor Education Coordinator and the Visual and Performing Arts District Coordinator.	\$2,949,050.72	No
2.4	Facilities	Ensure all facilities are safe, well-maintained and clean.	\$2,504,574.53	No
2.5	SEL Curriculum	All schools will implement the Second Step SEL curriculum with students in PreK-8 and participate in identifying/building on students' talents and strengths.	\$20,000.00	No
2.6	Behavior	Implementing and strengthening Positive Behavioral Interventions and Supports and access to specialized certificated and classified staff to support schools where Homeless, Students with Disabilities, English Learners, Hispanic, White and Socioeconomically Disadvantaged student groups are in the RED indicator for Suspensions.	\$1,179,033.37	Yes
2.7	Chronic Absenteeism	Continue to support strategies, resources, staffing needed to monitor student connectedness and engagement at schools where Students with Disabilities and Socioeconomically Disadvantaged student groups performed in the the RED indicator for Chronic Absenteeism.	\$245,862.00	No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,128,866	\$420,132

Required Percentage to Increase or Improve Services for the LCAP Year

or	ojected Percentage to Increase Improve Services for the oming School Year		LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17	7.831%	0.000%	\$0.00	17.831%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: School Readiness Need: Educational partners have expressed interest and need for early intervention services for our 0-5 students focusing on preacademic/school readiness, social-emotional development, parent education and resources.	School Readiness services support: 1. A focus on prevention and early intervention to ensure that children have enhanced early growth experiences to reach their full potential; 2. Using whole-child and family-centered services to support the well-being and safety of children, to fortify family strengths, and to support safe, stable, and nurturing parenting that enhances child resilience; 3. Recognition that parents are the experts on their children and therefore have an essential role in the	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	planning, development, and implementation of programs that impact their families. Early intervention services support positive outcomes in school.	
1.5	Action: Class Size Need: Local and state data demonstrate, High Needs Learners perform below their peers in ELA and Math. Scope: LEA-wide	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, Socioeconomic Disadvantaged and Foster Youth will be provided through increased instructional assistants providing individual and small group support during the regular school day. Winter 2023 to Winter 2024 MAP assessment results demonstrated an improvement for ELA and Mathematics in grades 3-8.	DRA; MAP (ELA and Math)
1.6	Action: AVID Program Need: CA Dashboard: ELA and Math: High Needs Student Groups made growth; however are in the Very Low to Low range. Winter 2024 MAP:	Site AVID Lead will prioritize outreach to high needs students to teach and reinforce strategies and expectations of academic behaviors to be successful in middle and high school with a focus on college pathways.	MAP/ CAASPP ELA- MATH

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math: English Learners: 23% goal met from Winter 2023 (12%) Socioeconomically Disadvantaged: 37% goal met from Winter 2023 (28%) Winter 2024 MAP: Reading: Socioeconomically Disadvantaged: 38% goal met from Winter 2023 (33%) English Learners: 17% goal not met from Winter 2023 (13%) AVID teaches students how to gain self-confidence and use professional communication and collaboration skills. It is these skills, that will help students reach their goals and achieve academic growth. Scope: Schoolwide		
1.7	Action: Instructional Assistant (IA) Support Need: Local and state data demonstrate, High Needs Learners perform below their peers in ELA and Math.	GJUESD will continue to provide IA support for high needs students in early reading and additional personalized bilingual support for English Learners in grades TK-3; newcomers and LTEL in grades 4th-8th; Instructional assistants to support mainstreaming for students with disabilities access to general education core instruction. This supplemental support enhances the core instructional program.	DRA, MAP, CAASPP
	Scope:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	Action: Dual Language Immersion (DLI) Program Need: Based on positive community feedback, parents and staff value the need for a Dual Language Immersion Program to meet the needs of our diverse student community and develop biliteracy skills for college and career readiness. Scope: Schoolwide	GJUESD continues to develop the DLI program, adding a grade level year school year. Access to high quality professional development for the BCLAD teachers is a priority to meet the unique learning needs of the students in the program and align program components to the core biliteracy pillars of high academic achievement, first and second language proficiency, and cross-cultural understanding.	DRA/MAP-ELA and Math,CalSCHLS
1.13	Action: Online Learning Courseware Need: Academic indicators reveal ongoing need for reinforcement of skills. Scope: LEA-wide	Online resources support individual learning pathways and access to supplemental curriculum for English Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth.	DRA/MAP/CAASPP
1.15	Action: Parent Engagement and Participation Need: Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Continue to address	GJUESD strives to strengthen parent participation by providing frequent and timely communication; communication in primary language and opportunities for leadership roles.	CalSCHLS Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers and to provide multiple opportunities for families to attend various school activities. Scope: LEA-wide		
1.16	Action: Transportation Services Need: Educational partners have expressed concerns that poor attendance has been attributed to lack of district transportation. Scope: LEA-wide	The additional routes will support daily attendance to assist High Needs Learners get to and from school. Local and state data on Chronic Absenteeism has shown significant improvement.	Chronic Absenteeism
1.18	Action: Parent Involvement/Family Engagement Need: Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Continue to address barriers and to provide multiple opportunities for families to attend various school activities. Scope: LEA-wide	GJUESD continues its efforts to increase parent participation in their children's education by developing leadership capacity, knowledge and awareness of district goals and priorities that impact programs for unduplicated students. 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.	CalSCHLS surveys
1.19	Action: Parental Participation in LCAP process	GJUESD continues its efforts to increase parent participation in their children's education by developing leadership capacity, knowledge and	CalSCHLS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Continue to address barriers and to provide multiple opportunities for families to attend various school activities. Scope: LEA-wide	awareness of district goals and priorities that impact programs for unduplicated students. 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).	
2.1	Action: Mental Health Supports Need: Our unduplicated students present more challenges with social emotional needs, school avoidance and behavioral dysregulation. Scope: LEA-wide	Social workers/counselors in every school provide targeted social emotional, behavior, language and academic supports to high needs students and families. Bilingual staff are strategically assigned to support schools with a higher percentage of families whose first language is not English.	Chronic Absenteeism; Suspension rates; CalSCHL Surveys
2.6	Action: Behavior Need: Higher suspension rates for unduplicated pupils and students with disabilities-as reported on the CA Dashboard. Scope: LEA-wide	These actions will create an opportunity to significantly decrease suspension rates for the identified student groups and schools However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall positive behavior rates for all students.	CA Dashboard Suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	Action: Chronic Absenteeism Need: Higher chronic absenteeism rates for unduplicated pupils and Students With Disabilities-as reported on the CA Dashboard. Scope: LEA-wide	These actions will create an opportunity to significantly increase attendance rates for identified student groups and school. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	ADA, Chronic Absenteeism-CA Dashboard.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	Metric(s) to Monitor Effectiveness

For any limited 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, as applicable.

Additional Concentration Grant Funding

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

Additional dollars are used to provide additional staff, for example: bilingual instruction aides (1.7), office and outreach assistants (1.19), social workers (2.1), additional teachers to reduce class sizes (1.5), additional transportation services to ensure students get to school (1.16).

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	34,371,252	6,128,866	17.831%	0.000%	17.831%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,424,419.69	\$6,580,103.80	\$143,839.61	\$1,551,988.90	\$36,700,352.00	\$31,150,383.16	\$5,549,968.84

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Log Student Group(s)	ocation Ti		Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Readiness	English Learners Foster Youth Low Income		Scho olwide	Learners Sc Foster Youth Fa Low Income Ele 0-5 Pre	pecific ochools: airsite ementa ry 5 years ekinder garten	ongoing	\$2,332,834	\$106,000.00	\$980,821.00	\$1,458,013.00			\$2,438,8 34.00	
1	1.2	Certificated Teaching Staff	All Students with Disabilities	No			(ongoing	\$14,012,17 1.00	\$0.00	\$14,012,171.00				\$14,012, 171.00	
1	1.3	Intern Teachers	All Students with Disabilities	No		Sc	All chools	ongoing	\$75,000.00	\$36,000.00				\$111,000.0 0	\$111,000 .00	
1	1.4	Administrative Staffing	All Students with Disabilities	No		Sc	All d chools	ongoing	\$2,881,176 .56	\$0.00	\$2,881,176.56				\$2,881,1 76.56	
1	1.5	Class Size	English Learners Foster Youth Low Income		LEA- wide	English Learners So Foster Youth Low Income	All d	ongoing	\$1,660,761 .00	\$0.00	\$1,660,761.00				\$1,660,7 61.00	
1	1.6	AVID Program	English Learners Foster Youth Low Income		Scho olwide	Learners Sc Foster Youth Mo Low Income y N Sc	chools:	ongoing	\$239,931.0	\$18,900.00	\$258,831.00				\$258,831 .00	
1	1.7	Instructional Assistant (IA) Support	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income	C	ongoing	\$843,348.0 0	\$0.00	\$536,290.00			\$307,058.0	\$843,348 .00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	ocation .	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Dual Language Immersion (DLI) Program	English Learners Foster Youth Low Income		Scho olwide	English Learners S Foster Youth Low Income	All Schools	ongoing	\$1,209,694 .00	\$10,000.00	\$1,219,694.00				\$1,219,6 94.00	
1	1.9	Academic Conferences/MTSS	All Students with Disabilities	No				ongoing	\$75,000.00	\$0.00	\$75,000.00				\$75,000. 00	
1	1.10	Professional Learning	All	No		S	All Schools	ongoing	\$100,000.0 0	\$40,000.00	\$140,000.00				\$140,000 .00	
1	1.11	Alternative Educational Options	All	No		S	All Schools	ongoing	\$269,103.5 2	\$5,000.00	\$71,505.10			\$202,598.4 2	\$274,103 .52	
1	1.12	California Content Standards	All Students with Disabilities	No		s	All Schools	ongoing	\$0.00	\$759,409.00		\$759,409.00			\$759,409 .00	
1	1.13	Online Learning Courseware	English Learners Foster Youth Low Income		LEA- wide	English Learners S Foster Youth Low Income	All Schools	ongoing	\$0.00	\$540,015.00	\$140,015.00	\$400,000.00			\$540,015 .00	
1	1.14	Technology for Instruction and Learning	All Students with Disabilities	No		S	All Schools	ongoing	\$280,293.4	\$400,000.00	\$222,216.62	\$400,000.00		\$58,076.81	\$680,293 .43	
1	1.15	Parent Engagement and Participation	English Learners Foster Youth Low Income		LEA- wide	English Learners S Foster Youth Low Income	All Schools	ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000. 00	
1	1.16	Transportation Services	English Learners Foster Youth Low Income		LEA- wide	English Learners S Foster Youth Low Income	All Schools	ongoing	\$852,939.2 4	\$665,184.00	\$1,518,123.24				\$1,518,1 23.24	
1	1.17	College and Career Pathways	All Students with Disabilities	No		S	All Schools	ongoing	\$141,185.1 6	\$58,814.84	\$200,000.00				\$200,000 .00	
1	1.18	Parent Involvement/Family Engagement	English Learners Foster Youth Low Income		LEA- wide	English Learners S Foster Youth Low Income	All Schools	ongoing	\$0.00	\$20,400.00	\$20,400.00				\$20,400. 00	
1	1.19	Parental Participation in LCAP process	All English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners S Foster Youth Low Income	All Schools	ongoing	\$0.00	\$60,000.00		\$60,000.00			\$60,000. 00	
1	1.21	Academics	Students with Disabilities	No		S	All Schools	2024-2025	\$403,517.8 4	\$2,500.00	\$2,500.00	\$203,635.62		\$199,882.2 2	\$406,017 .84	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Mental Health Supports	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$848,629.1 3	\$3,000.00	\$569,992.43		\$143,839.61	\$137,797.0 9	\$851,629 .13	
2	2.2	Safety	All	No			All Schools	ongoing	\$831,024.6 6	\$0.00	\$831,024.66				\$831,024 .66	
2		Expanded Learning Programs	All	No			All Schools	ongoing	\$2,130,824 .72	\$818,226.00		\$2,949,050.72			\$2,949,0 50.72	
2	2.4	Facilities	All	No			All Schools	ongoing	\$675,654.5 3	\$1,828,920.00	\$2,504,574.53				\$2,504,5 74.53	
2	2.5	SEL Curriculum	All	No			All Schools	ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000. 00	
2	2.6	Behavior	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income		2024-2025 school year	\$1,042,433 .37	\$136,600.00	\$358,386.55	\$292,903.46		\$527,743.3 6	\$1,179,0 33.37	
2	2.7	Chronic Absenteeism	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income		2024-2025 school year	\$244,862.0 0	\$1,000.00	\$180,937.00	\$57,092.00		\$7,833.00	\$245,862 .00	

2024-25 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 %)	Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
34,371,252	6,128,866	17.831%	0.000%	17.831%	\$7,464,251.22	0.000%	21.717 %	Total:	\$7,464,251.22
								LEA-wide	\$5,004,005,22

 LEA-wide Total:
 \$5,004,905.22

 Limited Total:
 \$0.00

 Schoolwide Total:
 \$2,459,346.00

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	1.1	School Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairsite Elementary 0-5 years Prekindergarten	\$980,821.00	
1	1.3	Intern Teachers				All Schools		
1	1.4	Administrative Staffing				All Schools	\$2,881,176.56	
1	1.5	Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,660,761.00	
1	1.6	AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School, Lake Canyon	\$258,831.00	
1	1.7	Instructional Assistant (IA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$536,290.00	
1	1.8	Dual Language Immersion (DLI) Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,219,694.00	

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	1.10	Professional Learning				All Schools	\$140,000.00	
1	1.11	Alternative Educational Options				All Schools	\$71,505.10	
1	1.12	California Content Standards				All Schools		
1	1.13	Online Learning Courseware	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,015.00	
1	1.14	Technology for Instruction and Learning				All Schools	\$222,216.62	
1	1.15	Parent Engagement and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.16	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,518,123.24	
1	1.17	College and Career Pathways				All Schools	\$200,000.00	
1	1.18	Parent Involvement/Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,400.00	
1	1.19	Parental Participation in LCAP process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.21	Academics				All Schools	\$2,500.00	
2	2.1	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$569,992.43	
2	2.2	Safety				All Schools	\$831,024.66	
2	2.3	Expanded Learning Programs				All Schools		
2	2.4	Facilities				All Schools	\$2,504,574.53	
2	2.5	SEL Curriculum				All Schools	\$20,000.00	
2	2.6	Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income		\$358,386.55	
2	2.7	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth		\$180,937.00	

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 (%)
					Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$37,233,640.04	\$39,003,405.15

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		\$1,866,368.77	2,555,515
1	1.2	School Readiness Services	Yes	\$319,475.13	190,295
1	1.3	High Quality Certificated TK-8 Staffing		\$15,393,272.33	14,979,759.60
1	1.4	Specialized Certificated Support	Yes	\$276,025.75	306,226
1	1.5	Administrative Staffing for Instructional Quality		\$2,029,199.05	2,125,090
1	1.6	Class Size Reduction		\$1,386,476.83	1,571,153.58
1	1.7	AVID Program at Middle School	Yes	\$78,562.24	262,386.89
1	1.8	After school acceleration blocks and a summer school program	No Yes	\$635,952.00	681,211.23
1	1.9	Instructional Assistant (IA) Intervention & Support	Yes	\$892,915.52	722,273.50
1	1.10	Mainstreaming and Inclusive Practices for Students with Disabilities	No	\$2,052,596.72	2,125,879
1	1.11	Dual Language Immersion (DLI) Program and newcomer supports		\$1,118,888.32	1,123,564.77
1	1.12	Academic Conferences	No	\$185,828.76	194,540.56
			Yes		

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	1.13	Literacy Instruction and Intervention	No	\$631,320.87	659,774
			Yes		
1	1.14	Professional Learning	No	\$250,000.00	250,000
			Yes		
1	1.15	Home Learning Academy	No	\$146,609.13	151,959.41
1	1.16	Core Curriculum Sufficiency	No	\$270,000.00	401,712.59
1	1.17	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	\$615,108.00	589,899.33
1	1.18	Access to Technology	No	\$482,072.39	618,931.60
			Yes		
1	1.19	Parent Engagement and Leadership Development	Yes	\$355,875.77	251,182.28
1	1.20	Additional Transportation Services	Yes	\$84,747.42	125,481.97
2	2.1	Support for High Needs Students, Individual Growth and Safe Schools	Yes	\$665,977.87	693,872.00
2	2.2	Student Services: Counseling, Mental Health, Social Emotional and Safety Supports	Yes	\$902,655.97	952,064.59
2	2.3	Expanded Learning and Enrichment		\$2,608,266.16	2,813,151.93

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	2.4	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Support	No	\$2,464,371.04	2,801,970.08
2	2.5	Facility Maintenance		\$1,466,074.00	1,839,394
2	2.6	Social Emotional Learning (SEL)	No	\$55,000.00	16,116.24

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,631,783	\$6,376,517.69	\$6,497,245.26	(\$120,727.57)	0.000%	0.000%	0.000%

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	\$319,475.13	190,295		
1	1.4	Specialized Certificated Support	Yes	\$276,025.75	306,226		
1	1.7	AVID Program at Middle School	Yes	\$78,562.24	262,386		
1	1.8	After school acceleration blocks and a summer school program	Yes	\$635,952	681,211		
1	1.9	Instructional Assistant (IA) Intervention & Support	Yes	\$892,915.52	722,273.50		
1	1.12	Academic Conferences	Yes	\$185,828.76	194,540.56		
1	1.13	Literacy Instruction and Intervention	Yes	\$631,320.87	659,774		
1	1.14	Professional Learning	Yes	\$250,000	250,000		
1	1.17	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	\$615,108.00	589,899.33		
1	1.18	Access to Technology	Yes	\$482,072.39	618,040		
1	1.19	Parent Engagement and Leadership Development	Yes	\$355,875.77	251,182.28		
1	1.20	Additional Transportation Services	Yes	\$84,747.42	125,481		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Support for High Needs Students, Individual Growth and Safe Schools	Yes	\$665,977.87	693,872		
2	2.2	Student Services: Counseling, Mental Health, Social Emotional and Safety Supports	Yes	\$902,655.97	952,064.59		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)	Services for the	for Contributing Actions	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)
34,234,921	5,631,783	0	16.450%	\$6,497,245.26	0.000%	18.978%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections
 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, including long-term 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]).
 - NOTE: As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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, 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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
 and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

• Identify the 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.

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

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

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections <u>52060(g)</u> (<u>California Legislative Information</u>) and <u>52066(g)</u> (<u>California Legislative Information</u>) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- · Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section <u>47606.5(d)</u> (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- · Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
 - o Note: Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity
 Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving
 Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The <u>LCFF State Priorities Summary</u> provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to
 implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the
 ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- Required metrics for LEA-wide actions: For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- Required metrics for Equity Multiplier goals: For each Equity Multiplier goal, the LEA must identify:
 - o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

Enter the metric number.

Metric

• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

- accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the
 description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational
 partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "Measuring and Reporting Results" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - o Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

• 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means
 the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not
 produce any significant or targeted result.
 - o 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.
 - o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

• Enter the action number.

Title

Provide a short title for the action. This title will also appear in the action tables.

Description

• Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each
 action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for
 the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth,
 English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

 Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in EC Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

• As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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.
 - o 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.
 - o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- 2. Projected LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - Scope: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- Unduplicated Student Group(s): Regardless of scope, contributing actions serve one or more unduplicated student groups.
 Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- Location: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - Note: For an action to contribute towards meeting the increased or improved services requirement, it must include some measure
 of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to
 meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- Other State Funds: Enter the total amount of Other State Funds utilized to implement this action, if any.
 - Note: Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- 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 2024-25 Local Control and Accountability Plan for Galt Joint Union Elementary School District

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a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- 10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- 5. Total Planned Percentage of Improved Services
 - 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)

• This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

• 6. Estimated Actual LCFF Supplemental and Concentration Grants

 This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

• 4. Total Planned Contributing Expenditures (LCFF Funds)

This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

• 7. Total Estimated Actual Expenditures for Contributing Actions

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

o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

• 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education November 2023

Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.515 Board Consideration of Approval of GJUESD 2024-25 Budget
Presenter:	Alejandra Garibay	Action Item: XX Information Item:

A public hearing of the GJUESD 2024-25 Budget was held on June 17, 2024.

The Fiscal Services team has prepared the 2024-25 budget for your review. This budget reflects projections based on the May Revise. A carryover from fiscal year 2023-24 and the 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 2024-25 budget and multi-year financial analysis:

- COLA Projections
- 2024-25: 1.07%
- 2025-26: 2.93%
- 2026-27: 3.08%
- STRS employer contribution remains at 19.10% in 24-25
- PERS employer contribution increase to 27.05% in 24-25
- LCFF revenue increased in all years due to COLA and allowing ADA to be funded based on the 3-Prior Years average.
- 3% routine repair and maintenance
- Unduplicated Pupil Percentage (3-Yr. Avg.) increased to 63.22% in 24-25
- Spending down the remaining Learning Loss one-time in 2024-25

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

- 23-24 = 13.51%
- 24-25 = 11.82%
- 25-26 = 10.95%
- 26-27 = 10.94%



Adopted Budget 2024-25

June 2024 Alejandra Garibay, Chief Business Official

Budget Assumptions based on May Revise

- > COLA 1.07% in 2024-25
- > STRS remained the same for 2024-25.
- > PERS increase by 0.37% for 2024-25
- > LCFF revenue increased in all 3 years due to COLA and based on being funded on current year ADA at 3,196.30.
- ➤ Enrollment increase from 2nd Interim from 3,427 to 3,443 (16 students).
- ➤ Unduplicated Pupil Percentage increased from 61.58% to 63.22% in 2024-25
- ➤ Learning Loss Recovery Emergency Block Grant will be fully expensed in 2024-25. This is the last of the one-time funds remaining.
- > MYP includes additional reductions for 2025-26 and 2026-27 to maintain the 9% reserve.

Cost Of Living Adjustment (COLA)

Year	Increase
2024-2025	1.07%
2025-2026	2.93%
2026-2027	3.08%

[~] 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.

Unrestricted Reserve Levels

(Combined total of Committed/Assigned/Unassigned)

Year	Reserve
2024-2025	11.82%
2025-2026	10.95%
2026-2027	10.94%

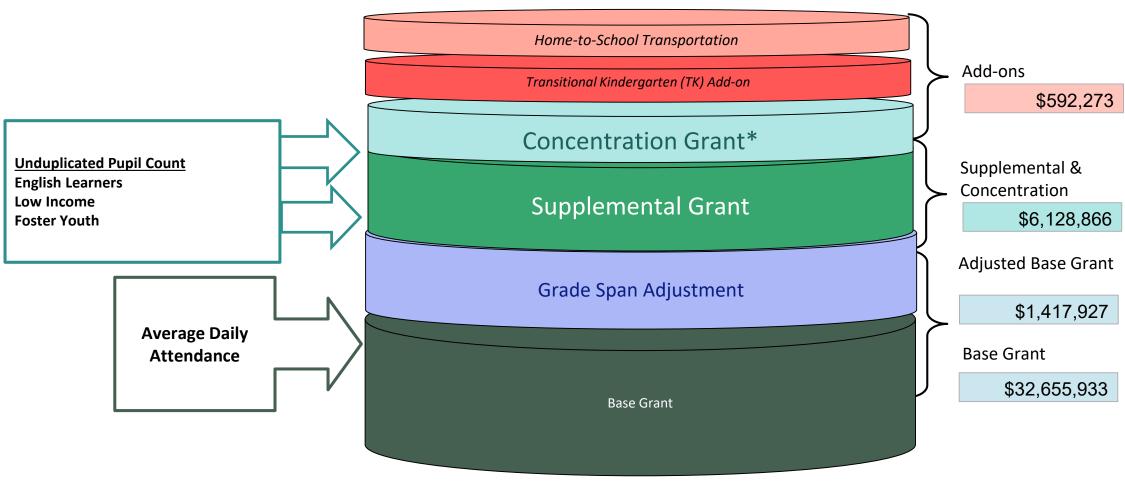
Unrestricted Reserve balance include reductions for the 2025-26 and 2026-27 to maintain reserve levels at the required board policy of 9%.

District Enrollment/Funded ADA



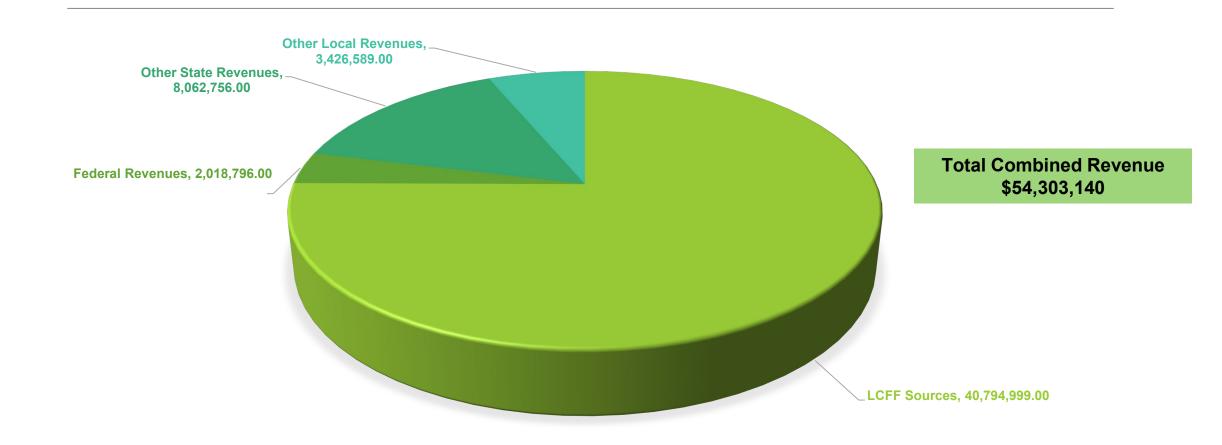
GJUESD LCFF Funding

Total LCFF Funding:

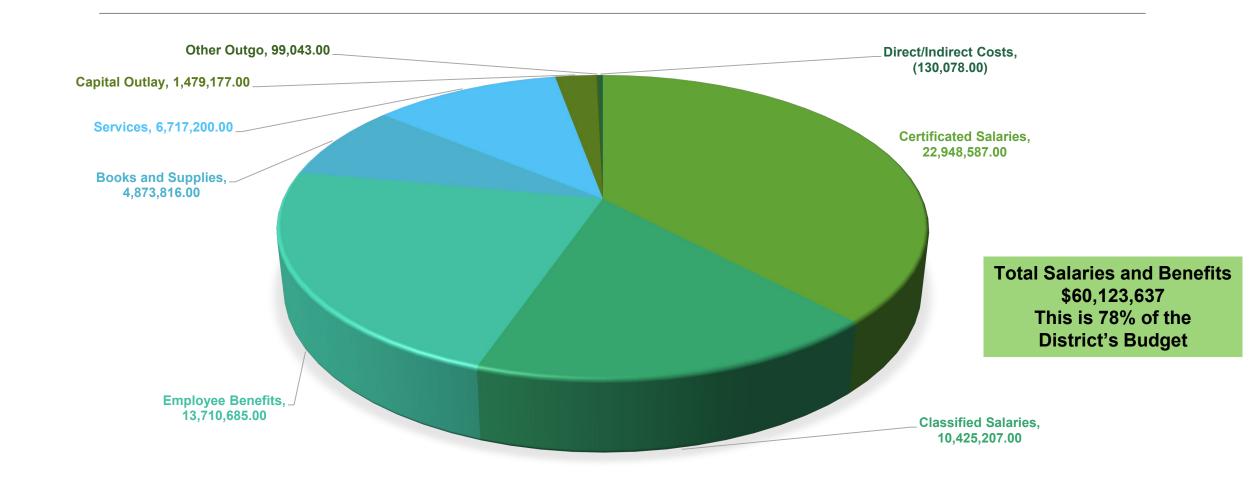


^{*}Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Projected Revenues – General Fund



Projected Expenditures – General Fund



Next Steps for GJUESD

- > July 18, 2024: School Finance Conference School Services of California-after Governor has approved the Legislature's June 15 State Budget.
- > July to August: Close financial books for 2023-24.
- > September: Board Approval of Unaudited Actuals.
- > September-October: 2023-24 Year-End Fiscal Audit.
- > October-November: Budget Revisions to begin preparing First Interim.
- > December: First Interim Report.

Increased Staff for 2024-25

- 1. New TK Teacher
- 2. New TK IA
- 3. VAPA Coordinator
- 4. New Agriculture Teacher for MMS
- 5. New Special Education IA-Greer (6 hrs.)
- 6. New IA Kinder-River Oaks (3.75 hrs.)
- 7. Instructional Assistant (BFLA)-Independent Study Program (returning)
- 8. New Special Education IA-River Oaks (6 hrs.)
- 9. New SDC Mod/Severe Teacher-River Oaks
- 10. New Special Education IA-Lake Canyon (3.92 hrs.)
- 11. New Special Education IA-Fairsite (3.92 hrs.)
- 12. New Speech Language Pathologist Assistant (6 hrs.)
- 13. New 1st Grade BCLAD Teacher



POCKET BUDGET

A Summary of the 2024-25 Governor's May Revision Proposals for California's Schools

STATE REVENUES

What was a \$37.9 billion budget deficit in January is now \$27.6 billion at the May Revision after factoring in the early action measures which shrunk the shortfall

by \$17.3 billion



"Big Three" Tax Revenue Sources (In millions)

	202	2-23	2023	3-24	2024	1-25
	Governor's May Budget Revision		Governor's Budget	May Revision	Governor's Budget	May Revision
Personal Income Tax	\$101,749	\$100,451	\$113,768	\$111,203	\$114,730	\$116,176
Corporation Tax	\$37,140	\$36,337	\$36,913	\$33,182	\$38,055	\$36,778
Sales and Use Tax	\$33,186	\$33,324	\$34,643	\$33,320	\$35,123	\$34,043
Total	\$172,075	\$170,112	\$185,324	\$177,705	\$187,908	\$186,997

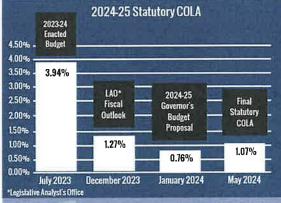
PROPOSITION 98

Proposition 98 Minimum Guarantee From June 2023 to May 2024

(In billions)

	Enacted Budget	Governor's Budget	May Revision
2022-23	\$107.4	\$98.3	\$97.5
2023-24	\$108.3	\$105.6	\$102.6
2024-25	\$111.6	\$109.1	\$109.1

COST-OF-LIVING ADJUSTMENT (COLA)



LOCAL CONTROL FUNDING FORMULA (LCFF)

LCFF Entitlements for School Districts and Charters

Grade Span	2023-24 Base Grant per ADA*	1.07% COLA	2024-25 Base Grant per ADA
TK-3	\$9,919	\$106	\$10,025
4-6	\$10,069	\$108	\$10,177
7-8	\$10,367	\$111	\$10,478
9-12	\$12,015	\$129	\$12,144

*Average daily attendance

Funds LCFF costs with one-time funds of \$5.3 billion from the Rainy Day Fund in 2023-24 and \$2.2 billion from the Rainy Day Fund in 2024-25 plus \$99 million in reappropriation funding

RAINY DAY FUND

One of the strategies to address the budget gap is to exhaust the Proposition 98 Rainy Day Fund

2023-24

2024-25

\$5.8 billion withdrawal \$2.6 billion withdrawal

The May Revision proposes a balance of \$2.6 billion in the Public School System Stabilization Account after 2023-24, which does NOT trigger the district reserve cap of 10%

PROGRAMS UNCHANGED BY THE MAY REVISION

Governor Newsom continues to shield K-12 education from ongoing programmatic reductions. There are no mid-year cuts, no deferrals, and no program rollbacks proposed. The Governor remains committed to maintaining the following programs:



- Expanded Learning Opportunities Program Universal Transitional Kindergarten
- Universal Meals
- California Community Schools Partnership Program
- Home-to-School Transportation
- Special Education funding

FACILITIES

- Proposes to eliminate funding for the School Facilities Program for the current and future years
- Proposes to eliminate funding for the Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program



GREEN BUSES

Invests an additional \$395 million in the Green School **Bus Grant Program in 2024-25**

SSC School District and Charter School Financial Projection Dartboard 2024-25 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2024-25 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS						
Factor 2023-24 2024-25 ¹ 2025-26 2026-27 2027-2						
Department of Finance Statutory COLA	8.22%	1.07%	2.93%	3.08%	3.30%	

LCFF GRADE SPAN FACTORS FOR 2024-25										
Entitlement Factors per ADA* TK-3 4-6 7-8 9-12										
2023-24 Base Grants	\$9,919	\$10,069	\$10,367	\$12,015						
Statutory COLA of 1.07%	\$106	\$108	\$111	\$129						
2024-25 Base Grants	\$10,025	\$10,177	\$10,478	\$12,144						
Grade Span Adjustment Factors	10.4%	22		2.6%						
Grade Span Adjustment Amounts	\$1,043	*	-	\$316						
2024-25 Adjusted Base Grants ²	\$11,068	\$10,177	\$10,478	\$12,460						
Transitional Kindergarten (TK) Add-On ³	\$3,077	_		—						

^{*}Average daily attendance (ADA)

OTHER PLANNING FACTORS								
Factors		2023-24	2024-25	2025-26	2026-27	2027-28		
California CPI		3.33%	3.10%	2.86%	2.87%	2.80%		
C I'S '- I - H- ·	Unrestricted per ADA	\$177	\$177	\$177	\$177	\$177		
California Lottery	Restricted per ADA	\$72	\$72	\$72	\$72	\$72		
V 1 - D1 1 G 1 (D1 1 1)	Grades K-8 per ADA	\$37.81	\$38.21	\$39.33	\$40.54	\$41.88		
Mandate Block Grant (District) ⁴	Grades 9-12 per ADA	\$72.84	\$73.62	\$75.78	\$78.11	\$80.69		
) () () () () () () () () () (Grades K-8 per ADA	\$19.85	\$20.06	\$20.65	\$21.29	\$21.99		
Mandate Block Grant (Charter) ⁴	Grades 9-12 per ADA	\$55.17	\$55.76	\$57.39	\$59.16	\$61.11		
Interest Rate for Ten-Year Treasur	ries	4.32%	4.19%	3.76%	3.70%	3.70%		
CalSTRS Employer Rate ⁵		19.10%	19.10%	19.10%	19.10%	19.10%		
CalPERS Employer Rate ⁵		26.68%	27.05%	27.60%	28.00%	29.20%		
Unemployment Insurance Rate ⁶		0.05%	0.05%	0.05%	0.05%	0.05%		
Minimum Wage ⁷		\$16.00	\$16.50	\$17.00	\$17.40	\$17.90		

STATE MINIMUM RESERVE REQUIREMENTS FOR 2024-25					
Reserve Requirement District ADA Range					
The greater of 5% or \$87,000	0 to 300				
The greater of 4% or \$87,000	301 to 1,000				
3%	1,001 to 30,000				
2%	30,001 to 250,000				
1%	250,001 and higher				

¹Also applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers and the American Indian Early Childhood Education Program.

⁷Minimum wage rates are effective January 1 of the respective year.



²Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

³Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁴The 2025-26 rate does not factor in the impact of \$25 million for the proposed training to support literacy screenings.

⁵California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.

⁶Unemployment rate in 2024-25 is final, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).



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Attached is the 2024-25 Adopted Budget containing a Positive Certification which indicates that based upon current projections, the district will meet its financial obligations this fiscal year and the subsequent two years.

ECONOMIC OUTLOOK

In the May Revision, Governor Gavin Newsom presented projected budget deficits for 2024-25 and 2025-26, as well as actual deficits for the current fiscal year. To address these challenges, he proposed depleting the Proposition 98 Rainy Day Fund, increasing the size of the Proposition 98 "funding maneuver," and implementing one-time education cuts. Despite these measures, Newsom was able to increase the proposed COLA from 0.76% to 1.07% using the funding maneuver.

Over the three-year budget projections, May Revision funding levels for Proposition 98 decreased by \$3.8 billion, with the largest reduction affecting 2023-24. Additionally, withdrawing \$5.8 billion from the Proposition 98 Rainy Day Fund in 2023-24 and \$2.6 billion in 2024-25 will exhaust the fund balance by 2024-25, rendering the reserve cap inoperative for that year.

Governor Newsom continues to protect K-12 education from ongoing programmatic reductions. There are no proposed mid-year cuts, deferrals, or program rollbacks. He remains committed to maintaining the following programs:

- Expanded Learning Opportunities Program
- Universal Transitional Kindergarten
- Universal Meals
- Home-to-School Transportation
- Special Education Funding

However the following proposal are being reduced:

- Elimination of funding for School Facilities programs for the current and future years.
- Elimination of funding for the Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant program.

Governor Newsom has proposed an additional \$395 million investment in the Green School Bus Grant Program for 2024.

In summary, the data and guidance presented in the May Revision will be used for fiscal planning and the formulation of the 2024-25 Adopted Budget report and multiyear projection. GJUESD may face challenges in both the near and long term, such as risks to the state revenue forecast due to ongoing deficits, potential decreases in Average Daily Attendance (ADA) from higher student absence rates, inflationary pressures including pension rate increases, and the expiration of remaining one-time funds in 2024-25. Given GJUESD's unique funding and program needs, it is essential that the district continually assess its situation, work closely with our COE, and plan accordingly to maintain fiscal solvency and educational program integrity.



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MULTI-YEAR BUDGET ASSUMPTIONS

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

Student ADA:

- Revenue is based on 2023-24 Funded ADA at 3,226.33 in comparison to the Actual ADA of 3,207.49.
- The anticipated stabilization of ADA has begun to stabilize in 2024-25 driven by enrollment changes. It is forecasted to reach a stabilized level by 2025-26, reaching an estimated funded ADA of 3,207.49.
- The district is funded on Average Daily Attendance (ADA) which is the attendance rate of the enrollment. Historically the district's average attendance rate between August to March is approximately 94% 95%. The projected ADA to Enrollment for funding is based on current year P-2 an average of 92%.
- Enrollment has increased from 2nd Interim 3,427 to 3,443. The District projects enrollment to remain at 3,443 for the next three years in the multi-year projection.

COLA Projections:

- 1.07% for 2024-25
- 2.93% for 2025-26
- 3.08% for 2026-27

STRS Employer Rates:

2024-25: 19.10%

2025-26: 19.10%

2026-27: 19.10%

PERS Employer Rates:

2024-25: 27.05%

• 2025-26: 27.60%

• 2026-27: 28.00%

Unduplicated/Free/Reduced/EL percentages (3-year rolling percentage):

2024-25: 63.22%

2025-26: 64.52%

• 2026-27: 64.52%

Federal Income

- Carryovers were added.
- Revenue allocations were updated.

State Income

- Carryovers were added.
- Revenue allocations were updated.

Local Income

Carryovers were added.



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- Additional revenue was added to interest based on last year actuals.
- Current year donations have been reflected.

Transfers In

Transfers remain the same.

EXPENSES

Cert. Salaries

Certificated salaries have been updated as needed.

Class. Salaries

Classified salaries have been updated as needed.

Benefits

Benefits have been updated as needed.

Supplies

 Materials & Supplies were increased for additional cost due to inflation and carryover funds that must be expended at year end.

Services/Other Operating Expenses

• Services were added for one-time grants received, but not expended in prior years. Cost of services increased due to inflation.

Capital Outlay

• The M & O building is projected to be completed in July 2024.

Transfers Out

Transfers Out have been updated as needed to Fund 13 Cafeteria.

OTHER FUNDS:

Child Development

No significant changes have been made.

Food & Nutrition

Income and expenditure projections have been updated.

Post Retirement

No significant changes have been made.

Building Fund/Bond Proceeds

No significant changes have been made.



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Capital Facilities

Expenditure projections have been updated.

Mello Roos

No significant changes have been made.

The Routine Repair and Maintenance restricted account maintains the minimum 3% requirement of the total general fund budget expenditures for 2024-25 and beyond.

Budget reductions began in 2023-24 and will continue through 2025-26. This will correct the structural deficit in the Unrestricted General Fund due to the loss of LCFF funding from previous years that are now beginning to stabilize by 2026-27.

Components of the Ending Balance

- Restricted carryovers each year must be reserved as part of the program from which the funding originated.
- The LCFF calculation for the Supplemental/Concentration funding is \$6,128,866 for 2024-25, \$6,695,873 in 2025-26, and \$6,902,193 in 2026-27. This funding is included as part of the general fund budget presented in the Adopted Budget.

ACTION REQUESTED

It is recommended that the Board approve the Adopted Budget Report for 2024-25

Budget, July 1 FINANCIAL REPORTS 2024-25 Budget School District Certification

34 67348 0000000 Form CB F8BXGKZ498(2024-25)

INA	NUAL BUDGET REPO	RT:							
July	y 1, 2024 Budget Adop	tion							
x x	Select applicable boxes: 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. 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 Educalion 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 12 - June 14, 2024	Date:	June 17, 2024					
			Time:	5:30 PM					
	Adoption Date:	June 18, 2024							
	Signed:								
		Clerk/Secretary of the Governing Board							
		(Original signature required)							
	Contact person for a	additional information on the budget reports:							
		Alejandra Garibay	Telephone:	209-744-4545 ext 311					
	Title:	Chief Business Official	E-mail:	agaribay@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

CRITERIA	A AND STANDARDS		Met	Not Met
1	Average Daily Attendance	Projected (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.	х	
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.	х	
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.		×
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.	х	
9a	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.	х	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.		х
10	Reserves	Projected av allable reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	х	

Budget, July 1 FINANCIAL REPORTS 2024-25 Budget School District Certification

SUPPLEMENTAL INFORMA	ATION		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?	х	
\$3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	х	
S4	Cantingent 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	
S 5	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 INFORMA	ATION (continued)		No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		х
33	Long to my community	If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		х
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		х
		If yes, are they lifetime benefits?	х	
		If yes, do benefits continue beyond age 65?	х	
		If yes, are benefits funded by pay-as-you-go?		х
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e,g., workers' compensation, employee health and welfare, or property and liability)?	х	
S8	Status of Labor	Are salary and benefit negotiations still open for:		
	Agreements	Certificated? (Section S8A, Line 1)	х	
	·	Classified? (Section S8B, Line 1)	х	
		Management/supervisor/confidential? (Section S8C, Line 1)	х	
\$9	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?		х
		Adoption date of the LCAP or an update to the LCAP:		-
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?		х
ADDITIONAL FISCAL IND	ICATORS		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?	х	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		х
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?	х	
ADDITIONAL FISCAL IND	ICATORS (continued)	·	No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	х	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	х	
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),	х	
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?		х

Galt Joint Union Elementary Sacramento County

Budget, July 1 2024-25 Budget WORKERS' COMPENSATION CERTIFICATION

34 67348 0000000 Form CC F8BXGKZ498(2024-25)

Printed: 6/6/2024 2:53 PM

	RTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS		
uperintenden	ducation Code Section 42141, if a school district, either individually or as a member of a joint powers t of the school district annually shall provide information to the governing board of the school district and annually shall certify to the county superintendent of schools the amount of money, if any, that it	regarding the estimated accrued but unf	unded cost of the
o the County	Superintendent of Schools:		
	Our district is self-insured for workers' compensation claims as defined in Education Code Section 421	41(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 foli This school district is not self-insured for workers' compensation claims.	owing information:	
		owing information: Date of Meeting: 06/18/2024	
X 1	This school district is not self-insured for workers' compensation claims.		
X 1 Signed	This school district is not self-insured for workers' compensation claims. Clerk/Secretary of the Governing Board		
X 1 Signed	This school district is not self-insured for workers' compensation claims. Clerk/Secretary of the Governing Board (Original signature required)		
X Signed	This school district is not self-insured for workers' compensation claims. Clerk/Secretary of the Governing Board (Original signature required) information on this certification, please contact:		
X Signed For additional Name:	This school district is not self-insured for workers' compensation claims. Clerk/Secretary of the Governing Board (Original signature required) information on this certification, please contact: Alejandra Garibay		

SACS Web System - SACS V9.2 6/6/2024 3:43:24 PM

34-67348-0000000

Budget, July 1 Budget 2024-25 **Technical Review Checks** Phase - All Display - Exceptions Only

Galt Joint Union Elementary

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - <u>W</u>arning/<u>W</u>arning with <u>C</u>alculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

Budget, July 1 TABLE OF CONTENTS

Galt Joint Union Elementary Sacramento County

34 67348 0000000 Form TC F8BXGKZ498(2024-25)

G = General
Ledger Data; S =
Supplemental

	Data								
	Data Supplied For:								
Form	Description	2023-24 Estimated Actuals	2024-25 Budget						
01	General Fund/County School Service Fund	GS	GS						
08	Student Activity Special Revenue Fund	G	G						
09	Charter Schools Special Revenue Fund								
10	Special Education Pass-Through Fund								
11	Adult Education Fund								
12	Child Dev elopment Fund	G	G						
13	Cafeteria Special Revenue Fund	G	G						
14	Deferred Maintenance Fund								
15	Pupil Transportation Equipment Fund								
17	Special Reserve Fund for Other Than Capital Outlay Projects								
18	School Bus Emissions Reduction Fund								
19	Foundation Special Revenue Fund								
20	Special Reserve Fund for Postemployment Benefits	G	G						
21	Building Fund								
25	Capital Facilities Fund	G	G						
30	State School Building Lease- Purchase Fund								
35	County School Facilities Fund	G	G						
40	Special Reserve Fund for Capital Outlay Projects								
49	Capital Project Fund for Blended Component Units	G	G						

51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass- Through Fund		
95	Student Body Fund		
А	Av erage Daily Attendance	S	S
ASS	SET Schedule of Capital Assets		
CAS	SH Cashflow Worksheet		S
СВ	Budget Certification		S
СС	Workers' Compensation Certification		
CEA	Current Expense Formula/Minimum Classroom Comp Actuals	GS	
CE	Current Expense Formula/Minimum Classroom Comp Budget		GS
DEI	Schedule of BT Long-Term Liabilities		
ESI	Every Student Succeeds Act Maintenance of Effort	GS	
ICF	Rate Worksheet	GS	
L	Lottery Report	GS	

Budget, July 1 TABLE OF CONTENTS

Galt Joint Union Elementary Sacramento County

MYP	Multiy ear Projections - General Fund				GS	
SEA	Special Education Rev enue Allocations					
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)					
SIAA	Summary of Interfund Activities - Actuals	G				
SIAB	Summary of Interfund Activities - Budget				G	
01CS	Criteria and Standards Rev iew	GS	·		GS	

			202	3-24 Estimated Actuals			2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A, REVENUES							711-3		
1) LCFF Sources		8010-8099	39,980,771,00	0.00	39,980,771,00	40,794,999.00	0.00	40,794,999,00	2,09
2) Federal Revenue		8100-8299	0.00	3,530,999.00	3,530,999,00	0,00	2,018,796,00	2,018,796,00	-42.89
3) Other State Revenue		8300-8599	1,077,540,00	7,303,168,00	8,380,708,00	1,167,560.00	6,895,196,00	8,062,756,00	-3,8
4) Other Local Revenue		8600-8799	1,083,898,00	3,371,878.00	4,455,776,00	761,247,00	2,665,342,00	3,426,589,00	-23, 19
5) TOTAL, REVENUES			42,142,209,00	14,206,045.00	56,348,254,00	42,723,806,00	11,579,334.00	54,303,140.00	-3.69
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	16.880,584,00	6,053,756,00	22,934,340.00	17,280,872.00	5,667,715.00	22,948,587,00	0,1
2) Classified Salaries		2000-2999	5,887,208,00	4,549,833.00	10,437,041,00	5,777,381,00	4,647,826,00	10,425,207.00	-0, 1
3) Employ ee Benefits		3000-3999	8,312,983.00	5,592,000.00	13,904,983,00	8,359,019,00	5,351,666,00	13,710,685,00	-1.4
4) Books and Supplies		4000-4999	1,302,780,00	1,722,876,00	3,025,656,00	1,858,721,00	3,015,095,00	4,873,816,00	61,1
5) Services and Other Operating Expenditures		5000-5999	2,781,801,00	3,587,322,00	6,369,123,00	2,962,227,00	3,754,973,00	6,717,200.00	5,5
6) Capital Outlay		6000-6999	3,161,647,00	1,852,825,00	5,014,472,00	685,177.00	794,000.00	1,479,177.00	-70.5
7) Other Outgo (excluding Transfers of Indirect		7100-7299	90,715.00	0.00	90,715.00	90,715.00	8,328,00	99,043.00	9,2
Costs) 8) Other Outgo - Transfers of Indirect Costs		7400-7499 7300-7399	(527,392.00)	414,547.00	(112,845.00)	(643,694,00)	513,616,00	(130,078,00)	15.3
9) TOTAL, EXPENDITURES		1000 7000	37,890,326,00	23,773,159.00	61,663,485,00	36,370,418.00	23,753,219.00	60,123,637.00	-2.5
C. EXCESS (DEFICIENCY) OF REVENUES OVER			37,030,020,00	23,775,153.00	01,000,400,00	00,010,410,00	20,700,210,300		
EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,251,883,00	(9,567,114-00)	(5,315,231,00)	6,353,388_00	(12,173,885,00)	(5,820,497,00)	9.5
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	20,000,00	0,00	20,000,00	21,576.00	0,00	21,576,00	7_9
b) Transfers Out		7600-7629	0.00	0.00	0,00	0.00	0.00	0.00	0.0
2) Other Sources/Uses					5 000 00		0.00	0.00	100.0
a) Sources		8930-8979	5,000,00	0,00	5,000,00	0.00	0.00	0.00	-100_0°
b) Uses		7630-7699	0.00	0.00	0,00	0.00	0.00	0.00	0.0
3) Contributions		8980-8999	(7,433,371,00)	7,433,371_00	0,00	(7,598,388,00)	7,598,388.00	0.00	0.0
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,408,371,00)	7,433,371.00	25,000,00	(7,576,812,00)	7,598,388,00	21,576,00	-13,7
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,156,488_00)	(2,133.743.00)	(5,290,231,00)	(1,223,424,00)	(4,575,497,00)	(5,798,921,00)	9_69
F. FUND BALANCE, RESERVES									
Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	12,422,618,48	9,027,807-52	21,450,426.00	8,328,504,48	6,894,064,52	15,222,569,00	-29_0
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)			12,422,618.48	9,027,807,52	21,450,426,00	8,328,504.48	6,894,064,52	15,222,569 00	-29.0
d) Other Restalements		9795	(937,626,00)	0.00	(937,626,00)	0.00	0,00	0.00	-100.0
e) Adjusted Beginning Balance (F1c + F1d)			11,484,992,48	9,027,807,52	20,512,800,00	8,328,504,48	6,894,064.52	15,222,569.00	-25,8
2) Ending Balance, June 30 (E + F1e)			8_328,504.48	6,894,064.52	15,222,569,00	7,105,080.48	2,318,567,52	9,423,648.00	-38.1
Components of Ending Fund Balance						1	F-ALIST TOWN		
a) Nonspendable		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0
Revolving Cash Stores		9712	0.00	0.00	0,00	0.00	0.00	0.00	0.0
Prepaid Items		9713	381,089.79	0,00	381,089,79	381,080.79	0.00	381,080 79	0.0
All Others		9719	0.00	0,00	0,00	0.00	0.00	0.00	0_0
b) Restricted		9740	0.00	6,894,064.52	6,894,064,52	0.00	2,318,567.52	2,318,567,52	-66.49
c) Committed		0740	0.00	3011001102	0,007,007,02	0.00			
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Other Commitments		9760	6,077,509.69	0.00	6,077,509.69	4,900,289.69	0.00	4,900,289.69	-19.4
Reserver for Board Approval (Remaining	0000		/						
Reserve)	0000	9760	3,766,968.77		3,766,968,77			0.00	
Math Textbook Adoption	0000	9760	1,900,000.00		1,900,000.00			0.00	
Laltery Funds	1100	9760	410,540.92		410,540.92			0.00	900
Technology Upgrades and Replacements	0000	9760			0.00	700 000 00		700,000.00	
Facilities	0000	9760			0.00	180,000,00 3,609,748.77		180,000.00 3,609,748.77	
Remaining Reserve for Board Approval	0000	9760			0.00	3,609,748.77 410,540.92		410,540,92	1 18.
Lottery Funds	1100	9760	ui ui	20 1 2 -	0.00	410,340 92	The state of	+10,540,92	
d) Assigned Other Assignments		9780	0.00	0.00	0,00	0.00	0.00	0.00	0.0
	0000	9780					ilsolves II	0.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,849 905.00	0.00	1,849,905,00	1,803,710.00	0.00	1,803,710.00	-2,5
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0
G. ASSETS									
1) Cash			40 000 000 5	000 004 55	10 650 004 70				
		9110	12,390,933.50	268,691-28	12,659,624,78				
a) in County Treasury 1) Fair Value Adjustment to Cash in		9111							

			Ехр	penditures by Object				F8BXGI	
			202	3-24 Estimated Actuals			2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Colum C & F
b) in Banks		9120	1,000,00	0,00	1,000,00				
c) in Revolving Cash Account		9130	20,000,00	0.00	20,000,00				
d) with Fiscal Ageлt/Trustee		9135	0.00	0,00	0,00				
e) Collections Awaiting Deposit		9140	0.00	0.00	D,00				
2) Investments		9150	0.00	0.00	0,00				
3) Accounts Receivable		9200	601,593,32	1,663,731,90	2,265,325,22				
4) Due from Grantor Government		9290	-01	0.00	.01				
5) Due from Other Funds		9310	0.00	0,00	D,00				
6) Stores		9320	0.00	0.00	0,00				
7) Prepaid Expenditures		9330	0.00	0.00	0,00				
8) Other Current Assets		9340	0.00	0.00	0,00				
9) Lease Receivable		9380	0.00	0,00	0.00				
10) TOTAL, ASSETS			12,934,192,83	1,932,423,18	14,866,616,01				
I. DEFERRED OUTFLOWS OF RESOURCES			i i						
Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
LIABILITIES									
1) Accounts Payable		9500	1,628 323,63	595.42	1,628,919.05				
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			1,628,323,63	595.42	1,628,919,05				
			1,020,020,00		(1020)210)2				
DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS		100,000	0.00	0.00	0.00				
C. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			11,305,869.20	1,931,827,76	13,237,696,96				
CFF SOURCES									
Principal Apportionment						1	7		
State Aid - Current Year		8011	21,034,317.00	0.00	21,034,317.00	21,619,554.00	0.00	21,619,554.00	
Education Protection Account State Aid - Current									
Year		8012	10,536,743,00	0.00	10,536,743.00	10,742,809.00	0.00	10,742,809.00	
State Aid - Prior Years		8019	(21,991.00)	0.00	(21,991,00)	0,00	0.00	0.00	-10
ax Relief Subventions							S		
Homeowners' Exemplians		8021	32,507,00	0.00	32,507.00	32,507.00	0.00	32,507.00	
Timber Yield Tax		8022	0,00	0.00	0,00	0,00	0.00	0.00	
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0,00	0.00	0.00	0,00	
County & District Taxes									
Secured Roll Taxes		8041							
Unsecured Roll Taxes		0041	4,388 831,00	0.00	4,388,831,00	4,388,831,00	0.00	4,388,831,00	
Prior Years' Taxes		8042	4,388 831,00 147,139.00	0.00	4,388,831,00 147,139,00	4,388,831,00 147,139,00	0.00	4,388,831,00 147,139,00	
							0.00	147,139,00 90,040,00	
Supplemental Taxes		8042	147,139.00	0.00	147,139,00	147,139.00	0.00	147,139,00 90,040,00 331,496,00	_
Supplemental Taxes Education Revenue Augmentation Fund (ERAF)		8042 8043	147,139.00 90,040.00	0.00	147,139,00 90,040,00	147,139 00 90,040 00	0.00	147,139,00 90,040,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB		8042 8043 8044	147,139.00 90,040,00 331,496,00 2,802,149.00	0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149.00	147,139,00 90,040,00 331,496,00 2,802,149,00	0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992)		8042 8043 8044 8045	147,139.00 90,040.00 331,496.00 2,802,149.00 637,957.00	0.00 0.00 0.00 0.00	147,139.00 90,040.00 331,496.00 2,802,149.00 637,957.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00	0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes		8042 8043 8044 8045	147,139.00 90,040,00 331,496,00 2,802,149.00	0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149.00	147,139,00 90,040,00 331,496,00 2,802,149,00	0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes fiscellaneous Funds (EC 41604)		8042 8043 8044 8045 8047	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00	0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2.802,149,00 637,957,00	147,139.00 90,040,00 331,496.00 2,802,149.00 637,957.00 0,00	0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes tiscellaneous Funds (EC 41604) Royalties and Bonuses		8042 8043 8044 8045 8047 9048	147,139.00 90,040,00 331,496,00 2,602,149.00 637,957,00 0.00	0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes tiscellaneous Funds (EC 41604) Roy alties and Bonuses Other In-Lieu Taxes		8042 8043 8044 8045 8047 9048 8081 8082	147,139.00 90,040.00 331,496.00 2,602,149.00 637,957,00 0,00 2,517,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 0,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00	0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00 0,00 0,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 611/699/1992) Penalties and Interest from Delinquent Taxes liscellaneous Funds (EC 41604) Roy alties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment		8042 8043 8044 8045 8047 9048	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 0,00 0,00 2,517,00 0,00	147,139,00 90,040,00 331,496,00 2,802,149,00 0,00 0,00 2,517,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00 0,00 2,517,00 0,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Recellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment		8042 8043 8044 8045 8047 9048 8081 8082	147,139.00 90,040.00 331,496.00 2,602,149.00 637,957,00 0,00 2,517,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 0,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00	0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00 0,00 0,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes liscellaneous Funds (EC 41604) Roy alties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources	0000	8042 8043 8044 8045 8047 8048 8081 8082 9089	147,139.00 90,040.00 331,496.00 2,802,149.00 637,957,00 0.00 2,517,00 0.00 39,981,705.00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 0,00 0,00 2,517,00 0,00 39,981,705,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,993,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,998,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Iscellaneous Funds (EC 41604) Royalities and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year	0000 All Other	8042 8043 8044 8045 8047 8048 8081 8082 8089	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,199,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,495,00 2.802,149,00 637,957,00 0.00 2,517,00 0.00 40,794,999,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes liscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year	0000 All Other	8042 8043 8044 8045 9047 9048 9081 8082 8089	147,139.00 90,040.00 331,496.00 2,802,149.00 637,957,00 0.00 2,517,00 0.00 39,981,705.00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 0,00 0,00 2,517,00 0,00 39,981,705,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,993,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,998,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes iscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property		8042 8043 8044 8045 8047 8048 8081 8082 8089	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,199,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,495,00 2.802,149,00 637,957,00 0.00 2,517,00 0.00 40,794,999,00	
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes iscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property		8042 8043 8044 8045 9047 9048 9081 8082 8089	147,139.00 90,040.00 331,496.00 2,602,149.00 637,957,00 0,00 2,517,00 0,00 39,981,705.00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,486,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00	-10
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes iscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources DFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers		8042 8043 8044 8045 9047 9048 8081 8082 8089	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00	-10
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes iscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years		8042 8043 8044 8045 9047 9048 8081 8082 8089 8091 8091 8095 8097	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00 (934,00) 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,199,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00 (934,00) 0,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00	-10
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes iscellaneous Funds (EC 41604) Roy altios and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources OFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years DTAL, LCFF SOURCES		8042 8043 8044 8045 9047 9048 8081 8082 8089 8091 8091 8095 8097	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00 (934,00) 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,199,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00 (934,00) 0,00 0,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00	-10
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes iscellaneous Funds (EC 41604) Roy alties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources OFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years DTAL, LCFF SOURCES		8042 8043 8044 8045 9047 9048 8081 8082 8089 8091 8091 8095 8097	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00 (934,00) 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,199,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00 (934,00) 0,00 0,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00	-10
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes iscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years DTAL, LCFF SOURCES EDERAL REVENUE aintenance and Operations		8042 8043 8044 8045 8047 8048 8081 8082 8089 8091 8091 8096 8097 8099	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00 (934,00) 0,00 39,980,771,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,199,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 0,00 (934,00) 0,00 39,980,771,00	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	-10
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes liscellaneous Funds (EC 41604) Royaltios and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment ubtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years OTAL, LCFF SOURCES EDERAL REVENUE laintenance and Operations pecial Education Entitlement		8042 8043 8044 8045 8047 9048 8081 8082 8089 8091 8091 8096 8097 8099	147,139.00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 (934,00) 0,00 39,980,771,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 (934,00) 0,00 0,00 39,980,771,00	147,139.00 90,040.00 331,496.00 2,802,149,00 637,957.00 0,00 2,517.00 0,00 40,794,999.00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	-10
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes tiscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment subtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers LCFF/Revenue Limit Transfers - Prior Years OTAL, LCFF SOURCES EDERAL REVENUE taintenance and Operations special Education Discretionary Grants		8042 8043 8044 8045 8047 9048 8081 8082 8089 8091 8096 8097 8099	147,139.00 90,040.00 331,496.00 2,602,149.00 637,957,00 0.00 2,517,00 0.00 39,981,705.00 (934.00) 0.00 0.00 0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,486,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 (934,00) 0,00 39,980,771,00 0,00 39,980,771,00	147,139.00 90,040,00 331,495,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,602,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	-10
Education Revenue Augmentation Fund (ERAF) Community Redevelopment Funds (SB 617/699/1992) Penalties and Interest from Delinquent Taxes Miscellaneous Funds (EC 41604) Royalties and Bonuses Other In-Lieu Taxes Less: Non-LCFF (50%) Adjustment Subtotal, LCFF Sources CFF Transfers Unrestricted LCFF Transfers - Current Year All Other LCFF Transfers - Current Year Transfers to Charter Schools in Lieu of Property Taxes Property Taxes Transfers		8042 8043 8044 8045 8047 9048 8081 8082 8089 8091 8096 8097 8099	147,139.00 90,040.00 331,496.00 2,602,149.00 637,957,00 0,00 2,517,00 0,00 39,981,705.00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,486,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 39,981,705,00 (934,00) 0,00 39,980,771,00 0,00 893,073,00 82,634,00	147,139,00 90,040,00 331,495,00 2,802,149,00 637,957,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	147,139,00 90,040,00 331,496,00 2,602,149,00 0,00 0,00 2,517,00 0,00 40,794,999,00 0,00 0,00 0,00 0,00 0,00 0,00	

			Exp	enditures by Object				FBBXGF	(Z498(2024-25
			2023	3-24 Estimated Actuals			2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
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		779,386.00	779,386,00		708,829,00	708,829,00	-9.1%
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		108,092,00	108,092,00		108,092,00	108,092,00	0_0% 80_2%
Title III, Immigrant Student Program	4201	8290		3,842,00	3,842,00		6,925,00	6,925,00	-10,3%
Title III, English Leamer Program	4203	8290		88,553,00	88,553.00		79,453,00	79,453,00	0.0%
Public Charter Schools Grant Program (PCSGP) Other NCLB / Every Student Succeeds Act	4610 3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290 8290		59,257,00	0,00 59,257,00		59,257,00	59,257,00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0,00	0,00	0.0%
All Other Federal Revenue	All Other	8290	0.00	1,516,162.00	1,516,162,00	0,00	0,00	0,00	-100.0%
TOTAL, FEDERAL REVENUE			0.00	3,530,999.00	3,530,999_00	0,00	2,018,796.00	2,018,796.00	-42.8%
OTHER STATE REVENUE			A						
Other State Apportionments					- 1				
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0,00	0,00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0,00	0.00		0,00	0,00	0.0%
Prior Years	6500	8319		0,00	0.00		0,00	0,00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0,00	0,0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0,00	0.00	0.00	0,00	0,00	0,00	0,0%
Mandated Costs Reimbursements		8550	116,133,00	0.00	116,133.00	116,133,00	0,00	116,133,00	0,0%
Lottery - Unrestricted and Instructional Materials		8560	508,771,00	146,956,00	655,727.00	598,791,00	243,576,00	842,367,00	28,5%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0,00	0.00	0,00	0.00	0,00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0,00	0.00	0,00	0,00	0,00	0,0%
Pass-Through Revenues from									
State Sources		8587	0.00	0,00	0.00	0,00	0,00	0,00	0.0%
After School Education and Safety (ASES)	6010	8590		453,624 00	453,624,00		453,624,00	453,624.00	0,0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0,00	0.00		0,00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00	100	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00	- 1 - 2	0,00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0,00	0.0%
All Other State Revenue	All Other	8590	452 636.00	6,702,588.00	7,155,224.00	452,636.00	6,197,996.00	6,650,632,00	-7,1%
TOTAL, OTHER STATE REVENUE			1,077,540.00	7,303,168.00	8,380,708.00	1,167,560,00	6,895,196,00	8,062,756.00	-3.8%
OTHER LOCAL REVENUE Other Local Revenue County and District Taxes Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0,00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0,00	0.00	0,0%
Other		8622	0.00	0.00	0.00	0,00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0-00	0.00	0-00	0.00	0.0%
Penalties and Interest from Delinquent Non- LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0:00	0.0%
Sales		0004	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.0%
Food Service Sales		8634	0.00	0.00		0.00	0.00	0.00	0.07
All Other Sales		8639	0.00	0.00	0.00				-80.9%
Leases and Rentals		8650	12,480.00	52,800-00	65,280.00	12,480.00	0.00	12,480-00	

				enditures by Object					
			202	3-24 Estimated Actuals			2024-25 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Totel Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Net Increase (Decrease) in the Fair Value of		8662	0,00	0.00	D,00	0.00	0.00	0_00	0_0
Investments Fees and Contracts			0,00	0,00	0,00	0,00	0,00	0,00	
Adult Education Fees		8671	0.00	0.00	0,00	0.00	0.00	0,00	0_0
Non-Resident Students		8672	0.00	0.00	0,00	0.00	0.00	0_00	0_0
Transportation Fees From Individuals		8675	0,00	0.00	0,00	0.00	0 00	0,00	0.0
Interagency Services		8677	125,094,00	53,055,00	178,149,00	125,094,00	53,055_00	178,149.00	0.0
Miligation/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	115,199,00	115,199,00	0.00	82,527.00	82,527,00	-28,4
Other Local Revenue						1	S - 1 - 1		
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0,00	0.00	0,00	0.00	0.00	0.00	0.0
Pass-Through Revenue from Local Sources		8697	0,00	0,00	0,00	0,00	0,00	0,00	0,
All Other Local Revenue		8699	225,325,00	1,358,501,00	1,583,826,00	223,673,00	737,437,00	961,110,00	-39,
Tuilion		8710	0,00	0,00	0,00	0,00	0,00	0.00	0,
All Other Transfers In		8781-8783	0.00	0,00	0,00	0.00	0,00	0,00	0,
Transfers of Apportionments						E 17-63			
Special Education SELPA Transfers					2.05	THE ELECTION	0,00	0.00	0,0
From Districts or Charter Schools	6500	8791 8792		0,00	1,792,323,00		1,792,323.00	1,792,323.00	0,
From IPAs	6500 6500	8792 8793		1,792,323,00	1,792,323,00		0.00	0.00	0.
From JPAs ROC/P Transfers	VUCO	0193		0,00	0,00		0,00	0,00	0,
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0,
From County Offices	6360	8792		0.00	0.00		0,00	0.00	0.
From JPAs	6360	8793		0.00	0.00		0,00	0.00	0,
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0,00	0.00	0,00	0,00	0,
From County Offices	All Other	8792	0.00	0.00	0,00	0.00	0,00	0.00	0,
From JPAs	All Other	8793	0.00	0.00	0.00	0,00	0,00	0,00	0.
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0,00	0,00	0,00	0,
TOTAL, OTHER LOCAL REVENUE			1_083,898.00	3,371,878.00	4,455,776,00	761,247,00	2,665,342.00	3,426,589.00	-23
TOTAL, REVENUES			42,142,209,00	14,206,045.00	56,348,254.00	42,723,806,00	11,579,334,00	54,303,140,00	-3
CERTIFICATED SALARIES				5 004 000 00	40, 477, 040, 00	44 470 886 00	5,065,052.00	19,494 938.00	0.
Certificated Teachers' Salaries		1100 1200	14,116,024.00 801,150.00	5,361,222.00	19,477,246,00	14,429.886.00 832,147.00	298,290.00	1,130,437.00	3.
Certificated Pupil Support Salaries Certificated Supervisors' and Administrators'			801,130,00	291,333,00	1,052,463,00	032,141,00	250,250,00	1,100,101,00	_
Salaries		1300	1,962,910,00	205,833,00	2,168,743,00	2,018,839,00	162,992,00	2,181,831,00	0.
Other Certificated Salaries		1900	500,00	195,368.00	195,868,00	0.00	141,361,00	141,381.00	-27
TOTAL, CERTIFICATED SALARIES			16,880,584.00	6,053,756,00	22,934,340,00	17,280,872_00	5,667,715_00	22,948,587,00	0.
CLASSIFIED SALARIES								0.000.404.00	
Classified Instructional Salaries		2100	612,367,00	2,681,804,00	3,294,171,00	543,597.00	2,785,884,00	3,329,481.00	-5.
Classified Support Salaries		2200	2,078,959,00	698,961,00	2,777,920,00	1,958,727.00	671,702.00	2,630,429,00 774,010.00	7
Classified Supervisors' and Administrators' Salaries		2300	596,117,00	125,768,00	721,885,00	598,224,00 1,909,995.00	175,786.00 145,305.00	2,055,300.00	-1
Clerical, Technical and Office Salaries		2400 2900	1,910,158,00 689,607,00	871,074,00	1,560,581,00	766 838 00	869,149.00	1,635,987.00	4.
Other Classified Salaries		2900	5,887,208.00	4,549.833.00	10,437,041,00	5,777,381.00	4,647,826.00	10,425,207.00	-0
TOTAL, CLASSIFIED SALARIES			5,687,206,00	4,549,635,00	10,437,041,00	3,711,001,00	4,041,020,00	1017201201100	
EMPLOYEE BENEFITS STRS		3101-3102	3,210,462,00	3,154,045,00	6,364,507,00	3,249,520.00	2,911,225.00	6,160,745,00	-3
PERS		3201-3202	1,342,869,00	969,105.00	2,311,974.00	1,298,927,00	1,071,235.00	2,370,162,00	2
OASDI/Medicare/Alternative		3301-3302	762,509,00	443,701,00	1,206,210,00	748,978.00	428,771_00	1,177,749.00	-2
Health and Welfare Benefits		3401-3402	1,842,571,00	785,581,00	2,628,152,00	1,890,207,00	745,492,00	2,635,699.00	0
Unemployment Insurance		3501-3502	12,373,00	5,185,00	17,558,00	12,384.00	4,681_00	17,065.00	-2
Workers' Compensation		3601-3602	444,358.00	188,141,00	632,499.00	454,839.00	146,053,00	600,892.00	-5
OPEB, Allocated		3701-3702	189,500,00	0,00	189,500,00	200,000.00	0.00	200,000.00	5
OPEB, Active Employees		3751-3752	0.00	0,00	0,00	0,00	0,00	0.00	
Other Employee Benefits		3901-3902	508,341.00	46,242.00	554,583.00	504,164,00	44,209,00	548,373,00	-1
TOTAL, EMPLOYEE BENEFITS			8 312,983,00	5,592,000,00	13,904,983,00	8,359,019,00	5,351,666.00	13,710,685,00	-1
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	20,000,00	97,337.00	117,337,00	400,000,00	1,691,315.00	2,091,315.00	1,682
Books and Other Reference Materials		4200	0,00	10,000,00	10,000,00	0,00	12,000.00	12,000.00	21
Materials and Supplies		4300	1,165,706,00	1,468,911,00	2,634,617,00	1,333,706.00	1,072,261.00	2,405,967.00	-
Noncapitalized Equipment		4400	117,074,00	146,628.00	263,702,00	125,015_00	199,519.00	324,534.00 40,000.00	2
Food		4700	0,00	0,00	0,00	0.00	40,000,00	4,873,816.00	6
TOTAL, BOOKS AND SUPPLIES	unco.		1,302,780.00	1,722,876,00	3,025,656.00	1,858,721_00	3,015,095.00	4,073,810,00	
SERVICES AND OTHER OPERATING EXPENDITU	IRES	5100	246 890,00	1,331,906.00	1,578,796.00	241,000.00	1,346,044.00	1,587,044,00	
Subagreements for Services Travel and Conferences		5200	47,098.00	84,005.00	131,103.00	53,700.00	323,985.00	377,685.00	188
			,000,00	0.,					

			202	3-24 Estimated Actuals			2024-25 Budget		
		Object	Unrestricted	Restricted	Total Fund col. A + B	Unrestricted	Restricted	Total Fund col. D + E	% Diff Column
Description	Resource Codes	Codes	(A)	(B)	(C)	(D)	(E)	(F)	C & F
Insurance		5400 - 5450	201,874,00	1,838,00	203,712_00	206,616,00	0.00	206,616,00	1,4
Operations and Housekeeping Services		5500	917,209,00	7,000.00	924,209.00	937,803,00	3,200,00	941,003,00	1,8
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	278,046,00	402,099.00	680,145,00	290,814,00	776,492,00	1,067,306,00	56,9
Transfers of Direct Costs		5710	(17,696,00)	17,696,00	0.00	(1,533.00)	1,533,00	0.00	0,0
Fransfers of Direct Costs - Interfund		5750	(168,00)	0.00	(168,00)	0.00	0.00	0.00	-100.0
Professional/Consulting Services and Operating Expenditures		5800	970,928.00	1,717,072,00	2,688,000,00	1,104,589,00	1,297,852,00	2,402,441,00	-10,0
Communications		5900	98,698,00	24,931,00	123,629.00	95,545,00	5,467,00	101,012,00	-18.3
TOTAL, SERVICES AND OTHER OPERATING									
EXPENDITURES			2,781,801,00	3,587,322,00	6,369,123.00	2,962,227,00	3,754,973,00	6,717,200.00	5
CAPITAL OUTLAY		6100	21,683.00	2,800,00	24,483.00	0,00	0,00	0.00	-100
and and Improvements		6170	0,00	44,667.00	44,667.00	0,00	0.00	0,00	-100
Buildings and Improvements of Buildings		6200	2,607,007.00	1,212,702.00	3,819,709.00	300,000 00	0.00	300,000,00	-92
Books and Media for New School Libraries or			2,001,001,00						
Major Expansion of School Libraries		6300	0,00	0,00	0,00	0.00	0,00	0.00	0,
quipment		6400	95,960.00	309,179.00	405,139.00	187,269 00	500,000,00	687,269.00	69
quipment Replacement		6500	436,997,00	283,477,00	720,474,00	197,908.00	294,000,00	491,908.00	-31. 0.
ease Assets		6600	0,00	0.00	0.00	0,00	0.00	0.00	0
Subscription Assets OTAL, CAPITAL OUTLAY		6700	3,161,647.00	1,852,825.00	5,014,472.00	685,177.00	794,000.00	1,479,177.00	-70
TOTAL, CAPITAL OUTLAY OTHER OUTGO (excluding Transfers of Indirect C	Costs)		3, 101,047,00	1,052,825,00	3,014,472,00	665,177,00	757,000,00	1,410,111,00	-,0
OTHER OUTGO (excluding Transfers of Indirect C Fullion	ovotoj								
Tuition for Instruction Under Interdistrict									
Altendance Agreements		7110	0.00	0.00	0.00	0,00	0.00	0.00	0,
State Special Schools		7130	0,00	0.00	0.00	0,00	8,328.00	8,328.00	
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0,00	0,00	D.00	0,00	0.00	0,00	0
Payments to County Offices		7142	90,715.00	0.00	90,715,00	90,715,00	0.00	90,715.00	0
Payments to JPAs		7143	0.00	0,00	0,00	0,00	0,00	0.00	0
Transfers of Pass-Through Revenues		7044	0.00	0.00	0.00	0.00	0.00	0.00	0.
To Districts or Charter Schools To County Offices		7211 7212	0.00	0.00	0.00	0,00	0.00	0.00	0
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0
Special Education SELPA Transfers of				0,00					
Apportionments									1
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.
To County Offices	6500	7222		0.00	0,00		0,00	0,00	0
To JPAs	6500	7223		0.00	0.00		Q, 00	0,00	0
ROC/P Transfers of Apportionments	6360	7221	100 miles	0.00	0.00		0,00	0.00	0,
To Districts or Charter Schools To County Offices	6360	7222		0.00	0.00		0.00	0.00	0
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0,00	0,00	0
All Other Transfers		7281-7283	0.00	0,00	0.00	0.00	0,00	0.00	0
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0
Debt Service									
Debt Service - Interest		7438	0,00	0.00	0.00	0.00	0,00	0.00	0
Other Debt Service - Principal		7439	0.00	0.00	0.00	0,00	0.00	0,00	0
TOTAL, OTHER OUTGO (excluding Transfers of			90,715,00	0.00	90,715.00	90,715,00	8,328.00	99,043.00	9
ndirect Costs) OTHER OUTGO - TRANSFERS OF INDIRECT COS	ere		90,713,00	0.00	30,710,00	30,110,00	0,020,00		
Transfers of Indirect Costs	310	7310	(414,547.00)	414,547.00	0.00	(513,616,00)	513,616.00	0.00	c
Transfers of Indirect Costs - Interfund		7350	(112,845.00)	0.00	(112,845.00)	(130,078.00)	0.00	(130,078,00)	15
TOTAL, OTHER OUTGO - TRANSFERS OF							513,616.00	4400 070 001	
NDIRECT COSTS			(527,392.00)	414,547,00	(112,845.00)	(643,694,00)	23,753,219.00	(130,078,00)	15 -2
OTAL, EXPENDITURES			37,890,326.00	23,773,159.00	61,663,485.00	36,370,418,00	23,753,219.00	00,123,037,00	
NTERFUND TRANSFERS NTERFUND TRANSFERS IN						1			
From: Special Reserve Fund		8912	0.00	0.00	0,00	0,00	0,00	0.00	(
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	(
Other Authorized Interfund Transfers In		8919	20,000.00	0,00	20,000,00	21,576,00	0,00	21,576,00	
a) TOTAL, INTERFUND TRANSFERS IN			20,000.00	0.00	20,000,00	21,576.00	0.00	21,576.00	
NTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0,00	0.00	0,00	0.00	0.00	0.00	
To: Special Reserve Fund		7612	0.00	0.00	0,00	0.00	0,00	0,00	0
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0,00	
To Cafeleria Fund		7616	0.00	0.00	0,00	0.00	0,00	0.00	(
		7619	0.00	0.00	0.00	0.00	0-00	0,00	

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Budget, July 1 General Fund Unrestricted and Restricted Expenditures by Object

			202	3-24 Estimated Actuals			2024-25 Budget		
Description	Resource Codes	Object Codes	Unrastricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
(b) TOTAL, INTERFUND TRANSFERS OUT			0,00	0.00	0,00	0,00	0.00	0,00	0,0
OTHER SOURCES/USES							901 10		
SOURCES			1						
Stale Apportionments							Pa. 3		
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	0,09
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	D. 09
Proceeds from Leases		8972	0.00	0.00	0,00	0,00	0,00	0.00	0.09
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.09
Proceeds from SBITAs		8974	0.00	0,00	0,00	0,00	0.00	0.00	0.0
All Other Financing Sources		8979	5,000.00	0.00	5,000.00	0.00	0.00	0,00	-100.0
(c) TOTAL, SOURCES			5,000,00	0.00	5,000.00	0,00	0.00	0.00	-100.09
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0,00	0.09
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0,00	0.09
(d) TOTAL, USES			0.00	0.00	0.00	0,00	0,00	0,00	0.0
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(7,433,371.00)	7,433,371.00	0,00	(7,598,388 00)	7,598,388.00	0,00	0.09
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0
(e) TOTAL, CONTRIBUTIONS			(7,433,371.00)	7,433,371.00	0.00	(7,598,388-00)	7,598,388.00	0,00	0.09
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(7.408,371.00)	7,433,371.00	25,000.00	(7,576,812-00)	7,598,388-00	21,576-00	-13.79

Controlled				Ехре	enditures by Function				FBBXG	KZ498(2024-2
Part				202	23-24 Estimated Actuals			2024-25 Budget		
SCOPE PROPERATION ADDRESS SABELY IN SABELY IN	Description	Function Codes				col. A + B			col, D + E	% Diff Column C & F
Section Sect	A, REVENUES									
Month Nervoure Mishoring	1) LCFF Sources		8010-8099	39,980,771,00	0,00	39,980,771,00	40,794,999,00	0,00	40,794,999,00	2,09
General Information Bank	2) Federal Revenue			0.00	3,530,999,00	3,530,999.00	0,00			-42,85
District District	3) Other State Revenue			1,077,540,00	7,303,168,00	8,380,708,00	1,167,560,00	6,895,196,00	8,062,756,00	-3,89
	4) Other Local Revenue		8600-8799	1,083,898,00	3,371,878,00	4,455,776,00	761,247,00	2,665,342.00		-23, 15
Security Security	5) TOTAL, REVENUES			42,142,209.00	14,206,045.00	56,348,254,00	42,723,806,00	11,579,334,00	54,303,140,00	-3,6
Maritanian-Relateratores 2002-299	B, EXPENDITURES (Objects 1000-7999)									
1.00 1.00	1) Instruction	1000-1999		20,913,236.00	16,048,716.00	36,961,952.00	21,763,618.00	17,338,109.00	39,101,727,00	5.8
4, Amaley Parvisors	2) Instruction - Related Services	2000-2999		4,214,028,00	2,221,218,00	6,435,246,00		1,608,466 00	6,141,970,00	-4.6
Secondary Services 1500-0999	3) Pupil Services			3,379,439,00	1,031,328,00	4,410,767,00	3,414,833,00		4,952,628,00	12,3
Part	4) Ancillary Services	4000-4999		13,532,00	27,229,00	40,761,00	0,00	8,222,00	8,222,00	-79,8
	5) Community Services	5000-5999		0.00	60,778,00	60,778,00	0,00	40,547,00	40,647,00	-33,1
0, Part Services 0,00-999	6) Enterprise	6000-6999		0,00	0_00	0,00	0,00	0.00	0,00	0.0
O Chief Culgo Section Service Section Service Section Section Service Section Sectio	7) General Administration	7000-7999		3,628,738,00	555,739,00	4,184,477,00	3,212,760,00	640,774_00	3,853,534,00	-7.9
19 Color 19 Color 19 19 10 10 10 10 10 10	8) Plant Services	8000-8999		5,650,638,00	3,828,151.00	9,478,789,00	3,354,988,00	2,570,878.00	5,925,866,00	-37,5
Commendation Comm	9) Other Outgo	9000-9999		90,715,00	0.00	90,715,00	90,715,00	8,328 00	99,043,00	9, 2
Department Name (Print Name	10) TOTAL, EXPENDITURES			37,890,326.00	23,773,159.00	61,683,485,00	36,370,418,00	23,753,219,00	60,123,637,00	-2,5%
1) Inferfund Tronafaria 0) Tranafaria 8800-8229 20,008,00 0,00 22,1576,00 0,00 22,1576,00 1) Tranafaria Col. 7600-7629 0,00 0,00 0,00 0,00 0,00 0,00 2) Configuration 8800-8279 5,000,00 0,00 0,00 0,00 0,00 0,00 0,00 3) Sources 8800-8279 0,00 0,00 0,00 0,00 0,00 0,00 0,00 0,00 4) TOTAL, CHITER TRANACING 50 URCESTANCES 77,000 7,433,371,00 0,00 0,7593,381,00 7,593,381,00 0,00 4) TOTAL, CHITER TRANACING 50 URCESTANCES 77,000,371,00 7,433,371,00 0,00 0,7593,381,00 7,593,381,00 0,00 5) SOURCESTANCES 7,700,371,00 7,433,371,00 0,00 0,7593,381,00 7,593,381,00 0,00 5) SOURCESTANCES 7,700,371,00 7,433,371,00 0,00 0,00 0,00 0,00 0,00 6) SOURCESTANCES 7,700,371,00 7,433,371,00 0,00 0,00 0,00 0,00 0,00 7,700,371,00 7,700,371,00 7,700,371,00 0,00 0,00 0,00 0,00 0,00 8,700,371,00 7,700,371,00 7,700,371,00 0,00 0,00 0,00 0,00 0,00 9) Active Resistances 9791 12,422,518,48 9,027,807,52 21,409,620,0 8,328,504,48 6,864,645,22 13,222,680,0 9) SOURCESTANCES 7,700,371,00 7,700,371,00 7,700,371,00 7,700,371,00 9) SOURCESTANCES 7,700,371,00 7,700,371,00 7,700,371,00 7,700,371,00 9) SOURCESTANCES 7,700,371,00 7,700,3	EXPENDITURES BEFORE OTHER FINANCING			4,251,883.00	(9,567,114,00)	(5,315,231,00)	6,353,388,00	(12,173,885,00)	(5,820,497,00)	9,5%
1 1 1 1 1 1 1 1 1 1	D, OTHER FINANCING SOURCES/USES									
10 1 1 1 1 1 1 1 1 1	1) Interfund Transfers									
2) Other Sources 830-4879 S.000.00 0.00 S.000.00 0.00	a) Transfers In		8900-8929	20,000,00	0.00	20,000,00	21,576,00	0,00	21,576,00	7,99
830-series 830	b) Transfers Out		7600-7629	0.00	0.00	0,00	0.00	0.00	0.00	0.09
Discription Property Discription Property Discription Property Discription Discripti	2) Other Sources/Uses									
3] Contributions	a) Sources		8930-8979	5,000.00	0.00	5,000,00	0.00	0.00	0,00	-100,00
1) TOTAL OTHER FRANCING	b) Uses		7630-7699	0.00	0.00	0,00	0.00	0.00	0.00	0.09
SOURCESIURES (DECREASE) IN FUND C,156,485,00 C,133,743,00 C,233,743,00	3) Contributions		8980-8999	(7,433,371,00)	7,433,371_00	0,00	(7,598,388,00)	7,598,388,00	0,00	0,09
ENTINCREASE (DECREASE) IN FUND BALANCE, RESERVES 1) Beginning Fund Balance a) As of July 1 - Fundacided 9791 12.422.818.46 9.973 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0			,	(7,408,371,00)	7,433,371.00	25,000.00	(7,576,812.00)	7,598,388.00	21,576,00	-13.79
F. FUND BALANCE, RESERVES 1) Beginning Fund Balance 3) As of July 1 - Unaudited 9791 12.422.518.48 9.027.807.52 21.459.426.00 8.328.504.48 6.894.064.52 15.222.589.00 0) Audit Adjustments 9793 0.00 0	E. NET INCREASE (DECREASE) IN FUND				(2 133 743 00)	(5 200 231 00)	(1 223 424 00)	(4 575 497 00)	(5.798.921.00)	9.6%
1) Beginning Fund Balance a) A of July 1 - Unaudited b) Audit Adjustments 9793 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.				(0,100,100,00)	(2)100(110)	(6)200)20 (100)	(1,122,122,1	(.,,,	(-1,2,1,7)	
a) As of July 1 - Unaudied										
b) Audit Adjustments 9793 0,00 0,00 0,00 0,00 0,00 0,00 0,00 0,			9791	12,422,618.48	9,027,807,52	21,450,426,00	8,328,504,48	6,894,064,52	15,222,569,00	-29.09
d) Other Restatements 9795 (937,626,00) 0.00 (937,625,00) 0.00 0.00 0.00 0.00 0.00 0.00 0.00			9793		0.00		0.00	0.00	0,00	0.0
e) Adjusted Beginning Balance (Fit c + Fit) 2) Ending Balance, June 30 (E + Fite) 3) Oromponents of Ending Fund Balance a) Nonspendable Revolving Cash Sicres 9712 0,00	c) As of July 1 - Audited (F1a + F1b)			12,422,618.48	9,027,807.52	21,450,426.00	8 328 504 48	6,894,064,52	15,222,569,00	-29,09
e) Adjusted Beginning Balance (F1c + F1d) 2) Ending Balance, June 30 (E + F1e) 3.328,504,48 6,894,064,52 11,484,992,48 9,027,807,52 20,512,800,00 8,328,504,48 6,894,064,52 15,222,569,00 7,105,080,48 2,318,587,52 9,423,648,00 20,000,00 20,000,00 20,000,00 20,000,00			9795				0.00	0.00	0,00	-100,09
2) Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance a) Nonspendable Revolving Cash Sicres 9712 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.					9.027,807.52		8,328,504,48	6,894,064,52	15,222,569.00	-25.89
Components of Ending Fund Balance a) Nonspendable Rev olving Cash Stores 9712 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.									9,423,648,00	-38, 19
a) Norspendable Revolving Cash Stores 9712 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.										
Revolving Cash 9711 20,000,00 0,00 20,000,00 0				l l						
Stores			9711	20,000.00	0.00	20,000,00	20,000.00	0.00	20,000,00	0.09
All Others 9719 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.			9712	0.00	0.00	0.00	0,00	0.00	0,00	0.09
b) Restricted 9740 0.00 6,894,084,52 6.894,064,52 0.00 2,318,567,52 2,318,567,52 c) Committed Stabilization Arrangements 9750 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	Prepaid Items		9713	381,089,79	0.00	381,089.79	381,080,79	0.00	381,080,79	0,0
c) Committed Stabilization Arrangements 9750 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	All Others		9719	0.00	0.00	0,00	0.00	0.00	0,00	0.0
Committed Stabilization Arrangements 9750 0.00 0	b) Restricted		9740	0.00	6,894,064.52	6,894,064.52	0.00	2,318,567.52	2,318,567.52	-66.4
Stabilization Arrangements	c) Committed							William St.		
Other Commitments (by Resource/Object) 9760 6,077,509.69 0.00 6,077,509.69 4,900,289.69 0.00 4,900,289.69 Reserver for Board Approval (Remaining Reserve) 0000 9760 3,766,968.77 3,766,968.77 0.00 0.00 Lottery Funds 1100 9760 410,540,92 410,540,92 0.00 700,000,00 700,000,00 Facilities 0000 9760 0.00 9760 0.00 180,000 0.00 180,000 0.00 180,000 0.00 Remaining Reserve for Board Approval 0000 9760 0.00 9760 0.00 3,609,748,77 0.609,748,77 Lottery Funds 1100 9760 0.00 0.00 410,540,92 410,540,92 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.			9750	0.00	0.00	0.00	0.00	0.00	0,00	0.0
Reserve) 3,766,988.77 3,766,988.77 3,766,968.77 0.00 Math Textbook Adoption 0000 9760 1,900,000,00 1,900,000,00 0.00 Lottery Funds 1100 9760 410,540,92 410,540,92 0.00 700,000,00 700,000,00 Technology Upgrades and Replacements 0000 9760 0.00 700,000,00 180,000,00 180,000,00 180,000,00 180,000,00 180,000,00 180,000,00 180,000,00 180,000,00 410,540,92	Other Commitments (by Resource/Object)		9760	6,077,509.69	0.00	6,077,509.69	4,900,289 69	0.00	4,900,289.69	-19.45
Reserve) 3,766,988.77 3,766,988.77 3,766,968.77 0.00 Math Textbook Adoption 0000 9760 1,900,000,00 1,900,000,00 0.00 Lottery Funds 1100 9760 410,540,92 410,540,92 0.00 700,000,00 700,000,00 Technology Upgrades and Replacements 0000 9760 0.00 700,000,00 180,000,00 180,000,00 180,000,00 180,000,00 180,000,00 180,000,00 180,000,00 180,000,00 410,540,92		2000	0700					The second		
Lottery Funds 1100 9760 410,540,92 410,540,92 0.00 Technology Upgrades and Replacements 0000 9760 0.00 700,000,00 700,000,00 Facilities 0000 9760 0.00 180,000 00 Remaining Reserve for Board Approval 0000 9760 0.00 3,609,748,77 Lottery Funds 1100 9760 0.00 410,540,92 410,540,92 d) Assigned Other Assignments (by Resource/Object) 9780 0.00 0.00 0.00 0.00 0.00 0.00 0.00		uouu	9760	3,766,968.77		3,766,968.77			0.00	3 5
Technology Upgrades and Replacements 0000 9760 0.00 700,000,00 700,000,00 700,000,00 Polynomous of 180,000,00 180,000,00 <td></td>										
Facilities 0000 9760 0,00 180,000 00 180,000				410,540,92						5
Remaining Reserve for Board Approval 0000 9760 0.00 3,609,748,77 3,609,748,77 3,609,748,77 3,609,748,77 410,540,92										10 17
Lollery Funds 1100 9760 0.00 410,540,92 410,540,92 d) Assigned Other Assignments (by Resource/Object) 9780 0.00 0.00 0.00 0.00 0.00 0.00 0.00						18.11				-
d) Assigned Other Assignments (by Resource/Object) 9780 0.00 0.00 0.00 0.00 0.00 0.00							7			
Other Assignments (by Resource/Object) 9780 0.00 0.00 0.00 0.00 0.00 0.00 0.00		1100	9760	-		0.00	410,540,92		410,540 92	
			0700	0.05					0.00	
0.00	Other Assignments (by Resource/Object)	0000		0.00	0,00	0.00	0,00	0,00		0.04
		0000	A180						0.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties 9789 1.849,905.00 0.00 1,849,905.00 1,803,710,00 0.00 1.803,710,00 0.00 1.803,710,00 0.00 1.803,710,00 0.00 0.00 0.00 0.00 0.00 0.00 0.00	a) Hanning dillaman					TI I				4
Reserve for Economic Uncertainlies 9789 1.849,905.00 0,00 1,849,505.00 1,803,710,00 0.00 1,803,710,00 U.00 U.00 U.00 U.00 U.00 U.00 U.00	e) Unassigned/Unappropriated		9780	1 849 005 00	0.00	1 840 005 00	1 802 740 00 1	0.00	1 803 710 00	-2.59

Galt Joint Union Elementary Sacramento County

Budget, July 1 General Fund Exhibit: Restricted Balance Detail

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
	Expanded Learning Opportunities Program	493,076.76	493,076.76
2600	Educator Effectiveness, FY 2021-22	49,000.76	2,721.76
6266		104,718.83	104,718 83
6300	Lottery: Instructional Materials	820,996.00	820,996.00
6500	Special Education	33,745.29	33,745.29
6546	Mental Health-Related Services	150,979.59	150,979.59
6547	Special Education Early Intervention Preschool Grant	1,800,000.60	.60
6762	Arts, Music, and Instructional Materials Discretionary Block Grant		361,093.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	361,093.00	.04
7026	Child Nutrition: Kitchen Infrastructure Upgrade Funds	.04	
7029	Child Nutrition: Food Service Staff Training Funds	_* 62	.62
7032	Child Nutrillon: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	400,000.00	0.00
7311	Classified School Employee Professional Development Block Grant	1,000.31	.31
7415	Classified School Employ as Summer Assistance Program	39,757.00	39,757.00
7435	Learning Recovery Emergency Block Grant	1,452,091.74	47,178.74
7810	Other Restricted State	15,503.84	15,503.84
	Other Restricted Local	1,172,100.14	248,795.14
9010	Official Magnificial Forgi	6,894,064.52	2,318,567.52
Total Restricted Balance			

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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) Employ ee 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		7100-7299,			
Costs)		7400-7499	0.00	0.00	0.09
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	116,802.22	116,802.22	0.09
b) Audit Adjustments		9793	0.00	0.00	0.09
c) As of July 1 - Audited (F1a + F1b)			116,802.22	116,802.22	0.09
d) Other Restatements		9795	0.00	0.00	0.09
e) Adjusted Beginning Balance (F1c + F1d)			116,802.22	116,802.22	0.0
2) Ending Balance, June 30 (E + F1e)			116,802.22	116,802.22	0.09
Components of Ending Fund Balance					
a) Nonspendable				1	
Revolving Cash		9711	0.00	0.00	0.09
Stores		9712	0.00	0.00	0.00
Prepaid Items		9713	0.00	0.00	0.09
All Others		9719	0.00	0.00	0.09
b) Restricted		9740	116,802.22	116,802.22	0.09
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned				-EXISTRALITY	
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
Pair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	116,802.22		
c) in Revolving Cash Account		9130	0.00		
		9135	0.00		
d) with Fiscal Agent/Trustee		9140			
e) Collections Awaiting Deposit			0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			116,802.22	*	
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Pay able		9500	0.00		
Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			116,802.22		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0,00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of		8662	0.00	0.00	0.000
Inv estments			0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0,00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0,00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0,00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0,00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0,00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0,00	0.0%
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0,00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from	-				
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(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%

34 67348 0000000 Form 08 F8BXGKZ498(2024-25)

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Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES				NE RESIDENCE	EVEL TAX
1) LCFF Sources		8010-8099	0.00	0.00	0.09
2) Federal Revenue		8100-8299	0.00	0.00	0.09
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.09
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.09
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-	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES		7699	0.00	0.00	0.09
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			0.00	0.00	0.00
BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES 1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	116,802.22	116,802.22	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			116,802.22	116,802.22	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		9190			0.0%
			116,802.22	116,802.22	
2) Ending Balance, June 30 (E + F1e)			116,802.22	116,802.22	0.09
Components of Ending Fund Balance					
a) Nonspendable		0744	0.00	0.00	0.00
Revolving Cash		9711	0.00	0.00	0.09
Stores		9712	0.00	0.00	0.0
Prepaid Items		9713	0.00	0.00	0.09
All Others		9719	0.00	0.00	0.09
b) Restricted		9740	116,802.22	116,802.22	0.09

Budget, July 1 Student Activity Special Revenue Fund Expenditures by Function

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Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned			3 5 Jun 54 19		
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%

Budget, July 1 Student Activity Special Revenue Fund Exhibit: Restricted Balance Detall

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Į.	Resource	Description	Estimated Actuals	2024-25 Budget
	8210	Student Activity Funds	116,802.22	116,802.22
	Total, Restricted Balance		116,802.22	116,802.22

Description R.	esource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	903,335.00	799,558.00	-11.5
4) Other Local Revenue		8600-8799	4,104.03	5,663,00	38.0
5) TOTAL, REVENUES			907,439_03	805,221,00	-11.3
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	343,585.00	298,563,00	-13.1
2) Classified Salaries		2000-2999	188,636.00	206,739.00	9.0
3) Employ ee Benefits		3000-3999	220,909.00	205,105.00	-7-
4) Books and Supplies		4000-4999	84,262,00	20,743.00	-75,
5) Services and Other Operating Expenditures		5000-5999	32,453.00	34,655.00	6,
6) Capital Outlay		6000-6999	0.00	0.00	0.
		7100-7299,	~		
7) Other Outgo (excluding Transfers of Indirect Costs)		7400-7499	0,00	0.00	0.
8) Other Outgo - Transfers of Indirect Costs		7300-7399	43,026.00	47,353,00	10,
9) TOTAL, EXPENDITURES			912,871.00	813,158,00	-10.
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER			(5.404.07)	(7.027.00)	46
FINANCING SOURCES AND USES (A5 - B9)			(5,431.97)	(7,937.00)	46,
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers		8900-8929	0.00	0.00	0,
a) Transfers In			0.00		0.
b) Transfers Out		7600-7629	0.00	0,00	0.
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0,
b) Uses		7630-7699	0.00	0.00	0.
3) Contributions		8980-8999	0.00	0.00	0.
4) TOTAL, OTHER FINANCING SOURCES/USES			0,00	0,00	0.
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,431.97)	(7,937.00)	46.
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	132,948.87	127,516.90	-4,
b) Audit Adjustments		9793	0.00	0.00	0.
c) As of July 1 - Audited (F1a + F1b)			132,948,87	127,516,90	-4.
d) Other Restatements		9795	0.00	0.00	0.
e) Adjusted Beginning Balance (F1c + F1d)			132,948.87	127,516.90	-4,
2) Ending Balance, June 30 (E + F1e)			127,516.90	119,579.90	-6,
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.
Stores		9712	0.00	0.00	0.
Prepaid Items		9713	0,00	0.00	0.
All Others		9719	0.00	0.00	0.
		9740	127,516.90	119,579.90	-6.
b) Restricted		3140	127,010.00		
c) Committed		0750	0.00	0.00	0.
Stabilization Arrangements		9750		0.00	0.
Other Commitments		9760	0.00	0,00	0.
d) Assigned					_
Other Assignments		9780	0.00	0,00	0,
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.
Unassigned/Unappropriated Amount		9790	0.00	0.00	0
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(21,956.82)		
1) Fair Value Adjustment to Cash in County Treasury		911 1	(25,00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0,00		
d) with Fiscal Agent/Trustee		9135	0,00		
		9140	0,00		
e) Collections Awaiting Deposit		3140	455-11		

3) Accounts Receivable 4) Due from Grantor Government 5) Due from Cither Funds 6) Stores 7) Propaid Expenditures 8) Other Current Assetts 9) Lease Receivable 10) TOTAL, ASSETS H. DEFERRED DUTFLOWS OF RESOURCES 1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uncarned Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic All Other Federal Revenue Child Nutrition Programs Child Development Apportonments Pass-Through Revenues from State Sources State Preschool All Other State Revenue Child Nutrition Programs Child Programs Child Programs Child Revenue All Other Foots State Preschool State Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Note Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Papar I Fees Interest Child Development Parent Fees Interest All Other Fees and Contracts Child Development Parent Fees Interest All Other Fees and Contracts	9200 9290 9310 9320 9330 9340 9380 9490 9500 9590 9610 9640 9650 9690 8220 8285 8290 8290	2,465,00 0,00 0,00 0,00 0,00 0,00 0,00 (19,516.82) 0,00 0	0.00 0.00 0.00	Q,0% Q,0%
5) Due from Other Funds 6) Stores 7) Prepaid Expenditures 8) Other Current Assets 9) Lease Receiv able 10) TOTAL, ASSETS H. DEFERRED OUTFLOWS OF RESOURCES 1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic All Other Federal Revenue Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER STATE REVENUE OTHER STATE REVENUE OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER LOC	9310 9320 9330 9340 9380 9490 9590 9610 9640 9650 9690	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	0.00	
6) Stores 7) Prepaid Expenditures 8) Other Current Assets 9) Lease Receivable 10) TOTAL, ASSETS H. DEFERRED OUTFLOWS OF RESOURCES 1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, LIABILITIES LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, LOABILITIES LIABILITIES LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic All Other Federal Revenue TOTAL, FEDERAL REVENUE Child Nutrition Programs Child Development Apponitionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue OTHER STATE REVENUE OTHER STATE REVENUE OTHER STATE REVENUE OTHER Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	9320 9330 9340 9380 9490 9590 9610 9640 9650 9690	0,00 0.00 0.00 0.00 (19,516.82) 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	0.00	
6) Stores 7) Prepaid Expenditures 8) Other Current Assets 9) Lease Receivable 10) TOTAL, ASSETS H. DEFERRED OUTFLOWS OF RESOURCES 11) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Ourrent Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic All Other Federal Revenue TOTAL, FEDERAL REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue OTHER STATE REVENUE OTHER STATE REVENUE OTHER STATE REVENUE OTHER COTAL REVENUE OTHER COTAL REVENUE OTHER COTAL REVENUE OTHER Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Not Increase (Docrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	9330 9340 9380 9490 9590 9610 9640 9650 9690	0.00 0.00 0.00 (19,516.82) 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	0.00	
7) Prepaid Expenditures 8) Other Current Assets 9) Lesse Receivable 10) TOTAL, ASSETS H. DEFERRED OUTFLOWS OF RESOURCES 1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 * J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic All Other Faderal Revenue TOTAL, FEDERAL REVENUE Child Vutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interegency Services	9340 9380 9490 9590 9610 9640 9650 9690	0.00 0.00 (19,516.82) 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	0.00	
8) Other Current Assets 9) Lease Receivable 10) TOTAL, ASSETS H. DEFERRED OUTFLOWS OF RESOURCES 1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND Equity (310 + H2) - (6 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic All Other Federal Revenue TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Dev elopment Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	9340 9380 9490 9590 9610 9640 9650 9690	0.00 0.00 (19,516.82) 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	0.00	
9) Lease Receivable 10) TOTAL, ASSETS 1. DEFERRED OUTFLOWS OF RESOURCES 1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS 1. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES 1. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS 1. DEFERRED IN	9380 9490 9500 9590 9610 9640 9650 9690 8220 8285 8290	0.00 (19,516.82) 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	0.00	
10) TOTAL, ASSETS H. DEFERRED OUTFLOWS OF RESOURCES 1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Unearmed Revenue 6) TOTAL, LIABILITIES 1) DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic All Other Federal Revenue OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER Local Revenue TOTAL, OTHER STATE REVENUE OTHER Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	9490 9500 9590 9610 9640 9650 9690 8220 8285 8290	(19,516.82) 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0	0.00	
H. DEFERRED OUTFLOWS OF RESOURCES 1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Pay able 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A. Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Overlopment Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interegency Services	9500 9590 9610 9640 9650 9690	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	0.00	
1) Deferred Outflows of Resources 2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Pay able 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title 1, Part A. Basic All Other Federal Revenue TOTAL, FEDERAL REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER STATE REVENUE OTHER STATE REVENUE OTHER COAL REVENUE OTHER COAL REV	9500 9590 9610 9640 9650 9690	0,00 0.00 0.00 0.00 0.00 0.00 0.00 (19,516.82)	0.00	
2) TOTAL, DEFERRED OUTFLOWS I. LIABILITIES 1) Accounts Pay able 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic All Other Federal Revenue OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER STATE REVENUE OTHER STATE REVENUE OTHER COAL REVENUE OTHER COAL REVENUE OTHER STATE REVENUE OTHER COAL REVENUE Child Development Parent Fees Interagency Services	9500 9590 9610 9640 9650 9690	0,00 0.00 0.00 0.00 0.00 0.00 0.00 (19,516.82)	0.00	
I. LIABILITIES 1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Unearmed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic 3010 All Other Federal Revenue Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue OTHER STATE REVENUE OTHER STATE REVENUE OTHER COLAL REVENUE OTHER COLAL REVENUE OTHER COLAL REVENUE OTHER LOCAL REVENUE OTHER L	9590 9610 9640 9650 9690 8220 8285 8290	0.00 0.00 0.00 0.00 0.00 0.00 0.00 (19,516.82)	0.00	
1) Accounts Payable 2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic All Other Federal Revenue TOTAL, FEDERAL REVENUE OTHER STATE REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER COAL REVENUE OTHER COAL REVENUE OTHER COAL REVENUE OTHER COAL REVENUE Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	9590 9610 9640 9650 9690 8220 8285 8290	0.00 0.00 0.00 0.00 0.00 0.00 (19,516.82)	0.00	
2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Unearmed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Parl A, Basic All Other Federal Revenue TOTAL, FEDERAL REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, CHILD REVENUE OTHER STATE REVENUE OTHER COAL REVENUE OTHER LOCAL REVENUE OTHER COAL REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER COAL	9590 9610 9640 9650 9690 8220 8285 8290	0.00 0.00 0.00 0.00 0.00 0.00 (19,516.82)	0.00	
2) Due to Grantor Governments 3) Due to Other Funds 4) Current Loans 5) Unearmed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic All Other Federal Revenue TOTAL, FEDERAL REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER STATE REVENUE OTHER LOCAL REV	9610 9640 9650 9690 8220 8285 8290	0.00 0.00 0.00 0.00 0.00 (19,516.82)	0.00	
3) Due to Other Funds 4) Current Loans 5) Uneamed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER LOCAL REV	9640 9650 9690 8220 8285 8290	0.00 0.00 0.00 0.00 (19,516.82)	0.00	
4) Current Loans 5) Unearmed Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAs Title I, Part A, Basic All Other Federal Revenue TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE OTHE	9640 9650 9690 8220 8285 8290	0.00 0.00 0.00 0.00 (19,516.82)	0.00	
5) Unearred Revenue 6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic All Other TOTAL, FEDERAL REVENUE OHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER COCAL REVENUE OTHER COCAL REVENUE OTHER COCAL REVENUE Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	9650 9690 8220 8285 8290	0,00 0,00 0.00 (19,516.82) 0.00 0.00 0,00	0.00	
6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue TOTAL, OTHER STATE REVENUE OTHER Local Revenue TOTAL, OTHER STATE REVENUE OTHER Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	9690 8220 8285 8290	0,00 0,00 0.00 (19,516.82) 0.00 0.00 0,00	0.00	
J. DEFERRED INFLOWS OF RESOURCES 1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE OTHER LOCAL REVENUE Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8220 8285 8290	0,00 0.00 (19,516.82) 0.00 0.00 0,00	0.00	
1) Deferred Inflows of Resources 2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE OTHER COCAL REVENUE OTHER COCAL REVENUE OTHER COCAL REVENUE OTHER COCAL REVENUE OTHER COCAL REVENUE OTHER COCAL REVENUE Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8220 8285 8290	0.00 (19,516.82) 0.00 0.00 0.00	0.00	
2) TOTAL, DEFERRED INFLOWS K. FUND EQUITY (G10 + H2) - (16 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8220 8285 8290	0.00 (19,516.82) 0.00 0.00 0.00	0.00	
K. FUND EQUITY (G10 + H2) - (I6 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8285 8290	(19,516.82) 0.00 0.00 0.00	0.00	
K. FUND EQUITY (G10 + H2) - (I6 + J2) FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8285 8290	0.00 0.00 0.00	0.00	
FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8285 8290	0.00 0.00 0.00	0.00	
FEDERAL REVENUE Child Nutrition Programs Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8285 8290	0.00 0.00 0.00	0.00	
Child Nutrition Programs Interagency Contracts Between LEAs Title I, Parl A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8285 8290	0.00	0.00	
Interagency Contracts Between LEAS Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8285 8290	0.00	0.00	
Title I, Part A, Basic 3010 All Other Federal Revenue All Other TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8290	0.00	0.00	0.04
All Other Federal Revenue TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services		22		
TOTAL, FEDERAL REVENUE OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8290			0.09
OTHER STATE REVENUE Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services		0_00	0.00	0.09
Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services		0,00	0,00	0.0%
Child Nutrition Programs Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services				
Child Development Apportionments Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8520	0.00	0,00	0,09
Pass-Through Revenues from State Sources State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8530	0.00	0.00	009
State Preschool 6105 All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8587	0.00	0.00	0,09
All Other State Revenue All Other TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8590	836,949.00	733,172.00	-12.49
TOTAL, OTHER STATE REVENUE OTHER LOCAL REVENUE Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services		- 02		0.09
Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8590	66,386.00	66,386,00	
Other Local Revenue Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services		903,335.00	799,558.00	-11.5
Sales Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services				
Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	The state of the s			
Sale of Equipment/Supplies Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services				
Food Service Sales Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8631	0,00	000	0,0
Interest Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8634	0.00	0.00	0.0
Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts Child Development Parent Fees Interagency Services	8660	3,975.00	5,663.00	42.5
Fees and Contracts Child Development Parent Fees Interagency Services			0.00	0.0
Child Development Parent Fees Interagency Services	8662	0.00	0.00	0,0
Interagency Services				
	8673	129,03	0.00	-100,0
All Other Fees and Contracts	8677	0.00	0,00	0.0
All Other receding Contracts	8689	0.00	0.00	0.0
Other Local Revenue				
	8699	0.00	0.00	0.0
All Other Local Revenue	2000	0.00	0.00	0.0
All Other Transfers In from All Others	8700			38.0
TOTAL, OTHER LOCAL REVENUE	8799	4,104.03	5,663.00	
TOTAL, REVENUES	8799	907,439.03	805,221.00	11.3
CERTIFICATED SALARIES	8799		A	
Certificated Teachers' Salaries	8799		298,563.00	-13.1
Certificated Pupil Support Salaries	8799 1100	343,585.00	0.00	0.0
Certificated Supervisors' and Administrators' Salaries		343,585.00 0.00		0.0
	1100 1200	0.00	0.00	0.0
Other Certificated Salaries	1100 1200 1300	0.00 0.00	0.00	
TOTAL, CERTIFICATED SALARIES	1100 1200	0.00 0.00 0.00	0.00	
CLASSIFIED SALARIES	1100 1200 1300	0.00 0.00		-13,1

California Dept of Education SACS Financial Reporting Software - SACS V9.1 File: Fund-B, Version 8

Description Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Support Salaries	2200	28,252.00	32,738.00	15,9
Classified Supervisors' and Administrators' Salaries	2300	0.00	14,982.00	Ne
Clerical, Technical and Office Salaries	2400	36,539,00	37,040,00	1,4
Other Classified Salaries	2900	0.00	0.00	0.0
TOTAL, CLASSIFIED SALARIES		188,636.00	206,739.00	9.6
EMPLOYEE BENEFITS				
STRS	3101-3102	89,994.00	81,156.00	-9.8
PERS	3201-3202	40,153.00	38,857.00	-3.2
OASDI/Medicare/Alternative	3301-3302	21,382.00	19,994,00	-6.5
Health and Welfare Benefils	3401-3402	57,394.00	55,283.00	-3.
Unemployment Insurance	3501-3502	264.00	245.00	-7.
Workers' Compensation	3601-3602	10,017.00	7,707,00	-23.
OPEB, Allocated	3701-3702	0,00	0,00	0.
OPEB, Active Employees	3751-3752	0.00	0,00	0.
	3901-3902	1,705.00	1,863.00	9.
Other Employee Benefits	3901-3902	220,909,00	205,105,00	-7.2
TOTAL, EMPLOYEE BENEFITS		220,909,00	203, 103,00	-7
BOOKS AND SUPPLIES	4400			0
Approved Textbooks and Core Curricula Materials	4100	0.00	0,00	0.
Books and Other Reference Materials	4200	0.00	0.00	0.
Materials and Supplies	4300	84,262.00	20,743,00	-75
Noncapitalized Equipment	4400	0.00	0.00	0.
Food	4700	0.00	0.00	0,
TOTAL, BOOKS AND SUPPLIES		84,262,00	20,743.00	-75,
SERVICES AND OTHER OPERATING EXPENDITURES				
Subagreements for Services	5100	0,00	0,00	0.
Travel and Conferences	5200	267.00	0.00	-100.
Dues and Memberships	5300	0.00	0.00	0.
Insurance	5400-5450	0,00	0.00	0,
Operations and Housekeeping Services	5500	27,964.00	34,655.00	23.
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	1,500.00	0.00	-100.
Transfers of Direct Costs	5710	0.00	0.00	0.
Transfers of Direct Costs - Interfund	5750	168.00	0.00	-100.
Professional/Consulting Services and Operating Expenditures	5800	1,959.00	0,00	-100.
Communications	5900	595.00	0.00	-100.
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES		32,453.00	34,655,00	6.
CAPITAL OUTLAY	-	02,100,00	0.1000100	
	6100	0,00	0,00	0.
Land	6170	0.00	0,00	0.
Land Improvements			12	
Buildings and Improvements of Buildings	6200	0,00	0,00	0.
Equipment	6400	0.00	0.00	0.:
Equipment Replacement	6500	0,00	0,00	0.
Lease Assets	6600	0.00	0,00	0.
Subscription Assets	6700	0.00	0.00	0.
TOTAL, CAPITAL OUTLAY		0.00	0,00	0.
OTHER OUTGO (excluding Transfers of Indirect Costs)				
Other Transfers Out				
All Other Transfers Out to All Others	7299	0.00	0.00	0.
Debt Service		8		
Debt Service - Interest	7438	0.00	0.00	0,
Other Debt Service - Principal	7439	0.00	0.00	0,
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)		0.00	0,00	0,
THER OUTGO - TRANSFERS OF INDIRECT COSTS				
Transfers of Indirect Costs - Interfund	7350	43,026.00	47,353.00	10.
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS	. 300	43,026.00	47,353.00	10
TOTAL, EXPENDITURES		912,871.00	813,158,00	-10.
NTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
From: General Fund	8911	0,00	0,00	0.
Other Authorized Interfund Transfers In	8919	0.00	0.00	0
		0.00	0.00	

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Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%
Proceeds from SBITAs		8974	0,00	0.00	0,0%
All Other Financing Sources		8979	0.00	0,00	0,0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0,00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS				65 T 25 W	
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	2023-24 Estimated Actuals	2024-25 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	903,335.00	799,558.00	-11.5%
4) Other Local Revenue		8600-8799	4,104.03	5,663.00	38.0%
5) TOTAL, REVENUES			907,439.03	805,221.00	-11.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		737,100.00	600,738.00	-18,5%
2) Instruction - Related Services	2000-2999		61,030.00	79,743,00	30.7%
3) Pupil Services	3000-3999		23,986.00	25,151.00	4,9%
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		43,026.00	47,353,00	10.1%
8) Plant Services	8000-8999		47,729.00	60,173,00	26.1%
	0000 0000	Except 7600-			
9) Other Outgo	9000-9999	7699	0.00	0,00	0,0%
10) TOTAL, EXPENDITURES			912,871.00	813,158.00	-10,9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(5,431,97)	(7,937.00)	46,1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0,00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0,00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,431.97)	(7,937,00)	46,1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	132,948,87	127,516,90	-4.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			132,948.87	127,516.90	-4.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			132,948.87	127,516.90	-4,1%
2) Ending Balance, June 30 (E + F1e)			127,516.90	119,579.90	-6,2%
Components of Ending Fund Balance			,		
, -					
a) Nonspendable		9711	0.00	0.00	0.0%
Revolving Cash		9712	0.00	0.00	0.0%
Stores		9712	0,00	0.00	0.0%
Prepaid Items				0.00	0.0%
All Others		9719	0.00		
b) Restricted		9740	127,516,90	119,579.90	-6.2%
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				A (- 4 min 2)	
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Budget, July 1 Child Development Fund Exhibit: Restricted Balance Detail

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)	Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
	5066	Child Development: ARP California State Preschool Program - Rate Supplements	57,884.00	44,284.00
	6105	Child Development: California State Preschool Program	.03	.03
	6130	Child Development: Center-Based Reserve Account	69,632.87	75,295.87
	Total, Restricted Balance		127,516.90	119,579.90

Description Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES				
1) LCFF Sources	8010-8099	0.00	0.00	0.09
2) Federal Revenue	8100-8299	2,138,658.00	2,207,071.00	3.29
3) Other State Revenue	8300-8599	1,192,790.00	1,294,290.00	8,5%
4) Other Local Revenue	8600-8799	45,487.00	47,500,00	4.4%
5) TOTAL, REVENUES		3,376,935.00	3,548,861.00	5,1%
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	0,00	0,00	0.0%
2) Classified Salaries	2000-2999	882,608.00	901,682.00	2.2%
3) Employ ee Benefits	3000-3999	398,663,00	391,034.00	-1.9%
4) Books and Supplies	4000-4999	1,118,385.00	1,180,135.00	5,5%
5) Services and Other Operating Expenditures	5000-5999	61,282,00	102,065.00	66,5%
6) Capital Outlay	6000-6999	0,00	0,00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299,		0.00	0.00
1) Other Oatgo (excluding manarets of monetal ostats)	7400-7499	0.00	0,00	0.09
8) Other Outgo - Transfers of Indirect Costs	7300-7399	69,819.00	82,725,00	18.5%
9) TOTAL, EXPENDITURES		2,530,757.00	2,657,641,00	5,0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)		846,178,00	891,220.00	5,39
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	0.09
2) Other Sources/Uses				
a) Sources	8930-8979	0.00	0,00	0.09
b) Uses	7630-7699	0.00	0,00	0,0%
3) Contributions	8980-8999	0.00	0.00	0.09
4) TOTAL, OTHER FINANCING SOURCES/USES		0.00	0.00	0.09
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		846,178.00	891,220.00	5,3%
F. FUND BALANCE, RESERVES				
1) Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	1,718,541,39	2,564,719.39	49.29
b) Audit Adjustments	9793	0.00	0,00	0,09
c) As of July 1 - Audited (F1a + F1b)		1,718,541.39	2,564,719.39	49.29
d) Other Restatements	9795	0.00	0.00	0.09
e) Adjusted Beginning Balance (F1c + F1d)		1,718,541.39	2,564,719.39	49.29
2) Ending Balance, June 30 (E + F1e)		2,564,719.39	3,455,939,39	34.79
Components of Ending Fund Balance				
a) Nonspendable				
Revolving Cash	9711	10,000.00	0.00	-100.09
Stores	9712	19,889.04	0.00	-100.0
Prepaid Items	9713	0.00	0.00	0.0
All Others	9719	0.00	0.00	0.0
b) Restricted	9740	2,534,830.35	3,455,939.39	36.39
	5			
c) Committed	9750	0.00	0.00	0.0
Stabilization Arrangements Other Commitments	9760	0.00	0.00	0.0
Other Commitments	3100	0.50	5.30	3.3
d) Assigned	9780	0.00	0.00	0.0
Other Assignments		0.00	0.00	0.09
e) Unassigned/Unappropriated Reserve for Economic Uncertainties	9789 9790	0.00	0.00	0.0
Unassigned/Unappropriated Amount	9790	0.00	0,50	0,0
G. ASSETS				
1) Cash	0440	1 607 002 12		
a) in County Treasury	9110	1,697,092.13		
Fair Value Adjustment to Cash in County Treasury	9111	(5,334,00)		
b) in Banks	9120	0,00		
c) in Revolving Cash Account	9130	10,000.00		
d) with Fiscal Agent/Trustee	9135	0.00		
e) Collections Awaiting Deposit	9140	0,00		
2) Investments	9150	0.00		

FBBXGRZ							
Description Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference			
3) Accounts Receivable	9200	20,291.34					
4) Due from Grantor Government	9290	0,00					
5) Due from Other Funds	9310	0.00					
6) Stores	9320	19,889.04					
7) Prepaid Expenditures	9330	0.00					
8) Other Current Assets	9340	0.00					
9) Lease Receivable	9380	0.00					
10) TOTAL, ASSETS		1,741,938,51					
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					
	9610	0.00					
3) Due to Other Funds	9640	0,00					
4) Current Loans		0.00					
5) Uneamed Revenue	9650	0.00					
6) TOTAL, LIABILITIES		0.00					
J. DEFERRED INFLOWS OF RESOURCES	No. Color						
1) Deferred Inflows of Resources	9690	0.00					
2) TOTAL, DEFERRED INFLOWS		0.00					
K. FUND EQUITY							
(G10 + H2) - (I6 + J2)		1,741,938.51					
FEDERAL REVENUE							
Child Nutrition Programs	8220	2,138,658.00	2,207,071.00	3.29			
Donated Food Commodities	8221	0.00	0.00	0.09			
All Other Federal Revenue	8290	0.00	0,00	0.09			
TOTAL, FEDERAL REVENUE		2,138,658.00	2,207,071.00	3,2%			
OTHER STATE REVENUE							
Child Nutrition Programs	8520	1,192,790.00	1,294,290,00	8.5%			
All Other State Revenue	8590	0.00	0,00	0.0%			
TOTAL, OTHER STATE REVENUE		1,192,790.00	1,294,290.00	8.5%			
		1,102,100.00	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
OTHER LOCAL REVENUE Other Local Revenue							
Sales	2004		0.00	0.00			
Sale of Equipment/Supplies	8631	0.00	0,00	0.0%			
Food Service Sales	8634	1,500.00	1,500,00	0.09			
Leases and Rentals	8650	0.00	0.00	0.0%			
Interest	8660	27,000.00	44,000.00	63.0%			
Net Increase (Decrease) in the Fair Value of Investments	8662	0.00	0.00	0.09			
Fees and Contracts							
Interagency Services	8677	0.00	0.00	0.09			
Other Local Revenue							
All Other Local Revenue	8699	16,987.00	2,000.00	-88,2%			
TOTAL, OTHER LOCAL REVENUE		45,487.00	47,500.00	4,49			
TOTAL, REVENUES		3,376,935.00	3,548,861.00	5.19			
CERTIFICATED SALARIES		5,510,555,00	5,040,001100	3.17			
	1300	0,00	0.00	0.09			
Certificated Supervisors' and Administrators' Salaries							
Other Certificated Salaries	1900	0.00	0.00	0.09			
TOTAL, CERTIFICATED SALARIES		0.00	0.00	0.0			
CLASSIFIED SALARIES							
Classified Support Salaries	2200	749,146.00	761,092,00	1.69			
Classified Supervisors' and Administrators' Salaries	2300	92,179.00	95,395.00	3.59			
Clerical, Technical and Office Salaries	2400	41,283.00	45,195.00	9.5			
Other Classified Salaries	2900	0.00	0.00	0.00			
TOTAL, CLASSIFIED SALARIES		882,608.00	901,682-00	2,20			
EMPLOYEE BENEFITS			1				
	3101-3102	0.00	0.00	0.09			
EMPLOYEE BENEFITS	3101-3102 3201-3202	0.00 184,713,00	0.00	0.09 4.19			

Description Resource Cod	es Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits	3401-3402	117,796.00	109,803,00	-6,8%
Unemployment Insurance	3501-3502	431.00	423.00	-1.9%
Workers' Compensation	3601-3602	15,931.00	13,063,00	-18,0%
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	13,028.00	11,357.00	-12.8%
TOTAL, EMPLOYEE BENEFITS		398,663.00	391,034.00	-1.9%
BOOKS AND SUPPLIES				
Books and Other Reference Materials	4200	0_00	0.00	0.0%
Materials and Supplies	4300	107,566.00	105,554.00	-1.9%
Noncapitalized Equipment	4400	0.00	1,400.00	Nev
Food	4700	1,010,819,00	1,073,181.00	6,2%
TOTAL, BOOKS AND SUPPLIES		1,118,385.00	1,180,135,00	5,5%
ERVICES AND OTHER OPERATING EXPENDITURES				
Subagreements for Services	5100	0.00	0,00	0.0%
Travel and Conferences	5200	1,568.00	1,570,00	0,1%
Dues and Memberships	5300	0.00	130.00	Nev
Insurance	5400-5450	0,00	0,00	0.09
Operations and Housekeeping Services	5500	8,100.00	8,500,00	4.99
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	9,910,00	30,160.00	204.39
Transfers of Direct Costs	5710	0.00	0.00	0.09
Transfers of Direct Costs - Interfund	5750	0.00	0,00	0.09
Professional/Consulting Services and Operating Expenditures	5800	41,704.00	61,705.00	48.09
Communications	5900	0.00	0.00	0.09
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES		61,282,00	102,065,00	66,59
APITAL OUTLAY				
Buildings and Improvements of Buildings	6200	0.00	0.00	0,0%
Equipment	6400	0.00	0.00	0,09
Equipment Replacement	6500	0.00	0.00	0.09
Lease Assets	6600	0.00	0.00	0.09
Subscription Assets	6700	0.00	0,00	0.09
TOTAL, CAPITAL OUTLAY	0100	0.00	0.00	0.09
OTHER OUTGO (excluding Transfers of Indirect Costs)				
Debt Service				
Debt Service - Interest	7438	0,00	0,00	0.09
Other Debt Service - Principal	7439	0.00	0.00	0.09
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)		0.00	0.00	0.00
		3,00		
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS	7350	69,819.00	82,725,00	18.59
Transfers of Indirect Costs - Interfund TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS	7000	69,819.00	82,725.00	18.5%
		2,530,757.00	2,657,641.00	5.09
TOTAL, EXPENDITURES		2,330,737.00	2,037,041,00	310
NTERFUND TRANSFERS				
INTERFUND TRANSFERS IN	8916	0.00	0.00	0.09
From: General Fund		0.00	0.00	0.09
Other Authorized Interfund Transfers In	8919		0.00	0.09
(a) TOTAL, INTERFUND TRANSFERS IN		0.00	0.00	0.0
INTERFUND TRANSFERS OUT			0.00	0.00
Other Authorized Interfund Transfers Out	7619	0.00	0.00	0.0
(b) TOTAL, INTERFUND TRANSFERS OUT		0.00	0.00	0.09
THER SOURCES/USES				
SOURCES				
Other Sources				
Transfers from Funds of Lapsed/Reorganized LEAs	8965	0.00	0.00	0.0
Long-Term Debt Proceeds				
Proceeds from Leases	8972	0.00	0.00	0.0
Proceeds from SBITAs	8974	0.00	0,00	0.0
All Other Financing Sources	8979	0,00	0.00	0.0
(c) TOTAL, SOURCES		0.00	0.00	0+0
JSES				
Transfers of Funds from Lapsed/Reorganized LEAs	7651	0.00	0.00	0.0

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Description	Resource Codés	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,138,658.00	2,207,071.00	3.2%
3) Other State Revenue		8300-8599	1,192,790,00	1,294,290.00	8,5%
4) Other Local Revenue		8600-8799	45,487.00	47,500.00	4.4%
5) TOTAL, REVENUES			3,376,935.00	3,548,861.00	5.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999	j	0.00	0.00	0.0%
3) Pupil Services	3000-3999		2,452,838.00	2,566,416.00	4.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		69,819.00	82,725.00	18.5%
8) Plant Services	8000-8999		8,100.00	8,500.00	4.9%
O) Other Outer	9000-9999	Except 7600-			
9) Other Outgo	9000-9999	7699	0,00	0,00	0.0%
10) TOTAL, EXPENDITURES			2,530,757.00	2,657,641_00	5.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			846,178,00	891,220.00	5,3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0,00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			846,178.00	891,220.00	5,3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,718,541.39	2,564,719.39	49.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,718,541,39	2,564,719.39	49.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,718,541.39	2,564,719.39	49.2%
2) Ending Balance, June 30 (E + F1e)			2,564,719.39	3,455,939.39	34.7%
Components of Ending Fund Balance					
a) Nonspendable				1	
Revolving Cash		9711	10,000.00	0.00	-100.0%
Stores		9712	19,889.04	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,534,830.35	3,455,939.39	36,3%
c) Committed		5,70	2,554,636.55	5, 155,555.55	
		9750	0.00	0.00	0.0%
Stabilization Arrangements					0.0%
Other Commitments (by Resource/Object)		9760	0.00	0,00	U.U%
d) Assigned		0700	2.00	0.00	0.02
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated		0700			
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

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Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,386,325.38	3,355,914.42
5330	Child Nutrition: Summer Food Service Program Operations	96,004.97	7,868.97
7033	Child Nutrition: School Food Best Practices Apportionment	52,500.00	92,156.00
Total, Restricted Balance		2,534,830.35	3,455,939.39

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

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Description Resource Code	s Object Codes	2023-24 Estimated Actuals	2024-25 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	9,100.00	12,500.00	37.4
5) TOTAL, REVENUES		9,100,00	12,500.00	37.4
B, EXPENDITURES		A SECTION OF THE	7111111	
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
	7100-7299,			
7) Other Outgo (excluding Transfers of Indirect Costs)	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 (AS - B9)		9,100.00	12,500,00	37.4
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	0300 0000	0.00	0,00	0.0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		9,100.00	12,500.00	37,4
F. FUND BALANCE, RESERVES				
1) Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	283,452,23	292,552,23	3.2
	9793	0,00	0.00	0.0
b) Audit Adjustments	5/50	283,452.23	292,552.23	3.2
c) As of July 1 - Audited (F1a + F1b)	9795	0.00	0.00	0.0
d) Other Restatements	3/35		292,552,23	3.2
e) Adjusted Beginning Balance (F1c + F1d)		283,452,23		
2) Ending Balance, June 30 (E + F1e)		292,552,23	305,052 23	4.3
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			AND DESCRIPTION	
Stabilization Arrangements	9750	0.00	0.00	0.0
Other Commitments	9760	0.00	0.00	0,0
d) Assigned				
Other Assignments	9780	292,552,23	305,052.23	4,3
Special Reserve Fund for Postemployment Benefits 0000	9780	292,552,23		
Special Reserve Fund for Postemployment Benefits 0000	9780		305,052,23	
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	290,795.23		
1) Fair Value Adjustment to Cash in County Treasury	9111	(1,085,00)		
b) in Banks	9120	0.00		
	0400	0.00		
c) in Revolving Cash Account	9130	0.00		

Description Res	ource Codes Object Co	2023-24 des Estimated Actuals	2024-25 Budget	Percent Difference
e) Collections Awaiting Deposit	9140	0,00		
2) Investments	9150	0.00		
3) Accounts Receivable	9200	6,224.00		
4) Due from Grantor Government	9290	0.00		
5) Due from Other Funds	9310	0.00		
6) Stores	9320	0.00		
7) Prepaid Expenditures	9330	0.00		
8) Other Current Assets	9340	0.00		
9) Lease Receivable	9380	0.00		
10) TOTAL, ASSETS		295,934.23		
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		
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				
Deferred Inflows of Resources	9690	0.00		
2) TOTAL, DEFERRED INFLOWS		0.00		
K. FUND EQUITY				
(G10 + H2) - (I6 + J2)		295,934.23		
OTHER LOCAL REVENUE				
Other Local Revenue				
Interest	8660	9,100.00	12,500.00	37,4%
Net Increase (Decrease) in the Fair Value of Investments	8662	0.00	0,00	0.0%
TOTAL, OTHER LOCAL REVENUE		9,100.00	12,500,00	37,4%
TOTAL, REVENUES		9,100.00	12,500.00	37,4%
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%
	0010	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN				
INTERFUND TRANSFERS OUT	7612	0.00	0.00	0.0%
To: General Fund/CSSF	7613	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund	7619	0,00	0.00	0.0%
Other Authorized Interfund Transfers Out	7015	0,00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT		0,00	0.00	0.07
OTHER SOURCES/USES				
SOURCES				
Other Sources	2005	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs	8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES		0,00	0.00	0.07
USES	205	0.00	0.00	0.0%
Transfers of Funds from Lapsed/Reorganized LEAs	7651	0.00	0.00	~
(d) TOTAL, USES		0.00	0.00	0.0%
CONTRIBUTIONS	Person		- 1 m 10 m	Barrier and
Contributions from Restricted Revenues	8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS		0.00		0.09
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)		0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	4	8600-8799	9,100.00	12,500.00	37.4%
5) TOTAL, REVENUES			9,100.00	12,500.00	37.4%
B. EXPENDITURES (Objects 1000-7999)					State in a
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-			
	3000 0000	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)			9,100.00	12,500.00	37.4%
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)			9,100.00	12,500.00	37.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	283,452.23	292,552.23	3.2%
b) Audit Adjustments		9793	0,00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			283,452.23	292,552.23	3.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			283,452.23	292,552.23	3.2%
2) Ending Balance, June 30 (E + F1e)			292,552,23	305,052,23	4.3%
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			5,55	5.55	5.076
Other Assignments (by Resource/Object)		9780	292,552.23	305,052,23	4.3%
Special Reserve Fund for Postemployment Benefits	0000	9780	292,552.23	353,032,23	71378
Special Reserve Fund for Postemployment Benefits	0000	9780	292,002,20	305,052.23	
	MANUAL T	9100		300,002,23	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Legal 4.6 LOL ECONOMIC OTICAL/allities		9709	0.00	0.00	0.0%

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

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	Resource	Description		024-25 udget
Total, Restricted Balance			0.00	0.00

Description Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES				
1) LCFF Sources	8010-8099	0.00	0.00	0.09
2) Federal Revenue	8100-8299	0.00	0.00	0.0
3) Other State Revenue	8300-8599	552.00	570.00	3.3
4) Other Local Revenue	8600-8799	811,365.00	1,073,365.00	32,3
5) TOTAL, REVENUES		811,917.00	1,073,935,00	32_3
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	0,00	0.00	0_0
2) Classified Salaries	2000-2999	52,742,00	54,601.00	3_5
3) Employee Benefits	3000-3999	25,665.00	24,301.00	-5.3
4) Books and Supplies	4000-4999	0.00	0,00	0.0
5) Services and Other Operating Expenditures	5000-5999	104,907.00	74,020,00	-29.4
6) Capital Outlay	6000-6999	1,381,333.00	68,400.00	-95.0
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0,00	0.0
		0.00	0.00	0.0
8) Other Outgo - Transfers of Indirect Costs	7300-7399		221,322.00	-85,9
9) TOTAL, EXPENDITURES		1,564,647.00	221,322,00	-03,3
C, EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)		(752,730.00)	852,613,00	-213,3
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8900-8929	0.00	0,00	0.0
b) Transfers Out	7600-7629	20,000.00	21,576.00	7.9
2) Other Sources/Uses				
a) Sources	8930-8979	0.00	0.00	0.0
b) Uses	7630-7699	0.00	0.00	0.0
3) Contributions	8980-8999	0.00	0.00	0.0
4) TOTAL, OTHER FINANCING SOURCES/USES		(20,000,00)	(21,576.00)	7.9
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(772,730,00)	831,037.00	-207.5
F. FUND BALANCE, RESERVES				
1) Beginning Fund Balance				
a) As of July 1 - Unaudiled	9791	1,295,742.44	523,012.44	-59.6
b) Audit Adjustments	9793	0.00	0.00	0,0
c) As of July 1 - Audited (F1a + F1b)		1,295,742,44	523,012,44	-59.6
d) Other Restatements	9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)		1,295,742.44	523,012.44	-59.6
2) Ending Balance, June 30 (E + F1e)		523,012.44	1,354,049.44	158.9
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	523,012,44	1,354,049.44	158.9
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	1,626,819-13		
1) Fair Value Adjustment to Cash in County Treasury	9111	(5,613.00)		
b) in Banks	9120	0.00		
c) in Revolving Cash Account	9130	0.00		
d) with Fiscal Agent/Trustee	9135	0,00		

Description Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments	9150	0,00		
3) Accounts Receivable	9200	34,655.00		
4) Due from Grantor Gov emment	9290	0.00		
5) Due from Other Funds	9310	0.00		
6) Stores	9320	0.00		
7) Prepaid Expenditures	9330	0.00		
8) Other Current Assets	9340	0.00		
9) Lease Receivable	9380	0.00		
10) TOTAL, ASSETS		1,655,861.13		
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 lo Grantor Governments	9590	0.00		
3) Due to Other Funds	9610	0.00		
4) Current Loans	9640	0.00		
5) Uneamed Revenue	9650	0.00		
6) TOTAL, LIABILITIES	5500	0,00		
		0,00		
J. DEFERRED INFLOWS OF RESOURCES	9690	0.00		
1) Deferred Inflows of Resources	9690	2		
2) TOTAL, DEFERRED INFLOWS		0.00		
K. FUND EQUITY				
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)		1,655,861.13		
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	552.00	570,00	3.3
TOTAL, OTHER STATE REVENUE		552.00	570,00	3,3
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	62,365.00	62,365.00	0.0
Penalties and Interest from Delinquent Non-LCFF Taxes	8629	0,00	0.00	0.0
	5020	0,00	0,00	
Sales	9624	0.00	0.00	0.0
Sale of Equipment/Supplies	8631	0.00	0.00	
Interest	8660	51,000.00	51,000.00	0.0
Net Increase (Decrease) in the Fair Value of Investments	8662	0,00	0.00	0.0
Fees and Contracts				
Mitigalion/Dev eloper Fees	8681	698,000.00	960,000.00	37.5
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		811,365.00	1,073,365.00	32,3
TOTAL, REVENUES		811,917.00	1,073,935.00	32,3
CERTIFICATED SALARIES				
Other Certificated Salaries	1900	0.00	0.00	0,0
TOTAL, CERTIFICATED SALARIES		0.00	0.00	0.0
CLASSIFIED SALARIES				
		0.00	0.00	0.0

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Description Resource (Codes Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries	2300	52,742.00	54,601,00	3,5
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		52,742,00	54,601,00	3.
EMPLOYEE BENEFITS				
STRS	3101-3102	552,00	570,00	3,
PERS	3201-3202	14,070,00	15,131,00	7.
OASDI/Medicare/Alternativ e	3301-3302	4,053.00	3,947,00	-2,
Health and Welfare Benefits	3401-3402	2,806.00	3,249,00	15.
	3501-3502	26.00	28.00	7
Unemployment Insurance				
Workers' Compensation	3601-3602	956,00	873.00	-8
OPEB, Allocated	3701-3702	0.00	0.00	0,
OPEB, Active Employees	3751-3752	0,00	0.00	0,
Other Employee Benefits	3901-3902	3,202.00	503.00	-84.
TOTAL, EMPLOYEE BENEFITS		25,665,00	24,301.00	-5.
BOOKS AND SUPPLIES		MILES DE LA COMPANION DE LA CO		
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.
Books and Other Reference Materials	4200	0.00	0.00	0.
Materials and Supplies	4300	0.00	0.00	0.
Noncapitalized Equipment	4400	0.00	0.00	0.
TOTAL. BOOKS AND SUPPLIES	4400	0.00	0.00	0.
		0,00	0.00	
SERVICES AND OTHER OPERATING EXPENDITURES			0.00	
Subagreements for Services	5100	0,00	0.00	0.
Travel and Conferences	5200	0,00	0.00	0.
Insurance	5400-5450	0,00	0.00	0
Operations and Housekeeping Services	5500	0.00	0.00	0
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	0,00	0.00	0
Transfers of Direct Costs	5710	0.00	0.00	0
Transfers of Direct Costs - Interfund	5750	0,00	0.00	0
Professional/Consulting Services and Operating Expenditures	5800	104,907.00	74,020.00	-29
Communications	5900	0,00	0.00	0.
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES	0000	104,907.00	74,020.00	-29.
		14 14 14 14 14 14 14 14 14 14 14 14 14 1	, ,,,,,,,,,	
CAPITAL OUTLAY	6100	0.00	0.00	0,
Land				0.
Land Improvements	6170	0.00	0_00	
Buildings and Improvements of Buildings	6200	1,336,191.00	68,400.00	-94,
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0,00	0,
Equipment	6400	0,00	0,00	0.
Equipment Replacement	6500	45,142,00	0,00	-100
Lease Assets	6600	0.00	0.00	0
Subscription Assets	6700	0.00	0,00	0,
TOTAL, CAPITAL OUTLAY		1,381,333.00	68,400.00	-95
OTHER OUTGO (excluding Transfers of Indirect Costs)				
Other Transfers Out				
	7299	0,00	0.00	0
All Other Transfers Out to All Others	7255	0,00	0,00	0
Debt Service	7.00			
Debt Service - Interest	7438	0,00	0.00	0
Other Debt Service - Principal	7439	0.00	0,00	0
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)		0.00	0.00	0
TOTAL, EXPENDITURES		1,564,647.00	221,322.00	-85
NTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
Other Authorized Interfund Transfers In	8919	0.00	0.00	0
(a) TOTAL, INTERFUND TRANSFERS IN		0.00	0.00	0
INTERFUND TRANSFERS OUT				
To: State School Building Fund/County School Facilities Fund	7613	0.00	0,00	0.
	7619	20,000.00	21,576.00	7.
Other Authorized Interfund Transfers Out	7019	20,000.00	21,576.00	7.
(b) TOTAL, INTERFUND TRANSFERS OUT		20,000.00	21,370,00	7.
OTHER SOURCES/USES				
SOURCES		I.		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0,00	0,00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0,00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0,00	0.0%
Proceeds from Leases		8972	0.00	0,00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0,00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0,00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(20,000.00)	(21,576.00)	7.9%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES				**,L	
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	552.00	570.00	3.3%
4) Other Local Revenue		8600-8799	811,365.00	1,073,365.00	32,3%
5) TOTAL, REVENUES			811,917.00	1,073,935.00	32,3%
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		149,794.00	150,402.00	0.4%
8) Plant Services	8000-8999		1,414,853.00	70,920.00	-95.0%
O) Other Outes	9000-9999	Except 7600-			
9) Other Outgo	9000-9999	7699	0.00	0.00	0,0%
10) TOTAL, EXPENDITURES			1,564,647,00	221,322,00	-85,9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(752,730.00)	852,613,00	-213,3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0,0%
b) Transfers Out		7600-7629	20,000.00	21,576.00	7.9%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0,0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(20,000,00)	(21,576.00)	7,9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(772,730,00)	831,037.00	-207.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,295,742,44	523,012.44	-59.6%
b) Audit Adjustments		9793	0,00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,295,742,44	523,012.44	-59,6%
d) Other Restatements		9795	0,00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,295,742,44	523,012,44	-59.6%
2) Ending Balance, June 30 (E + F1e)			523,012,44	1,354,049,44	158.9%
Components of Ending Fund Balance		±1			
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	523,012.44	1,354,049.44	158.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
		3700	0.00	0.00	0,076
d) Assigned		0700	0.00	0.00	0.0%
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%

Budget, July 1 Capital Facilities Fund Exhibit: Restricted Balance Detail

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)	Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
	9010	Other Restricted Local	523,012.44	1,354,049.44
	Total, Restricted Balance		523,012.44	1,354,049.44

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES			ander's sies,		1000
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	146,022.00	146,022.00	0.0%
5) TOTAL, REVENUES			146,022.00	146,022.00	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) Employ ee 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	81,000.00	0,00	-100.0%
6) Capital Outlay		6000-6999	4,885,551.00	3,000,000.00	-38.6%
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	0.09
9) TOTAL, EXPENDITURES			4,966,551.00	3,000,000.00	-39,6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHE	R				
FINANCING SOURCES AND USES (A5 - B9)	·` 		(4,820,529.00)	(2,853,978.00)	-40,8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers				0.00	0.00
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				2.00	0.00
a) Sources		8930-8979	0.00	0.00	0,0%
b) Uses		7630-7699	0.00	0.00	0.09
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00		-40,8%
E, NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,820,529.00)	(2,853,978,00)	-40,67
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance		9791	8,153,137.36	3,332,608.36	-59.1%
a) As of July 1 - Unaudited		9793	0.00	0.00	0.0%
b) Audit Adjustments		3733	8,153,137,36	3,332,608.36	-59.1%
c) As of July 1 - Audited (F1a + F1b)		9795	0.00	0.00	0,09
d) Other Restalements		3133	8,153,137,36	3,332,608.36	-59,19
e) Adjusted Beginning Balance (F1c + F1d)			3,332,608,36	478,630.36	-85.69
2) Ending Balance, June 30 (E + F1e)			0,002,000,00	110,000100	
Components of Ending Fund Balance					
a) Nonspendable		9711	0.00	0.00	0.0
Revolving Cash		9712	0.00	0.00	0.09
Stores		9713	0.00	0.00	0.09
Prepaid Items		9719	0.00	0.00	0.09
All Others b) Restricted		9740	3,186,586,36	186,586.36	-94.19
c) Committed				Value of the	
Stabilization Arrangements		9750	0.00	0.00	0.04
Other Commitments		9760	0.00	0,00	0,0
d) Assigned					
Other Assignments		9780	146,022.00	292,044.00	100.0
County School Facilities Fund	0000	9780	146,022.00	40	
County School Facilities Fund	0000	9780		292,044.00	
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	3,496,963,75		
The County Treasury 1) Fair Value Adjustment to Cash in County Treasury		9111	(32,235,00)		
b) in Banks		9120	0.00		
		9130	0.00		

Description Resource C	Codes Object Codes	2023-24 Estimated Actuals	2024-25 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	77,348,00		
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		
•	9380	0.00		
9) Lesse Receivable	3500	3,542,076.75		
10) TOTAL, ASSETS		0,042,070.70		
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 Gov ernments	9590	0,00		
3) Due to Other Funds	9610	0,00		
4) Current Loans	9640	0.00		
5) Uneamed 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	0000	0.00		
		0.00		
K. FUND EQUITY		0.540.076.75		
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)		3,542,076.75		
FEDERAL REVENUE	94154750			
All Other Federal Revenue	8290	0.00	0,00	0.04
TOTAL, FEDERAL REVENUE		0.00	0.00	0.09
OTHER STATE REVENUE				
School Facilities Apportionments	8545	0.00	0.00	0,09
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	0.04
	8660	146,022.00	146,022.00	0.0
Interest	8662	0.00	0.00	0.0
Net Increase (Decrease) in the Fair Value of Investments	0002	0.00	0.00	0,0
Other Local Revenue			0.00	0.00
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		146,022.00	146,022.00	0.0
TOTAL, REVENUES		146,022.00	146,022,00	0.0
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
	3201-3202	0.00	0.00	0.0
PERS		0.00	0.00	0.0
OASDI/Medicare/Alternative	3301-3302			
Health and Welfare Benefits	3401-3402	0.00	0.00	0.0
	3501-3502	0.00	0.00	0.0
Unemployment Insurance		· · · · · · · · · · · · · · · · · · ·		
Unemployment Insurance Workers' Compensation	3601-3602	0.00	0.00	0.0
		0.00 0.00	0.00	0.0 0.0 0.0

Description Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Employee Benefits	3901-3902	0.00	0.00	0.0
TOTAL, EMPLOYEE BENEFITS		0.00	0.00	0.0
BOOKS AND SUPPLIES			Y - V	
Books and Other Reference Materials	4200	0.00	0.00	0.0
Materials and Supplies	4300	0,00	0.00	0,
Noncapitalized Equipment	4400	0,00	0.00	0.
TOTAL, BOOKS AND SUPPLIES		0.00	0.00	0,
SERVICES AND OTHER OPERATING EXPENDITURES				
Subagreements for Services	5100	0.00	0.00	0,
Travel and Conferences	5200	0.00	0,00	0.
Insurance	5400-5450	0.00	0.00	0.
Operations and Housekeeping Services	5500	0,00	0,00	0,
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	0,00	0.00	0
	5710	0.00	0.00	0
Transfers of Direct Costs	5750	0,00	0.00	0
Transfers of Direct Costs - Interfund				
Professional/Consulting Services and Operating Expenditures	5800	81,000,00	0,00	-100
Communications	5900	0.00	0,00	0
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES		81,000.00	0.00	-100
APITAL OUTLAY				
Land	6100	0.00	0.00	(
Land Improvements	6170	0,00	0.00	(
Buildings and Improvements of Buildings	6200	4,885,551.00	3,000,000,00	-30
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0,00	0.00	
Equipment	6400	0,00	0,00	
Equipment Replacement	6500	0.00	0.00	
Lease Assets	6600	0.00	0.00	
	6700	0,00	0.00	
Subscription Assets	8700	~	3,000,000.00	-3
TOTAL, CAPITAL OUTLAY		4,885,551,00	3,000,000.00	-3
THER OUTGO (excluding Transfers of Indirect Costs)				
Other Transfers Out				
Transfers of Pass-Through Revenues				
To Districts or Charter Schools	7211	0.00	0.00	
To County Offices	7212	0.00	0,00	
To JPAs	7213	0.00	0.00	
All Other Transfers Out to All Others	7299	0.00	0.00	
Debt Service				
Debt Service - Interest	7438	0.00	0,00	
Other Debt Service - Principal	7439	0.00	0.00	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)		0,00	0.00	
		4,966,551.00	3,000,000.00	-3
DTAL, EXPENDITURES		4,900,551.00	3,000,000.00	
ITERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
To: State School Building Fund/County School Facilities Fund From: All Other Funds	8913	0.00	0.00	
Other Authorized Interfund Transfers In	8919	0,00	0.00	
(a) TOTAL, INTERFUND TRANSFERS IN		0,00	0.00	
INTERFUND TRANSFERS OUT				
To: State School Building Fund/County School Facilities Fund	7613	0.00	0.00	
Other Authorized Interfund Transfers Out	7619	0.00	0.00	
(b) TOTAL, INTERFUND TRANSFERS OUT		0.00	0.00	
THER SOURCES/USES				
SOURCES				
Proceeds				
	8953	0.00	0.00	
Proceeds from Disposal of Capital Assets	0900	0,00	0.00	
Other Sources	***			
Transfers from Funds of Lapsed/Reorganized LEAs	8965	0.00	0.00	
Long-Term Debt Proceeds				
Proceeds from Certificates of Participation	8971	0.00	0.00	
Proceeds from Leases	8972	0.00	0,00	
Proceeds from Lease Revenue Bonds	8973	0.00	0,00	

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Financing Sources		6979	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%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES				The state of	
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	146,022.00	146,022.00	0.0%
5) TOTAL, REVENUES			146,022.00	146,022,00	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	1	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		4,966,551.00	3,000,000.00	-39_6%
9) Olher Outgo	9000-9999	Except 7600- 7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES		1 000	4,966,551.00	3,000,000.00	-39.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER					
FINANCING SOURCES AND USES (A5 -B10)			(4,820,529.00)	(2,853,978.00)	-40,8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers		9000 9000	0.00	0.00	0.0%
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0,00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0,00	0,00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,820,529.00)	(2,853,978.00)	-40.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,153,137,36	3,332,608.36	-59.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,153,137,36	3,332,608.36	-59.1%
d) Other Restalements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,153,137,36	3,332,608.36	-59.1%
2) Ending Balance, June 30 (E + F1e)			3,332,608.36	478,630.36	-85.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0,00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,186,586.36	186,586.36	-94.1%
c) Committed				1000	
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	146,022.00	292,044.00	100.0%
	0000	9780	146,022.00	202,077,00	103,076
County School Facilities Fund		9780	140,022.00	292,044.00	
County School Facilities Fund	0000	9/80		292,044,00	
e) Unassigned/Unappropriated		9789	0.00	0.00	0.0%
Reserve for Economic Uncertainties		9109	0.00	0.00	0.0%

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

34 67348 0000000 Form 35 F8BXGKZ498(2024-25)

)	Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
	7710	State School Facilities Projects	3,186,586.36	186,586.36
	Total, Restricted Balance		3,186,586.36	186,586.36

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

34 67348 0000000 Form 49 F8BXGKZ498(2024-25)

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Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	101,604.00	Ne
5) TOTAL, REVENUES			0.00	101,604.00	Ne
B. EXPENDITURES				Market III	31 53
1) Certificated Salaries		1000-1999	0.00	0,00	0.0
2) Classified Salaries		2000-2999	0.00	0,00	0.0
3) Employ ee 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
		7100-7299,			
7) Other Outgo (excluding Transfers of Indirect Costs)		7400-7499	0.00	0.00	0.
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.
9) TOTAL, EXPENDITURES			0.00	0.00	0.
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER INANCING SOURCES AND USES (AS - B9)			0.00	101,604.00	N
O. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.
b) Transfers Out		7600-7629	0.00	0.00	0,
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.
b) Uses		7630-7699	0,00	0,00	0.
		8980-8999	0,00	0,00	0.
3) Contributions		0000 0000	0.00	0.00	0.
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	101,604.00	N
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0,00	101,004.00	
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance		0704	0.00	0.00	0.
a) As of July 1 - Unaudited		9791	0.00	-	0.
b) Audit Adjustments		9793	0.00	0.00	
c) As of July 1 - Audiled (F1a + F1b)			0.00	0,00	0.
d) Other Restatements		9795	0.00	0.00	0.
e) Adjusted Beginning Balance (F1c + F1d)			0,00	0.00	0,
2) Ending Balance, June 30 (E + F1e)			0,00	101,604.00	P
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.
Stores		9712	0.00	0.00	0.
Prepaid Items		9713	0,00	0.00	0.
All Others		9719	0,00	0.00	0
b) Restricted		9740	0.00	0.00	0.
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.
Other Commitments		9760	0,00	0.00	0
d) Assigned			1874		
Other Assignments		9780	0.00	101,604.00	1
Capital Project Fund for Blended Component Units	0000	9780		101,604.00	
	5555	5,53			
e) Unassigned/Unappropriated		9789	0.00	0.00	0
Reserve for Economic Uncertainties		9789	0.00	0.00	0
Unassigned/Unappropriated Amount		3/30	0.00	0.00	
3. ASSETS					
1) Cash		9110	426,604.00		
a) in County Treasury			0.00		
0-10-10-10-10-10-10-10-10-10-10-10-10-10					
1) Fair Value Adjustment to Cash in County Treasury		9111			
1) Fair Value Adjustment to Cash in County Treasury b) in Banks c) in Revolving Cash Account		9120 9130	0.00		

Description Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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 Gov emment	9290	0.00		
5) Due from Olher Funds	9310	0.00		
6) Stores	9320	0.00		
7) Prepaid Expenditures	9330	0.00		
8) Other Current Assets	9340	0.00		
9) Lease Receivable	9380	0.00		
10) TOTAL, ASSETS		426,604,00		
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) Uneamed Revenue	9650	0.00		
	3030	0.00		
6) TOTAL, LIABILITIES J. DEFERRED INFLOWS OF RESOURCES		0,00		
Deferred Inflows of Resources	9690	0,00		
	3000	0.00		
2) TOTAL, DEFERRED INFLOWS		0,00		
K. FUND EQUITY		426 604 00		
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)		426,604.00		
FEDERAL REVENUE				0.00
All Other Federal Revenue	8290	0.00	0.00	0.0
TOTAL, FEDERAL REVENUE		0.00	0.00	0.09
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				
	8621	0.00	0,00	0.0
Parcel Taxes		0.00	0.00	0.0
Other	8622			
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	0.00	1,604.00	Ni
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	100,000.00	Ne
TOTAL, OTHER LOCAL REVENUE	-	0.00	101,604.00	Ne
TOTAL, REVENUES		0.00	101,604.00	Ni
CLASSIFIED SALARIES		5.50	,	
	2200	0.00	0.00	0.0
Classified Support Salaries		1	5.00	

California Dept of Education SACS Financial Reporting Software - SACS V9.1 File: Fund-D, Version 5

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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
MPLOYEE 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.
OPEB, Active Employees		3751-3752	0.00	0.00	0.0
Other Employee Benefits		3901-3902	0.00	0.00	0,
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.
BOOKS AND SUPPLIES				Author Sie	
Books and Other Reference Materials		4200	0.00	0.00	0.
Materials and Supplies		4300	0.00	0,00	0.
Noncapitalized Equipment		4400	0.00	0.00	0,
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.
ERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0,00	0.
Travel and Conferences		5200	0.00	0.00	0,
Insurance		5400-5450	0.00	0.00	0,
Operations and Housekeeping Services		5500	0.00	0.00	0.
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0,00	0.
Transfers of Direct Costs		5710	0.00	0.00	0.
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.
Communications		5900	0.00	0.00	0.
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES		3300	0.00	0.00	0.
APITAL OUTLAY			0.00	0,00	
		6100	0.00	0.00	0.
Land		6170	0.00	0.00	0.
Land Improvements		6200	0.00	0.00	0.
Buildings and Improvements of Buildings		6300	0.00	0.00	0.
Books and Media for New School Libraries or Major Expansion of School Libraries		6400	0.00	0.00	0.
Equipment		6500	0.00	0.00	0,
Equipment Replacement		6600	0.00	0.00	0.
Lease Assets		6700	0.00	0.00	0,
Subscription Assets		6700	0.00	0.00	0,
TOTAL, CAPITAL OUTLAY			0,00	0.00	0,
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues		7044	0.00	0.00	0
To Districts or Charter Schools		7211	0.00	0.00	0,
To County Offices		7212	0.00	0.00	0,
To JPAs		7213	0.00	0.00	0.
All Other Transfers Out to All Others		7299	0.00	0.00	0,
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0,00	0.
Debt Service - Interest		7438	0.00	0,00	0.
Other Debt Service - Principal		7439	0.00	0,00	0
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.
OTAL, EXPENDITURES			0.00	0.00	0
NTERFUND TRANSFERS					
TERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
		8919	0,00	0.00	0
INTERFUND TRANSFERS IN		8919	0,00 0.00	0.00 0.00	0

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Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%
Olher Sources					
County School Bldg Aid		8961	0.00	0,00	0.09
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	0.09
Proceeds from Lease Revenue Bonds		8973	0,00	0.00	0.09
Proceeds from SBITAs		8974	0.00	0.00	0.09
All Other Financing Sources		8979	0,00	0,00	0.09
(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	0.09
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.09
Contributions from Restricted Revenues		8990	0.00	0.00	0.09
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.09
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0,00	0,00	0.0

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	101,604.00	Nev
5) TOTAL, REVENUES			0.00	101,604.00	Ne
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.09
2) Instruction - Related Services	2000-2999		0.00	0.00	0.09
3) Pupil Services	3000-3999		0.00	0.00	0.09
4) Ancillary Services	4000-4999		0.00	0.00	0.09
5) Community Services	5000-5999		0.00	0.00	0.09
6) Enterprise	6000-6999		0.00	0.00	0.05
7) General Administration	7000-7999		0.00	0.00	0.09
8) Plant Services	8000-8999		0.00	0,00	0.09
	9000-9999	Except 7600-			
9) Other Outgo	3000-3333	7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER			0.00		
FINANCING SOURCES AND USES (A5 -B10)			0.00	101,604.00	Ne
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers		8900-8929	0.00	0.00	0.0
a) Transfers In		7600-7629	0.00	0.00	0.0
b) Transfers Out		7600-7629	0,00	0.00	7,5-
2) Other Sources/Uses		0000 0070	0.00	0.00	0.0
a) Sources		8930-8979	0.00	0.00	0.0
b) Uses		7630-7699	0.00	0.00	0.0
3) Cantributions		8980-8999	0.00	0.00	0.0
4) TOTAL, OTHER FINANCING SOURCES/USES				101,604.00	Ne
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	101,004,00	110
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance		9791	0.00	0.00	0.0
a) As of July 1 - Unaudited		9793	0.00	0.00	0.0
b) Audit Adjustments		3733	0.00	0,00	0.0
c) As of July 1 - Audited (F1a + F1b)		9795	0.00	0.00	0.0
d) Other Restalements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)				101,604.00	Ne
2) Ending Balance, June 30 (E + F1e)			0.00	101,604,00	140
Components of Ending Fund Balance					
a) Nonspendable				0.00	0.0
Revolving Cash		9711	0.00	0.00	0.0
Stores		9712	0.00	0.00	0.0
Prepaid Items		9713	0.00	0.00	0.0
All Others		9719	0,00	0.00	0-0
b) Restricted		9740	0.00	0.00	0.0
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	101,604.00	N
Capital Project Fund for Blended Component Units	0000	9780		101,604.00	
e) Unassigned/Unapproprialed			THE THE		
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0

Budget, July 1 Capital Project Fund for Blended Component Units Exhibit: Restricted Balance Detail

34 67348 0000000 Form 49 F8BXGKZ498(2024-25)

Resource Description 2023-24 Estimated Actuals Description 2024-25 Return Control Restricted Balance 2023-24 Estimated Actuals Description 2024-25 Return Control Restricted Balance 2023-24 Estimated Actuals Description 2023-24 Estimated Actual Description 2023-24 Estimated Act

Description F	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	123,780.00	123,780.00	0.0
4) Other Local Revenue		8600-8799	1,522,836.00	1,522,836.00	0.09
5) TOTAL, REVENUES			1,646,616.00	1,646,616.00	0.04
B. EXPENDITURES				- V - C C C .	
1) Certificated Salaries		1000-1999	0.00	0.00	0.0
2) Classified Salaries		2000-2999	0.00	0.00	0.0
3) Employ ee 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,	4 704 000 00	4 000 070 00	2.0
		7400-7499	1,794,906.00	1,862,676.00	3.8
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0
9) TOTAL, EXPENDITURES			1,794,906,00	1,862,676,00	3,8
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(148,290.00)	(216,060.00)	45.7
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					_
a) Transfers In		8900-8929	0.00	0.00	0,0
b) Transfers Out		7600-7629	0.00	0.00	0.0
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0
b) Uses		7630-7699	000	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)			(148,290_00)	(216,060.00)	45.7
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,652,300.96	1,504,010.96	-9.0
b) Audit Adjustments		9793	0.00	0.00	0,0
c) As of July 1 - Audited (F1a + F1b)			1,652,300.96	1,504,010.96	-9.0
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)			1,652,300,96	1,504,010.96	-9.0
2) Ending Balance, June 30 (E + F1e)			1,504,010.96	1,287,950,96	-14.4
Components of Ending Fund Balance			Catherine Land		
a) Nonspendable			ASILVIII SVA	We see the	
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			South Control of the		
Stabilization Arrangements		9750	0.00	0.00	0.0
Other Commitments		9760	0.00	0.00	0.0
		0,00			
d) Assigned		9780	1,504,010.96	1,287,950.96	-14.4
Other Assignments	0000	9780	1,504,010.96	112011000100	
Bond Interest and Redemption Fund	0000	9780	1,004,010,90	1,287,950.96	
Bond Interest and Redemption Fund	0000	9/00	N. C. C. C. C. C.	1,207,300.30	
e) Unassigned/Unappropriated		0700	0.00	0.00	0.0
Reserve for Economic Uncertainties		9789	0.00	0.00	
Unassigned/Unappropriated Amount		9790	0.00	0,00	0.0
G. ASSETS 1) Cash					
		9110	0.00		
a) in County Treasury		9111	0.00		
Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks					

Description Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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 Olher Funds	9310	0,00	1	
6) Stores	9320	0.00		
7) Prepaid Expenditures	9330	0.00		
8) Other Current Assets	9340	0,00		
9) Lease Receivable	9380	0.00		
10) TOTAL, ASSETS		0,00		
. DEFERRED OUTFLOWS OF RESOURCES				
1) Deferred Outflows of Resources	9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS		0,00		
LIABILITIES				
1) Accounts Payable	9500	0,00		
2) Due to Grantor Governments	9590	0.00	1	
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		
. DEFERRED INFLOWS OF RESOURCES				
1) Deferred Inflows of Resources	9690	0,00		
2) TOTAL, DEFERRED INFLOWS		0,00		
. FUND EQUITY				
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)		0,00		
EDERAL REVENUE				
All Other Federal Revenue	8290	0.00	0,00	0.0
TOTAL, FEDERAL REVENUE		0,00	0.00	0.0
THER STATE REVENUE				
Tax Relief Subventions				
Voted Indebtedness Levies				
Homeowners' Exemptions	8571	12,620.00	12,620,00	0.
Other Subventions/In-Lieu Taxes	8572	111,160,00	111,160.00	0.
TOTAL, OTHER STATE REVENUE		123,780,00	123,780,00	0.
THER LOCAL REVENUE				
Other Local Revenue				
County and District Taxes				
Voted Indebtedness Levies				
Secured Roll	8611	1,474,030.00	1,474,030.00	0,
Unsecured Roll	8612	48,806.00	48,806.00	0.1
Prior Years' Taxes	8613	0.00	0.00	0,
Supplemental Taxes	8614	0.00	0.00	0.
Penalties and Interest from Delinquent Non-LCFF Taxes	8629	0.00	0.00	0.
Interest	8660	0,00	0.00	0,
Net Increase (Decrease) in the Fair Value of Investments	8662	0.00	0.00	0.
Other Local Revenue				
All Other Local Revenue	8699	0.00	0.00	0.
All Other Transfers In from All Others	8799	0.00	0.00	0.
TOTAL, OTHER LOCAL REVENUE		1,522,836.00	1,522,836.00	0,
OTAL, REVENUES		1,646,616.00	1,646,616.00	0.
THER OUTGO (excluding Transfers of Indirect Costs)				
Debt Service				
Bond Redemptions	7433	1,040,000.00	1,135,000.00	9.
Bond Interest and Other Service Charges	7434	754,906.00	727,676₌00	-3.
	7438	0,00	0.00	0.
Debt Service - Interest			0.00	0.
Debt Service - Interest Other Debt Service - Principal	7439	0.00	0.00	Ü
	7439	1,794,906.00	1,862,676.00	3

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0,00	0,00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0,00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0,00	0.00	0,0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0,0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0,00	0,0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0,00	0,00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0,00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	123,780.00	123,780,00	0,0%
4) Other Local Revenue		8600-8799	1,522,836,00	1,522,836.00	0,0%
5) TOTAL, REVENUES			1,646,616,00	1,646,616,00	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%
V V		Except 7600-			
9) Other Outgo	9000-9999	7699	1,794,906,00	1,862,676,00	3.8%
10) TOTAL, EXPENDITURES			1,794,906.00	1,862,676,00	3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)	2		(148,290,00)	(216,060.00)	45,7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0,00	0.0%
b) Transfers Out		7600-7629	0,00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0,00	0,0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(148,290.00)	(216,060.00)	45,7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,652,300.96	1,504,010,96	-9,0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,652,300,96	1,504,010.96	-9.0%
d) Other Restatements		9795	0,00	0,00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,652,300,96	1,504,010,96	-9.0%
2) Ending Balance, June 30 (E + F1e)			1,504,010.96	1,287,950.96	-14.4%
Components of Ending Fund Balance				the second	
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
-		9712	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			0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.076
c) Committed				0.00	0.00
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	1,504,010.96	1,287,950.96	-14.4%
Bond Interest and Redemption Fund	0000	9780	1,504,010.96	10	
Bond Interest and Redemption Fund	0000	9780		1,287,950.96	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Budget, July 1 Bond Interest and Redemption Fund Exhibit: Restricted Balance Detail

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):	Resource	Description		2024-25 Budget
Total, Restricted Balance			0.00	0.00

	202	3-24 Estimated Actu	als		2024-25 Budget	
Description	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA				Ĭ		
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,199.60	3,199,60	3,218.44	3,199.60	3,199,60	3,199.60
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,199.60	3,199.60	3,218.44	3,199,60	3,199.60	3,199.60
5. District Funded County Program ADA						
a, County Community Schools						
b. Special Education-Special Day Class	7.89	7,89	7.89	7.89	7.89	7.89
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	7.89	7.89	7.89	7.89	7.89	7.89
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,207.49	3,207,49	3,226.33	3,207.49	3,207.49	3,207.49
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)		0 1 2 2 2				

	202	3-24 Estimated Actu	als		2024-25 Budget	
Description	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a, County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0,00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e, Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	000
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)	74 / X /		Lufter!			

	202	3-24 Estimated Actu	als		2024-25 Budget	
Description	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA				A		
Authorizing LEAs reporting charter school SACS financial data in the	eir Fund 01, 09, or 62	use this worksheet to	report ADA for those	charter schools		
Charter schools reporting SACS financial data separately from their	authorizing LEAs in F	fund 01 or Fund 62 us	se this worksheet to re	eport their ADA		
FUND 01: Charter School ADA corresponding to SACS financia	l data reported in Fu	ınd 01.				
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA					· ·	
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e, Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0,00	0.00	0,00	0.00	0,00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0,00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS fin	ancial data reported	in Fund 09 or Fun	d 62.			
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lìnes C6a through C6c)	0.00	0.00	0.00	0.00	0,00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0,00	0,00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0,00	0,00	0,00	0.00	0.00	0.00

Budget, July 1 2024-25 Budget Cashflow Worksheet - Budget Year (1)

Description	Object	Beginning Balances (Ref. Only)	ylul	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			19,560,744.00	17,674,218.00	14,323,862.00	15,372,904.00	16,045,602.00	13,905,748.00	18,585,115.00	19,310,342.00
B. RECEIPTS										
LCFF/Revenue Limit Sources	0.70									
Principal Apportionment	8010- 8019		1,193,815.00	1,193,815.00	4,672,019.00	1,994,101.00	2,148,868.00	4,672,020.00	2,148,868,00	1,386,799,00
Property Taxes	8020- 8079		(436.00)	0.00	1,230.00	23,583.00	0.00	104,925.00	3,171,302.00	763.00
Miscellaneous Funds	8080- 8099		00:00	00.00	00.0	00:00	0.00	0.00	0.00	00.0
Federal Revenue	8100- 8299		00:00	0.00	00.00	660,583.00	(20,240.00)	00.00	355,746.00	493,041.00
Other State Revenue	8300- 8599		176,486.00	227,971.00	560,581.00	1,237,137.00	(391,303.00)	893,384.00	764,281.00	478,642.00
Other Local Revenue	8600- 8799		577.00	341,536.00	107,534.00	414,742.00	41,448.00	148,635.00	795,156.00	654,285.00
Interfund Transfers In	8900- 8929		00.00	0.00	00.00	0.00	00"00	00.00	255,495.00	(255,495.00)
All Other Financing Sources	8930- 8979		00.00	00:00	00:0	0.00	00:00	00:00	00:00	0.00
TOTAL RECEIPTS			1,370,442.00	1,763,322.00	5,341,364.00	4,330,146.00	1,778,773.00	5,818,964.00	7,490,848.00	2,758,035.00
C. DISBURSEMENTS Certificated Salaries	1000-		173 ABB DD	1 940 438 00	1 R72 478 00	1 910 893 00	1 949 158 DO	155 565 00	3 760 732 00	00 206 307 00
Classified Salaries	2000-		514,432.00	886,908.00	838,325.00	639,616.00	842,465.00	61,549.00	1,618,514.00	810,968.00
Employ ee Benefits	3000- 3999		213,339.00	998,281.00	937,923.00	1,275,148.00	953,626.00	60,864.00	1,830,610.00	1,069,782.00
Books and Supplies	4000- 4999		26,460.00	297,569.00	196,548.00	191,153.00	549,079.00	88,529.00	100,144.00	109,456.00
Services	5000- 5999		344,886.00	706,269.00	565,602.00	400,121.00	404,056.00	399,755.00	311,701.00	799,996.00
Capital Outlay	-0009		47,980.00	339,179.00	215,435.00	4,004.00	296,456.00	139,960.00	85,040.00	99,303.00
Other Outgo	7000- 7499		5,301.00	5,301.00	9,541.00	9,541.00	9,541.00	9,541.00	9,541.00	9,910.00
Interfund Transfers Out	7600- 7629		00.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Budget, July 1 2024-25 Budget Cashflow Worksheet - Budget Year (1)

	000			,	, ,					
Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630- 7699		0.00	0.00	00.0	0.00	00.00	0.00	00*0	00.0
TOTAL DISBURSEMENTS			1,326,286.00	5,173,945.00	4,635,852.00	4,430,476.00	5,004,381.00	915,763.00	7,716,282.00	5,504,722.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111- 9199	0.00	(10,892.00)	(29,939.00)	(747.00)	80.00	(2,783.00)	74,281.00	(73,656.00)	0.00
Accounts Receivable	9200- 9299	0.00	39,400.00	217,062,00	193,286.00	1,331,256.00	871,877.00	28,871.00	270,398.00	182,364.00
Due From Other Funds	9310	00'0	0.00	0.00	0.00	82,329.00	0.00	0.00	0.00	00.00
Stores	9320	00.00	0.00	00.00	0.00	00.00	0.00	0.00	00.00	0.00
Prepaid Expenditures	9330	0.00	00.00	00.00	0.00	381,081.00	00.00	0.00	00'0	00.00
Other Current Assets	9340	0.00	00.00	00.00	00.00	0.00	0.00	00.00	0.00	0.00
Lease Receivable	9380	0.00	00:00	00'0	00.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490	0.00	00.00	00.00	00'0	00'0	0.00	00.00	00.00	0.00
SUBTOTAL		00.00	28,508.00	157,123.00	192,539.00	1,794,746.00	869,094.00	103,152.00	196,742.00	182,364.00
Liabilities and Deferred Inflows								*		
Accounts Payable	9500- 9599	00.00	1,958,762.00	96,852.00	(150,562.00)	722,806.00	(217,653.00)	326,986.00	(753,941.00)	48,946.00
Due To Other Funds	9610	00.00	0.00	00.00	00.00	15,496.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	00.00	00.00	00.00	00.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	00'0	00.00	0.00	283,418.00	0.00	00.00	0.00	0.00
Deferred Inflows of Resources	0696	0.00	00.00	00.00	00.00	00.00	00'0	00.00	00'0	0.00
SUBTOTAL		0.00	1,958,762.00	96,852.00	(150,562.00)	1,021,720.00	(217,653.00)	326,986.00	(753,941.00)	48,946.00
<u>Nonoperating</u>										
Suspense Clearing	9910	00:00	(428.00)	(4.00)	429,00	2.00	(993.00)	00.0	(22.00)	00'.286
TOTAL BALANCE SHEET ITEMS		0.00	(1,930,682.00)	60,267.00	343,530.00	773,028.00	1,085,754.00	(223,834.00)	950,661.00	134,405.00
E. NET INCREASE/DECREASE (B - C + D)			(1,886,526.00)	(3,350,356.00)	1,049,042.00	672,698.00	(2,139,854.00)	4,679,367.00	725,227.00	(2,612,282.00)
F. ENDING CASH (A + E)			17,674,218.00	14,323,862.00	15,372,904.00	16,045,602.00	13,905,748.00	18,585,115.00	19,310,342.00	16,698,060.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS		51 - 11 - 11 - 11								

Budget, July 1 2024-25 Budget Cashflow Worksheet - Budget Year (1)

Description	Object	March	April	Мау	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH	W 15 J	16,698,060.00	18,697,206,00	16,011,105.00	13,593,256.00				
B. RECEIPTS 1 CEE/Bayania Limit Sources									
Principal Apportionment	8010- 8019	4,371,494.00	1,386,799.00	1,706,571,00	1,706,571.00	3,780,623.00	00:00	32,362,363.00	32,362,363.00
Property Taxes	8020- 8079	677,554.00	47,599.00	2,172,355.00	2,172,355.00	58,889.00	00*0	8,430,119.00	8,430,119.00
Miscellaneous Funds	8080- 8099	0.00	00:00	00.0	0.00	2,517.00	0.00	2,517.00	2,517,00
Federal Revenue	8100- 8299	00:00	1,028,610.00	(661,154.00)	(661,154.00)	823,364.00	0.00	2,018,796.00	2,018,796.00
Other State Revenue	8300- 8599	686,966.00	788,459.00	1,169,281.00	1,169,281.00	301,590,00	00.00	8,062,756.00	8,062,756.00
Other Local Revenue	8600- 8799	286,608.00	257,349.00	148,587.00	148,587.00	81,545.00	00.00	3,426,589.00	3,426,589,00
Interfund Transfers In	8900- 8929	00.00	00.00	10,788.00	10,788.00	0.00	00.00	21,576.00	21,576.00
All Other Financing Sources	8930- 8979	00*0	00.00	00.0	00.00	00:00	00"0	0.00	0.00
TOTAL RECEIPTS		6,022,622,00	3,508,816.00	4,546,428.00	4,546,428.00	5,048,528.00	00.00	54,324,716.00	54,324,716.00
C. DISBURSEMENTS	0007								
Certificated Salaries	1000- 1999	2,039,931.00	2,200,876,00	2,012,555.00	2,012,555.00	314,212.00	00.00	22,948,588,00	22,948,587.00
Classified Salaries	2000- 2999	830,882,00	1,232,656.00	1,035,170.00	1,035,170.00	78,553.00	00:00	10,425,208.00	10,425,207.00
Employee Benefits	3000- 3999	974,175.00	1,129,320.00	2,084,713.00	2,084,713.00	98,191.00	00:00	13,710,685.00	13,710,685.00
Books and Supplies	4000- 4999	82,489.00	151,898.00	1,520,555.00	1,520,555.00	39,381.00	00:00	4,873,816.00	4,873,816.00
Services	5000- 5999	267,966.00	477,290.00	963,520.00	963,520.00	112,517.00	00:00	6,717,199.00	6,717,200.00
Capital Outlay	-0009	22,477.00	1,229,674.00	(500,166.00)	(500,165.00)	0.00	00:00	1,479,177.00	1,479,177.00
Other Outgo	7000- 7499	18,238.00	9,910.00	(63,700.00)	(63,700.00)	0.00	00:00	(31,035.00)	(31,035.00)
Interfund Transfers Out	7600- 7629	0.00	0.00	00.00	0.00	00.00	00.00	00.00	0.00
All Other Financing Uses	7630- 7699	0.00						00*0	00.00

Budget, July 1 2024-25 Budget Cashflow Worksheet - Budget Year (1)

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,236,158.00	6,431,624.00	7,052,647.00	7,052,648.00	642,854.00	0.00	60,123,638.00	60,123,637.00
D. BALANCE SHEET ITEMS Assets and Deferred Outflows									
Cash Not In Treasury	9111- 9199	(3,103.00)	(850.00)	67,972.00	67,972.00	0.00	00.00	58,335,00	
Accounts Receivable	9200- 9299	(2,805.00)	(4.00)	1,094,737.00	1,094,737.00		00:00	5,321,179.00	IA.
Due From Other Funds	9310	00.00	00:00	00:00	0.00	00.00	00.00	82,329.00	
Stores	9320	00.00	00.00	0.00	0.00	00.00	0.00	0.00	
Prepaid Expenditures	9330	00.00	00:00	0.00	00:00	00:00	00:00	381,081.00	
Other Current Assets	9340	0.00	00.00	0.00	0.00	00.00	00.00	00.00	
Lease Receivable	9380	00.00	00.00	00.00	0.00	00:00	00.00	00:00	
Deferred Outflows of Resources	9490	00'0	00.00	0.00	0.00	00"0	00'0	00.00	
SUBTOTAL		(5,908.00)	(854.00)	1,162,709.00	1,162,709.00	00:00	00.00	5,842,924.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500- 9599	(218,594.00)	(237,561.00)	1,074,339.00	1,074,339.00	00.00	00.00	3,724,719.00	(1) (1) (1)
Due To Other Funds	9610	00.00	00:00	00.00	0.00	431.00	00.00	15,927.00	
Current Loans	9640	00:00	00.00	0.00	00.00	0.00	00.00	00.00	
Unearned Revenues	9650	00'0	00.00	00.00	00.00	00.00	00.00	283,418.00	
Deferred Inflows of Resources	0696	00'0	00.00	0.00	00.00	00.00	00:00	00:00	
SUBTOTAL		(218,594.00)	(237,561.00)	1,074,339.00	1,074,339.00	431.00	00.00	4,024,064.00	
Nonoperating									
Suspense Clearing	9910	(4.00)	00.00	00"0	0.00	0.00		(33.00)	
TOTAL BALANCE SHEET ITEMS		212,682.00	236,707.00	88,370,00	88,370,00	(431,00)	00.00	1,818,827.00	
E. NET INCREASE/DECREASE (B - C + D)		1,999,146,00	(2,686,101.00)	(2,417,849.00)	(2,417,850.00)	4,405,243.00	00:00	(3,980,095.00)	(5,798,921.00)
F. ENDING CASH (A + E)		18,697,206.00	16,011,105.00	13,593,256.00	11,175,406.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								15,580,649.00	

34 67348 0000000 Form CASH F8BXGKZ498(2024-25)

Budget, July 1 2024-25 Budget Cashflow Worksheet - Budget Year (2)

Galt Joint Union Elementary Sacramento County

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00	11,175,406,00	11,175,406.00
B. RECEIPTS										
LCFF/Rev enue Limit Sources										
Principal Apportionment	8010- 8019									
Property Taxes	8020- 8079									
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299									
Other State Revenue	8300- 8599									
Other Local Revenue	8600- 8799									
Interfund Transfers In	8900- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	00:00	00:00	00:00
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999									
Classified Salaries	2000- 2999									
Employ ee Benefits	3000- 3999									
Books and Supplies	4000- 4999									
Services	5000- 5999									
Capital Outlay	-0009									
Other Outgo	7000-									
Interfund Transfers Out	7600- 7629									
■										

Budget, July 1 2024-25 Budget Cashflow Worksheet - Budget Year (2)

34 67348 0000000 Form CASH F8BXGKZ498(2024-25)

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630- 7699									
TOTAL DISBURSEMENTS			00.00	00.00	00'0	00"0	00:00	00.0	0.00	0.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111- 9199									
Accounts Receivable	9200- 9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		00.00	00'0	00.00	0.00	00.00	00.00	00.00	00.00	0.00
Liabilities and Deferred Inflows										
Accounts Pay able	9500- 9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	0696									
SUBTOTAL		00:00	00.00	0.00	00.00	00.00	00.00	00.00	00.00	0.00
<u>Nonoperating</u>										12
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		00:00	00:00	0.00	00.00	0.00	00.00	00.00	0.00	00.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	00.00	0.00	0.00	00.00	00.00	0.00
F. ENDING CASH (A + E)			11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Budget, July 1 2024-25 Budget Cashflow Worksheet - Budget Year (2)

Galt Joint Union Elementary Sacramento County

34 67348 0000000 Form CASH F8BXGKZ498(2024-25)

0.00 BUDGET 00.0 0.00 0.00 00.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 TOTAL 0.00 Adjustments 00.00 Accruals 0.00 11,175,406.00 | 11,175,406.00 | 11,175,406.00 | 11,175,406.00 June 0.00 0.00 April 0.00 March Object 8100-8299 8300-8599 2000-2999 3000-3999 4000-5000--0009 7000-7499 JUNE 8080-8099 8799 8900-8929 8020-8079 ESTIMATES THROUGH THE MONTH OF: LCFF/Rev enue Limit Sources All Other Financing Sources Principal Apportionment Miscellaneous Funds Interfund Transfers In Other Local Revenue Other State Revenue A. BEGINNING CASH C. DISBURSEMENTS Certificated Salaries Property Taxes Books and Supplies Employ ee Benefits Classified Salaries TOTAL RECEIPTS Federal Revenue Capital Outlay B. RECEIPTS Description Services

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00.0

0.00

0.00

All Other Financing Uses

Interfund Transfers Out

Other Outgo

7600-7629 7630-7699

Budget, July 1 2024-25 Budget Cashflow Worksheet - Budget Year (2)

34 67348 0000000 Form CASH F8BXGKZ498(2024-25)

#									
Description	Object	March	April	Мау	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		0.00	00:00	0.00	0.00	0.00	0.00	00*0	0.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111- 9199							0.00	
Accounts Receivable	9200- 9299							0.00	
Due From Other Funds	9310							00'0	
Stores	9320							00:00	
Prepaid Expenditures	9330							00.00	
Other Current Assets	9340							00:00	
Lease Receivable	9380							00.00	log
Deferred Outflows of Resources	9490							00.00	
SUBTOTAL		00:00	0.00	0.00	0.00	00.00	00.00	00.00	Į,
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500- 9599							00:00	
Due To Other Funds	9610							0.00	
Current Loans	9640							00.00	
Unearned Revenues	9650							00.00	
Deferred Inflows of Resources	0696							00'0	
SUBTOTAL		00"0	0.00	0.00	0.00	0.00	0.00	00.00	
Nonoperating									
Suspense Clearing	9910							00.00	
TOTAL BALANCE SHEET ITEMS		0.00	00.0	0.00	00.00	00.00	00'0	00.00	
E. NET INCREASE/DECREASE (B - C + D)		00:00	00'0	0.00	0.00	0.00	00'0	0.00	0.00
F. ENDING CASH (A + E)		11,175,406.00	11,175,406.00	11,175,406.00	11,175,406.00	II II waxa			
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								11,175,406.00	

Budget, July 1 FINANCIAL REPORTS 2024-25 Budget School District Certification

34 67348 0000000 Form CB F8BXGKZ498(2024-25)

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ANN	IUAL BUDGET REPOR	₹Т:		
July	1, 2024 Budget Adopt	ion		
x x	(LCAP) or annual upon the school district put	es: eloped using the state-adopted Criteria and Standards, It includes the expenditures necessary to implet date to the LCAP that will be effective for the budget year. The budget was filed and adopted subseque rsuant to Education Code sections 33129, 42127, 52060, 52061, and 52062. s a combined assigned and unassigned ending fund balance above the minimum recommended reserv istrict complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a)	ent to a public he	earing by the governing board of uncertainties, at its public
	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 12 - June 14, 2024	Date:	June 17, 2024
			Time:	5:30 PM
	Adoption Date:	June 18, 2024		
	Signed:			
		Clerk/Secretary of the Governing Board		
		(Original signature required)		
	Contact person for a	dditional information on the budget reports:		
	Name:	Alejandra Garibay	Telephone:	209-744-4545 ext 311
	Title:	Chief Business Official	E-mail:	agaribay @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.

CRITERI	A AND STANDARDS		Met	Not Met
1	Average Daily Attendance	Projected (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	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	x	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		х
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		х
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.		х
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	
9a	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	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.		х
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	

Budget, July 1 FINANCIAL REPORTS 2024-25 Budget School District Certification

SUPPLEMENTAL INFORMA	ATION		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?	х	
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?	х	
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 INFORMA	ATION (continued)		No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		х
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		х
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		х
		If yes, are they lifetime benefits?	х	
		If yes, do benefits continue beyond age 65?	х	
		If yes, are benefits funded by pay-as-you-go?		х
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	х	
\$8	Status of Labor	Are salary and benefit negotiations still open for:		
	Agreements	Certificated? (Section S8A, Line 1)	х	
		Classified? (Section S8B, Line 1)	х	
		Management/supervisor/confidential? (Section SBC, Line 1)	х	
\$9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		x
		Adoption date of the LCAP or an update to the LCAP:		
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 INDI	ICATORS		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?	х	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		х
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?	х	
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?	х	
ADDITIONAL FISCAL IND	ICATORS (continued)		No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	х	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	x	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		х

Budget, July 1 2023-24 Estimated Actuals GENERAL FUND

Current Expense Formula/Minimum Classroom Compensation

34 67348 0000000 Form CEA F8BXGKZ498(2024-25)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	22,934,340,00	301	40,000.00	303	22,894,340.00	305	278,787.00	787,179.00	307	22,107,161.00	309
2000 - Classified Salaries	10,437,041.00	311	31,609.00	313	10,405,432.00	315	809,762.00	1,799,480.00	317	8,605,952.00	319
3000 - Employee Benefits	13,904,983.00	321	191,983.00	323	13,713,000.00	325	452,029.00	452,029.00	327	13,260,971.00	329
4000 - Books, Supplies Equip Replace, (6500)	3,746,130.00	331	50,861,00	333	3,695,269.00	335	1,159,577.00	1,159,577.00	337	2,535,692.00	339
5000 - Services & 7300 - Indirect Costs	6,256,278,00	341	57,095,00	343	6,199,183.00	345	1,720,512,00	1,720,512,00	347	4,478,671_00	349
				TOTAL	56,907,224.00	365			TOTAL	50,988,447_00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

ART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		ED No
Teacher Salaries as Per EC 41011	1100	18,801,835.00	37
Salaries of Instructional Aides Per EC 41011.	2100	3,294,171.00	38
STRS	3101 & 3102	5,177,006,00	38
PERS. 50	3201 & 3202	834,601.00	38
OASDI - Regular, Medicare and Alternative.	3301 & 3302	668,497.00	38
Health & Welfare Benefits (EC 41372)			
(Include Health, Dental, Vision, Pharmaceutical, and			
Annuity Plans)	3401 & 3402	1,692,672,00	38
Unemployment Insurance.	3501 & 3502	12,237.00	39
Workers' Compensation Insurance,	3601 & 3602	443,643.00	39
OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
D. Other Benefits (EC 22310)	3901 & 3902	110,831.00	39
1. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		31,035,493.00	39
2. Less: Teacher and Instructional Aide Salaries and			
Benefits deducted in Column 2,		0,00	
Ba. Less: Teacher and Instructional Aide Salaries and			
Benefits (other than Lottery) deducted in Column 4a (Extracted).		549,054.00	39
b. Less: Teacher and Instructional Aide Salaries and			
Benefits (other Ihan Lottery) deducted in Column 4b (Overrides)*,		0,00	3
4. TOTAL SALARIES AND BENEFITS		31,035,493.00	3!
5. Percent of Current Cost of Education Expended for Classroom			
Compensation (EDP 397 divided by EDP 369) Line 15 must			
equal or exceed 60% for elementary, 55% for unified and 50%			
for high school districts to avoid penalty under provisions of EC 41372.		60,87%	
6. District is exempt from EC 41372 because it meets the provisions			
of EC 41374. (If exempt, enter 'X')	******		

Budget, July 1 2023-24 Estimated Actuals GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

34 67348 0000000 Form CEA F8BXGKZ498(2024-25)

PART III: DEFICIENCY AMOUNT A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374. 1. Minimum percentage required (60% elementary, 55% unified, 50% high) 60.00% 60.87% CONCERNATION CONTRACTOR CONTRACTO 3. Percentage below the minimum (Part III, Line 1 minus Line 2)..... 0.00% 4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). 50,988,447.00 0.00 PART IV: Explanation for adjustments entered in Part I, Column 4b (required) Estimate Actuals added to 4b are as follows: Transportation, Lottery, and non-public schools function 1180; including update function codes.

Budget, July 1 2024-25 Budget GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

34 67348 0000000 Form CEB F8BXGKZ498(2024-25)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	22,948,587.00	301	20,000.00	303	22,928,587.00	305	28,773.00	815,957.00	307	22,112,630.00	309
2000 - Classified Salaries	10,425,207.00	311	0.00	313	10,425,207.00	315	895,473.00	1,563,526.00	317	8,861,681.00	319
3000 - Employ ee Benefits	13,710,685.00	321	200,647.00	323	13,510,038.00	325	378,498.00	378,498.00	327	13,131,540.00	329
4000 - Books, Supplies Equip Replace. (6500)	5,365,724.00	331	228,000.00	333	5,137,724.00	335	882,170.00	1,317,170.00	337	3,820,554.00	339
5000 - Services. & 7300 - Indirect Costs	6,587,122.00	341	107,000.00	343	6,480,122.00	345	1,542,336.00	2,142,336.00	347	4,337,786.00	349
				TOTAL	58,481,678,00	365			TOTAL	52,264,191.00	369

- Note 1 In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).
- Note 2 In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.
- * If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	19,049,704.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	3,329,481.00	380
3. STRS	3101 & 3102	5,047,823.00	382
4. PERS	3201 & 3202	909,632.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	672,210.00	384
6. Health & Welfare Benefits (EC 41372)			
(Include Health, Dental, Vision, Pharmaceutical, and			
Annuity Plans)	3401 & 3402	1,681,330.00	385
7. Unemployment Insurance	3501 & 3502	11,015.00	390
8. Workers' Compensation Insurance	3601 & 3602	344,256.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10, Other Benefits (EC 22310)	3901 & 3902	93,590.00	393

Budget, July 1 2024-25 Budget GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

34 67348 0000000 Form CEB F8BXGKZ498(2024-25)

		_
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	31.139.041.00	395
	0.1,100,10.1,000	
12. Less: Teacher and Instructional Aide Salaries and		
Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and		
Benefits (other than Lottery) deducted in Column 4a (Extracted).	232,338.00	396
b. Less: Teacher and Instructional Aide Salaries and		
Benefits (other than Lottery) deducted in Column 4b (Overrides)*	0.00	396
14. TOTAL SALARIES AND BENEFITS		397
3-6-13-2-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	31,139,041.00	557
15. Percent of Current Cost of Education Expended for Classroom		
Compensation (EDP 397 divided by EDP 369) Line 15 must		
equal or exceed 60% for elementary, 55% for unified and 50%		
for high school districts to avoid penalty under provisions of EC 41372.		
V-EV-GG-E-01 (F) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C	59.58%	
16. District is exempt from EC 41372 because it meets the provisions		
of EC 41374. (If exempt, enter 'X'),		

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 the provisions of EC 41374.	and not exempt u	under
1. Minimum percentage required (60% elementary, 55% unified, 50% high)		
	60.00%	
2. Percentage spent by this district (Part II, Line 15)		
2. Percentage spent by this district (Part II, Line 13)	59.58%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		
	.42%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).		
	52,264,191.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	240 500 60	
	219,509.60	
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		
For budget development transportation, lottery and non-public schools function 1180-including additional funds for textbook adoption PD, DLI and S	IPPS.	

Budget, July 1 2023-24 Estimated Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

	Fund	ls 01, 09, and 62		2023-24
Section I - Expenditures	Goals	Functions	Objects	Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000- 7999	61,663,485.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000- 7999	3,607,837.00
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	60,778.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000- 6999 except 6600, 6910	4,823,268.00
3. Debt Service	All	9100	5400- 5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200- 7299	0.00
5. Interfund Transfers Out	All	9300	7600- 7629	0.00
		9100	7699	
6. All Other Financing Uses	All	9200	7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000- 7999	4,093.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	Ali	All	8710	0.00

Budget, July 1 2023-24 Estimated Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

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)				4,888,139.00	
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	mīnus 8000- 8699	0.00	
2. Expenditures to cover deficits for student body activities	Manually entered. Must no	it 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)				53,167,509.00	
Section II - Expenditures Per ADA				2023-24 Annual ADA/Exps. Per ADA	
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				3,207.49	
B. Expenditures per ADA (Line I.E divided by Line II.A)				16,576.05	

Budget, July 1 2023-24 Estimated Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

34 67348 0000000 Form ESMOE F8BXGKZ498(2024-25)

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		
y ear expenditure		
amount.)	46,854,532.54	15,083.27
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)	46,854,532.54	15,083.27
B. Required		
effort (Line A.2 times 90%)	42,169,079.29	13,574.94
C. Current year expenditures (Line I.E and Line II.B)	53,167,509.00	16,576.05
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

Budget, July 1 2023-24 Estimated Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

34 67348 0000000 Form ESMOE F8BXGKZ498(2024-25)

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 Met	
MOE	mor not	
requirement is		
not met. If		
either column		
in Line A.2 or		
Line C equals		
zero, the MOE		
calculation is		
incomplete.)		
F. MOE		
deficiency		
percentage, if		
MOE not met;		
otherwise, zero		
(Line D divided		
by Line B)		
(Funding under		
ESSA cov ered		
programs in FY		
2025-26 may		
be reduced by		
the lower of the	.5	
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
Aujuounerita		
Total		
adjustments to		
base		
	0.00	0.00
expenditures	0.00	0.00

Budget, July 1 2023-24 Estimated Actuals Indirect Cost Rate Worksheet

34 67348 0000000 Form ICR F8BXGKZ498(2024-25)

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 7200-7700, goals 0000 and 9000)

1,985,106.00

- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

Salaries and benefits paid through pay roll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000)

45,101,758.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6)

4.40%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.

0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

 Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)

2,150,594.00

2. Centralized Data Processing, less portion charged to restricted resources or specific goals

(Function 7700, objects 1000-5999, minus Line B10)

803,108.00

Budget, July 1 2023-24 Estimated Actuals Indirect Cost Rate Worksheet

34 67348 0000000 Form ICR F8BXGKZ498(2024-25)

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

Budget, July 1 2023-24 Estimated Actuals Indirect Cost Rate Worksheet

34 67348 0000000 Form ICR F8BXGKZ498(2024-25)

Option 2 of Option of a distriction,	
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	240,571.01
	1
LEA request for Option 1, Option 2, or Option 3	
is deferred to one or more future years:	not applicable
adjustment is applied to the current year calculation and the remainder	
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward	
is deferred to one or more future years:	not applicable
adjustment is applied to the current year calculation and the remainder	
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward	
adjustment is applied to the current year calculation:	not applicable
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward	
than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more	
the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which	
E. Optional allocation of negative carry-forward adjustment over more than one year	
D. Preliminary carry-forward adjustment (Line C1 or C2)	240,571.01
recover costs from any program (5.18%) times Part III, Line B19); zero if positive	0.00
(approved indirect cost rate (5.18%) times Part III, Line B19) or (the highest rate used to	
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of	-
cost rate (5.18%) times Part III, Line B19); zero if negative	240,571.01
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect	
C. Carry-forward adjustment for under- or over-recovery in the current year	
Carry-forward adjustment amount deferred from prior year(s), if any	0.00
Carry-forward adjustment from the second prior year	(139,154.55)
A. Indirect costs incurred in the current year (Part III, Line A8) B. Carry-forward adjustment from prior year(s)	
the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.	3,187,840.12
or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than	
use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs,	
Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for	
approved rate was based.	
the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the	

Budget, July 1 2023-24 Estimated Actuals Exhibit A: Indirect Cost Rates Charged to Programs

Approv ed indirect cost rate: 5.18% Highest rate used in any program: 5.18%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
	2600	2,460,274.00	127,442.00	5.18%
01	3010	787,767.00	40,807.00	5.18%
01		•		
01	3213	997,675.00	51,684.00	5.18%
01	4035	83,753.00	4,339.00	5.18%
01	4201	3,653.00	189.00	5.17%
01	4203	84,192.00	4,361.00	5.18%
01	5634	11,085.00	574.00	5.18%
01	6010	432,023.00	21,601.00	5.00%
01	6266	280,017.00	14,505.00	5.18%
01	6546	178,665.00	9,248.00	5.18%
01	6547	524,817.00	27,186.00	5.18%
01	6770	152,575.00	7,903.00	5.18%
01	7435	1,337,300.00	69,272.00	5.18%
01	9010	1,073,558.00	35,436.00	3.30%
12	6105	795,853.00	41,225.00	5.18%
12	6127	34,764.00	1,801.00	5.18%
13	5310	1,226,200.00	62,046.00	5.06%
13	5320	127,654.00	6,459.00	5.06%
13	5330	25,973.00	1,314.00	5.06%

Budget, July 1 General Fund Multiyear Projections Unrestricted

34 67348 0000000 Form MYP F8BXGKZ498(2024-25)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 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	40,794,999.00	3.88%	42,377,100.00	3.08%	43,682,899.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,167,560.00	0.00%	1,167,560.00	0.00%	1,167,560.00
4, Other Local Revenues	8600-8799	761,247.00	0.00%	761,247.00	0.00%	761,247.00
5. Other Financing Sources						
a. Transfers In	8900-8929	21,576.00	0.00%	21,576.00	0.00%	21,576.00
b. Other Sources	8930-8979	0.00	0.00%	0,00	0.00%	0.00
c. Contributions	8980-8999	(7,598,388.00)	3.00%	(7,826,340.00)	3.00%	(8,061,130.00)
6. Total (Sum lines A1 thru A5c)		35,146,994.00	3.85%	36,501,143,00	2.93%	37,572,152.00
B. EXPENDITURES AND OTHER FINANCING USES						
Certificated Salaries						
a. Base Salaries				17,280,872.00		17,891,743.00
b. Step & Column Adjustment				259,213.00		268,376.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				351,658.00		(108,905.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	17,280,872.00	3.53%	17,891,743.00	0.89%	18,051,214.00
2. Classified Salaries		11,230,012.00	0.007.0	11,001,110.00		10,000,000
a. Base Salaries				5,777,381.00		5,924,042.00
b. Step & Column Adjustment				86,661.00		88,860.00
c. Cost-of-Living Adjustment				·		***
d. Other Adjustments				60,000.00		(31,826.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,777,381.00	2,54%	5,924,042.00	0.96%	5,981,076.00
3. Employee Benefits	3000-3999	8,359,019.00	3.81%	8,677,113.00	1.46%	8,803,700.00
4. Books and Supplies	4000-4999	1,858,721.00	-9.78%	1,676,880.00	-16.21%	1,405,007.00
5. Services and Other Operating Expenditures	5000-5999	2,962,227.00	2.86%	3,046,947.00	2.87%	3,134,394.00
6. Capital Outlay	6000-6999	685,177.00	2.86%	704,773.00	2,87%	725,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	90,715.00	2.86%	93,309.00	2.87%	95,987.00
Other Outgo - Transfers of Indirect Costs	7300-7399	(643,694.00)	1.00%	(650,131.00)	1.00%	(656,632.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		36,370,418.00	2.73%	37,364,676.00	0.47%	37,539,746.00

Budget, July 1 General Fund Multiyear Projections Unrestricted

34 67348 0000000 Form MYP F8BXGKZ498(2024-25)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,223,424.00)		(863,533,00)		32,406.00
D. FUND BALANCE						
1: Net Beginning Fund Balance (Form 01, line F1e)		8,328,504.48		7,105,080.48		6,241,547.48
Ending Fund Balance (Sum lines C and D1)		7,105,080.48		6,241,547.48		6,273,953.48
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	401,080.79		401,080.79		401,080.79
b. Restricted	9740		oth called			
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	4,900,289.69		4,130,912.69		4,152,284.69
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,803,710.00		1,709,554.00		1,720,588,00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,105,080.48		6,241,547.48		6,273,953.48
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
 b. Reserve for Economic Uncertainties 	9789	1,803,710.00		1,709,554.00		1,720,588.00
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		in the state of			
3. Total Available Reserves (Sum lines E1a thru E2c)		1,803,710.00		1,709,554.00		1,720,588.00

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

B1d & B2d - 25-26/26-27: Salaries reduced for one time funds expended in both years. Any on-going positions were moved back to Unrestricted. B10 - No other adjustments were made.

Budget, July 1 General Fund Multiyear Projections Restricted

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 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	2,018,796.00	0.00%	2,018,796.00	0.00%	2,018,796.00
3. Other State Revenues	8300-8599	6,895,196.00	-2.31%	6,735,944.00	0.00%	6,735,944.00
4. Other Local Revenues	8600-8799	2,665,342.00	-13.89%	2,295,175.00	-3.07%	2,224,644.00
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	7,598,388.00	3.00%	7,826,340.00	3.00%	8,061,130.00
6. Total (Sum lines A1 thru A5c)		19,177,722,00	-1.57%	18,876,255.00	0.87%	19,040,514.00
B. EXPENDITURES AND OTHER FINANCING USES						
Certificated Salaries	1					
a. Base Salaries				5,667,715.00		4,905,647.00
b. Step & Column Adjustment				85,016.00		73,584.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(847,084.00)		(20,000.00)
e, Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,667,715.00	-13.45%	4,905,647.00	1.09%	4,959,231.00
2. Classified Salaries	ľ					
a. Base Salaries		10,,12		4,647,826,00		4,496,150.00
b. Step & Column Adjustment				69,717.00		67,443.00
c. Cost-of-Living Adjustment				0.00		
d. Other Adjustments		and resign to the		(221,393.00)		(31,826.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,647,826.00	-3.26%	4,496,150.00	0.79%	4,531,767.00
3. Employee Benefits	3000-3999	5,351,666.00	-4.34%	5,119,430.00	1.75%	5,208,958.00
4. Books and Supplies	4000-4999	3,015,095.00	-75.45%	740,293.00	0.00%	740,293.00
Services and Other Operating Expenditures	5000-5999	3,754,973.00	-16.57%	3,132,600.00	-0.37%	3,121,067.00
6. Capital Outlay	6000-6999	794,000.00	2.64%	814,962.00	2.64%	836,477.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	8,328.00	0.00%	8,328,00	0.00%	8,328.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	513,616.00	-21.53%	403,032.00	1.00%	407,062.00
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)		23,753,219.00	-17.40%	19,620,442.00	0.98%	19,813,183.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,575,497.00)		(744,187.00)		(772,669.00)

Budget, July 1 General Fund Multiyear Projections Restricted

34 67348 0000000 Form MYP F8BXGKZ498(2024-25)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE			W. T No. 3			
Net Beginning Fund Balance (Form 01, line F1e)		6,894,064,52		2,318,567.52		1,574,380.52
Ending Fund Balance (Sum lines C and D1)		2,318,567.52		1,574,380.52		801,711.52
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,318,567.52		1,574,380.52		801,711,52
c. Committed		12 S 4 S 4	1 Villa 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	A CLICAL F. A		
Stabilization Arrangements	9750				De Alliett.	
2. Other Commitments	9760					
d. Assigned	9780		Transfer Land			
e. Unassigned/Unappropriated						
 Reserve for Economic Uncertainties 	9789					
Unassigned/Unappropriated	9790	0.00	THE MANAGEMENT	0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,318,567.52		1,574,380.52		801,711.52
E. AVAILABLE RESERVES				A STATE OF THE STA		
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

B1d & B2d - 25-26/26-27: Salaries reduced for one time funds expended in both years. Any on-going positions were moved back to Unrestricted. B10 - No other adjustments were made.

Budget, July 1 General Fund Multiyear Projections Unrestricted/Restricted

34 67348 0000000 Form MYP F8BXGKZ498(2024-25)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 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	40,794,999.00	3.88%	42,377,100.00	3.08%	43,682,899.00
2. Federal Revenues	8100-8299	2,018,796.00	0.00%	2,018,796.00	0.00%	2,018,796.00
3. Other State Revenues	8300-8599	8,062,756.00	-1.98%	7,903,504.00	0.00%	7,903,504.00
4. Other Local Revenues	8600-8799	3,426,589.00	-10.80%	3,056,422.00	-2.31%	2,985,891.00
5. Other Financing Sources	73					
a. Transfers In	8900-8929	21,576.00	0.00%	21,576.00	0.00%	21,576.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		54,324,716.00	1.94%	55,377,398.00	2.23%	56,612,666.00
B. EXPENDITURES AND OTHER FINANCING USES					- 1 3 c	
Certificated Salaries						
a. Base Salaries				22,948,587.00		22,797,390,00
b. Step & Column Adjustment				344,229.00		341,960.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(495,426.00)		(128,905.00)
e, Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	22,948,587.00	-0.66%	22,797,390.00	0.93%	23,010,445.00
2. Classified Salaries	1					40, 400, 400, 00
a. Base Salaries				10,425,207.00		10,420,192.00
b. Step & Column Adjustment				156,378.00		156,303.00
c. Cost-of-Living Adjustment		4 5 7	Times Labour -	0.00		0.00
d, Other Adjustments				(161,393.00)		(63,652.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	10,425,207,00	-0.05%	10,420,192.00	0.89%	10,512,843.00
3. Employee Benefits	3000-3999	13,710,685.00	0.63%	13,796,543,00	1.57%	14,012,658.00
4. Books and Supplies	4000-4999	4,873,816.00	-50.40%	2,417,173.00	-11.25%	2,145,300.00
5. Services and Other Operating Expenditures	5000-5999	6,717,200.00	-8.00%	6,179,547.00	1.23%	6,255,461.00
6. Capital Outlay	6000-6999	1,479,177.00	2.74%	1,519,735.00	2.75%	1,561,477.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	99,043.00	2.62%	101,637.00	2.63%	104,315.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(130,078.00)	89.96%	(247,099.00)	1.00%	(249,570.00)
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	Į.	SECTION OF B		0.00		0.00
11. Total (Sum lines B1 thru B10)		60,123,637.00	-5.22%	56,985,118.00	0.65%	57,352,929.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(5,798,921.00)		(1,607,720.00)		(740,263.00)

Budget, July 1 General Fund Multiyear Projections Unrestricted/Restricted

34 67348 0000000 Form MYP F8BXGKZ498(2024-25)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
Net Beginning Fund Balance (Form 01, line F1e)		15,222,569,00		9,423,648.00		7,815,928.00
Ending Fund Balance (Sum lines C and D1)		9,423,648.00		7,815,928.00		7,075,665.00
Components of Ending Fund Balance						
a. Nonspendable	9710-9719	401,080,79		401,080,79	S SER LOT TO SERVE	401,080.79
b. Restricted	9740	2,318,567.52		1,574,380.52		801,711.52
c. Committed						
Stabilization Arrangements	9750	0,00		0.00		0.00
2. Other Commitments	9760	4,900,289.69		4,130,912.69		4,152,284.69
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,803,710.00		1,709,554.00		1,720,588.00
Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,423,648.00		7,815,928.00		7,075,665.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,803,710.00		1,709,554.00		1,720,588.00
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	TE 15-12	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)		1,803,710.00		1,709,554.00		1,720,588.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
F. RECOMMENDED RESERVES						
Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Budget, July 1 General Fund Multiyear Projections Unrestricted/Restricted

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
SELPA(s):						
2. Special education pass- through funds						
(Column A: Fund 10, resources 3300-3499, 6500- 6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0,00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter						
projections)		3,199.60		3,199.60		3,199.60
3, Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		60,123,637.00		56,985,118.00		57,352,929.00
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)		60,123,637.00		56,985,118.00		57,352,929.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for						
calculation details) e. Reserve Standard - By		3.00%		3.00%		3.00%
Percent (Line F3c times F3d)		1,803,709,11		1,709,553.54		1,720,587.87
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)		1,803,709.11		1,709,553.54		1,720,587,87
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Budget, July 1 2024-25 Budget Budget, July 1 SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(130,078.00)				
Other Sources/Uses Detail					21,576.00	0.00		- II
Fund Reconciliation								4.3
08 STUDENT ACTIVITY SPECIAL REVENUE FUND							v	
Expenditure Detail	0.00	0.00	0.00	0.00				1000
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								100
Expenditure Detail	0.00	0.00	0.00	0,00				1 2 3
Other Sources/Uses Detail	V 672/5		ALUES		0.00	0.00		
Fund Reconciliation		V-00-			MIN.			3004
10 SPECIAL EDUCATION PASS-THROUGH FUND	A 200							
Expenditure Detail	Su Torre	100.51						
Other Sources/Uses Detail	-							- 31
Fund Reconciliation								
11 ADULT EDUCATION FUND								1
Expenditure Detail	0.00	0.00	0.00	0.00				WILL A
Other Sources/Uses Detail			0.00	0.00	0.00	0.00		
Fund Reconciliation						0.00		
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	47,353.00	0,00				
Other Sources/Uses Detail	0.00	0.00	41,000.00	0,00	0.00	0.00		
Fund Reconciliation					0.00	0,00		9.00
13 CAFETERIA SPECIAL REVENUE FUND								
	0.00	0.00	82,725.00	0.00				
Expenditure Detail	0.00	0.00	02,723.00	0.00	0.00	0.00		
Other Sources/Uses Detail				M. Tallet	0.00	0.00		
Fund Reconciliation			11-11-11					
14 DEFERRED MAINTENANCE FUND	0.00	0.00		157 (1)				
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail				100	0.00	0.00		THE STATE OF
Fund Reconciliation				() E				10.50
15 PUPIL TRANSPORTATION EQUIPMENT FUND	0.00	2.00		BY SYLE				N _
Expenditure Detail	0.00	0,00	1,75 %		0.00	0.00		1
Other Sources/Uses Detail	100				0,00	0,00		
Fund Reconciliation		450	E-SE	A NEW YORK				4-15
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail			A Al-	-5-				
Other Sources/Uses Detail				TOP TO	0.00	0.00		Big
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								I WILL
Expenditure Detail	0.00	0.00					254	
Other Sources/Uses Detail					0,00	0.00	1-12	
Fund Reconciliation								

Budget, July 1 2024-25 Budget Budget, July 1 SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				W. F.
Other Sources/Uses Detail						0.00		200
Fund Reconciliation			. 115				Telepide.	
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail		14 - 19					700	1
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								JA
Expenditure Detail	0.00	0.00						i wa
Other Sources/Uses Detail					0,00	0.00		10.00
Fund Reconciliation								
25 CAPITAL FACILITIES FUND		ľ						
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	21,576.00	PE E	100
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0,00	0.00		1 N				137
Other Sources/Uses Detail	100		12.5		0.00	0.00		
Fund Reconciliation				7				
35 COUNTY SCHOOL FACILITIES FUND			1150				601.00	
Expenditure Detail	0.00	0.00	100	No. 1			= "	371
Other Sources/Uses Detail			Aut		0.00	0.00	E	NO EX
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00		S. Harris				
Other Sources/Uses Detail			A TO		0.00	0.00		
Fund Reconciliation								. 84
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS				5 1 5 0				
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation		- 3	251					D. H.
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail		2500						8 =
Other Sources/Uses Detail		OLL SE		Section 1	0.00	0.00		188
Fund Reconciliation		7 E R	Win mile	F 77/31				1
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS	Will A ST			8 N.E.S.	}		10	
Expenditure Detail								
Other Sources/Uses Detail	100	- I		J. 3 J. 7. 1	0.00	0.00		
Fund Reconciliation		- 1 - 18.	e Western	Bally 3				
53 TAX OVERRIDE FUND		Tribit	The latest the second					10
Expenditure Detail		ato-time.					i - 52	
Other Sources/Uses Detail		7 7 7	91591		0.00	0.00		10
Fund Reconciliation	THE TE	1 - S	400	Property Commencer			2-15	

Budget, July 1 2024-25 Budget Budget, July 1 SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

34 67348 0000000 Form SIAB F8BXGKZ498(2024-25)

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	Direct		Indirect		Interfund	Interfund	Due	Due
Description	Costs - Interfund Transfers In 5750	Transfers Out 5750	Costs - Interfund Transfers In 7350	Transfers Out 7350	Transfers In 8900- 8929	Transfers Out 7600- 7629	From Other Funds 9310	To Other Funds 9610
56 DEBT SERVICE FUND	Answer State of State		E Julian					rije v
Expenditure Detail			113 0				WI-	1. 2
Other Sources/Uses Detail					0.00	0.00		DAT.
Fund Reconciliation							11-1	Tarib.
57 FOUNDATION PERMANENT FUND								Y.
Expenditure Detail	0,00	0.00	0.00	0.00				9
Other Sources/Uses Detail						0.00	15.5	Le:
Fund Reconciliation							113.40	
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00			E W	
Other Sources/Uses Detail					0.00	0.00	- 000	1
Fund Reconciliation			19-11	1.03.21			2 10 3	F.
63 OTHER ENTERPRISE FUND				U. T. J. J.				N.
Expenditure Detail	0.00	0.00					1.50	31-
Other Sources/Uses Detail	0.00	0.00	- 34		0.00	0.00		1
Fund Reconciliation			0.000		0.00	0.00		
66 WAREHOUSE REVOLVING FUND			N 2005	PLAT True			1-33	LT.
	0.00	0.00	or march to				100.0	
Expenditure Detail	0.00	0.00		0.5.51	0.00	0.00		W.
Other Sources/Uses Detail Fund Reconciliation				w in a	0.00	0.00		1
67 SELF-INSURANCE FUND				in all				
	0.00	0.00						BE
Expenditure Detail	0,00	0,00		100000	0.00	0.00	Fig. 1	
Other Sources/Uses Detail		80 (80)	13 - 13 - 13		0.00	0.00		1
Fund Reconciliation						/**	h min	
71 RETIREE BENEFIT FUND			200				S Y	1
Expenditure Detail					0.00			100
Other Sources/Uses Detail					0.00		6 5 6	18:
Fund Reconciliation				1			450	1
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND							11 31 5	La Par
Expenditure Detail	0.00	0.00						100
Other Sources/Uses Detail			No ale	Delegan A	0.00			15
Fund Reconciliation			1 2 1 2			ECTION OF		1
76 WARRANT/PASS-THROUGH FUND			E STEEL S		5.57	F T 153		
Expenditure Detail			100		4	11	SIX	- 8
Other Sources/Uses Detail			N Es					70
Fund Reconciliation				N = SET				D. S.
95 STUDENT BODY FUND	10.15.62	34 4		3 5.				1
Expenditure Detail	- Table						371.8	121
Other Sources/Uses Detail	138 M ST	5-5-00	- 1,000				11-15	Place.
Fund Reconciliation			V 50 0	5 8 1		12.0		1
TOTALS	0.00	0.00	130,078.00	(130,078.00)	21,576.00	21,576.00		

2024-25 Budget, July 1 General Fund School District Criteria and Standards Review

34 67348 0000000 Form 01CS F8BXGKZ498(2024-25)

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: Projected 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:

1.0%

	Percentage Level	District ADA	
	3.0%	0 to 300	
	2.0%	301 to 1,000	
	1.0%	1,001 and over	
: [3,199.60		

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

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 (2021-22)				
District Regular	3,401	3,405		
Charter School	0			
Total ADA	3,401	3,405	N/A	Met
Second Prior Year (2022-23)				
District Regular	3,321	3,324		
Charter School	0			
Total ADA	3,321	3,324	N/A	Met
First Prior Year (2023-24)				
District Regular	3,215	3,218		
Charter School	0	0		
Total ADA	3,215	3,218	N/A	Met
Budget Year (2024-25)				
District Regular	3,200			
Charter School	0			
Total ADA	3,200]		

2024-25 Budget, July 1 General Fund School District Criteria and Standards Review

1B. Comparison	1B. Comparison of District ADA to the Standard					
DATA ENTRY: En	nter an explanation if the standard is not met.					
1a,	STANDARD MET - Funded ADA has not been overest	imated 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 overesti	imated by more than the standard percentage level for two or more of the previous three years.				
	Explanation:					
	(required if NOT met)					

2024-25 Budget, July 1 General Fund School District Criteria and Standards Review

34 67348 0000000 Form 01CS F8BXGKZ498(2024-25)

CRITE		

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):

3,199.6

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, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years,

Enrollment

Fiscal Year	Budgel	CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	3,546	3,297		
Charter School	0	0		
Total Enrollment	3,546	3,297	7.0%	Not Met
Second Prior Year (2022-23)				
District Regular	3,281	3,350		
Charter School	0	0		
Total Enrollment	3,281	3,350	N/A	Met
First Prior Year (2023-24)				
District Regular	3,320	3,443		
Charter School	0	0		
Total Enrollment	3,320	3,443	N/A	Met
Budget Year (2024-25)				
District Regular	3,443			
Charter School	0			
Total Enrollment	3,443			

2B. Comparison of District Enrollment to the Standard

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

Explanation:

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

	(required if NOT met)	
1b.	STANDARD MET - Enrollment has not been overesti	mated by more than the standard percentage level for two or more of the previous three years.
	Explanation:	
	(required if NOT met)	

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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 CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	2,912	3,297	
Charter School		0	
Total ADA/Enrollment	2,912	3,297	88.3%
Second Prior Year (2022-23)			
District Regular	3,086	3,350	
Charter School	0	0	
Total ADA/Enrollment	3,086	3,350	92.1%
First Prior Year (2023-24)			
District Regular	3,200	3,443	
Charter School		0	
Total ADA/Enrollment	3,200	3,443	92.9%
		Historical Average Ratio:	91,1%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 91.6%

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 (2024-25)				
District Regular	3,200	3,443		
Charter School	0	0		
Total ADA/Enrollment	3,200	3,443	92.9%	Not Met
1st Subsequent Year (2025-26)				
District Regular	3,200	3,443		
Charter School	0	0		
Total ADA/Enrollment	3,200	3,443	92.9%	Not Met
2nd Subsequent Year (2026-27)				
District Regular	3,200	3,443		
Charter School	0	0		
Total ADA/Enrollment	3,200	3,443	92.9%	Not 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 NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation: (required if NOT met)

Enrollment increased in 2023-24 to 3,443. The district will remain conservative by projecting the same enrollment & ADA in the multi-year projection, since the district has began to stabilize its enrollment/ADA in 2024-25

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4. CRITERION: LCFF Revenue

4A. District's LCFF Revenue Standard

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 cost-of-living adjustment (COLA), 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 COLA, plus or minus one percent.

	standard applies.				
	LCFF Revenue				
	Basic Aid				
	Necessary Small School				
The District mi	ust select which LCFF revenue standard applies.				
_CFF Revenu	e Standard selected:	LCFF Revenue			
IA1. Calculat	ing the District's LCFF Revenue Standard				
DATA ENTRY: Projected LCI	Enter data in Step 1a for the two subsequent fisca	l y ears. All other data is extracted or calculated	. Enter data for Sleps 2a throu	gh 2b1, All other data is calcula	ited.
		Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
Step 1 - Chang	ge in Population	(2023-24)	(2024-25)	(2025-26)	(2026-27)
	ADA (Funded) (Form A, lines A6 and C4)	3,226,33	3,207.49	3,207.49	3,207.49
a.	Albert (1 directly (1 citis is a misco is and city				-,
a. b.	Prior Year ADA (Funded)		3,226.33	3,207.49	3,207.49
		_			
b.	Prior Year ADA (Funded)		3,226.33	3,207.49	3,207-49
b. c. d.	Prior Year ADA (Funded) Difference (Step 1a minus Step 1b) Percent Change Due to Population (Step 1c		3,226.33 (18.84)	3,207.49	3,207.49
b. c. d.	Prior Year ADA (Funded) Difference (Step 1a minus Step 1b) Percent Change Due to Population (Step 1c divided by Step 1b)		3,226.33 (18.84)	3,207.49	3,207.49 0.00 0.00%
b. c. d. Step 2 - Chang	Prior Year ADA (Funded) Difference (Step 1a minus Step 1b) Percent Change Due to Population (Step 1c divided by Step 1b) ge in Funding Level		3,226.33 (18,84) (.58%)	3,207.49 0.00 0.00%	3,207.49
b. c. d. Step 2 - Chang a.	Prior Year ADA (Funded) Difference (Step 1a minus Step 1b) Percent Change Due to Population (Step 1c divided by Step 1b) ge in Funding Level Prior Year LCFF Funding		3,226.33 (18.84) (.58%)	3,207.49 0.00 0.00%	3,207.49 0.00 0.00% 42,377,100.00

LCFF Revenue Standard (Step 3, plus/minus 1%):

Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)

3,08%

2.08% to 4.08%

2.93%

1.93% to 3.93%

.49%

-0.51% to 1.49%

2024-25 Budget, July 1 General Fund School District Criteria and Standards Review

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4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	8,432,636,00	8,432,636.00	8,432,636.00	8,432,636.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from pre	vious 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	1st Subsequent Year	2nd Subsequent Year
	(2024-25)	(2025-26)	(2026-27)
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	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	40,003,696.00	40,794,999.00	42,377,100.00	43,682,899.00
District's Proj	ected Change in LCFF Revenue:	1.98%	3.88%	3.08%
	LCFF Revenue Standard	-0.51% to 1.49%	1.93% to 3.93%	2.08% to 4.08%
	Status:	Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD 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) The decrease in 22/23 ADA and subsequent large increase 23/24 caused the reduction in 24-25 LCFF revenue,

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2024-25 Budget, July 1 General Fund School District Criteria and Standards Review

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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.

ATA ENTRY: All data are extracted or calculated.				
	Estimated/Unaudited Actuals - \ 199		Ralio	
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits	
scal Year	(Form 01, Objects 1000- 3999)	(Form 01, Objects 1000- 7499)	to Total Unrestricted Expenditures	
ird Prior Year (2021-22)	25,774,970.06	28,358,666.99	90.9%	
econd Prior Year (2022-23)	29,591,860.18	33,202,285.19	89.1%	
rst Prior Year (2023-24)	31,080,775.00	37,890,326.00	82.0%	
		Historical Average Ratio:	87.3%	
		Budget Year	1st Subsequent Year	2nd Subsequent Yea
	0.5	(2024-25)	(2025-26)	(2026-27)
District's Reserve St	andard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
D	istrict's Salaries and Benefits Standard			
(historica	ıl average ratio, plus/minus the greater			
	a dvorage ratio, pracriminac tito greater			
of 3% or the 3. Calculating the District's Projected Ratio of Unrestricted ATA ENTRY: If Form MYP exists, Unrestricted Salaries and Ben	district's reserve standard percentage): Salaries and Benefits to Total Unrestricte efits, and Total Unrestricted Expenditures de	ata for the 1st and 2nd Subsequ		84.3% to 90.3%
of 3% or the 3. Calculating the District's Projected Ratio of Unrestricted ATA ENTRY: If Form MYP exists, Unrestricted Salaries and Ben	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures de Budget - Un	ed General Fund Expenditure ata for the 1st and 2nd Subsequ	s	
of 3% or the of 3%	district's reserve standard percentage): Salaries and Benefits to Total Unrestricte efits, and Total Unrestricted Expenditures de	ed General Fund Expenditure ata for the 1st and 2nd Subsequ	s	
of 3% or the control of the District's Projected Ratio of Unrestricted	Salaries and Benefits to Total Unrestricte efits, and Total Unrestricted Expenditures de Budget - Un (Resources	ed General Fund Expenditure ata for the 1st and 2nd Subsequencestricted 0000-1999)	s ent Years will be extracted; if no	
of 3% or the control of the control	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures de Budget - Un (Resources Salaries and Benefits (Form 01, Objects 1000-	and General Fund Expenditure ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-	s ent Years will be extracted; if no Ratio of Unrestricted Salaries and	
of 3% or the of 3%	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures de Budget - Un (Resources Salaries and Benefits (Form 01, Objects 1000-	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8,	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted	t, enter data for the two
of 3% or the of 3%	Salaries and Benefits to Total Unrestricte efits, and Total Unrestricted Expenditures de Budget - Un (Resources Salaries and Benefits (Form 01, Objects 1000- 3999) (Form MYP, Lines B1-B3)	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	t, enter data for the two
of 3% or the of 3%	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures de Budget - Un (Resources Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) 36,370,418.00	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures 86.4%	t, enter data for the two Status Met
of 3% or the of 3%	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures de Budget - Un (Resources Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) 31,417,272.00 32,492,898,00 32,835,990.00	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) 36,370,418.00 37,364,676.00	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures 86.4% 87.0%	t, enter data for the two Status Met Met
of 3% or the of 3%	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures de Budget - Un (Resources Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) 31,417,272.00 32,492,898,00 32,835,990.00	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) 36,370,418.00 37,364,676.00	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures 86.4% 87.0%	t, enter data for the two Status Met Met
of 3% or the of 3%	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures de Budget - Un (Resources Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) 31,417,272.00 32,492,898,00 32,835,990.00	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) 36,370,418.00 37,364,676.00	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures 86.4% 87.0%	t, enter data for the two Status Met Met
of 3% or the of 3%	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures defits, and Total Unrestricted Expenditures defits, and Total Unrestricted Expenditures defits, and Benefits (Resources Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) 31,417,272.00 32,492,898,00 32,835,990.00	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) 36,370,418.00 37,364,676.00	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures 86.4% 87.0% 87.5%	t, enter data for the two Status Met Met Met
a. Calculating the District's Projected Ratio of Unrestricted ATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benubsequent years, All other data are extracted or calculated. Scal Year addget Year (2024-25) at Subsequent Year (2025-26) and Subsequent Year (2026-27) C. Comparison of District Salaries and Benefits Ratio to the ATA ENTRY: Enter an explanation if the standard is not met. 1a. STANDARD MET - Ratio of total unrestricted	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures defits, and Total Unrestricted Expenditures defits, and Total Unrestricted Expenditures defits, and Benefits (Resources Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) 31,417,272.00 32,492,898,00 32,835,990.00	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) 36,370,418.00 37,364,676.00	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures 86.4% 87.0% 87.5%	t, enter data for the two Status Met Met Met
B. Calculating the District's Projected Ratio of Unrestricted ATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benubsequent years, All other data are extracted or calculated. iscal Year udget Year (2024-25) st Subsequent Year (2025-26) nd Subsequent Year (2026-27) C. Comparison of District Salaries and Benefits Ratio to the	Salaries and Benefits to Total Unrestricted efits, and Total Unrestricted Expenditures defits, and Total Unrestricted Expenditures defits, and Total Unrestricted Expenditures defits, and Benefits (Resources Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) 31,417,272.00 32,492,898,00 32,835,990.00	ata for the 1st and 2nd Subsequentestricted 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) 36,370,418.00 37,364,676.00	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures 86.4% 87.0% 87.5%	t, enter data for the two Status Met Met Met

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6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies,

and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

DATA ENTRY: All data are extracte	d or calculated.			
		Budget Year	1st Subsequent Year	2nd Subsequent Yea
		(2024-25)	(2025-26)	(2026-27)
	1. District's Change in Population and Funding Level			
	(Criterion 4A1, Step 3):	.49%	2.93%	3,08%
	2. District's Other Revenues and Expenditures			
	Standard Percentage Range (Line 1, plus/minus 10%):	-9.51% to 10.49%	-7.07% to 12.93%	-6.92% to 13.08%
	3. District's Other Revenues and Expenditures			
	Explanation Percentage Range (Line 1, plus/minus 5%):	-4.51% to 5.49%	-2.07% to 7,93%	-1,92% to 8.08%
3. Calculating the District's Cha	ange by Major Object Category and Comparison to the Explanation P	ercentage Range (Section 6A,	Line 3)	
xtracted or calculated.	the 1st and 2nd Subsequent Year data for each revenue and expenditure ach category if the percent change for any year exceeds the district's exp		enter data for the two subsequ	ent y ears, All other data a
			Percent Change	Change Is Outside
bject Range / Fiscal Year		Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
	nue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)	Amount	_	-
Federal Reve	nue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)	Amount 3,530,999.00	_	-
Federal Reven	nue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)		_	-
Federal Rever irst Prior Year (2023-24) udget Year (2024-25)	nue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)	3,530,999.00	Over Previous Year	Explanation Range
Federal Rever First Prior Year (2023-24) Budget Year (2024-25) st Subsequent Year (2025-26)	nue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)	3,530,999.00 2,018,796.00	Over Previous Year	Explanation Range
Federal Rever irst Prior Year (2023-24) udget Year (2024-25) st Subsequent Year (2025-26) nd Subsequent Year (2026-27)	Explanation: (required if Yes) One time grants ending in 23/24 regularity years.	3,530,999.00 2,018,796.00 2,018,796.00 2,018,796.00	(42.83%) 0,00%	Explanation Range Yes No No
Federal Reversers Prior Year (2023-24) udget Year (2024-25) it Subsequent Year (2025-26) id Subsequent Year (2026-27) Other State R	Explanation: One time grants ending in 23/24 re	3,530,999.00 2,018,796.00 2,018,796.00 2,018,796.00 educed Federal Funding and cause	(42.83%) 0,00%	Explanation Range Yes No No
Federal Reversers Prior Year (2023-24) udget Year (2024-25) it Subsequent Year (2025-26) id Subsequent Year (2026-27) Other State Rest Prior Year (2023-24)	Explanation: (required if Yes) One time grants ending in 23/24 regularity years.	3,530,999.00 2,018,796.00 2,018,796.00 2,018,796.00 educed Federal Funding and caus	Over Previous Year (42.83%) 0,00% 0,00% sed a reduction in revenue in the second seco	Yes No No No he 1st and 2nd Subsequer
Federal Reversers Prior Year (2023-24) udget Year (2024-25) at Subsequent Year (2025-26) and Subsequent Year (2026-27) Other State Reserved From Year (2023-24) udget Year (2024-25)	Explanation: (required if Yes) One time grants ending in 23/24 regularity years.	3,530,999.00 2,019,796.00 2,018,796.00 2,018,796.00 educed Federal Funding and caus 8,380,708.00 8,062,756.00	Over Previous Year (42.83%) 0.00% 0.00% seed a reduction in revenue in to the control of the co	Explanation Range Yes No No No he 1st and 2nd Subsequer
Federal Reversities Prior Year (2023-24) udget Year (2024-25) st Subsequent Year (2025-26) and Subsequent Year (2026-27) Other State Reserved Prior Year (2023-24) udget Year (2024-25) st Subsequent Year (2025-26)	Explanation: (required if Yes) One time grants ending in 23/24 regularity years.	3,530,999.00 2,018,796.00 2,018,796.00 2,018,796.00 educed Federal Funding and caus	Over Previous Year (42.83%) 0,00% 0,00% sed a reduction in revenue in the second seco	Yes No No No he 1st and 2nd Subsequer
First Prior Year (2023-24) Budget Year (2024-25) st Subsequent Year (2025-26) and Subsequent Year (2026-27)	Explanation: (required if Yes) One time grants ending in 23/24 regularity years.	3,530,999.00 2,018,796.00 2,018,796.00 2,018,796.00 educed Federal Funding and cause 8,380,708.00 8,062,756.00 7,903,504.00	(42.83%) 0.00% 0.00% sed a reduction in revenue in ti (3.79%) (1.98%)	Yes No

Explanation: (required if Yes) The budget is updated to align with projected annuals for year end and subsequent years are reducing due to State budget projections.

4,455,776.00

3,426,589.00

3,056,422.00

2,985,891.00

(23,10%)

(10.80%)

(2.31%)

First Prior Year (2023-24) Budget Year (2024-25)

1st Subsequent Year (2025-26)

2nd Subsequent Year (2026-27)

Yes

Yes

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Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2023-24)
Budget Year (2024-25)
1st Subsequent Year (2025-26)
2nd Subsequent Year (2026-27)

3,025,656,00		
4,873,816,00	61,08%	Yes
2,417,173,00	(50.40%)	Yes
2,145,300,00	(11.25%)	Yes

Explanation: (required if Yes) Inflation and grant funding deadlines increased supply budget as well as the Textbook adoption planned for budget year 24/25.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2023-24)
Budget Year (2024-25)
1st Subsequent Year (2025-26)
2nd Subsequent Year (2026-27)

6,369,123,00		
6,717,200.00	5,47%	No
6,179,547.00	(8,00%)	Yes
6,255,461.00	1,23%	No

Explanation: (required if Yes) Cost of inflation and expiring one-time grant funding increased services budget in 24/25. The end of those grants reduced budget in subsequent years.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Percent Change

Object Range / Fiscal Year Amount Over Previous Year Status

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2023-24)
Budget Year (2024-25)
1st Subsequent Year (2025-26)
2nd Subsequent Year (2026-27)

16,367,483,00		
13,508,141,00	(17.47%)	Not Met
12,978,722,00	(3.92%)	Met
12,908,191.00	(.54%)	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2023-24)
Budget Year (2024-25)
1st Subsequent Year (2025-26)
2nd Subsequent Year (2026-27)

9,394,779.00		
11,591,016,00	23,38%	Not Met
8,596,720.00	(25.83%)	Not Met
8,400,761,00	(2.28%)	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.

Federal Revenue	years.
(linked from 6B	
if NOT met)	
Explanation:	
Other State Revenue	
(linked from 6B	
if NOT met)	

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

Explanation:

The budget is updated to align with projected annuals for year end and subsequent years are reducing due to State budget projections.

One time grants ending in 23/24 reduced Federal Funding and caused a reduction in revenue in the 1st and 2nd Subsequent

Books and

Services and

1b.

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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:	Inflation and grant funding deadlines increased supply budget as well as the Textbook adoption planned for budget year
ooks and Supplies	24/25.
(linked from 6B	
if NOT met)	
Explanation:	Cost of inflation and expiring one-time grant funding increased services budget in 24/25. The end of those grants reduced
ices and Other Exps	budget in subsequent years.
(linked from 6B	
if NOT met)	

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7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070,75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the	District's Compliance with the Contribution Requirement	ant for EC Section 17070.75 - O	ngolng and Major Maintenan	ce/Restricted Maintenance Ac	count (OMMA/RMA)
NOTE:	EC Section 17070.75 requires the district to deposit into the financing uses for that fiscal year, Statute exclude the for 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.				
	ck the appropriate Yes or No button for special education lo e box and enter an explanation, if applicable.	ocal plan area (SELPA) administra	itive units (AUs); all other data	are extracted or calculated, If sta	andard is not met, enter an
1.	a. For districts that are the AU of a SELPA, do you choo	se to exclude revenues that are	passed through to participating	members of	
	the SELPA from the OMMA/RMA required minimum contra	ibution calculation?			Yes
	b. Pass-through revenues and apportionments that may	be excluded from the OMMA/RM	A calculation per EC Section 17	070.75(b)(2)(D)	
	(Fund 10, resources 3300-3499, 6500-6540 and 6546, obj	ects 7211-7213 and 7221-7223)		ļ	0.00
2.	Ongoing and Major Maintenance/Restricted Maintenance	Account			
	a. Budgeled Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)				
		58,105,631.00			
	b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required	Budgeted Contribution ¹	
			Minimum Contribution	to the Ongoing and Major	
			(Line 2c times 3%)	Maintenance Account	Status
	c. Net Budgeted Expenditures and Other Financing Uses	58,105,631.00	1,743,168,93	2,000,000.00	Met
				¹ Fund 01, Resource 8150, Obje	ects 8900-8999
If standard is not	met, enter an X in the box that best describes why the mini	mum required contribution was no	t made:		
		Not applicable (district does not Exempt (due to district's small st Other (explanation must be prov	size [EC Section 17070.75 (b)(2	ene School Facilities Act of 1998 ((E)]))
	Explanation:				
	(required if NOT met				
	and Other is marked)				

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8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves' as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

1. District's Available Reserve Amounts (resource)	rces 0000-1999)
--	-----------------

a. Stabilization Arrangements

(Funds 01 and 17, Object 9750)

b. Reserve for Economic Uncertainties

(Funds 01 and 17, Object 9789)

c. Unassigned/Unappropriated

(Funds 01 and 17, Object 9790)

d. Negative General Fund Ending Balances in Restricted

Resources (Fund 01, Object 979Z, if negative, for each of

resources 2000-9999)

e. Available Reserves (Lines 1a through 1d)

Expenditures and Other Financing Uses

a. District's Total Expenditures and Other Financing Uses

(Fund 01, objects 1000-7999)

b, Plus: Special Education Pass-through Funds (Fund 10, resources

3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

c. Total Expenditures and Other Financing Uses

(Line 2a plus Line 2b)

District's Available Reserve Percentage

(Line 1e divided by Line 2c)

Third Prior Year	Second Prior Year	First Prior Year
(2021-22)	(2022-23)	(2023-24)
0.00	0.00	0.00
1,451,498.76	1,633,740.13	1,849,905.00
0.00	3,474,103.64	0.00
		2.00
0.00	0.00	0.00
1,451,498.76	5,107,843.77	1,849,905.00
48,383,292.10	54,458,004.35	61,663,485.00
		0.00
	E4 450 004 05	61,663,485.00
48,383,292.10	54,458,004.35	01,003,485,00
2.00/	9.4%	3.0%
3.0%	J.4 /0	0,070

District's Deficit Spending Standard Percentage Levels	
(Line 3 times 1/3):	

1.0%	3.1%	1.0%

'Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

	Net Change in	Total Unrestricted Expenditures	Deficit Spending Level	
	Unrestricted Fund Balance	and Other Financing Uses	(If Net Change in Unrestricted Fund	
Fiscal Year	(Form 01, Section E)	(Form 01, Objects 1000- 7999)	Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	3,456,868.81	28,358,666.99	N/A	Met
Second Prior Year (2022-23)	1,697,033.48	33,202,285.19	N/A	Met
First Prior Year (2023-24)	(3,156,488.00)	37,890,326.00	8.3%	Not Met
Budget Year (2024-25) (Information only)	(1,223,424.00)	36,370,418.00		

8C. Comparison of District Deficit Spending to the Standard

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

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1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation: (required if NOT met)

For fiscal year 2023-24, deficit spending includes committed funds to M&O building and Math Adoption.

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9. **CRITERION: Fund and Cash Balances**

A, Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage 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 250,000
0.3%	250,001	and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

Beginning Fund Balance

Status

District Estimated P-2 ADA (Form A, Lines A6 and C4): 3,207 District's Fund Balance Standard Percentage Level: 1.0%

9A-1. 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.

Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column) Variance Level

Fiscal Year	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2021-22)	4,819,200.67	7,314,860.07	N/A	Met
Second Prior Year (2022-23)	1,697,769.66	10,725,585.00	N/A	Met
First Prior Year (2023-24)	1,583,474,82	11,484,992.48	N/A	Met
Budget Year (2024-25) (Information only)	8,328,504.48			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. 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
	V PAIS

Explanation:	
(required if NOT met)	

B, Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Ending Cash Balance

General Fund

(Form CASH, Line F, June Column) Fiscal Year 11,175,406.00 Met Current Year (2024-25)

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not meta-

STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

	_
Explanation:	
(required if NOT met)	_

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10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses²:

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 \$87,000 (greater of)	0	to 300	
4% or \$87,000 (greater of)	301	to 1,000	
3%	1,001	to 30,000	
2%	30,001	to 250,000	
1%	250,001	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 Oullay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

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	1st Subsequent Year	2nd Subsequent Year
	(2024-25)	(2025-26)	(2026-27)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4.	3,200	3,200	3,200
Subsequent Years, Form MYP, Line F2, if available.)			
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. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted,

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

No

- 2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s):

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2024-25)	(2025-26)	(2026-27)
b. Special Education Pass-through Funds			
(Fund 10, resources 3300-3499, 6500-6540 and 6546,	0.00		
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,

1	Expenditures and Other Financing Uses
	(Fund 01, objects 1000-7999) (Form MYP, Line B11)
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)
4.	Reserve Standard Percentage Level
5	Reserve Standard - by Percent
	(Line B3 times Line B4)
6.	Reserve Standard - by Amount

(0.005.00)		
(2025-26)	(2024-25)	
56,985,118.00	60,123,637.00	
0.00	0.00	
56,985,118,00	60,123,637.00	
3%	3%	
1,709,553.54	1,803,709.11	
0.00	56,985,11 3%	

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.

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	(\$87,000 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)	1,803,709.11	1,709,553.54	1,720,587.87

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 Amour	ts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2024-25)	1st Subsequent Year (2025- 26)	2nd Subsequent Year (2026-27)
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)	1,803,710,00	1,709,554.00	1,720,588,00
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		
8.	District's Budgeted Reserve Amount			
	(Lines C1 thru C7)	1,803,710.00	1,709,554.00	1,720,588.00
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):	1,803,709.11	1,709,553.54	1,720,587.87
	Status:	Met	Met	Met

10D	Comparison	of District	Pacerve	Amount to	the Standard
100.	Comparison	OT DISTRICT	Mesel ve	Amount to	tite Stallualu

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.			
	- 1			
	Explanation:			
	(required if NOT met)			

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SUPPLEME	NTAL INFORMATION	
DATA ENTR	Y: 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 Ongolng Expenditures	
1a.	Does your district have engoing 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	The state of the s
	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 laxes, 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 expenditur	es reduced:

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S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years, Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

SSA. 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 (Fun	d 01, Resources 0000-1999, Obj	ect 8980)			
First Prior Year (2023-24)			(7,433,371.00)			
Budget Year (2024-25)			(7,598,388,00)	165,017.00	2,2%	Met
1st Subsequent Year (2025-26)			(7,826,340,00)	227,952.00	3.0%	Met
2nd Subsequent Year (2026-27)			(8,061,130,00)	234,790.00	3.0%	Met
1b. Transfers In, G	eneral Fund *					
First Prior Year (2023-24)			20,000.00			
Budget Year (2024-25)			21,576.00	1,576,00	7.9%	Met
1st Subsequent Year (2025-26)			21,576.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)			21,576.00	0.00	0.0%	Met
Transfers Out, 9 First Prior Year (2023-24) Budget Year (2024-25)	General Fund *		0.00	0,00	0.0%	Met
1st Subsequent Year (2025-26)		<u> </u>	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)			0.00	0.00	0.0%	Mel
,		L				
1d. Impact of Capit	al Projects					
Do you have an	capital projects that may impact	the general fund operational budge	et?			No
	r operating deficits in either the ge					
S5B. Status of the District's Pr	ojected Contributions, Transfer	s, and Capital Projects				
DATA ENTRY: Enter an explanat	ion if Not Met for items 1a-1c or if	Yes for item 1d.				
1a. MET - Projected	contributions have not changed by	more than the standard for the bu	udget and two subsequent fiscal y	ears.		
	Explanation:					
(re	quired if NOT met)					
1b. MET - Projected	transfers in have not changed by	nore than the standard for the bud	dget and two subsequent fiscal ye	ears.		
	Explanation:					
(re	equired if NOT met)					

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1c.	MET - Projected transfers out have not changed by mo	re 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)	

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S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

1 Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Cor	nmitments				
DATA ENTRY: Click the appropriate button in item 1 a	and enter data	in all columns of item 2 for app	licable long-term commitments	; there are no extractions in this section.	
1. Does your district have long-term (multiyear)	commitments	s?			
(If No, skip item 2 and Sections S6B and S6C	#				
2, If Yes to item 1, list all new and existing multi pensions (OPEB); OPEB is disclosed in item 5		ments and required annual debt s	ervice amounts. Do not includ	le long-term commitments for postemploy mer	nt benefits other than
	# of Years		SACS Fund and Object Code	s Used For:	Principal Balance
Type of Commitment	Remaining	Funding Source:	s (Revenues)	Debt Service (Expenditures)	as of July 1, 2024
Leases					
Certificates of Participation					
General Obligation Bonds	25	Fund 51/8600		Fund 51/7438-7439	21,869,606
Supp Early Retirement Program	3	Fund 01/8011		Fund 01/3900	437,754
State School Building Loans					
Compensated Absences					
Other Long-term Commitments (do not include OPEB)					
TOTAL					00.007.000
TOTAL:					22,307,360
		Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2023-24)	(2024-25)	(2025-26)	(2026-27)
		Annual Payment	Annual Payment	Annual Pay ment	Annual Payment
Type of Commitment (continued)		(P & I)	(P & I)	(P & I)	(P & I)
Leases					
Certificates of Participation					
General Obligation Bonds		1,790,906	1,858,676	2,053,081	2,124,706
Supp Early Retirement Program		381,080	218,877	218,877	0
State School Building Loans					
Compensated Absences					
Other Long-term Commitments (continued):					
Total Annua	Payments:	2,171,986	2,077,553	2,271,958	2,124,706

Has total annual payment increased over prior year (2023-24)?

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S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment					
DATA ENTRY: Ér	nter an explanation if Yes.				
1a.	Yes - Annual payments for long-term commitments hat be funded. Explanation: (required if Yes to increase in total annual payments)	Supplemental Retirement payments are decreasing. GO Bond payments are increasing and will continue to fund the increase.			
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.		No to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.			
۷.	Explanation: (required if Yes)				

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S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identificati	on of the District's Estimated Unfunded Liability for Postemployment Benefi	ts Other than Pensions (OPEB)				
DATA ENTRY: C	lick the appropriate button in item 1 and enter data in all other applicable items; the	re are no extractions in this section exce	pt the budget year data on line 5b),		
3	Does your district provide postemployment benefits other					
	than pensions (OPEB)? (If No. skip items 2-5)	Yes	1			
			4)			
2.	For the district's OPEB:					
	a. Are they lifetime benefits?	No]			
			1			
	b. Do benefits continue past age 65?	No				
	c. Describe any other characteristics of the district's OPEB program including eli	igibility criteria and amounts, if any, that	retirees are required to contribute	Loward their own benefits:		
	Retirees pay the amount of benefits above the cap at retirement per District Policy.					
3	a, Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?		Pay-as-y	ou-go		
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance o	r	Self-Insurance Fund	Gov ernmental Fund		
	gov ernmental fund		0	0		
4.	OPEB Liabilities					
	a. Total OPEB liability		5,553,064.00			
	b. OPEB plan(s) fiduciary net position (if applicable)		0.00			
	c. Total/Net OPEB liability (Line 4a minus Line 4b)		5,553,064.00			
	d. Is total OPEB liability based on the district's estimate					
	or an actuarial valuation?	1	Actuarial			
	e, If based on an actuarial valuation, indicate the measurement date					
	of the OPEB valuation		6/30/2023			
		Budget Year	1st Subsequent Year	2nd Subsequent Year		
5	OPEB Contributions	(2024-25)	(2025-26)	(2026-27)		
	a. OPEB actuarially determined contribution (ADC), if available, per					
	A A A A A A A A A A A A A A A A A A A					
	actuarial valuation or Alternative Measurement					
	actuarial valuation or Alternative Measurement Method	388,653.00	388,653.00	388,653.00		
		388,653.00 200,000.00	388,653.00 200,000.00	388,653.00 200,000.00		
	Method b. OPEB amount contributed (for this purpose, include premiums paid to a self-					

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S7B. Identificat	ion of the District's Unfunded Liability for Self-Insurance Programs			
DATA ENTRY: 0	Click the appropriate button in item 1 and enter data in all other applicable items	; there are no extractions in this section		
2 4 3	Does your district operate any self-insurance programs such as worke welfare, or property and liability? (Do not include OPEB, which is covered	rs' compensation, employee health and d in Section S7A) (If No, skip items 2-4		
			No	
2	Describe each self-insurance program operated by the district, including deactuarial), and date of the valuation:	etails for each such as level of risk reta	ined, funding approach, basis for va	luation (district's estimate or
3.	Self-Insurance Liabilities a. Accrued liability for self-insurance programs b. Unfunded liability for self-insurance programs			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
4.	Self-Insurance Contributions	(2024-25)	(2025-26)	(2026-27)
	Required contribution (funding) for self-insurance programs			
	b, Amount contributed (funded) for self-insurance programs			

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\$8. Status of Labor Agreements

Analy ze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget,

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and experintendent

88A. Cost A	nalysis of District's Labor Agreements - Certifi	cated (Non-management) Employees				
ATA ENTRY	: Enter all applicable data items; there are no extra	actions in this section.				
		Prior Year (2nd Interim)	Budget Year	1st Subsequent Year		2nd Subsequent Year
		(2023-24)	(2024-25)	(2025-26)		(2026-27)
	ertificated (non-management) full - time + IE) positions	198.7	201		198	198
Certificated	(Non-management) Salary and Benefit Negotla	tions				
1.7	Are salary and benefit negotiations settled for I			Yes		
		If Yes, and the corresponding public dis been filed with the COE, complete ques				
		If Yes, and the corresponding public dis been filed with the COE, complete ques				
		If No, identify the unsettled negotiation	s including any prior year unsettl	ed negotiations and then comp	olete qui	estions 6 and 7,
legotiations	Settled					
2a.	Per Government Code Section 3547.5(a), date	of public disclosure board meeting:		Feb 06, 2024		
2b.	Per Government Code Section 3547.5(b), was 1	he agreement certified		Yes		
	by the district superintendent and chief busines	erintendent and chief business official?				
		If Yes, date of Superintendent and CBC	O certification:	Jan 19, 2024		
3.	Per Government Code Section 3547,5(c), was a	a budget revision adopted				
	to meet the costs of the agreement?			No		
		If Yes, date of budget revision board a	doption:			
4,	Period covered by the agreement:	Begin Date:	Jul 01, 2023	End Date:	Jun 30, 2024	
5	Salary settlement:	_	Budget Year	1st Subsequent Year		2nd Subsequent Year
	•		(2024-25)	(2025-26)		(2026-27)
	Is the cost of salary settlement included in the	budget and multiyear				
	projections (MYPs)?		Yes	Yes		Yes
		One Year Agreement				
		Total cost of salary settlement	1381888	11	83530	121219
		% change in salary schedule from prior year	3.5%			
		or				
		Multiyear Agreement				
		Total cost of salary settlement				
		% change in salary schedule from prior year (may enter text, such as "Reopener")				
			1			

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Negotiations No	at Settled			
6.	Cost of a one percent increase in salary and statutory benefits			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
7.	Amount included for any tentative salary schedule increases			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
Certificated (N	on-management) Health and Welfare (H&W) Benefits	(2024-25)	(2025-26)	(2026-27)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	2,282,894	2,282,894	2,282,894
3.	Percent of H&W cost paid by employer	65.0%	65,0%	65,0%
4.	Percent projected change in H&W cost over prior year	8.0%	8.0%	8,0%
Certificated (N	on-management) Prior Year Settlements			
Are any new co	sts 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
	on-management) Step and Column Adjustments	(2024-25)	(2025-26)	(2026-27)
Certificated (N	on-management) Step and Column Adjustments	(2021-20)	(=====,	
1	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2	Cost of step & column adjustments	339,053	344,139	349,301
3.	Percent change in step & column over prior year	1.5%	1,5%	1.5%
550	, ,	Budget Year	1st Subsequent Year	2nd Subsequent Year
Cortificated (N	Ion-management) Attrition (layoffs and retirements)	(2024-25)	(2025-26)	(2026-27)
Octamodica (in	on management, that are the same of			
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	No	No	No
	the budget and MYPs?			
	11.00			
	Ion-management) - Other ficant contract changes and the cost impact of each change (i.e., class size, hours of	f employment leave of absonce horuses	etc.):	
List other signif		ngevity rates increased and a 1% off salar		a total of \$482.866
	Special Education stipend and for	igevity rates ricreased and a 176 Uti salar	y soricadio porido mes paid for	or 4 lowless

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S8B. Cost An	alysis of District's Labor Agreements - Classi	fled (Non-management) Employees				
DATA ENTRY:	Enter all applicable data items; there are no extra	actions in this section.				
		Prior Year (2nd Interim)	Budget Year	1st Subsequent Year		2nd Subsequent Year
		(2023-24)	(2024-25)	(2025-26)		(2026-27)
Number of cla	ssified(non - management) FTE positions	223	228,96	2	26.96	226,96
Classified (N	on-management) Salary and Benefit Negotiation	ons	Γ			
1.	Are salary and benefit negotiations settled for			Yes		
	Are salary and benefit negotiations settled for	If Yes, and the corresponding public disc	L closure documents have been	filed with the COE, complete qu	estions	2 and 3.
		If Yes, and the corresponding public disc				
		If No, identify the unsettled negotiations				
	f					
Negotiations S	ettled					
2a	Per Government Code Section 3547,5(a), date	of public disclosure				
	board meeting:			Mar 20, 2024		
2b.	Per Government Code Section 3547.5(b), was	the agreement certified				
	by the district superintendent and chief busines	chief business official?				
		If Yes, date of Superintendent and CBO	certification:	Feb 09, 2024		
3.	Per Government Code Section 3547.5(c), was	a budget revision adopted				
	to meet the costs of the agreement?			No		
		If Yes, date of budget revision board ad	doption:			
		B B		End Date:	Jun 30,	
4.	Period covered by the agreement:	Begin Date:	Jul 01, 2023	End Date.	2024	
5.	Salary settlement:	_	Budget Year	1st Subsequent Year		2nd Subsequent Year
***	, .		(2024–25)	(2025-26)		(2026-27)
	Is the cost of salary settlement included in the	budget and multiyear				
	projections (MYPs)?		Yes	Yes		Yes
		One Year Agreement				
		Total cost of salary settlement	287225	5 2	91533	295906
		% change in salary schedule from prior year	4%			
		or	4	-		
		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	oe used to support multiyear sa	alary commitments:		
						п

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Negotiation	s Not Settled			
6.	Cost of a one percent increase in salary and statutory benefits			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
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	(2024-25)	(2025-26)	(2026-27)
	1			
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	469,224	469,224	469,224
3.	Percent of H&W cost paid by employer	78.0%	78,0%	78.0%
4.	Percent projected change in H&W cost over prior year	12.3%	8.1%	8.1%
Classified	(Non-management) Prior Year Settlements			
Are any ne	w 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
0115-1	(Non-management) Step and Column Adjustments	(2024-25)	(2025-26)	(2026-27)
Classified	(Non-management) Step and Column Adjustments	(202120)	(====,	
ĩ.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2,	Cost of step & column adjustments	161,254	163,673	166,128
3,	Percent change in step & column over prior year	1.5%	1.5%	1,5%
0,	Land to the state of the state	Budget Year	1st Subsequent Year	2nd Subsequent Year
Classified	(Non-management) Attrition (layoffs and retirements)	(2024-25)	(2025-26)	(2026-27)
Classified	(NOTHINAGEMENT) AUTUON (IAYOTIS and Teuromonia)	(2021)		
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
	7.10 557 Higo 116H = 1.11 11 11 11 11 11 11 11 11 11 11 11 1			
2.	Are additional H&W benefits for those laid-off or retired employees included in	No	No	No
	the budget and MYPs?			
Classified	(Non-management) - Other			
	significant contract changes and the cost impact of each change (i.e., hours of employme	ent, leave of absence, bonuses, etc.):		
LIST STITE C		23-24 \$122,873. Increase to health cap of	\$150 annualized cost of \$60,0	00. Longevity and Degree
	Stipend increases.			
	5			
	Y.			

34 67348 0000000 Form 01CS F8BXGKZ498(2024-25)

Sacramento County	School District Criteria and S	tandards Review		F 8B XG NZ 498(2024-25
S8C. Cost Analysis of District's Labor Agreements - Manageme	ent/Supervisor/Confidential Employee	28		
DATA ENTRY: Enter all applicable data items; there are no extraction	ons in this section.			
	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
Number of management, supervisor, and confidential FTE positions	40	41	41	41
Management/Supervisor/Confidential		_		
Salary and Benefit Negotiations				
 Are salary and benefit negotiations settled for th 			Yes	
	f Yes, complete question 2.			
"	f No, identify the unsettled negotiations i	including any prior year unsettied	negotiations and then complete o	questions 3 and 4,
<u>_</u>				
	f n/a, skip the remainder of Section S8C,			
Negotiations Settled		Budget Year	1st Subsequent Year	2nd Subsequent Year
Salary settlement:		(2024-25)	(2025-26)	(2026-27)
Is the cost of salary settlement included in the b	oudget and multivear	(2024-20)	(2020-20)	(2020 2.7)
projections (MYPs)?	saget and many car	Yes	Yes	Yes
	Total cost of salary settlement	185,510	190,733	193,948
9 Y	% change in salary schedule from prior ear (may enter text, such as Reopener")	3.5%	3.5%	3.5%
Negotiations Not Settled				
Cost of a one percent increase in salary and sta	atutory benefits			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2024-25)	(2025-26)	(2026-27)
 Amount included for any tentative salary schedule. 	ule increases			
Management/Supervisor/Confidential		Budget Year	1st Subsequent Year	2nd Subsequent Year
Health and Welfare (H&W) Benefits		(2024-25)	(2025-26)	(2026-27)
Are costs of H&W benefit changes included in the	he budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits		469,224	469,224	469,224
Percent of H&W cost paid by employer		62.0%	62.0%	62,0%
Percent projected change in H&W cost over prior	r y ear	8.0%	8,0%	8.0%
Management/Supervisor/Confidential		Budget Year	1st Subsequent Year	2nd Subsequent Year
Step and Column Adjustments		(2024-25)	(2025-26)	(2026-27)
•				
1. Are step & column adjustments included in the b	oudget and MYPs?	Yes	Yes	Yes
2, Cost of step and column adjustments		63,153	641,00	65,062
3. Percent change in step & column over prior year	r	1.5%	1.5%	1.5%
Management/Supervisor/Confidential		Budget Year	1st Subsequent Year	2nd Subsequent Year
Other Benefits (mileage, bonuses, etc.)		(2024-25)	(2025-26)	(2026-27)
1. Are costs of other benefits included in the budge	et and MYPs?	No	No	No

3.	Percent change in cost of other benefits over prior year			

Total cost of other benefits

2.

2024-25 Budget, July 1 General Fund School District Criteria and Standards Review

34 67348 0000000 Form 01CS F8BXGKZ498(2024-25)

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?
- 2. Adoption date of the LCAP or an update to the LCAP.

\$10. 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	
Jun 18, 2024	

Yes

2024-25 Budget, July 1 General Fund School District Criteria and Standards Review

34 67348 0000000 Form 01CS F8BXGKZ498(2024-25)

Printed: 6/4/2024 5:27 PM

ADDITIONAL	FICCAL	INDICA	TODO

ADDITIONAL FI	SCAL INDICATORS			
		viewing agencies, A "Yes" answer to any single indicator does no e appropriate Yes or No button for items A1 through A9 except ite		
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	nt from the payroll system?		
			Yes	
А3.	Is enrollment decreasing in both the prior fiscal year a	nd budget year? (Data from the		
	enrollment budget column and actual column of Criteri	on 2A are used to determine Yes or No)	No	
A4.	Are new charter schools operating in district boundaries that impact the district's			
	enrollment, either in the prior fiscal year or budget year?		No	
A5.	Has the district entered into a bargaining agreement where any of the budget			
	or subsequent years of the agreement would result in salary increases that		No	
	are expected to exceed the projected state funded cos	st-of-living adjustment?		
A6.	Does the district provide uncapped (100% employer page)	aid) health benefits for current or		
	retired employees?		No	
A7. Is the district's financial system independent of the co		ounty office system?		
			No	
Αθ.	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 c	omments for additional fiscal indicators, please include th	e item number applicable to each comment,		
	Comments:	A9-The district hired a new CBO as of 9/1/2023		
	(optional)			

End of School District Budget Criteria and Standards Review

Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.516 Board Consideration of Approval of 2024-25 Education Protection Act Use of Funds
Presenter:	Alejandra Garibay	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 board determine the use of EPA funds at an open public meeting. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.

The 2024-25 EPA funds are estimated to be \$10,742,809. These funds will be used to cover the salaries and benefits of regular education classroom teachers in 2024-25.

Board approval is recommended.



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.517 Board Consideration of Approval of 2024-25 Consolidated Application
Presenter:	Kuljeet Nijjar	Action Item: XX Information Item:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the application is submitted in January of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect administration costs, programs operated by the district office, and programs operated at schools.

Funded Programs:

- Title I: To improve the academic achievement of disadvantaged students. GJUESD qualifies as a district-wide Title I program. (2023-2024 funding is \$708,829)
- Title II: To prepare, train, and recruit High-Quality Teachers and Principals and Assistant Principals (2023-24 funding is \$108,092)
- Title III: To provide language instruction for Limited English Proficient and immigrant students (2023-24 funding is \$88,553)
- Title IV:To provide a well-rounded education, improve student learning conditions and improve the use of technology for students (2023-24 funding is \$59,257)

Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Certified Saved by: Kuljeet Nijjar Date: 5/31/2024 2:21 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Lois Yount
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/18/2024

Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Kuljeet Nijjar Date: 5/31/2024 2:21 PM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Lois Yount
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/18/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning

Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Kuljeet Nijjar Date: 5/28/2024 10:00 AM

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	06/18/2024
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Lois Yount
Authorized Representative's Title	Superintendent

Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Kuljeet Nijjar Date: 5/14/2024 1:28 PM

2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved	Yes
the Application for Funding for the listed fiscal year	

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

D. J. J. William the J.E.A. and San the began throughout here been received	Yes
By checking this box the LEA certifies that parent input has been received	169
from the District English Learner Committee (if applicable) regarding the	
spending of Title III funds for the listed fiscal year	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant)	Yes
ESSA Sec. 1111et seq. SACS 3010	
Title II, Part A (Supporting Effective Instruction)	Yes
ESEA Sec. 2104 SACS 4035	
Title III English Learner	Yes
ESEA Sec. 3102 SACS 4203	
Title III Immigrant	Yes
ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

Warning

Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Kuljeet Nijjar Date: 5/28/2024 9:58 AM

2024-25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system	
(Maximum 500 characters)	

Galt Joint Union Elementary (34 67348 0000000)

Consolidated Application

Status: Draft Saved by: Kuljeet Nijjar Date: 5/28/2024 9:56 AM

2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, <u>SHanna@cde.ca.gov</u>, 916-319-0948 Rina DeRose, Title I Policy, Program, and Support Office, <u>RDeRose@cde.ca.gov</u>, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part A; Title II, Part A; Pritle III, Part A; Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

- Y1: meaningful consultation occurred
- Y2: timely and meaningful consultation did not occur
- Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s)

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Galt Joint Union Elementary (34 67348 0000000)

Consolidated Application

Status: Draft Saved by: Kuljeet Nijjar Date: 5/28/2024 9:56 AM

2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff

School Name	School Code	Enrollment	Consultation Occurred	Was Signed Consultation Written Agreement Met Affirmation on	Signed Written Affirmation on File	Consultation Code School Added	School Added
Aldar Academy	6937999	22	\	>	\	۲۱	>
Bradshaw Christian School	7085707	1198	\	>	\	٧1	>
Galt Adventist Christian	6905251	40	\	\	\	٧1	z
Lodi Christian School	6137467	212	\	\	\	۲1	>
St Elizabeth Ann Seton Catholic School	7100647	318	>	>	>	٨1	>

Warning
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Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Kuljeet Nijjar Date: 6/3/2024 10:18 AM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

- 1. Designated a staff person as the liaison for homeless children and youths:
- 2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
- a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
- b) Includes a dispute resolution process;
- c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
- 3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Jane
Homeless liaison last name	Kinner
Homeless liaison title	School Social Worker/LEA Foster Youth and Homeless Education Liaison
Homeless liaison email address	jkinner@galt.k12.ca.us
(Format: abc@xyz.zyx)	
Homeless liaison telephone number	209-744-5200
(Format: 999-999-9999)	
Homeless liaison telephone extension	1501
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Warning

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Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Kuljeet Nijjar Date: 6/3/2024 10:18 AM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Liaison Training Information

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	02/24/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	\$708,829

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:6/3/2024 Page 2 of 3

Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Kuljeet Nijjar Date: 6/3/2024 10:18 AM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$60,879
Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$70,353
Homeless services provided (Maximum 500 characters)	Homeless students are identified by school personnel and other agencies and entities that offer services for which they are eligible. District staff inform parents/guardians of the educational and related opportunities available to their children, they are also provided with meaningful opportunities to participate in the education of their children. Parents/guardians are fully informed of all transportation services.
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Brenda Bachmann Date: 5/29/2024 1:21 PM

2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, <u>AAbreuPark@cde.ca.gov</u>, 916-319-9620 Geoffrey Ndirangu, Language Policy and Leadership Office, <u>GNdirang@cde.ca.gov</u>, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	610
Estimated English learner student program allocation	\$79,453

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	\$10,000
Program and other authorized activities	\$30,306
English Proficiency and Academic Achievement	\$30,000
Parent, family, and community engagement	\$2,500
Direct administrative costs	\$1,500
(Amount cannot exceed 2% of the estimated English learner student program allocation)	
Indirect costs	\$5,147
(LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	
Total budget	\$79,453

Report Date:5/29/2024 Page 1 of 1

Consolidated Application

Galt Joint Union Elementary (34 67348 0000000)

Status: Draft Saved by: Brenda Bachmann Date: 5/29/2024 1:31 PM

2024–25 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, <u>AAbreuPark@cde.ca.gov</u>, 916-319-9620 Geoffrey Ndirangu, Language Policy and Leadership Office, <u>GNdirang@cde.ca.gov</u>, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$125.90
Estimated immigrant student count	55
Estimated immigrant student program allocation	\$6,925

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$6,336
Direct administrative costs	\$138
(Amount should not exceed 2% of the estimated immigrant student program allocation)	
Indirect costs	\$451
(LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	
Total budget	\$6,925

Report Date:5/29/2024

Galt Joint Union Elementary (34 67348 0000000)

Consolidated Application

Status: Draft Saved by: Brenda Bachmann Date: 5/28/2024 10:14 AM

2023-24 Title III Immigrant Nonprofit Private School Students Served

The purpose of this data collection form is to capture the actual documentable number of nonprofit private school immigrant students who received Title III immigrant services during the reported fiscal year.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, <u>AAbreuPark@cde.ca.gov</u>, 916-319-9620 Geoffrey Ndirangu, Language Policy and Leadership Office, <u>GNdirang@cde.ca.gov</u>, 916-323-5831

Total nonprofit private school immigrant students served	0

Report Date:6/3/2024

Galt Joint Union Elementary (34 67348 0000000)

Consolidated Application

Status: Draft Saved by: Brenda Bachmann Date: 5/28/2024 10:14 AM

2023-24 Title III English Learner Nonprofit Private School Reimbursement

The purpose of this data collection form is to capture the actual documentable number of nonprofit private school English learner students who received Title III English learner services during the reported fiscal year.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AbreuPark@cde.ca.gov, 916-319-9620 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total nonprofit private school English learner students served	0

Warning

Report Date:6/3/2024

Forth

Page 1 of 2



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.518 Board Consideration of Approval of 2024-25 LCAP Federal Addendum
Presenter:	Kuljeet Nijjar	Action Item: XX Information Item:

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the CDE to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning

LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources.

Addressed in the Federal Addendum:

- 1. District's strategy for using the federal funds to supplement and enhance local priorities or initiatives
- 2. Alignment efforts of the use of federal funds
- 3. ESSA provisions addressed within the LCAP
- 4. ESSA provisions not addressed in LCAP (The majority of the district's ESSA provisions ARE addressed in the LCAP)
- 5. Title I, Part A
 - Educator Equity
 - Parent and Family Engagement
 - Schoolwide Programs
 - Homeless Children and Youth Services
 - Student Transitions
- 6. Title II, Part A
 - Professional Growth and Achievement
- 7. Title III, Part A English Learners
 - Professional Development
 - Enhanced Instructional Opportunities
 - Programs and Activities
 - o English Proficiency and Academic Achievement
- 8. Title IV, Part A
 - Activities and Programs

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

24-25

Date of Board Approval

LEA Name

Galt Joint Union Elementary School District

CDS Code:

34-67348

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

TITLE I, PART A Improving Basic Programs Operated by State and Local Educational Agencies TITLE II, PART A Supporting Effective Instruction
TITLE III, PART A Language Instruction for English Learners and Immigrant Students
TITLE IV, PART A Student Support and Academic Enrichment Grants

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The district serves 3,600 pre-kindergarten through grade eight learners at six elementary schools and one middle school. 58% of learners come from socioeconomically disadvantaged homes (the percentages at our 7 schools ranging from 45%-81%). English language learners comprise 19% of the district's population (ranging from 10%-50% at our schools).

GJUESD's Local Control Accountability Plan reflects the vision of the district-Our schools create safe learning environments that provide equitable access to engaging opportunities for all children. We foster learning environments for collaboration, creativity and critical thinking to ensure children are successful in school and in their future. District general funds support the district's core program; federal funds are used in coordination with state and local funds to provide supplemental services and materials to meet the unique needs of specific student subgroups whom need additional supports to access the core program, such as students that come from economically disadvantaged homes, students that lack English language proficiency because their primary language is not English, foster and homeless students and Migrant students.

2024-2027 LCAP development process included multiple educational partner feedback sessions to review and provide feedback on goals, metrics, and actions around LCFF priority areas, local and State Dashboard results.

Title 1, Part A federal funds are used to support effective, evidence-based educational strategies that close the achievement gap and improve the educational opportunities of low income and disadvantaged students and enable students to meet the state's challenging academic standards.

Title II Part A: Federal funds intended to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

Title III Part A: Federal funds to supplement state language instruction educational programs designed to assist English learners' achievement goals.

Title IV Part A Federal funds intended to provide students with access to a well round education; improve school conditions of learning and improve use of technology and/or digital literacy.

It is the intent of the Galt Joint Union Elementary School District to use federal funds to provide supplemental resources to the identified LCAP actions to enhance supports and services to students.

LOCAL PRIORITIES FUNDED WITH STATE FUNDS:

- 1. Coordinated professional learning to improve student achievement and increase capacity building related to curriculum, instruction, assessment, acceleration and data analysis.
- a. Pre-Kindergarten-8th grade alignment to bridge the pedagogy and instructional practices of research based curriculum and resources.
- b. Maximize staff access to continuous improvement through professional learning.
- c. Monitor instruction and collect data that analyzes both growth and achievement.

Rationale for the selected use of federal funds:

Providing supplemental professional development on research-based intervention strategies and provide supplemental resources will reinforce core curriculum. Data should be analyzed and applied learner growth, achievement and strengths during grade level PLC meetings, academic conferences and during parent conferences.

- 2. Multi-Tiered Systems of Support (MTSS): Academic, social-emotional and behavior supports/services that range from supporting all students to more intensive levels of support.
- a. Greater emphasis on quality core first instruction in literacy and mathematics and maximize use of instructional assistants for ELA instruction.
- b. District-wide articulated implementation of social emotional learning (positive behavior interventions supports, social emotional curriculum and Restorative Practices strategies).
- c. Role of Social Workers and counselors articulated to include prevention of chronic absenteeism and suspensions.

Rationale for the selected use of federal funds:

Learning is social, emotional and academic. Strategic use of Teachers On Special Assignments, lead teachers, social workers/counselors, School Resource Officer, Board Certified Behavior Analyst and Registered Behavioral Technicians support the education of the "whole child".

3. Pre-Kindergarten services strengthened and expanded for high needs learners and their families.

- a. Increase services to provide more early prevention opportunities.
- b. Utilize bilingual staff that will increase communication and family engagement with non-English speaking families.
- c. Analyze program effectiveness using longitudinal data (PreK-3) to continue to improve pre-kindergarten services.

Rationale for the selected use of federal funds:

Research shows that an inclusive and quality Pre-Kindergarten program can narrow/close the achievement gap before learners enter kindergarten. Learners enter elementary more ready to learn and with increased social, emotional and academic skills.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

GJUESD receives state funding through the Local Control Funding Formula; this includes the grade-span base amount, in addition to supplemental and concentration funding based on the unduplicated student count. The district coordinates all Federal, State, Local and Grant funding sources in the development of the LCAP; aligning federal funding with state funding to maximize resources and support to improve student outcomes. As mentioned previously, the 2024-2027 LCAP development process included multiple educational partner feedback sessions to review and provide feedback on goals, metrics, and actions around LCFF priority areas, local and State Dashboard results. Educational partners include parents, EL parents, students, and staff members. Once needs are identified, qualifying funding is assigned to carry out the actions.

Federal funding is integrated into the GJUESD 2 LCAP goals:

1. Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, equitable resources and standards-aligned curriculum. The District is committed to providing teachers, specialists and support staff high-quality professional development to meet the needs of all students.

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

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

Federal funding is used to:

- 1. Supplemental educational resources, professional learning and interventions targeted to support the growth and achievement for high needs students.
- Additional supplemental language development resources, English Language Development professional Learning
 that supplements the general professional development program and interventions targeted to support the language
 acquisition needs of English Learners.
- 3. Support effective and ongoing communication between the school and families and building parent capacity to participate and advise in school and district decision-making processes.
- 4. In addition, Federal funds are leveraged to support a "whole child" approach to a well-rounded education and coordinated and to strengthen complimentary services such as activities that promote well-rounded education, safe and healthy students, and technology.

Title I funds will be used to enhance the Intervention program with instructional aides, and bilingual instructional aides; Title II funds supplement district funds used for professional development for teachers and staff and will focus on closing the achievement gap and improving the performance of underperforming student groups. Title III funds will be used to improve scientifically proven services to our English Learners focusing on English proficiency and student achievement. Title IV funds will be used to supplemental social and emotional support with additional counseling staff.

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (as applicable)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

To establish the poverty criteria as outlined in ESSA section 1113, the district employs various low-income indicators, including eligibility for free or reduced-priced lunch (FRPM), homelessness, foster care, and children eligible to receive medical assistance under the Medicaid program (direct certification).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) - Not Applicable to Charters and Single School Districts.

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

- 1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
- 2. Does the LEA have an educator equity gap
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the District's Local Control Accountability Plan (LCAP), any disparities that would otherwise result in high needs learners not receiving instruction by high quality teachers have been identified and addressed.

Within Goal Area 1-: Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments. GJUESD maintains zero misassignments of teachers. The District continues to prioritize attracting and retaining certificated TK-8 staffing to implement high quality instruction, providing specialized support for veteran and newly hired teachers and meet special education services requirements. There is also an emphasis on building more inclusive environments for learners receiving additional special education services.

Low-income students and minority students are also served at a higher rate in full-day kindergarten programs and class sizes are further reduced from a student to teacher ratio of 24:1. GJUESD continues to focus on meeting the needs of all grades TK-3 classrooms with a 20:1 ratio.

TK-3 class sizes have been reduced beyond the 24:1 base in order for teachers to more effectively meet the needs of high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development. Each school has also been provided with a full time Resource Specialist Teacher (RSP) to support the MTSS process and provide general education teachers with strategies to differentiate instruction. Site Leadership capacity continues to be built with Teachers On Special Assignments and teacher leaders.

Additionally, to ensure that all children are taught by high quality teachers, professional growth opportunities for adult learners are developed and implemented. This includes inclusive and coordinated professional learning with crosscutting content connections for core instruction and strategic/intensive supports. A strategic focus is placed on professional learning in the area of literacy, writing and math.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following:
	 An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective:
	 Provisional Internship Permits, Short-Term Staff Permits Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as
	the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:
	 General Education Limited Assignment Permit (GELAP) Special Education Limited Assignment Permit (SELAP)

	Short-Term Waivers Emergency English Learner or Bilingual Authorization Permits
	Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i> , Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

No schools within the LEA have been identified as Comprehensive Support and Improvement (CSI) nor any schools for Targeted Support & Improvement(TSI).

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

- 1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
- 2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
- 3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

- 1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
- 2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
- 3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
- 4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
- 5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
- 6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))

- 7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
- 8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GJUESD also identifies and addresses the implementation of effective parent and family engagement with supplemental Title I funds in the district's Local Control Accountability Plan (LCAP). Each school operates a School Site Council that assists site administration with reviewing site needs, developing goals and monitoring progress toward those goals; these are documented in the Single Plan for Student Achievement (SPSA)

Within Goal Area 1- Engaging all learners with a focus on academic rigor with inclusive practices in a variety of learning environments, the focus is on the development of parent engagement through 1) improved home-school communication, 2) dual capacity building with increased leadership development for participation in their children's education, and 3) providing parent education for College and Career Readiness.

The district has staffed all schools as well as the district office with Bilingual staff to insure effective communication and outreach to non-English speaking families. The families also receive all district and school communications (paper notices, emails, robo-calls, website) in Spanish and English.

On an annual basis, the district provides written notification to parents of Parent Engagement Policy requirement of schools receiving Title I funds.

Sites in partnership with their SSC develop School Compacts that outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards.

GJUESD and each school site offers a variety of parent education opportunities throughout the school year on topics relevant to them supporting their children at school. School Sites also host parent/community information sessions, Back-To-School nights, DELAC/ELAC, PreK Parent Advisory Committee; Migrant PAC; Special Education Parent Advisory Committee and Open Houses; Science Night, Math Night, Art Night, Bingo Night, parent-teacher conferences, and award assemblies.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

GJUESD has been identified for districtwide funding. The District identifies and addresses the Actions and Services implemented using supplemental Title I funds together with other State and local funds to upgrade the entire educational program in each school throughout the district's LCAP.

Districtwide programs to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is implemented include:

- 1. Extended Day small group interventions and homework clubs taught by certificated teachers and supported by instructional assistants to accelerate students not meeting ELA or Math State Standards.
- 2. Additional resources to supplement the core instructional programs.
- 3. Instructional assistants and bilingual instructional assistants to provide small group interventions in general education classrooms.
- 4. Social Workers and counselors to provide social emotional support services.
- 5. Multi-Tiered System of Support (MTSS) implemented at all schools.
- 6. Pre-Kindergarten services to support students' successful transition to elementary school.
- 7. Teachers on Special Assignments to provide coaching, mentoring and professional learning to teachers to improve instructional strategies to increase student achievement.
- 8. Release time for teachers to attend academic grade level conferences to analyze and apply data to support successful instructional outcomes.
- 9. Coordinated professional learning to improve student achievement and increase capacity building related to curriculum, instruction, assessment, acceleration and data analysis.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

GJUESD also addresses the importance of supplemental services to provide support for homeless children and youth services in the district's LCAP.

Within Goal Area 1-Supplemented with Title I, the district provides social emotional, behavior, and academic support for high-risk students (Pre-K to Grade 8) by implementing a Multi-Tiered System of Support (MTSS) model to support learners' personal goal growth as they transition from elementary to middle school to high school.

Within Goal Area 2-Supplemented with Title I, each school has a full time Social Worker or Counselor to support the enrollment, attendance, and success of homeless children and youths.

The district's Homeless Liaison works with school site counselors/social workers and office staff to identify homeless students. A needs assessment is completed with the parent/guardian to identify and provide additional school resources or services (i.e. tutoring or transportation for McKinney-Vento students) and/or connect the family with community resources.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A-B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Also included in the district's LCAP are the Title I supports and coordinated and integrated services provided to families and children in our district's early childhood education program, elementary and middle school. This includes intentional work to support the transition from Pre-Kindergarten to elementary school and into middle school.

Within Goal Area 1-Pre-K teachers and instructional assistants work to deliver a quality and developmentally appropriate program focusing on our English learners and socioeconomically disadvantaged students ages 0-5; increasing early preventative practices such as home visiting, full inclusion, dual language learning, screenings and professional learning. Middle School continues to strengthen the achievement of high needs students with increased personalization and intervention efforts through a school-wide teaming model, broader implementation of AVID and a 7-12 Pathways program; broader courses of study to include Spanish and agricultural classes.

Within Goal Area 2-Counselors and social workers provide social emotional, behavior, and academic support for highrisk students as they transition from elementary to middle school to high school.

We provide family information sessions and orientations for transitions from state preschool to Transitional Kindergarten/Kindergarten, sixth to seventh grade (elementary to middle school) and eighth to ninth grade (middle to high school).

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

McCaffrey Middle School employs a multifaceted approach to prepare students for high school and post-secondary options. Here are the steps they take:

Collaboration with High School Counseling Departments: McCaffrey Middle School partners with Liberty Ranch and Galt High School counseling departments to assist students in selecting core classes. This collaboration ensures a smooth transition from middle school to high school.

Career Exploration and Planning: The counseling departments engage students in discussions about their future plans and interests. By identifying career aspirations, students can choose relevant electives and develop a clear career path.

Visits to High School CTE Programs: Students visit Liberty Ranch and Galt High School to explore Career and Technical Education (CTE) programs. These visits expose students to various vocational opportunities and help them make informed decisions about their educational paths.

AVID College Tours: The AVID program organizes college tours throughout the school year, allowing students to visit different levels of post-secondary institutions, including junior colleges, CSUs, UCs, and private schools. Before these visits, students research their career interests and required courses, preparing them for higher education.

Partnerships with Institutions and Organizations: McCaffrey Middle School maintains partnerships with institutions like Sacramento State University and organizations like the American Society of Civil Engineers. These partnerships provide students with resources, support, and unique opportunities, such as events focusing on women in engineering.

Engagement with Guest Speakers: Various professionals, including law enforcement officers, engineers, and medical personnel, visit the school to share insights into their careers and the steps they took to achieve their goals. These guest speakers inspire students and broaden their career horizons.

Community and College Partnerships: McCaffrey Middle School actively seeks out new partnerships with the community and colleges to expose students to a wide range of interests and opportunities for their future endeavors.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A-B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Program Coordination

ESSA SECTION 1423(9-10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable in GJUESD

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

- 1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
- 2. Please address principals, teachers, and other school leaders separately.
- 3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
- 4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
- 5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

GJUESD intentionally addresses supplemental Title II professional learning and capacity building for our educators in the district's LCAP. This system of professional growth and improvement for administrators and educators ensures that our high needs learners receive instruction by high quality teachers.

Goal Area 1-Engaging all learners with a focus on academic rigor with inclusive practices in a variety of learning environments. Support is provided for veteran and newly hired teachers with an emphasis on building more inclusive environments and effective strategies to differentiate instruction for all learners. Mentor teachers are provided to all intern teachers and teachers in the Teacher Induction Program.

Certificated and classified staff participate in professional learning important to improving student achievement and increasing capacity building related to curriculum, instruction, assessment, acceleration and data analysis. Continued support will be provided with the implementation of social emotional learning, PBIS, SIPPS and a math pilot. Various opportunities for collaboration will be in place to share strategies which produce the most profound impact on students who are not yet meeting district targets and meeting grade level standards.

Teachers are provided release time to attend academic conferences in grade level teams to analyze and apply learner data to improve instructional practices and outcomes for struggling learners. In order to continue to build site leadership capacity with administrator support, lead teachers and Teachers on Special Assignments are provided to support ELA/ELD, mathematics, and Science.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

- 1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
- 2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
- 3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

There are currently no schools implementing comprehensive targeted support.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

- 1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
- 2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part
- 3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
- 4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
- 5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II. Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
- 6. Please explain how often the LEA meaningfully consults with these educational partners.

There are currently no schools implementing comprehensive targeted support.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

- 1. designed to improve the instruction and assessment of English learners;
- 2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
- 3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
- 4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
- 5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GJUESD intentionally addresses supplemental Title III ELD professional learning and capacity building for our educators in the district's LCAP.

The additional professional growth for administrators and educators ensures that our English Learners receive designated and integrated instruction by high quality teachers.

The Galt JUESD will provide ongoing professional development for certificated staff on primary language support, instructional approaches and strategies for English Learner instruction across the curriculum using Results for Academic Language and Literacy Instruction (RALLI). Trainings that supplement the general education professional development program include: biliteracy transfer training, CABE conferences, dual language immersion trainings, SIPPS Plus-reading strategies for newcomers, EL Roadmap, CA ELD standards and foundational reading training to differentiate beginning reading instruction for beginning English Learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GJUESD provides supplemental Title III enhanced instructional opportunities principally directed to immigrant children and youth in the form of additional primary language resources, training for teachers to differentiate their strategies for immigrant children and parent training to support their ability to assist continued learning at home.

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

- 1. Address the effective language instruction programs specific to English learners.
- 2. Address Title III activities that:
 - o are focused on English learners and consistent with the purposes of Title III;
 - o enhance the core program; and
 - o are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supplemental Title III programs and activities are also addressed in the district's LCAP.

Supplemental funding from Title III enhances the district's Transitional Bilingual Program in several ways: Bilingual Instructional Assistants to support primary language instruction, supplemental Spanish language resources, Spanish online technology programs for ELA/SLA and Math and bilingual books

For English Learners in the Structured English Immersion and English Mainstream Programs funding supplements resources in the form of online technology programs for ELA/Math, informational text, and bilingual Instructional Assistants.

Supplemental ELD program resources are also purchased to enhance language acquisition. Resources include: Online technology programs, hands-on manipulatives, fieldtrips to enhance learning and supplemental ELD materials.

Title III funds support the development of the Dual Language Immersion (DLI) program through release time for teachers to attend trainings, provide professional development, collaboration and planning.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

- 1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
- 2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GJUESD ensures English Learners will achieve English proficiency and meet challenging State academic standards.

English learner supports provided in addition to other core and supplemental supports provided to all learners with diverse needs include:

- 1. Provide online supplemental ELD courseware to support language development and literacy.
- 2. Provide online supplemental primary language courseware to support primary language literacy skills.
- 3. Provide supplemental resources in English and Spanish to support full access to the California State Standards.
- 4. Offer extended day intervention groups to English Learners to support language acquisition and achievement.
- 5. Bilingual Instructional Assistants to support additional reading/math small group instruction for newcomers, Long-Term English Learners and primary grade English Learners.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart:
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107:
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108:
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GJUESD will use the Title IV funds to help ensure that every child benefits socially, emotional and academically; provide all students with access to a well-rounded education; Improve school conditions for student learning; and Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

In alignment with LCAP Goal 2: Promoting PreK-grade 8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments. GJUESD allocates Title IV funds to supplement activities related to a supporting, safe and healthy students:

- 1. A social worker to promote social emotional learning, reduce chronic absenteeism and offer individual and small group counseling to learners.
- 2. Instructional assistant support to provide intervention for student needs.
- 3. A School Resource Officer will provide proactive supports to increase emotional and physical safety of students at school.
- 4. Strengthen the tiered social emotional and behavior supports in the district's MTSS model with additional professional learning for certificated and classified staff in the area of restorative justice practices, trauma informed training, and improving the school climate.
 - Evaluation of Effectiveness:

The district will see a reduction in the percentage of suspensions and increased attendance at every school.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not addressed

What activities will be included within the support for a well-rounded education?

Not addressed

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not addressed

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Aligned to our LCAP goal 2: Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments. Metrics we are monitoring: Attendance, Chronic Absenteeism, suspension rate, expulsion rate, CalSCHLS survey of students, parents and staff

What activities will be included within the support for safety and health of students?

- 1. A social worker to promote social emotional learning, reduce chronic absenteeism and offer individual and small group counseling to learners.
- 2. Instructional assistant support to provide intervention for student needs.
- 3. A School Resource Officer will provide proactive supports to increase emotional and physical safety of students at school
- 4. Strengthen the tiered social emotional and behavior supports in the district's MTSS model with additional professional learning for certificated and classified staff in the area of restorative justice practices, trauma informed training, and improving the school climate.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The district will see a reduction in the percentage of suspensions and increased attendance at every school.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not addressed

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Not addressed

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not addressed

Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A
Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Not addressed.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education

Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education February 2022



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.519
_		Board Consideration of Approval of 2024-25
		Single Plan for Student Achievement for:
		Fairsite Elementary
		Vernon E. Greer Elementary
		Lake Canyon Elementary
		Marengo Ranch Elementary
		5. Robert L. McCaffrey Middle
		River Oaks Elementary
		7. Valley Oaks Elementary
Presenter:	Kuljeet Nijjar	Action Item: XX
		Information Item:

The attached Single Plans for Student Achievement (SPSA) reflect the site-based implementation of the Local Control Accountability Plan (LCAP) along with state and federal budget and plan requirements. SPSA plans have been updated to align with the two LCAP goals and are on the same development cycle as the LCAP.

Goal 1: Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

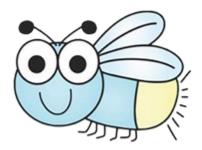
Goal 2: Promoting whole learner development through social and emotional learning opportunities in a variety of safe environments.

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, the 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 on expenditures and trimester student performance data. The SPSAs will be posted in English and Spanish on the GJUESD website for employee and community reference.

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 & Signature Page



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairsite Elementary School	34 67348 0141325	May 20, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Fairsite Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Fairsite Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

April 9, 2024

Because less than 40% of the children enrolled in the school are from low-income families, Fairsite submitted a Schoolwide Program (SWP) Waiver to the local governing board at the March 20, 2024 meeting. Fairsite Elementary received approval of the SWP Waiver at the March 20, 2024 board meeting.

The school has taken into account how a SWP will best serve the needs of the students in the school served under Title I in improving academic achievement and other factors (34 CFR 200.25[b][1][iii]; ESSA Section 1114[a][1][B]).

Educational Partner Involvement

How, when, and with whom did Fairsite Elementary 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

Fairsite will seek the input and advice of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) in reviewing, revising, and establishing goals and actions for the SPSA. Meetings are held throughout the school year, in which the committees review the previous year's plan, give suggestions for the new year's plan, and review the draft of the SPSA before final approval.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No resource inequities have been identified.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Not Applicable

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Not Applicable

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

March 2023 CalSCHLS: Staff Report areas below 50%:

School supports for staff: 20%

Staff collegiality: 20%

School is a safe place for staff: 32%

School provides Adequate counseling and support services: 30%

Actual Outcome March 2024:

School supports for staff: 21%

Staff collegiality: 15%

School is a safe place for staff: 25%

School provides adequate counseling and support services: 13%

Percentages dropped in the three areas, especially in the indicator about the school providing adequate counseling and support services. This warrants a discussion with staff to learn more about reasons for the low percentage.

March 2023 CalSCHLS: Parent Report areas below 50%

Parental Involvement in school: 49%

School Actively seeks the input of parents: 46%

Actual Outcome March 2024:

Parental involvement in school: 67%

School actively seeks the input of parents: 56%

Parent responses were positive in both indicators and went up significantly. We will work on maintaining and/or improving these indicators, and increasing parent participation in the survey.

Parental Engagement

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

Fairsite Elementary and Early Learning Center serves families with children ages 0-5 years old. The School Readiness Center offers a wide variety of experiences so that families will begin their GJUESD experience with a stronger learning foundation and help ensure that our youngest learners advance from PreKindergarten to elementary school with stronger opportunities for social, emotional and academic success. This experience encompasses home-based, center-based, extended learning opportunities.

Bilingual Community Outreach staff coordinate efforts to increase home-school communication and engagement of dual language learner families.

Academic Parent Teacher Teams (APTT) is a research-based family engagement and leadership opportunity for parents/caregivers that teachers offer 3 times per year. The goal is to strengthen family involvement as parents become partners in their children's education and support their learning at home

Fairsite supports the parents' role in their child's learning at home through an evidence-based home visitation program and a parent early learning texting App. The ECE Home Visitor provides in-home developmental and educational experiences for EL families who may live in rural areas or without transportation

Parent & Child Playgroups: Structured developmental playgroups for children ages 0-3 and their caregivers are offered, prioritizing enrollment for children living in low-income families who are not otherwise enrolled in public infant/toddler programs and services. The playgroups involve families/caregivers as active participants with their children and educate them about the importance of play in child development and the critical role they play in supporting school success

Parents As Volunteers: Parent volunteers support the classroom by assisting with classroom projects, planning activities, and helping with the overall success of the classroom

Parent Advisory Committee (PAC): The Fairsite PAC meets monthly. PAC develops parent leadership capacity and gathers stakeholder input for continuous improvement process.

English Classes for Parents: EL CIELO English Literacy Class meets twice a week in 2-hour sessions focused on building English skills as well as communication skills between home and school.

Family Events: Fairsite offers a variety of events throughout the year such as evening family nights, picnic days, literacy events, fall festival, art exhibition, etc.

Partnering in Education opportunities include Back-to-School Night, Parent-Teacher Conferences in the fall and spring and Open House. Teachers also communicate regularly with families via the Class Dojo parent app.

2nd Cup of Coffee is a parent/caregiver wellness class that provides information on local resources, topics of parent interest, and a fun family craft.

University of Davis Cooperative Extension will provide two Nutrition Series that focus on selecting and preparing healthy snack and meals, nutrition and healthy lifestyles.

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

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. Beginning with the 2023-24 school year Fairsite will elect a School Site Council (formally Parent Advisory Committee- PAC) to develop this School 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.

Fairsite Elementary and Early Learning Center Parent/Student/School Compact 2024-2025

We, the staff of Fairsite Elementary and School Readiness Center, understand the importance of the school experience to every childt and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Have high expectations for your child and help him/her develop a love of learning
- Communicate regularly with you regarding your child's progress so that we may work as partners for your child's success
- Provide a safe, positive and healthy learning environment for your child, in which he/she can learn to take responsibility for his/her own actions
- Provide you with opportunities to be involved in your child's classroom and school community

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

- Make sure that my child attends school every day and is on time
- Know how my child is doing in school by communicating with the teacher, and reading and responding to communication sent from the teacher and/or school
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events and

meetings

 Be open to serving on parent committees such as School Site Council, English Learner Advisory Committee, Parent Advisory Committee and other district-wide committees

I am a Fairsite student. I realize that my education is important. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn
- · Ask for help when I need it
- · Be responsible for my own behavior and learning
- Follow classroom and school rules
- Be respectful

Funding

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

Instructional assistants (IAs) and bilingual Instructional assistants (BIAs) are provided to support struggling learners.

Fiscal support (EPC)

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

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Fairsite Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup											
0, 1, 10	Per	cent of Enroll	ment	Number of Students							
Student Group	20-21	21-22	22-23	20-21	21-22	22-23					
American Indian	%	%	0%			0					
African American	%	%	1.04%			1					
Asian	%	%	3.13%			3					
Filipino	%	%	0%			0					
Hispanic/Latino	%	%	55.21%			53					
Pacific Islander	%	%	0%			0					
White	%	%	34.38%			33					
Multiple/No Response	%	%	5.21%			5					
		То	tal Enrollment			96					

Enrollment By Grade Level

Student Enrollment by Grade Level										
Number of Students										
Grade	20-21	22-23								
Kindergarten	N/N	N/A	96							
Total Enrollment			96							

Conclusions based on this data:

1. This is the second year of TK enrollment.

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment											
24 1 42	Num	ber of Stud	lents	Percent of Students							
Student Group	20-21	21-22	22-23	20-21	21-22	22-23					
English Learners (EL)			31			32.3%					
Fluent English Proficient (FEP)			2			2.1%					
Reclassified Fluent English Proficient (RFEP)			0			0%					

Conclusions based on this data:

^{1.} Based on TK enrollment at Fairsite Elementary School, 1/3 of the student population is considered English Language Learners. There were students who were initially identified as Fluent English Proficient.

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students										
Grade # of Students Enrolled # of Students Tested # of Students with Scores # of Enrolled Students								tudents			
Level	20-21								22-23		

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

	Overall Achievement for All Students														
Grade Mean Scale Score			Score	% Standard Exceeded		% Standard Met			% Standard Nearly Met			% Standard Not Met			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts											
Overted and	% A b	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing										
Out do I accel	% Above Standard			% At o	r Near St	andard	% Ве	elow Stan	dard	
Grade Level	20-21	21-22	22-23	20-21 21-22 22-23 20-21 21-22					22-23	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills											
Overde Level	% Al	ove Star	dard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level	20-21 21-22 22-23 20-21 21-22 22-23 20-21 21-22										

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

In	vestigatii	Reng, analy	esearch/Ir zing, and		ng inform	ation			
Out to Local	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Γested	# of \$	Students Scores	with	% of En	rolled S Tested	tudents
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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

				C	Overall	Achiev	ement	for All	Studer	ıts					
Grade	Mean	Scale	Score		Standa xceede		% St	andard	Met	% Sta	ndard I Met	Nearly	% St	andard Met	l Not
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Applying	Conce mathema	epts & Pr			ıres			
•	% Ak	ove Stan	dard	% At o	r Near St	andard	% Ве	low Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Using appropriate			_	_	a Analysis orld and m		cal probl	ems	
	% A b	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Demo	onstrating		unicating support		_	clusions			
Out to Local	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

		Nu	mber of			ive Asse an Scale			tudents						
Grade	Level Students rested														
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
K			1373.4			1391.4			1331.0			34			
All Grades												34			

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pei	rcentaç	je of St	tudents		all Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade	Level														
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K			2.94			17.65			26.47			52.94			34
All Grades			2.94			17.65			26.47			52.94			34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pe	rcentaç	je of St	tudents		l Lang		ce Leve	el for A	II Stud	ents			
Grade															
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K			5.88			29.41			23.53			41.18			34
All Grades			5.88			29.41			23.53			41.18			34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pe	rcenta	ge of S	tudents		en Lan ch Perf		ce Leve	el for A	II Stude	ents			
Grade	or Students														
Level	Level 20-21 21-22 22-				21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K			0.00			5.88			35.29			58.82			34
All Grades			0.00			5.88			35.29			58.82			34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Percent	age of S	tudents l		ing Doma in Perfor		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	Е	Beginnin	g	_	tal Numb f Student	
Level	or Students										22-23	
K			9.09			57.58			33.33			33
All Grades			9.09			57.58			33.33			33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Percent	age of S	tudents I		ing Doma		_evel for	All Stud	ents		
Grade	Wel	l Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g	_	tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K			20.59			32.35			47.06			34
All Grades			20.59			32.35			47.06			34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Percent	age of St	tudents l		ng Doma in Perfoi		evel for	All Stud	ents		
Grade	Wel	l Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K			2.94			58.82			38.24			34
All Grades			2.94			58.82			38.24			34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g	_	tal Numb f Studen	-
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K			0.00			20.59			79.41			34
All Grades			0.00			20.59			79.41			34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 1. The majority of the TK English Learners scored at Level 1 for both oral and written language.
- 2. The majority of ELs scored Somewhat/Moderately Developed in Listening and Reading, and Beginning in Speaking and Writing.

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

	2022-23 Stude	ent Population	
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
96	52.1	32.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Fairsite Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	•

2022-23 Enrollment	t for All Students/Student Group	
Student Group	Total	Percentage
English Learners	31	32.3
Foster Youth		
Homeless	1	1
Socioeconomically Disadvantaged	50	52.1
Students with Disabilities	13	13.5

Enrollmo	ent by Race/Ethnicity	
Student Group	Total	Percentage
African American	1	1
Asian	3	3.1
Hispanic	53	55.2
Two or More Races	5	5.2
White	33	34.4

Conclusions based on this data:

1. Fairsite Elementary has a high population of Socioeconomically Disadvantaged, Hispanic students.

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Pad

Lowest Performance

ed Orar

nge

) Cre

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group All Students **English Learners Foster Youth** 5.4 points below standard 96 Students No Performance Color No Performance Color 0 Students 0 Students **Homeless** Socioeconomically Disadvantaged **Students with Disabilities** No Performance Color No Performance Color No Performance Color 0 Students 0 Students 0 Students

2023 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 0 Students 0 Students 0 Students 0 Students **Hispanic Two or More Races** Pacific Islander White No Performance Color No Performance Color No Performance Color No Performance Color 0 Students 0 Students 0 Students 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Conclusions based on this data:

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









Blue
Highest Performance

This section provides number of student groups in each level.

	2023 Fall Das	shboard Mathematics E	quity Report	
Red	Orange	Yellow	Green	Blue

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group **All Students English Learners Foster Youth** 1.2 points above standard 96 Students No Performance Color No Performance Color 0 Students 0 Students **Homeless** Socioeconomically Disadvantaged **Students with Disabilities** No Performance Color No Performance Color No Performance Color 0 Students 0 Students 0 Students

2023 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 0 Students 0 Students 0 Students 0 Students Hispanic **Two or More Races** Pacific Islander White No Performance Color No Performance Color No Performance Color No Performance Color 0 Students 0 Students 0 Students 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners					
Current English Learner	Reclassified English Learners	English Only			
0 Students	0 Students	0 Students			

Conclusions based on this data:

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

making progress towards English language proficiency

Number of EL Students: 0 Students Performance Level: No Performance Level

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.

2023 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

Conclusions based on this data:

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
This section provides nu	mber of student groups i	n each level.		
	2023 Fall Das	hboard College/Career	Equity Report	
Very High	High	Medium	Low	Very Low

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.

2023 Fall	Dashboa	rd College/Career R	Report for All Stude	nts/Stude	nt Group		
All Students		English I	Learners	Foster Youth			
Hamalaga		Sasiasasanamiasl	ly Disadventered	Ctudente with Dischilities			
Homeless		Socioeconomical	iy Disauvantageu	Students with Disabilities			
20	2023 Fall Dashboard College/Career Reportby Race/Ethnicity						
	_						
African American	Am	erican Indian	Asian		Filipino		
Hispanic Two or More Races		or More Races	Pacific Islander		White		

Conclusions based on this data:

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

	2023 Fall Dashbo	ard Chronic Absenteei	sm Equity Report	
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group All Students **English Learners Foster Youth** 20.4% Chronically Absent 26.5% Chronically Absent No Performance Color 0 Students 98 Students 34 Students Socioeconomically Disadvantaged **Students with Disabilities Homeless** Less than 11 Students 32.7% Chronically Absent 27.3% Chronically Absent 0 0 1 Student 52 Students 22 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 3 Students	No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic 27.8% Chronically Absent	Two or More Races Less than 11 Students	Pacific Islander	White 5.7% Chronically Absent
		Pacific Islander No Performance Color	

Conclusions based on this data:

- 1. The student groups with the highest Chronic Absenteeism rates are Hispanic, Socioeconomically Disadvantaged and the English Learner student group.
- 2. Students with Disabilities have a high chronically absence rate.

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and

local measures.				
Performance on state measure level (color) is not included who dial with the words "No Perforr	en there are fewer t			
Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance
This section provides number	of student groups in	n each level.		
	2023 Fall Dashi	board Graduation Ra	ate Equity Report	
Red	Orange	Yellow	Green	Blue
This section provides informat high school diploma.	on about students	completing high scho	ol, which includes s	udents who receive a standard
2023 F	Fall Dashboard Gr	aduation Rate for Al	l Students/Student	Group
2023 F All Students	Fall Dashboard Gr	aduation Rate for Al English Learners	l Students/Student	Group Foster Youth
				•
All Students	Socioe	English Learners	rantaged St	Foster Youth udents with Disabilities
All Students	Socioe	English Learners economically Disadv pard Graduation Rate	rantaged St	Foster Youth udents with Disabilities

Conclusions based on this data:

Conditions & Climate

Suspension Rate

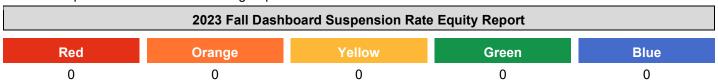
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group **All Students English Learners Foster Youth** 0% suspended at least one day 0% suspended at least one day No Performance Color 100 Students 34 Students 0 Students Socioeconomically Disadvantaged **Students with Disabilities** Homeless Less than 11 Students 0% suspended at least one day 0% suspended at least one day 1 Student 53 Students 22 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 1 Student	American Indian No Performance Color 0 Students	Asian Less than 11 Students 3 Students	Filipino No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
0% suspended at least one day	Less than 11 Students 5 Students	No Performance Color	0% suspended at least one day
56 Students		0 Students	35 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Kinder Readiness

In order to prepare our students for later school success, Fairsite students will be provided learning opportunities that develop oral language skills that are aligned to California early learning foundations with a focus on equity, access and academic rigor, and inclusive practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

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.

Research has documented that oral language development plays a critical role in early literacy and provides the foundation for reading and writing. Students exposed to high-quality learning experiences in rich language environments enter kindergarten prepared for success throughout their academic careers. High-quality early learning environments are critical for students who need it the most, iincluding children experiencing poverty, children of color, children who are dual language learners, and children with disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PreK learners meeting the Kindergarten Readiness benchmarks will increase 10% or greater each year.	School Readiness Assessments: 1a. % of all Preschool students meeting Kinder Readiness Benchmarks Color Recognition 94% Shape Identification: 78% Number Identification 52% Letter Names Upper 57% Letter Names-Lower: 37% Rote counting: 69% 1:1 Correspondence: 89% Pattern Creation: 94% Name Writing: 100% 1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks Color Recognition 84% Shape Identification: 73% Number Identification 50% Letter Names Upper 39% Letter Names-Lower: 39% Rote counting: 61%	1a. % of all Preschool students meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas. 1b % of all Preschool/dual language learners meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas. 2a. % of all TK students meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas. 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% in the 9 identified areas.

1:1 Correspondence: 88% Pattern Creation: 92% Name Writing: 100%

2a. % of all TK students meeting Kinder Readiness Benchmarks Color Recognition 98% Shape Identification: 91% Number Identification 83% Letter Names Upper 75% Letter Names-Lower: 67% Rote counting: 75% 1:1 Correspondence: 92% Pattern Creation: 67% Name Writing: 88%

2b. % of all TK dual language learners meeting Kinder Readiness
Benchmarks
Color Recognition 95%
Shape Identification: 81%
Number Identification 77%
Letter Names Upper 77%
Letter Names-Lower: 68%
Rote counting: 53%
1:1 Correspondence: 85%
Pattern Creation: 47%
Name Writing: 95%

3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness Benchmarks Color Recognition 70% Shape Identification: 75% Number Identification 75% Letter Names Upper 65% Letter Names-Lower: 50% Rote counting: 55% 1:1 Correspondence: 100% Pattern Creation: 100% Name Writing: 100%

3b. % of all Dual Language Immersion/Preschool students, dual language learners meeting Kinder Readiness Benchmarks Color Recognition 90% Shape Identification: 90% Number Identification 90% Letter Names Upper 81% Letter Names-Lower: 63% Rote counting: 63% 1:1 Correspondence: 100% Pattern Creation: 100% Name Writing: 100%

4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness Benchmarks Color Recognition 85% Shape Identification: 71% Number Identification 61%

3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness benchmarks will increase by 10% or greater in the 9 identified areas.

3b. % of all Dual Language Immersion, Preschool dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.

4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness will increase by 10% or greater in the 9 identified areas.

4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.

Letter Names Upper 57% Letter Names-Lower: 57% Rote counting: 68% 1:1 Correspondence:95% Pattern Creation: 100% Name Writing: 100%

4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 100% Shape Identification: 66% Number Identification 78% Letter Names Upper 78% Letter Names-Lower: 78% Rote counting: 86% 1:1 Correspondence: 100%

Pattern Creation: 100% Writes Name: 100%

Actual Outcome Based on Tri 3 Data:

1a. % of all Preschool students meeting Kinder Readiness **Benchmarks** Color Recognition 81% Shape Identification: 73% Number Identification 43% Letter Names Upper 55% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 74% 1:1 Correspondence: 80% Pattern Creation: n/a

1b. % of Preschool dual language learners meeting Kinder Readiness **Benchmarks**

Name Writing: n/a

Color Recognition: 79% Shape Identification: 74% Number Identification: 26%

Letter Names Upper: 32% (n/a for DLI)

Letter Names-Lower: n/a Rote counting: 53% 1:1 Correspondence: 68% Pattern Creation: n/a Name Writing: n/a

2a. % of all TK students meeting Kinder Readiness Benchmarks Color Recognition 90% Shape Identification: 81% Number Identification 71% Letter Names Upper 75% (n/a for DLI) Letter Names-Lower:69% (n/a for DLI) Rote counting: 73%

1:1 Correspondence: 94% Pattern Creation: 80% Name Writing: 91%

2b. % of all TK dual language learners meeting Kinder Readiness

Benchmarks

Color Recognition 86% Shape Identification: 69% Number Identification 72%

Letter Names Upper 80% (n/a for DLI) Letter Names-Lower: 67% (n/a for DLI)

Rote counting: 59% 1:1 Correspondence: 86% Pattern Creation: 66% Name Writing: 91%

3a. % of all Dual Language

Immersion/Preschool students meeting

Kinder Readiness Benchmarks

Color Recognition 67%
Shape Identification: 80%
Number Identification: 33%
Letter Names Upper n/a
Letter Names-Lower: n/a
Rote counting: 13%
1:1 Correspondence: 67%
Pattern Creation: n/a
Name Writing: 87%

3b. % of all Dual Language

Immersion/Preschool dual language learners meeting Kinder Readiness

Benchmarks

Color Recognition: 75% Shape Identification: 75% Number Identification: 38% Letter Names Upper: n/a for DLI Letter Names-Lower: n/a for DLI

Rote counting: 0%

1:1 Correspondence: 50% Pattern Creation: n/a Name Writing: n/a

4a. % of all Dual Language

Immersion/TK students meeting Kinder

Readiness Benchmarks
Color Recognition 67%
Shape Identification: 67%
Number Identification 62%
Letter Names Upper n/a
Letter Names-Lower: n/a
Rote counting: 52%
1:1 Correspondence:90%
Pattern Creation: 67%
Name Writing: 95%

4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks

Color Recognition 71% Shape Identification: 57% Number Identification 50% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 50%

	1:1 Correspondence: 79% Pattern Creation: 57% Writes Name: 100%	
Dual Language Learner enrollment in PreKindergarten will increase 5% each year.	2022-23 SIS Data Preschool (ages 0-5): Total enrollment = 248 Total dual lang. learner enrollment = 104 (42%) Transitional kinder: Total enrollment = 96 Total dual language learner enrollment = 32 (33%) Actual Outcome: 2023-2024 Preschool (ages 0-5): Total enrollment = 247 Total EL enrollment = 97 (39%) Transitional kinder: Total enrollment = 118 Total EL enrollment = 29 (24%)	2024-2025 Expected Outcome- Preschool (0-5) dual language learner enrollment= 44% TK dual language learner enrollment = 29%
Fairsite School Readiness direct services to families will increase by at least 50 families each year.	2022-23 First 5 Data: 256 families were served Actual Outcome: 2023-2024 263 unduplicated families.	2024-2025 Expected Outcome- 313 families will be served
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	2022-2023 Actual Outcome: Maintained 100% Actual Outcome 2023-2024: Met	2024-2025 Expected Outcome- 100% maintained
Parents of unduplicated students will be represented at 100% of all educational partner meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students	2022-23 School Data Representation all education partner meetings= Met Actual Outcome 2023-2024: Met	2024-2025 Expected Outcome- MET maintained
Parent survey will be completed by a minimum of 50 families with an increase of 10% each year	March 2023 CalSCHLS Parent Survey respondents: 34 May JBMF Parent Survey Actual Outcome 2023-2024: 18 parents completed the survey	2024-2025 Expected Outcome- 50 completed parent surveys
Misassignments of teachers will remain at 0	Currently, there are no misassignments at Fairsite.	2024-2025 Expected Outcome- maintained at zero (0)

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All students will be provided instruction with district-adopted ELA curriculum.	All	
1.2	Students identified as English Language Learners will be provided daily ELD instruction: both integrated and designated.	English Learners	3,568.68 Title III 2000-2999: Classified Personnel Salaries BIA 6,203 Title I 2000-2999: Classified Personnel Salaries BIA
1.3	Teacher will participate in professional development in meeting the needs of dual language learners: BeGlad, district PD, SCOE EL trainings, conferences, Dual Language Immersion PD	English Learners	5,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for teachers
1.4	Interpretation support for parents/teachers for various school meetings	All	143 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra Time for interpretation
1.5	Incentives to support parent engagement at various family meetings/events	All	500.00 Title I 4000-4999: Books And Supplies Supplies for incentives
1.6	Teachers will be provided with release time to collaborate on planning and instruction (DLI, BeGLAD, SEL lessons and any other area to support student learning).	All	4,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes
1.7	Supplemental teaching resources to support kinder readiness	All	4,000.00 LCFF - Supplemental 4000-4999: Books And Supplies Supplies to support kinder readiness

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All Language Arts instruction was based on the District-adopted curriculum. English Learners were provided with daily ELD instruction. TK teachers attended BeGLAD training, and the Dual Language Immersion teacher attended DLI professional development in addition to the BeGLAD trainings. There were changes in the Kinder Readiness assessments from last year to this year. This was based on teacher feedback regarding the developmental appropriateness of assessment areas (ie., pattern creation and name writing for preschool 4 year olds).

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

There were no major differences between the intended implementation of the budgeted expenditures in order to meet the articulated goal.

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

Additional strategies/activities have been identified to further support this goal. Teacher release time will be available so that teachers can collaborate on implementing BeGLAD strategies. More frequent data analysis will be done during the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Kinder Readiness

In order for our students to be Kindergarten ready, Fairsite staff will implement district adopted social/emotional curriculum and strategies to develop a socially competent learner. This involves respecting and celebrating cultural differences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Research has indicated students' readiness for kindergarten is not only dependent on them learning letters and numbers. Social and emotional skills children gain or don't gain before they enter kindergarten can have profound effects throughout their school career. Critical skills include being able to follow direct need to follow directions, comply with rules, manage emotions, solve problems, organize and complete tasks, and get along with others. Social and emotional skills develop early before children enter school, and they are essential for learning in a classroom setting.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily TK attendance will be maintained at 96% or greater	Aug 11, 2022-April 7, 2023 (monthly reports available upon request) ADA Percentages: Fairsite: 91.95% Actual Outcome 2023-2024: 97.63%	Expected Outcomes: Attendance will be maintained at 96% or greater
Chronic absenteeism will decrease by 1% or greater for every student subgroup.	For School Year 22/23: Baseline: 26% Actual Outcome 2023-2024: TBD	Expected Outcome: TK will be 26% or less.
Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Staff participation in the survey will increase by 50%.	March 2023 CalSCHLS: Staff Report areas below 50%: School Supports for staff: 20% Staff Collegiality: 20% Is a safe place for staff 32% Provides Adequate counseling and support services-30%	Expected Outcome: March 202 CalSCHLS Staff Report: School Supports for staff: 26% Staff Collegiality: 20% Is a safe place for staff 30% Provides Adequate counseling and support services-18%

	Actual Outcome March 2024: School supports for staff: 21% Staff collegiality: 15% School is a safe place for staff: 25% School provides adequate counseling and support services: 13%	
Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	March 2023 CalSCHLS: Parent Report areas below 50% Parental Involvement in school: 49% School Actively seeks the input of parents: 46% Actual Outcome March 2024: Parental involvement in school: 67% School actively seeks the input of parents: 56%	Expected Outcome: March 2025 CalSCHLS surveys: Parental Involvement in school-67% School Actively seeks the input of parents-56%
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	November 2022 FIT report for Fairsite is currently FAIR Actual Outcome November 2023: Fair	Expected Outcome: 2024 Flt report: Good

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Plan opportunities for family engagement such as math night, literacy night, science night.	All students	2,000 LCFF - Supplemental 4000-4999: Books And Supplies
2.2	Teachers and administration will meet with families of students that are chronically absent, developing strategies to address barriers. Develop incentives for students/families for improved attendance.	All Students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies
2.3	Assemblies to promote cultural and social emotional awareness.	English Learners, Socio Economically Disadvantaged	5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Outside vendors, organizations.

2.4	Online software programs to support kinder readiness	1439.96 Title I 5000-5999: Services And Other Operating Expenditures Online supplemental Softwares 335 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online supplemental Softwares
2.6	Incentives for improved student attendance to support attendance campaign.	500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Incentives

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

- 2.1: Several family engagement opportunities took place during the school year. Some were better attended than others.
- 2.2: This strategy was not implemented as described. Administration contacted parents, but more outreach was needed.
- 2.3: It was challenging finding presenters for the assemblies. We were able to schedule one assembly.

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

There were no major differences between the intended implementation of the budgeted expenditures in order to meet the articulated goal.

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

More family engagement opportunities will be scheduled for the next school year. An attendance action plan will be developed in conjunction with the teachers. One assembly per trimester will be the goal.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT		
Total Funds Provided to the School Through the Consolidated Application	\$9205		
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,689.64		
Total Federal Funds Provided to the School from the LEA for CSI	\$0		

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$8,142.96
Title I Part A: Parent Involvement	\$143.00
Title III	\$3,568.68

Subtotal of additional federal funds included for this school: \$11,854.64

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	\$21,835.00

Subtotal of state or local funds included for this school: \$21,835.00

Total of federal, state, and/or local funds for this school: \$33,689.64

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	21,835	0.00
Title I	8,142.96	0.00
Title I Part A: Parent Involvement	143	0.00
Title III	3,568.68	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	21,835.00
Title I	8,142.96
Title I Part A: Parent Involvement	143.00
Title III	3,568.68

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	10,414.68
4000-4999: Books And Supplies	7,500.00
5000-5999: Services And Other Operating Expenditures	6,774.96

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00

4000-4999: Books And Supplies	LCFF - Supplemental	7,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,335.00
2000-2999: Classified Personnel Salaries	Title I	6,203.00
4000-4999: Books And Supplies	Title I	500.00
5000-5999: Services And Other Operating Expenditures	Title I	1,439.96
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	143.00
2000-2999: Classified Personnel Salaries	Title III	3,568.68

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,414.68
Goal 2	10,274.96

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
- 3 Parent or Community Members

Name of Members Role

Sayra Sanchez	Parent or Community Member
Lilliana Mendoza	Parent or Community Member
Monica Garcia	Other School Staff
Marcia Juarez	Classroom Teacher
Maria West	Classroom Teacher
Laura Marquez	Principal

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

Laure Maryge

Committee or Advisory Group Name

Other: SSC

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.

Principal, Laura Marquez on **5/20/2023 5/20/2023**

This SPSA was adopted by the SSC at a public meeting on 5/20/24.

Attested:

Fairsite Elementary School



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vernon E. Greer Elementary School	34 67348 0119420	May 14, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Vernon E. Greer Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Vernon E. Greer Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

Educational Partner Involvement

How, when, and with whom did Vernon E. Greer Elementary 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.

This section is required for all schools eligible for ATSI and CSI.

No resource inequities were identified.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

RED - Suspension

Steps Taken:

- 1) Set a goal to decrease the number of learners suspended by 10%
- 2) Mental Health Clinician support for families and students
- 3) School Counselor support for families and students
- 4) Learner Supports Team (MTSS) support for all students
- 5) Implement Restorative Practices Strategies/Activities: Building collaboration, respect, and positive behavior
- Implement Clifton Strengths Strategies/Activities: Building upon what learners naturally do best
- 7) Implement Caring School Community Circles Strategies/Activities: Building a climate of kindness and caring
- 8) Implement Second Step Curriculum Strategies/Activities: Building a healthy community
- 9) Implement Fostering Resilient Learners Strategies/Activities: Creating a Trauma-Sensitive Classroom
- 10) Implement Relationship, Responsibility, and Regulation Strategies/Activities: Trauma-invested practices for fostering resilient learners
- 11) Implement Permission To Feel Strategies/Activities: Building an emotionally and psychologically safe learning environment
- 12) Implement Calming Corners Strategies/Activities: Integrating checking in and reflecting to support well being

- 13) Implement Service Learning Strategies/Activities: Community-based activities with structured preparation and reflection
- 14) Implement Digital Citizenship Strategies/Activities: Helping learners take ownership of their digital lives
- 15) PBIS Strategies/Activities: Improving effectiveness, efficiency, and equity

ORANGE - English Language Arts

Steps Taken:

- 1) Set a goal to increase NWEA MAP Reading winter to winter cohort performance growth by 5%.
- 2) Set a goal to increase DRA Reading winter to winter cohort performance growth by 10%
- 3) Provide instructional assistant support in intermediate classrooms
- 4) Provide SIPPS Challenge training and support whole-class implementation in all fourth grade classrooms
- 5) Recognize the impact of independent reading: Greer Problem of Practice
- 6) Implement 50% whole class and 50% small group Benchmark instruction
- 7) Implement whole class SIPPS instruction in grades K-4 with Tier 2 small group instruction
- 8) Decrease the number of learners who score below standard on the writing claim
- 9) Implement consistent writing strategies to improve students' ability to independently produce clear and coherent writing appropriate to task, purpose, and audience
- 10) Utilize the TOSA for Tier 2 instructional support

ORANGE - English Learner Progress

Steps Taken:

- 1) Set a goal to increase the number of learners who RFEP by 5%
- 2) Implement Integrated and Designated ELD instruction to develop the language needed to engage in grade-level literacy
- 3) Provide ELPAC practice test questions to students
- 4) Monitor English Learners for reclassification using MAP and SBAC
- 5) Utilize the TOSA for Tier 2 instructional support

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No state indicators for performance were two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

CalSCHLS 2023 and 2024 Survey Growth Results

Goal: 80% Reporting "Yes, most or all of the time."

Grade 5 Students Reporting "Yes, most or all of the time."

Students feel connected to school 66% to 70%

Caring adults in school 52% to 67%

Facilities upkeep 74% to 68%

Social and emotional learning supports 64% to 70%

Anti Bullying climate 66% to 74%

Feel safe at school 67% to 72%

Grade 6 Students Reporting "Yes, most or all of the time."

Students feel connected to school 55% to 65%

Caring adults in school 57% to 60%

High expectations from adults 76% to 77%

Facilities upkeep 53% to 75%

Social and emotional learning supports 59% to 63%

Anti Bullying climate 63% to 66%

Feel safe at school 53% to 69%

Students treated with respect 73% to 68%

Parental Engagement

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

Vernon E. Greer Elementary is fortunate to house a full-time School Based Mental Health and Wellness Clinician: Our clinician provides mental health and wellness services that foster pro-social skills and appropriate behavior; identifies the mental health and behavioral needs of students; assists in the development and delivery of school-wide mental health and wellness interventions, programs, and trainings.

The Vernon E. Greer Elementary school counselor develops, plans, and implements a school counseling and guidance program that includes academic, personal and social development.

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 school counselor is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our school counselor provides support to staff, families, and learners. There is a focus on attendance intervention and supporting PBIS.

Vernon E. Greer Elementary is a recipient of state funds which provide for an after-school program. The Greer Extended Learning Program services learners Monday through Friday from 2:30 p.m.- 6:00 p.m.

Health services are provided under the supervision of a qualified district school nurse. Vision screening, dental screening, hearing tests, first aid, and health counseling are among the services. The district nurse, along with our school health clerk, are available to address health problems that interfere with the learning process.

The Bright Future Learning Center (BFLC) technician provides enriching activities when learners and families visit. Learners may check out library books during their scheduled library time or during open library time.

Teachers and administration communicate regularly through face-to-face conversations, phone calls, emails, newsletters, and the site website. Additionally, a phone messaging system provides current school information to families.

We welcome volunteers in the classrooms and the school office. There are opportunities for families or community volunteers to assist.

During the 2022-2023 school year:

52% of Greer families used the Synergy ParentVue Portal in order to access information about their child's progress including class grades, attendance, and assessments.

We are honored to be a CalHOPE Focal School. This year, we have approximately \$16,000 to enhance site SEL practices.

The increase in adverse childhood experiences is due to a combination of factors:

- · Isolation from peers and trusted adults
- Unmitigated exposure to bullying through social channels
- Extreme family stress due to stay-at-home orders, unemployment, and social unrest
- Premature autonomy and child neglect as families navigate competing priorities during school closures
- Fear of illness for oneself and the worry of losing a loved one

Goals:

Develop a plan for implementing social emotional learning school wide

Promote the development of students' social emotional learning competencies and nurture their sense of identity, agency, and belonging

Promote the development of adult SEL skills and capacity to implement SEL practices

To promote positive learning conditions that are safe, welcoming, inclusive, an restorative

Improve academic achievement

Reduce suspension

Reduce chronic absenteeism,

Reduce the need for Tier 2 and Tier 3 supports in school because of more robust Tier 1 supports

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

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this School 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.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Vernon E. Greer Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup								
	Per	cent of Enrollr	nent	Number of Students				
Student Group	20-21	21-22	22-23	20-21	21-22	22-23		
American Indian	1.1%	0.64%	0.4%	5	3	2		
African American	1.3%	1.27%	2%	6	6	10		
Asian	2.3%	2.12%	3.99%	9% 11 10		20		
Filipino	2.1%	1.91%	2.2% 10 9		9	11		
Hispanic/Latino	57.1%	58.26%	57.09%	273	275	286		
Pacific Islander	0.2%	0.21% 0.2% 1		1	1	1		
White	33.3%	32.42%	30.54%	159	153	153		
Multiple/No Response	2.7%	3.18%	3.19%	13	15	16		
		Tot	tal Enrollment	478	472	501		

Enrollment By Grade Level

Student Enrollment by Grade Level								
Over de	Number of Students							
Grade	20-21	22-23						
Kindergarten	71	89	66					
Grade 1	70	64	84					
Grade 2	63	68	77					
Grade3	63	73	70					
Grade 4	56	61	86					
Grade 5	76	55	61					
Grade 6	79	62	57					
Total Enrollment	478	472	501					

- 1. Site boundaries changed to ensure continued growth.
- Overall enrollment increased.

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment								
2	Num	ber of Stud	lents	Percent of Students				
Student Group	20-21	21-22	22-23	20-21	21-22	22-23		
English Learners (EL)	115	109	99	24.10%	23.1%	19.8%		
Fluent English Proficient (FEP)	19	15	14	4.0%	3.2%	2.8%		
Reclassified Fluent English Proficient (RFEP)	15	21	33	2.5%	4.4%	6.6%		

- Overall English Learner enrollment has decreased..
- 2. The number of Fluent English Proficient learners decreased.
- **3.** The number of R-FEP learners in 2022-23 increased by 2.2%.

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade # of Students Enrolled		# of Students Tested		# of Students with Scores			% of Enrolled Students Tested					
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	71	67	0	71	67	0	71	67	0.0	100.0	100.0
Grade 4	55	63	85	0	63	85	0	63	85	0.0	100.0	100.0
Grade 5	73	57	59	0	57	58	0	57	58	0.0	100.0	98.3
Grade 6	85	62	55	0	62	55	0	62	54	0.0	100.0	100.0
All Grades	276	253	266	0	253	265	0	253	264	0.0	100.0	99.6

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

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score		Standa xceede		% Standard Met			% Sta	ndard Met	Nearly	% St	andard Met	l Not
Level	20-21 21-22 22-23		22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2420.		21.13	20.90		18.31	34.33		28.17	19.40		32.39	25.37
Grade 4		2455.	2452.		15.87	17.65		26.98	25.88		19.05	20.00		38.10	36.47
Grade 5		2506.	2463.		21.05	12.07		26.32	20.69		31.58	22.41		21.05	44.83
Grade 6		2498.	2532.		3.23	16.67		32.26	35.19		33.87	27.78		30.65	20.37
All Grades	N/A	N/A	N/A		15.42	17.05		25.69	28.79		28.06	21.97		30.83	32.20

Reading Demonstrating understanding of literary and non-fictional texts														
Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23					
Grade 3		16.90	16.42		54.93	59.70		28.17	23.88					
Grade 4		15.87	12.94		77.78	70.59		6.35	16.47					
Grade 5		19.30	10.34		66.67	63.79		14.04	25.86					
Grade 6		16.13	20.37		58.06	64.81		25.81	14.81					
All Grades		17.00	14.77		64.03	65.15		18.97	20.08					

	Writing Producing clear and purposeful writing													
Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23					
Grade 3		15.49	13.43		47.89	61.19		36.62	25.37					
Grade 4		7.94	11.76		65.08	63.53		26.98	24.71					
Grade 5		14.04	8.62		63.16	43.10		22.81	48.28					
Grade 6		1.61	9.26		53.23	64.81		45.16	25.93					
All Grades		9.88	10.98		56.92	58.71		33.20	30.30					

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Demons	strating e	Listenir ffective c	•	ation ski	lls			
Consider Leaves	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68	11.94		69.01	77.61		18.31	10.45
Grade 4		11.11	9.41		74.60	72.94		14.29	17.65
Grade 5		7.02	15.79		84.21	71.93		8.77	12.28
Grade 6		11.29	5.56		77.42	83.33		11.29	11.11
All Grades		10.67	10.65		75.89	76.05		13.44	13.31

Research/Inquiry Investigating, analyzing, and presenting information													
Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23				
Grade 3		8.45	17.91		60.56	61.19		30.99	20.90				
Grade 4		6.35	8.24		76.19	76.47		17.46	15.29				
Grade 5		14.04	12.07		78.95	58.62		7.02	29.31				
Grade 6		11.29	18.52		80.65	77.78		8.06	3.70				
All Grades		9.88	13.64		73.52	68.94		16.60	17.42				

- 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.

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's <u>Smarter Balanced Assessment System</u> web page for more information.

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of S	tudents 1	Гested	# of \$	Students Scores	with	% of Er	rolled St	tudents
Level	Level 20-21 21-22 22-2			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	71	67	0	71	67	0	71	67	0.0	100.0	100.0
Grade 4	55	63	85	0	63	85	0	63	85	0.0	100.0	100.0
Grade 5	73	57	59	0	57	58	0	57	58	0.0	100.0	98.3
Grade 6	rade 6 85 62 55				62	55	0	62	55	0.0	100.0	100.0
All Grades	276	253	266	0	253	265	0	253	265	0.0	100.0	99.6

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

				C)verall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score	, ,	Standa xceede		% St	andard	l Met	% Sta	ndard I Met	Nearly	% St	andard Met	l Not
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2417.	2422.		16.90	14.93		21.13	37.31		33.80	20.90		28.17	26.87
Grade 4		2446.	2473.		11.11	16.47		22.22	25.88		33.33	36.47		33.33	21.18
Grade 5		2497.	2462.		15.79	12.07		26.32	13.79		24.56	22.41		33.33	51.72
Grade 6		2499.	2528.		12.90	18.18		17.74	18.18		24.19	43.64		45.16	20.00
All Grades	N/A	N/A	N/A		14.23	15.47		21.74	24.53		29.25	30.94		34.78	29.06

Concepts & Procedures Applying mathematical concepts and procedures													
Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23				
Grade 3		23.94	13.43		46.48	62.69		29.58	23.88				
Grade 4		11.11	25.88		53.97	48.24		34.92	25.88				
Grade 5		15.79	18.97		54.39	32.76		29.82	48.28				
Grade 6		11.29	16.36		43.55	58.18		45.16	25.45				
All Grades		15.81	19.25		49.41	50.57		34.78	30.19				

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													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23				
Grade 3		18.31	14.93		53.52	55.22		28.17	29.85				
Grade 4		14.29	16.47		49.21	60.00		36.51	23.53				
Grade 5		10.53	6.90		66.67	44.83		22.81	48.28				
Grade 6		9.68	14.55		54.84	61.82		35.48	23.64				
All Grades		13.44	13.58		55.73	55.85		30.83	30.57				

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions														
Grade Level														
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23					
Grade 3		21.13	25.37		54.93	55.22		23.94	19.40					
Grade 4		19.05	20.00		57.14	57.65		23.81	22.35					
Grade 5		12.28	10.34		61.40	48.28		26.32	41.38					
Grade 6		12.90	10.91		62.90	72.73		24.19	16.36					
All Grades		16.60	17.36		58.89	58.11		24.51	24.53					

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 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.

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students														
Grade	l.	Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber o				
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
K	1435.9	1422.4	1418.1	1457.2	1442.4	1423.2	1385.6	1375.7	1406.0	25	21	17			
1	1455.9	1455.9 1446.3 1455.9			1464.1	1472.5	1436.9	1427.8	1439.0	19	19	15			
2	1494.3 1504.1 1479.7		1522.3	1510.3	1481.6	1465.8	1497.2	1477.4	12	18	18				
3	1482.4	1483.9	1502.3	1488.8	1484.8	1507.4	1475.5	1482.5	1496.6	17	14	16			
4	*	1530.4	1527.6	*	1543.8	1524.4	*	1516.4	1530.3	9	14	18			
5	1519.9	*	*	1512.3	*	*	1526.9	*	*	16	6	9			
6	1547.6 1541.4 *		*	1547.1	1536.5	*	1547.4	1546.1	*	14	14	4			
All Grades										112	106	97			

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pei	rcentaç	ge of St	tudents		all Lan		ce Leve	el for A	II Stud	ents			
Grade		Level 4			Level 3	}		Level 2			Level 1			al Num Studer	
Level	20-21 21-22 22-23		22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.00	9.52	17.65	40.00	33.33	35.29	40.00	47.62	23.53	8.00	9.52	23.53	25	21	17
1	10.53	5.26	6.67	42.11	21.05	46.67	36.84	63.16	33.33	10.53	10.53	13.33	19	19	15
2	16.67	16.67	0.00	50.00	61.11	72.22	33.33	16.67	22.22	0.00	5.56	5.56	12	18	18
3	29.41	0.00	6.25	17.65	42.86	62.50	35.29	50.00	31.25	17.65	7.14	0.00	17	14	16
4	*	28.57	33.33	*	57.14	44.44	*	14.29	16.67	*	0.00	5.56	*	14	18
5	6.25	*	*	43.75	*	*	50.00	*	*	0.00	*	*	16	*	*
6	28.57	21.43	*	50.00	42.86	*	21.43	28.57	*	0.00	7.14	*	14	14	*
All Grades	17.86	15.09	12.37	40.18	41.51	54.64	34.82	36.79	23.71	7.14	6.60	9.28	112	106	97

	Oral Language Percentage of Students at Each Performance Level for All Students															
Grade		Level 4	ļ		Level 3	;		Level 2			Level 1			tal Number Students		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	32.00	28.57	23.53	36.00	19.05	29.41	24.00	42.86	23.53	8.00	9.52	23.53	25	21	17	
1	31.58	31.58	26.67	52.63	15.79	46.67	15.79	52.63	20.00	0.00	0.00	6.67	19	19	15	
2	41.67	50.00	16.67	58.33	33.33	55.56	0.00	16.67	27.78	0.00	0.00	0.00	12	18	18	
3	47.06	7.14	43.75	23.53	71.43	56.25	17.65	14.29	0.00	11.76	7.14	0.00	17	14	16	
4	*	64.29	55.56	*	28.57	33.33	*	7.14	11.11	*	0.00	0.00	*	14	18	
5	31.25	*	*	56.25	*	*	12.50	*	*	0.00	*	*	16	*	*	
6	50.00	42.86	*	50.00	42.86	*	0.00	14.29	*	0.00	0.00	*	14	14	*	
All Grades	40.18	37.74	36.08	42.86	33.02	42.27	12.50	26.42	15.46	4.46	2.83	6.19	112	106	97	

	Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level		Level 4	ļ		Level 3	;		Level 2			Level 1			tal Number Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	8.00	0.00	11.76	24.00	23.81	29.41	40.00	52.38	35.29	28.00	23.81	23.53	25	21	17	
1	0.00	5.26	0.00	26.32	0.00	33.33	47.37	47.37	46.67	26.32	47.37	20.00	19	19	15	
2	0.00	11.11	0.00	50.00	44.44	55.56	16.67	22.22	22.22	33.33	22.22	22.22	12	18	18	
3	11.76	0.00	6.25	17.65	35.71	37.50	47.06	28.57	43.75	23.53	35.71	12.50	17	14	16	
4	*	7.14	11.11	*	35.71	44.44	*	35.71	33.33	*	21.43	11.11	*	14	18	
5	12.50	*	*	12.50	*	*	62.50	*	*	12.50	*	*	16	*	*	
6	14.29	7.14	*	35.71	50.00	*	42.86	28.57	*	7.14	14.29	*	14	14	*	
All Grades	8.04	5.66	5.15	27.68	31.13	39.18	41.96	35.85	37.11	22.32	27.36	18.56	112	106	97	

	Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g			l Number Students		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
K	24.00	33.33	23.53	72.00	61.90	58.82	4.00	4.76	17.65	25	21	17		
1	36.84	36.84	53.33	63.16	63.16	46.67	0.00	0.00	0.00	19	19	15		
2	50.00	44.44	33.33	50.00	55.56	66.67	0.00	0.00	0.00	12	18	18		
3	41.18	28.57	12.50	41.18	71.43	87.50	17.65	0.00	0.00	17	14	16		
4	*	57.14	55.56	*	42.86	44.44	*	0.00	0.00	*	14	18		
5	18.75	*	*	75.00	*	*	6.25	*	*	16	*	*		
6	28.57	21.43	*	64.29	64.29	*	7.14	14.29	*	14	14	*		
All Grades	34.82	36.79	32.99	58.93	60.38	61.86	6.25	2.83	5.15	112	106	97		

	Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade	Wel	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g			al Number Students		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
K	36.00	19.05	23.53	48.00	66.67	52.94	16.00	14.29	23.53	25	21	17		
1	15.79	10.53	6.67	84.21	84.21	80.00	0.00	5.26	13.33	19	19	15		
2	41.67	61.11	16.67	58.33	38.89	83.33	0.00	0.00	0.00	12	18	18		
3	47.06	21.43	68.75	41.18	71.43	31.25	11.76	7.14	0.00	17	14	16		
4	*	78.57	55.56	*	21.43	38.89	*	0.00	5.56	*	14	18		
5	62.50	*	*	31.25	*	*	6.25	*	*	16	*	*		
6	85.71	71.43	*	14.29	21.43	*	0.00	7.14	*	14	14	*		
All Grades	48.21	43.40	41.24	44.64	50.94	51.55	7.14	5.66	7.22	112	106	97		

	Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade	Wel	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g			Il Number Students		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
K	4.00	0.00	11.76	80.00	80.95	58.82	16.00	19.05	29.41	25	21	17		
1	5.26	5.26	13.33	57.89	47.37	53.33	36.84	47.37	33.33	19	19	15		
2	25.00	22.22	11.11	41.67	55.56	66.67	33.33	22.22	22.22	12	18	18		
3	17.65	0.00	6.25	29.41	57.14	62.50	52.94	42.86	31.25	17	14	16		
4	*	7.14	11.11	*	71.43	72.22	*	21.43	16.67	*	14	18		
5	18.75	*	*	62.50	*	*	18.75	*	*	16	*	*		
6	14.29	7.14	*	35.71	57.14	*	50.00	35.71	*	14	14	*		
All Grades	13.39	7.55	9.28	54.46	62.26	61.86	32.14	30.19	28.87	112	106	97		

	Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade	Wel	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	16.00	9.52	35.29	40.00	61.90	52.94	44.00	28.57	11.76	25	21	17	
1	10.53	5.26	0.00	68.42	78.95	86.67	21.05	15.79	13.33	19	19	15	
2	0.00	27.78	22.22	66.67	61.11	61.11	33.33	11.11	16.67	12	18	18	
3	17.65	7.14	25.00	64.71	78.57	62.50	17.65	14.29	12.50	17	14	16	
4	*	21.43	38.89	*	57.14	50.00	*	21.43	11.11	*	14	18	
5	12.50	*	*	75.00	*	*	12.50	*	*	16	*	*	
6	35.71	14.29	*	64.29	85.71	*	0.00	0.00	*	14	14	*	
All Grades	14.29	16.98	24.74	63.39	66.98	63.92	22.32	16.04	11.34	112	106	97	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 1. ELPAC and SBAC data are closely aligned.
- 2. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.
- 3. All learners with an overall score of Level 4 were reclassified.

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Total Socioeconomically Disadvantaged English Learners Foster Youth 501 60.9 19.8 0.4

Total Number of Students enrolled in Vernon E. Greer Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group									
Student Group	Total	Percentage							
English Learners	99	19.8							
Foster Youth	2	0.4							
Homeless	14	2.8							
Socioeconomically Disadvantaged	305	60.9							
Students with Disabilities	71	14.2							

Enrollment by Race/Ethnicity									
Student Group	Total	Percentage							
African American	10	2							
American Indian	2	0.4							
Asian	20	4							
Filipino	11	2.2							
Hispanic	286	57.1							
Two or More Races	16	3.2							
Pacific Islander	1	0.2							
White	153	30.5							

- 1. Socioeconomically Disadvantaged student group increased to 60%.
- 2. English Learners student group dropped to below 25%.

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Lowest Performance





Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Orange

Academic Engagement

Chronic Absenteeism

Conditions & Climate

Suspension Rate

Red

Mathematics

English Learner Progress

Orange

- 1. Suspension rate is RED and steps for improvement will be added.
- 2. English Language Arts is ORANGE and steps for improvement will be added.
- 3. English Learner Progress is ORANGE and steps for improvement will be added.

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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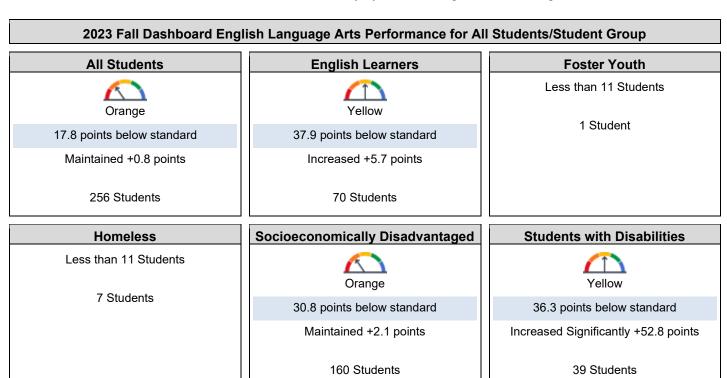


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red Orange Yellow Green Blue				
0	2	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	1 Student	10 Students	8 Students
Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	Less than 11 Students	Orange
Yellow 26.1 points below standard	Less than 11 Students 9 Students	Less than 11 Students 1 Student	Orange 7.9 points below standard
			-

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73 points below standard	0.7 points below standard	13 points below standard
Increased +9.6 points	Decreased -9.7 points	Decreased -4.2 points
36 Students	34 Students	172 Students

Conclusions based on this data:

- 1. The Students with Disabilities group increased significantly by +52.8 points, but is still below standard.
- 2. All student groups will be monitored for progress and performance during Academic Team Meetings.

Academic Performance

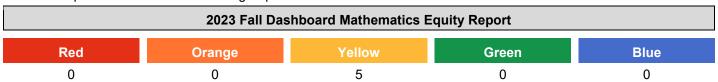
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

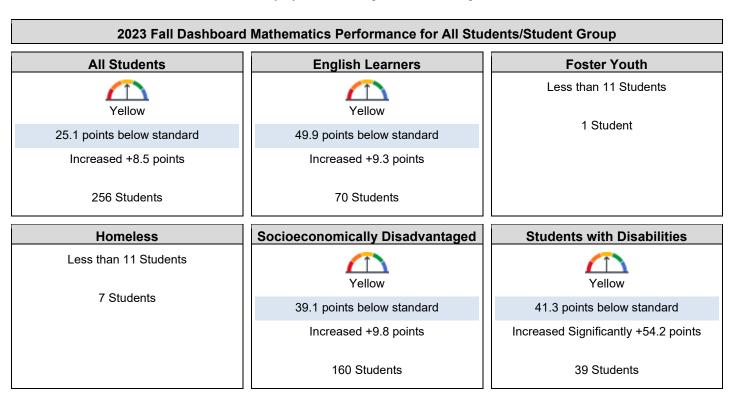
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	1 Student	10 Students	8 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic Yellow	Two or More Races Less than 11 Students	Less than 11 Students	White Yellow
Yellow	Less than 11 Students	Less than 11 Students	Yellow

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81 points below standard	16.9 points below standard	16.5 points below standard
Increased +9.8 points	Maintained -0.2 points	Increased +6.7 points
36 Students	34 Students	172 Students

Conclusions based on this data:

- 1. The Students with Disabilities group increased significantly by +54.2 points, and is still below standard.
- 2. All student groups will be monitored for progress and performance during Academic Team Meetings.

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress Orange 47.5% making progress towards English language proficiency Number of EL Students: 80 Students Performance Level: 3

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.

2023 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
14	28	0	38

Conclusions based on this data:

- 1. Over 50% of learners progressed towards proficiency.
- 2. All learners will continue to set goals in one or more of the four domains assessed.
- 3. We will continue to provide ELPAC practice test questions to students during Designated ELD.

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group **All Students English Learners Foster Youth** Less than 11 Students Orange 2 Students 33.3% Chronically Absent 31.8% Chronically Absent Declined Significantly -24 Declined -25.5 107 Students 526 Students Socioeconomically Disadvantaged **Students with Disabilities Homeless** 60% Chronically Absent Increased 1.7 Yellow Orange 33.6% Chronically Absent 35.4% Chronically Absent 15 Students Declined Significantly -28.2 Declined -19.6 333 Students 99 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	40% Chronically Absent	36.4% Chronically Absent
10 Students	2 Students	Increased 1.5	0
		20 Students	11 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races 31.6% Chronically Absent	Pacific Islander Less than 11 Students	White
Hispanic Yellow	1110 01 111010 1111000	Less than 11 Students	White Yellow
	31.6% Chronically Absent Declined -21.4		
Yellow	31.6% Chronically Absent	Less than 11 Students	Yellow

Conclusions based on this data:

- 1. Chronic Absenteeism for all student groups decreased.
- 2. Homeless students were were suspended at a higher percentage rate than the other student groups.

Conditions & Climate

Suspension Rate

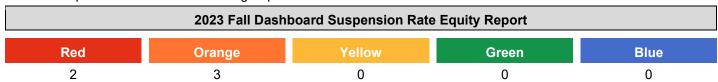
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

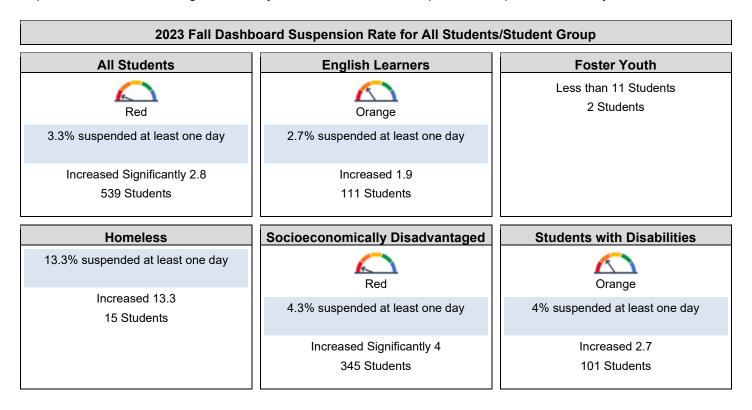
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



2023 Fall Dashboard Suspension Rate by Race/Ethnicity

	•	-	
African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 2 Students	5% suspended at least one day	0% suspended at least one day
		Increased 5 20 Students	11 Students
Hispanic	Two or More Races	Pacific Islander	White
Red	4.8% suspended at least one day	Less than 11 Students 1 Student	Orange
3.6% suspended at least one day	Increased 4.8 21 Students		2.4% suspended at least one day
Increased Significantly 2.6 306 Students			Increased Significantly 2.4 168 Students

Conclusions based on this data:

- **1.** Suspensions for all student groups increased.
- 2. Homeless students were were suspended at a higher percentage rate than the other student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

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.

Meeting the diverse needs of every learner through impactful teaching practices, high standards, and equitable resources.

Learner Achievement Goals

Reading and Mathematics SBAC: Decreasing the number of learners who score below standard

Reading and Mathematics MAP: 100% of all learners will meet their growth goal Reading and Mathematics MAP: 5% winter to winter cohort performance growth District Reading Assessments: 10% winter to winter cohort performance growth ELPAC: 100% of all learners will increase one level or maintain criterion (Level 4)

Based on Winter to Winter DRA data listed below, there is a continued need to increase student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Based on Winter to Winter MAP data in the area of reading, there is a need to provide professional development to support the effective use of core curriculum. Deeper understanding of the connection between reading and writing, along with cycles of coaching/improvement are needed to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies are also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate. Additional support is needed with the analysis of reading data and the instructional implications that be drawn from data sets. Refreshers of reading standards and writing standards are needed at all grade levels.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal

accomplishing the goal.		
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year until 80% proficiency is reached.	2020-2021 Grade-Level Baseline Spring DRA: Transitional Kindergarten: 5/12=42% Kindergarten: 17/55=31% First Grade: 36/68=53% Second Grade: 27/58=47% (12 of the learners that did not meet have been here since kindergarten.) Third Grade: 39/60=65% 2021-2022 Grade-Level Actual Outcome Winter DRA: Kindergarten: 29% First Grade: 42% Second Grade: 41% Third Grade: 61% 2022-2023 Grade-Level Winter Actual Outcome Winter DRA: Kindergarten: 58% First Grade: 67% Second Grade: 44% Third Grade: 69% 2023-2024 Grade-Level Winter Actual Outcome Winter DRA: Kindergarten: 34% First Grade: 68% Second Grade: 33% Third Grade: 40%	2024-2025 Grade-Level Winter DRA Expected Outcome: 80% Kindergarten: 44% First Grade: 78% Second Grade: 43% Third Grade: 50%
The number of 1st-6th grade students in each student group meeting/exceeding the 60th percentile for math on winter 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: New 28% Second Grade: 39% Third Grade: 38% Fourth Grade: 34% Fifth Grade: 40% Sixth Grade: 40% Sixth Grade: 20% 2022-2023 Grade-Level Actual Outcome Winter MAP: All Learners: 37% First Grade: New 41% Second Grade: 34% Third Grade: 41%	2024-2025 Grade-Level Winter MAP Expected Outcome 60th percentile All Learners: 50% First Grade: 40% Second Grade: 57% Third Grade: 50% Fourth Grade: 68% Fifth Grade: 44% Sixth Grade: 40%

Fourth Grade: 49% Fifth Grade: 24% Sixth Grade: 33% 2023-2024 Grade-Level Actual Outcome Winter MAP: All Learners: 45% First Grade: 35% Second Grade: 52% Third Grade: 45% Fourth Grade: 63% Fifth Grade: 39% Sixth Grade: 35% 2020-2021 Grade-Level Baseline The number of 1st-6th grade students 2024-2025 Grade-Level Winter MAP in each student group Spring MAP: Expected Outcome 60th percentile meeting/exceeding the 60th percentile First Grade: 23% All Learners: 44% for reading on winter MAP will increase Second Grade: 50% First Grade: 37% at least 5% each year. Second Grade: 45% Third Grade: 69% Fourth Grade: 63% Third Grade: 45% Fifth Grade: 29% Fourth Grade: 52% Sixth Grade: 49% Fifth Grade: 47% Sixth Grade: 34% 2021-2022 Grade-Level Actual Outcome Winter MAP: All Learners: 40% First Grade: 35% Second Grade: 41% Third Grade: 44% Fourth Grade: 39% Fifth Grade: 53% Sixth Grade: 36% 2022-2023 Grade-Level Actual Outcome Winter MAP: All Learners: 41% First Grade: New 40% Second Grade: 32% Third Grade: 54% Fourth Grade: 41% Fifth Grade: 31% Sixth Grade: 51% 2023-2024 Grade-Level Actual Outcome Winter MAP: All Learners: 39% First Grade: 32% Second Grade: 40% Third Grade: 40% Fourth Grade: 47% Fifth Grade: 42% Sixth Grade: 29% All student groups, on the CA School 2022-2023 California Dashboard: 2023-2024 California Dashboard: Dashboard, will demonstrate at least a All Students: 17.8 points below All Students: 7.8 points below standard 10 point increase in meeting distance standard English Learners: 27.9 points below from standard in English Language English Learners: 37.9 points below standard standard Socioeconomically Disadvantaged: Arts. Socioeconomically Disadvantaged: 20.8 points below standard 30.8 points below standard Students With Disabilities: 26.3 points below standard

	I .	
	Students With Disabilities: 36.3 points below standard Hispanic: 26.1 points below standard White: 7.9 points below standard	Hispanic: 16.1 points below standard White: 2.1 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.	2022-2023 California Dashboard: All Students: 25.1 points below standard English Learners: 49.9 points below standard Socioeconomically Disadvantaged: 39.1 points below standard Students With Disabilities: 41.3 points below standard Hispanic: 38.2 points below standard White: 6.6 points below standard	2023-2024 California Dashboard: All Students: 15.1 points below standard English Learners: 39.9 points below standard Socioeconomically Disadvantaged: 29.1 points below standard Students With Disabilities: 31.3 points below standard Hispanic: 28.2 points below standard White: .4 points above standard
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	2019 California Dashboard: 60% making progress towards English language proficiency 2021-2022: 70% making progress towards English language proficiency 2022-2023 48% making progress towards English language proficiency	2023-2024 Expected Outcome: 53% making progress towards English language proficiency
English Learner reclassification rate will increase at least 3% each year.	2019-2020 Baseline: 15/115 Reclassification rate = 13% 2021-2022 Actual Outcome: 22/115 Reclassification rate = 19% 2022-2023 Actual Outcome: 17/94 Reclassification rate = 18%	2023-2024 Expected Outcome: Reclassification rate = 21%
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 Actual Outcome: Maintained 100%	2024-2025 Expected Outcome: Maintained 100%
Parent CalSCHL survey will increase of 10% each year with the goal of 80 families.	2020-2021 Baseline: 136 families responded 2021-2022 Actual Outcome: 46 families responded 2022-2023 Actual Outcome: 58 families responded 2023-2024 Actual Outcome: 24 families responded	2024-2025 Expected Outcome: 80 families

All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.

2023-2024 100% of teachers will have access to professional development that focuses on literacy, well-being and equitable practices.

2024-2025 100% of teachers will have access to professional development that focuses on literacy, well-being and equitable practices.

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	e Strategy/Activity Table with each of your school's s Description	Students to be Served	Proposed Expenditures
1.1	Reading Strategies/Activities: Recognizing the impact of independent reading Greer Problem of Practice Implementing 50% whole class and 50% small group Benchmark instruction Implementing whole class SIPPS instruction in grades K-4 with Tier 2 small group instruction	All Learners	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants and Bilingual Instructional Assistants LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants Bilingual Instructional Assistants
1.2	Mathematics Strategies/Activities: Implementing Building Thinking Classrooms Implementing Tier 2 small group instruction	All Learners	
1.3	Writing Strategies/Activities: Decreasing the number of learners who score below standard on the writing claim Implementing consistent writing strategies to improve students' ability to independently produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	All Learners	
1.4	ELD Strategies/Activities: Increasing the number of learners who RFEP Implementing Integrated and Designated ELD instruction to develop the language needed to engage in grade-level literacy Completing the ELPAC Practice Test	All Learners	
1.5	Professional Learning Community Strategies/Activities:	All Learners	

	Strengthening collective efficacy using tools to support the Achievement Teams process Implementing consistent analysis of data to support instruction Using meaningful evaluation and self-reflection to continuously improve classroom instruction Providing, supporting, and participating in improvement opportunities		1000-1999: Certificated Personnel Salaries Fred Jones Training
1.6	Supplemental Curriculum Technology	All Learners	
1.7	Learner Supports	All Learners	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Both District and site professional development provided to improve classroom instruction using research-based strategies have supported a continuous path of improvement in all academic areas.

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

We increased spending to support Building Thinking Classrooms with the goal being to get more of our learners thinking, and thinking for longer periods of time, within

the context of curriculum, which leads to longer and deeper learning.

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

None

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Meeting the diverse needs of every learner for motivation, social connectedness, and self-regulation as prerequisites for learning.

Learner Achievement Goals

Chronic Absenteeism: Increase the number of learners attending 95% or more school days

Suspension Rate: Decrease the number of learners suspended by 10%

CalSCHLS Survey: Increase the number of learners, families, and staff responding positively on items related to safety, belonging, and engagement

Based on the data listed below, Vernon E. Greer will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, family notification, and access to appropriate support personnel. A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions. Our site school counselor and mental health clinician will continue to provide service to learners, families, and staff.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance rate will increase to 94% or greater.	2018-2019 Daily Attendance Rate Outcome: 94.5% 2022-April 2023 Daily Attendance Rate Outcome: 91.47% 2023-2024 Daily Attendance Rate Outcome: 94%	2024-2025 Daily Attendance Rate Expected Outcome: daily attendance rate
Chronic absenteeism rate will decrease by 1% or greater for every student subgroup.	2021-2022 California Dashboard Actual Outcome for Greer: All Students: 57.3% Chronically Absent	2023-2024 California Dashboard Expected Outcome: All Students: 32.3% Chronically Absent

English Learners: 57.3% Chronically English Learners: 30.8% Chronically Absent Absent Homeless: 58.3% Chronically Absent Homeless: 59% Chronically Absent Socioeconomically Disadvantaged: Socioeconomically Disadvantaged: 61.9% Chronically Absent 32.6% Chronically Absent Students With Disabilities: 55% Students With Disabilities: 34.4% **Chronically Absent** Chronically Absent Hispanic: 61% Chronically Absent Hispanic: 34.5% Chronically Absent White: 51.2% Chronically Absent White: 30.6% Chronically Absent 2022-2023 California Dashboard Expected Outcome: All Students: 33.3% Chronically Absent English Learners: 31.8% Chronically Absent Homeless: 60% Chronically Absent Socioeconomically Disadvantaged: 33.6% Chronically Absent Students With Disabilities: 35.4% Chronically Absent Hispanic: 35.5% Chronically Absent White: 31.6% Chronically Absent Overall suspension rate will decrease 2021-2022 California Dashboard 2023-2024 California Dashboard by 1% or greater for every student Actual Outcome for Greer: Expected Outcome: subgroup. All Students: 0.6% suspended at least All Students: 2.3% suspended at least one day one day English Learners: 0.8% suspended at English Learners: 1.7% suspended at least one day least one day Homeless: 0% suspended at least one Homeless: 12.3% suspended at least one day Socioeconomically Disadvantaged: Socioeconomically Disadvantaged: 0.3% suspended at least one day 3.3% suspended at least one day Students With Disabilities: 1.2% Students With Disabilities: 3% suspended at least one day suspended at least one day Hispanic: 2.6% suspended at least one Hispanic: 1% suspended at least one White: 0% suspended at least one day White: 1.4% suspended at least one day 2022-2023 California Dashboard Actual Outcome for Greer: All Students: 3.3% suspended at least one day English Learners: 2.7% suspended at least one day Homeless: 13.3% suspended at least one day Socioeconomically Disadvantaged: 4.3% suspended at least one day Students With Disabilities: 4% suspended at least one day Hispanic: 3.6% suspended at least one White: 2.4% suspended at least one day Overall expulsion rate will decrease by 2021-2022 California Dashboard 2023-2024 California Dashboard 1% or greater for every subgroup. Actual Outcome for Greer: Expected Outcome: All Students: 0 All Students: 0 English Learners: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Socioeconomically Disadvantaged: 0

	Students With Disabilities:0 Hispanic: 0 White: 0 2022-2023 California Dashboard Actual Outcome for Greer: All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 0 White: 0	Students With Disabilities:0 Hispanic: 0 White: 0
Percentage of parents responding "Strongly agree" on the annual CalSCHLS Survey will increase at least 5% in areas that are below 50%.	2023-2024 Survey Results Actual Outcome: Participation = 24 Parents Reporting "Strongly agree" Parents feel welcome to participate 27% Supportive student learning environment 22% School is a safe place for my child 32% School has adults who really care about students 32% Communication with parents about school 26% School treats all students with respect 23% Facilities upkeep 23% Teachers responsive to child's social/emotional needs 71%	2024-2025 Survey Results Expected Outcome: Parents Reporting "Strongly agree" Parents feel welcome to participate 32% Supportive student learning environment 27% School is a safe place for my child 37% School has adults who really care about students 37% Communication with parents about school 31% School treats all students with respect 28% Facilities upkeep 28%
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 80%.	2022-2024 Fall Survey Results Actual Outcome: Grade 5 Students Reporting "Yes, most or all of the time" Students feel connected to school 66% to 70% Caring adults in school 52% to 67% Facilities upkeep 74% to 68% Social and emotional learning supports 64% to 70% Anti Bullying climate 66% to 74% Feel safe at school 67% to 72% Grade 6 Students Reporting "Yes, most or all of the time" Students feel connected to school 55% to 65% Caring adults in school 57% to 60% High expectations from adults 76% to 77% Facilities upkeep 53% to 75% Social and emotional learning supports 59% to 63% Anti Bullying climate 63% to 66% Feel safe at school 53% to 69% Students treated with respect 73% to 68%	2024-2025 Fall Survey Results Expected Outcome: Grade 5 Students Reporting "Yes, most or all of the time" Students feel connected to school 75% Caring adults in school 72% Facilities upkeep 73% Social and emotional learning supports 80% Anti Bullying climate 79% Feel safe at school 77% Grade 6 Students Reporting "Yes, most or all of the time" Students feel connected to school 70% Caring adults in school 65% High expectations from adults 82% Facilities upkeep 53% to 75% Social and emotional learning supports 68% Anti Bullying climate 71% Feel safe at school 74% Students treated with respect 73%

Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.	2022-2023 Actual Outcome: FAIR 2023-2024 Actual Outcome: GOOD	2024-2025 Expected Outcome: GOOD
Williams Facilities Complaints will be maintained at ZERO (0).	2023-2024 There are zero (0) Williams Facilities Complaints.	2024-2025 Maintain zero (0) Williams Facilities Complaints.

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Restorative Practices Strategies/Activities: Building collaboration, respect, and positive behavior	All Learners	
2.2	PBIS Strategies/Activities: Improving effectiveness, efficiency, and equity	All Learners	2,500.00 PBIS Behavior Incentives
2.3	Caring School Community Circles Strategies/Activities: Building a climate of kindness and caring	All Learners	Caring School Community Kits
2.4	Second Step Curriculum Strategies/Activities: Building a healthy community	All Learners	Second Step Materials
2.5	Fostering Resilient Learners Strategies/Activities: Creating a Trauma-Sensitive Classroom	All Learners	Fostering Resilient Learners Book Study
2.6	Relationship, Responsibility, and Regulation Strategies/Activities: Trauma-invested practices for fostering resilient learners	All Learners	Relationship, Responsibility, and Regulation Book Study
2.7	Permission To Feel Strategies/Activities: Building an emotionally and psychologically safe learning environment Adult Social Emotional Learning	All Learners	Permission To Feel Book Study
2.8	Poor Students, Rich Teaching Strategies/Activities: Making a difference in students' lives with richer teaching.	All Learners	Poor Students, Rich Teaching Book Study
2.9	Calming Corners Strategies/Activities: Integrating checking in and reflecting to support well being	All Learners	Calming Corner Tools
2.10	Clifton Strengths Strategies/Activities: Building upon what learners naturally do best	All Learners	

2.11	Service Learning Strategies/Activities: Community-based activities with structured preparation and reflection	Service Learning Materials
2.12	Digital Citizenship Strategies/Activities: Helping learners take ownership of their digital lives	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Site professional development provided to improve classroom instruction using research-based strategies have supported a continuous path of improvement in PBIS and SEL.

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

There were no major differences. We were fortunate to use CalHOPE funding to support PBIS and SEL.

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

None

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$67,745.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

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 (\$)
	\$2,500.00

Subtotal of state or local funds included for this school: \$2,500.00

Total of federal, state, and/or local funds for this school: \$2,500.00

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	67,283.30	67,283.30
Title I Part A: Parent Involvement	1,178	1,178.00
LCFF - Supplemental	154,904.90	154,904.90
Title III	5,956.21	5,956.21

Expenditures by Funding Source

Funding Source		Amount	
		2,500.00	

Expenditures by Budget Reference

Budget Reference		Amount	
		2,500.00	

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	2,500.00

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
Laura Corwin	Parent or Community Member
Sofia Flores	Other School Staff
Melissa Wilson	Classroom Teacher
Stacey Finley	Classroom Teacher
Amber Coupe	Classroom Teacher
Ingrid Carrillo	Parent or Community Member
Sarah Giglia	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Haura Corwin on 6-4-24

SSC Chairperson, Laura Corwin on 6-4-24



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lake Canyon Elementary School	34673480107946	05/23/24	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lake Canyon Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Lake Canyon Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school advertises for School Site Council members via the school website during the months of August and September. The election of the current council members followed nominations and letters of interest. Meeting dates for the school site council take place in early November, late February, and early June. The annual review takes place at the final annual meeting of the School Site Council. In years when there aren't more interested candidates for open SSC positions, the SSC members implement an organizational meeting in September and appoint interested individuals to open positions and roles through an SSC vote. This was the method used in the 2023-24 school year.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

No overall areas were in the red or orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following student groups were two or more performance levels below the all-student performance:

English-Language Arts- None

Math- Students with Disabilities were in the 'red' and were 106 points below the standard.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

CalSCHLS survey data/students- grade 5/grade 6:

Participants: 2023 = 40 | 2024 = 51

STUDENTS GRADE 5 - Reporting "Yes, most or all of the time. Goal = 80%

2023/2024

86%/62% Students feel connected to school 93%/74% Students are academically motivated

83%/64% Caring adults in school

91%/77% High expectations from adults

80%/77% Facilities upkeep

82%/67% Social and emotional learning supports

80%/66% Anti Bullying climate 93%/67% Feel safe at school

88%/74% Students treated with respect

Participants: 2023 = 52| 2024 = 44

STUDENTS GRADE 6 - Reporting "Yes, most or all of the time."

Goal = 80% 2023/2024

89%/77% Students feel connected to school

85%/84% Students are academically motivated

88%/76% Caring adults in school

94%/92% High expectations from adults

96%/80% Facilities upkeep

89%/83% Social and emotional learning supports

88%/75% Anti Bullying climate

90%/81% Feel safe at school

98%/91% Students treated with respect

Parental Engagement

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

Lake Canyon has a full time school social worker, medical assistant and access to district school nurse. The District 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)

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)

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, Socioeconomically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including CA Supplementary and Concentration, Title I and Title III.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lake Canyon Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup											
	Per	cent of Enrollr	ment	Number of Students							
Student Group	20-21	21-22	22-23	20-21	21-22	22-23					
American Indian	0.2%	0.18%	0%	1	1	0					
African American	1.7%	1.81%	1.37%	9	10	7					
Asian	2.6%	3.26%	4.5%	14	18	23					
Filipino	1.5%	1.45%	0.98%	8	8	5					
Hispanic/Latino	53.5%	52.90%	53.82%	285	292	275					
Pacific Islander	0.6%	0.36%	0.2%	3	2	1					
White	36.6%	35.33%	32.29%	195	195	165					
Multiple/No Response	2.8%	2.8% 4.17%		15	23	30					
		To	tal Enrollment	533	552	511					

Enrollment By Grade Level

Student Enrollment by Grade Level										
O I.	Number of Students									
Grade	20-21	21-22	22-23							
Kindergarten	72	79	66							
Grade 1	87	68	58							
Grade 2	63	89	66							
Grade3	79	69	90							
Grade 4	88	77	70							
Grade 5	81	86	74							
Grade 6	63	84	87							
Total Enrollment	533	552	511							

Conclusions based on this data:

^{1.} The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group on our campus per demographic reports. Enrollment has remained somewhat stable at our campus.

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment										
Ottobart Organi	Num	ber of Stud	lents	Percent of Students						
Student Group	20-21	21-22	22-23	20-21	21-22	22-23				
English Learners (EL)	89	105	78	16.70%	19.0%	15.3%				
Fluent English Proficient (FEP)	10	19	15	1.9%	3.4%	2.9%				
Reclassified Fluent English Proficient (RFEP)	27	16	25	5.1%	2.9%	4.9%				

Conclusions based on this data:

1. This English Learner data will inform the instructional practice undertaken by Lake Canyon educators as they develop academic pathways for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group to ensure academic growth and achievement.

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students												
Level	# of Stu	udents E	nrolled	# of Students Tested			# of Students with Scores			% of Enrolled Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	75	69	91	0	67	89	0	67	89	0.0	97.1	97.8	
Grade 4	91	72	69	0	71	69	0	71	69	0.0	98.6	100.0	
Grade 5	74	85	74	0	85	73	0	85	73	0.0	100.0	98.6	
Grade 6	62	82	86	0	82	84	0	82	84	0.0	100.0	97.7	
All Grades	302	308	320	0	305	315	0	305	315	0.0	99.0	98.4	

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

	Overall Achievement for All Students														
Grade Mean So	Scale	Score		Standa xceede	% SI		Standard Met		% Standard Nearly Met			% Standard Not Met			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2427.	2414.		23.88	24.72		25.37	21.35		26.87	22.47		23.88	31.46
Grade 4		2441.	2472.		22.54	27.54		19.72	17.39		18.31	27.54		39.44	27.54
Grade 5		2496.	2488.		21.18	21.92		32.94	26.03		20.00	24.66		25.88	27.40
Grade 6		2511.	2520.		14.63	10.71		34.15	41.67		17.07	20.24		34.15	27.38
All Grades	N/A	N/A	N/A		20.33	20.95		28.52	26.98		20.33	23.49		30.82	28.57

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts											
	% Al	ove Stan	dard	% At or Near Standard			% Ве	elow Stan	dard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		29.85	20.22		56.72	64.04		13.43	15.73		
Grade 4		23.94	21.74		50.70	68.12		25.35	10.14		
Grade 5		18.82	21.92		62.35	57.53		18.82	20.55		
Grade 6		17.07	25.00		54.88	52.38		28.05	22.62		
All Grades		21.97	22.22		56.39	60.32		21.64	17.46		

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Writing Producing clear and purposeful writing											
Grade Level	% A k	ove Stan	dard	% At or Near Standard			% Ве	elow Stan	dard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		7.46	15.73		64.18	48.31		28.36	35.96		
Grade 4		7.04	11.59		57.75	56.52		35.21	31.88		
Grade 5		12.94	10.96		62.35	56.16		24.71	32.88		
Grade 6		14.63	14.29		53.66	55.95		31.71	29.76		
All Grades		10.82	13.33		59.34	53.97		29.84	32.70		

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Listening Demonstrating effective communication skills												
Out do I accel	% At	ove Stan	dard	% At o	r Near St	andard	% Below Standard					
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		13.43	8.99		80.60	78.65		5.97	12.36			
Grade 4		11.27	17.39		77.46	66.67		11.27	15.94			
Grade 5		11.76	17.81		77.65	65.75		10.59	16.44			
Grade 6		17.07	19.05		65.85	73.81		17.07	7.14			
All Grades		13.44	15.56		75.08	71.75		11.48	12.70			

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Research/Inquiry Investigating, analyzing, and presenting information												
Out de la cont	% At	ove Stan	ndard	% At o	r Near St	andard	% Below Standard					
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		16.42	20.22		70.15	60.67		13.43	19.10			
Grade 4		15.49	18.84		59.15	65.22		25.35	15.94			
Grade 5		14.12	16.44		70.59	57.53		15.29	26.03			
Grade 6		13.41	9.52		65.85	72.62		20.73	17.86			
All Grades		14.75	16.19		66.56	64.13		18.69	19.68			

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Conclusions based on this data:

1. This data set informs the instructional practice undertaken by Lake Canyon educators as they develop learning pathways and plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems.

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students													
Grade	# of Students Enrolled			# of St	tudents 1	Γested	# of Students with Scores			% of Enrolled Students Tested			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	75	69	91	0	67	90	0	67	90	0.0	97.1	98.9	
Grade 4	91	72	69	0	71	69	0	71	69	0.0	98.6	100.0	
Grade 5	74	85	74	0	85	73	0	85	73	0.0	100.0	98.6	
Grade 6	62	82	86	0	82	84	0	82	84	0.0	100.0	97.7	
All Grades	302	308	320	0	305	316	0	305	316	0.0	99.0	98.8	

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

Overall Achievement for All Students															
Grade	Mean Scale Score				Standa xceede	" W Standard Met			l Met	% Standard Nearly Met			% Standard Not Met		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.	2429.		20.90	21.11		28.36	32.22		28.36	16.67		22.39	30.00
Grade 4		2453.	2488.		12.68	24.64		32.39	33.33		22.54	23.19		32.39	18.84
Grade 5		2483.	2481.		7.06	20.55		23.53	16.44		34.12	26.03		35.29	36.99
Grade 6		2501.	2520.		13.41	23.81		23.17	17.86		29.27	22.62		34.15	35.71
All Grades	N/A	N/A	N/A		13.11	22.47		26.56	25.00		28.85	21.84		31.48	30.70

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Concepts & Procedures Applying mathematical concepts and procedures									
One de la const	% Al	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.36	32.22		44.78	41.11		26.87	26.67
Grade 4		22.54	31.88		40.85	46.38		36.62	21.74
Grade 5		10.59	21.92		57.65	38.36		31.76	39.73
Grade 6		13.41	21.43		54.88	44.05		31.71	34.52
All Grades		18.03	26.90		50.16	42.41		31.80	30.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Out do I accel	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.88	22.22		55.22	48.89		20.90	28.89
Grade 4		16.90	26.09		46.48	52.17		36.62	21.74
Grade 5		9.41	15.07		57.65	46.58		32.94	38.36
Grade 6		8.54	13.10		59.76	60.71		31.71	26.19
All Grades		14.10	18.99		55.08	52.22		30.82	28.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Over de la const	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.36	23.33		61.19	54.44		10.45	22.22
Grade 4		18.31	18.84		57.75	60.87		23.94	20.29
Grade 5		8.24	17.81		71.76	52.05		20.00	30.14
Grade 6		13.41	22.62		60.98	52.38		25.61	25.00
All Grades		16.39	20.89		63.28	54.75		20.33	24.37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

This data set 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 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.

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the <u>ELPAC.org</u> website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade		Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber d dents Te	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1439.9	1393.4	1439.0	1454.2	1411.5	1423.7	1406.6	1351.2	1474.5	13	12	11
1	*	1428.1	*	*	1424.3	*	*	1431.2	*	8	12	6
2	*	*	1468.5	*	*	1468.5	*	*	1467.8	10	9	12
3	1471.0	*	*	1459.9	*	*	1481.8	*	*	21	9	10
4	1522.4	1522.0	*	1504.7	1530.5	*	1539.9	1513.2	*	21	20	8
5	1525.2	1532.0	1517.9	1518.1	1540.8	1525.7	1531.8	1522.6	1509.9	13	13	14
6	*	1519.8	*	*	1518.4	*	*	1520.9	*	10	13	5
All Grades										96	88	66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4	ļ		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00	27.27	76.92	25.00	18.18	15.38	33.33	45.45	0.00	41.67	9.09	13	12	11
1	*	0.00	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
2	*	*	0.00	*	*	33.33	*	*	66.67	*	*	0.00	*	*	12
3	5.00	*	*	30.00	*	*	30.00	*	*	35.00	*	*	20	*	*
4	30.00	25.00	*	40.00	25.00	*	20.00	45.00	*	10.00	5.00	*	20	20	*
5	15.38	23.08	21.43	46.15	46.15	14.29	23.08	23.08	57.14	15.38	7.69	7.14	13	13	14
6	*	0.00	*	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
All Grades	18.28	10.23	16.67	45.16	34.09	28.79	22.58	42.05	37.88	13.98	13.64	16.67	93	88	66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4	ļ		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	16.67	18.18	76.92	33.33	27.27	7.69	16.67	36.36	0.00	33.33	18.18	13	12	11
1	*	0.00	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
2	*	*	16.67	*	*	41.67	*	*	41.67	*	*	0.00	*	*	12
3	5.00	*	*	40.00	*	*	30.00	*	*	25.00	*	*	20	*	*
4	35.00	40.00	*	40.00	35.00	*	15.00	15.00	*	10.00	10.00	*	20	20	*
5	38.46	61.54	42.86	38.46	30.77	42.86	7.69	0.00	0.00	15.38	7.69	14.29	13	13	14
6	*	46.15	*	*	38.46	*	*	7.69	*	*	7.69	*	*	13	*
All Grades	26.88	28.41	25.76	45.16	37.50	36.36	17.20	19.32	16.67	10.75	14.77	21.21	93	88	66

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4			Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00	27.27	38.46	8.33	9.09	53.85	50.00	63.64	0.00	41.67	0.00	13	12	11
1	*	0.00	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
2	*	*	0.00	*	*	25.00	*	*	75.00	*	*	0.00	*	*	12
3	5.00	*	*	30.00	*	*	20.00	*	*	45.00	*	*	20	*	*
4	35.00	15.00	*	30.00	20.00	*	15.00	35.00	*	20.00	30.00	*	20	20	*
5	15.38	7.69	0.00	7.69	30.77	28.57	53.85	30.77	21.43	23.08	30.77	50.00	13	13	14
6	*	0.00	*	*	30.77	*	*	30.77	*	*	38.46	*	*	13	*
All Grades	16.13	6.82	7.58	32.26	20.45	21.21	31.18	45.45	50.00	20.43	27.27	21.21	93	88	66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Wel	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numl f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	16.67	9.09	92.31	66.67	72.73	0.00	16.67	18.18	13	12	11
1	*	8.33	*	*	91.67	*	*	0.00	*	*	12	*
2	*	*	16.67	*	*	83.33	*	*	0.00	*	*	12
3	20.00	*	*	65.00	*	*	15.00	*	*	20	*	*
4	60.00	35.00	*	40.00	55.00	*	0.00	10.00	*	20	20	*
5	15.38	15.38	21.43	69.23	84.62	71.43	15.38	0.00	7.14	13	13	14
6	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
All Grades	31.18	27.27	22.73	62.37	63.64	63.64	6.45	9.09	13.64	93	88	66

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numl f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.15	8.33	18.18	46.15	50.00	54.55	7.69	41.67	27.27	13	12	11
1	*	0.00	*	*	50.00	*	*	50.00	*	*	12	*
2	*	*	0.00	*	*	91.67	*	*	8.33	*	*	12
3	0.00	*	*	70.00	*	*	30.00	*	*	20	*	*
4	25.00	70.00	*	60.00	20.00	*	15.00	10.00	*	20	20	*
5	76.92	69.23	71.43	15.38	23.08	14.29	7.69	7.69	14.29	13	13	14
6	*	76.92	*	*	15.38	*	*	7.69	*	*	13	*
All Grades	33.70	40.91	31.82	51.09	37.50	43.94	15.22	21.59	24.24	92	88	66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Wel	II Develo	ped	Somew	hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	27.27	100.00	58.33	72.73	0.00	41.67	0.00	13	12	11
1	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
2	*	*	0.00	*	*	100.00	*	*	0.00	*	*	12
3	15.00	*	*	35.00	*	*	50.00	*	*	20	*	*
4	30.00	10.00	*	55.00	45.00	*	15.00	45.00	*	20	20	*
5	23.08	7.69	0.00	53.85	61.54	57.14	23.08	30.77	42.86	13	13	14
6	*	0.00	*	*	38.46	*	*	61.54	*	*	13	*
All Grades	17.20	5.68	9.09	59.14	59.09	63.64	23.66	35.23	27.27	93	88	66

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Wel	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numl f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	53.85	8.33	72.73	38.46	58.33	27.27	7.69	33.33	0.00	13	12	11
1	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
2	*	*	8.33	*	*	91.67	*	*	0.00	*	*	12
3	15.00	*	*	55.00	*	*	30.00	*	*	20	*	*
4	25.00	30.00	*	65.00	55.00	*	10.00	15.00	*	20	20	*
5	0.00	7.69	21.43	84.62	76.92	50.00	15.38	15.38	28.57	13	13	14
6	*	7.69	*	*	92.31	*	*	0.00	*	*	13	*
All Grades	19.78	12.50	27.27	65.93	73.86	56.06	14.29	13.64	16.67	91	88	66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population										
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth							
511	49.7	15.3	0.2							
Tatal Namelan of Ottodanta annull of	Otrodonto colo o con ellectric for force	Otradanta colonia analanasia a ta	Otrodonata colona a consulta alimenta de a							

Total Number of Students enrolled in Lake Canyon Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group						
Student Group Total Percentage						
English Learners	78	15.3				
Foster Youth	1	0.2				
Homeless	19	3.7				
Socioeconomically Disadvantaged	254	49.7				
Students with Disabilities	84	16.4				

Enrollment by Race/Ethnicity						
Student Group Total Percentage						
African American	7	1.4				
Asian	23	4.5				
Filipino	5	1				
Hispanic	275	53.8				
Two or More Races	30	5.9				
Pacific Islander	1	0.2				
White	165	32.3				

Conclusions based on this data:

1.	The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the
	largest demographic group of learners on our campus. White students comprise the next largest sub-group per
	demographic reports. Most of our learners are socioeconomically disadvantaged as well.

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Lowest Performance





Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Academic Engagement

Chronic Absenteeism

Conditions & Climate

Suspension Rate

Mathematics



English Learner Progress



Conclusions based on this data:

This dashboard data informs the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions, math interventions, and strategies that support attendance are implemented as part of the strong intervention systems. School site goal is to continue movement to the proficient dashboard domain for all areas.

Academic Performance English Language Arts

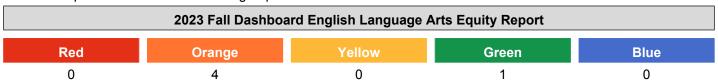
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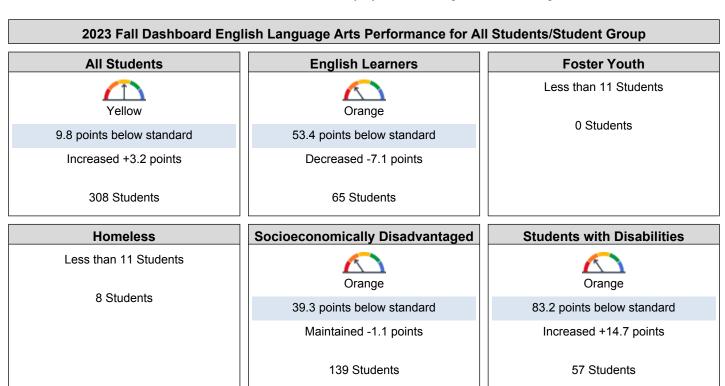
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American American Indian Asian **Filipino** Less than 11 Students 16.8 points above standard Less than 11 Students No Performance Color 14 Students 5 Students 5 Students 0 Students **Hispanic** Pacific Islander White Two or More Races 18.8 points above standard Less than 11 Students 18 Students 1 Student 33 points below standard 9.7 points above standard Maintained -1.4 points Increased +4.1 points 160 Students 103 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.6 points below standard	14 points above standard	0.3 points above standard
Decreased Significantly -17.2 points	Decreased -11.8 points	Increased +3.7 points
36 Students	29 Students	232 Students

Conclusions based on this data:

- 1. This data will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. School site goal is to continue movement to the proficient dashboard domain for all areas. English Learners and Socioeconomically Disadvantaged students will increase with results moving from 53 and 39 points below standard respectively toward scores at standard.
- 2. We will continue after school targeted intervention sessions for identified high-needs students.

Academic Performance Mathematics

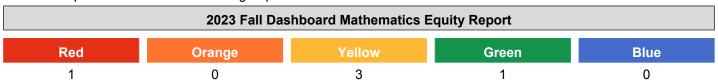
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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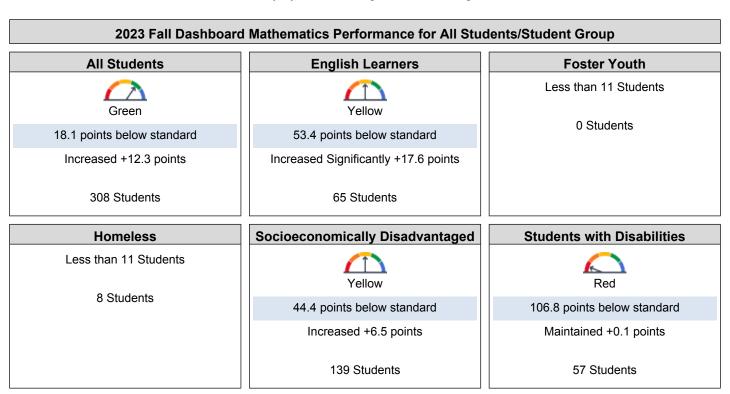
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Less than 11 Students

5 Students

American Indian

No Performance Color

0 Students

Asian

5.6 points above standard

14 Students

Filipino

Less than 11 Students

5 Students

Hispanic

Yellow

42.1 points below standard

Increased +9.9 points

160 Students

Two or More Races

5.7 points below standard

18 Students

Pacific Islander

Less than 11 Students

1 Student

White

4.3 points above standard

Increased +8.8 points

103 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 93 points below standard

Increased Significantly +25.9 points

36 Students

Reclassified English Learners

4.2 points below standardDecreased -11.6 points

29 Students

English Only

10.9 points below standard

Increased +7.8 points

232 Students

Conclusions based on this data:

- 1. This data will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals. School site goal is to continue movement to proficiency on the dashboard domain for all areas. English Learners and Socioeconomically Disadvantaged students will increase moving from 53 and 44 points below standard respectively toward scores at standard.
- 2. Targeted intervention opportunities for Students with Disabilities will be implemented. The Students with Disabilities group will move from 107 points below the standard to the proficient range.

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress Green 53.7% making progress towards English language proficiency Number of EL Students: 54 Students Performance Level: 3

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.

2023 Fall Dashboard Student English Language Acquisition Results						
Decreased Maintained ELPI Level 1, One ELPI Level 2L, 2H, 3L, or 3H Maintained ELPI Level 4 Progressed At Least One ELPI Level						
6	19	1	28			

Conclusions based on this data:

1. This dashboard English Learner data will inform the instructional practice undertaken by Lake Canyon educators as they develop pathways for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group. School site goal is to continue movement to the higher level dashboard domain for all areas.

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance	
This section provides number of student groups in each level.					
2023 Fall Dashboard College/Career Equity Report					
Very High	High	Medium	Low	Very Low	

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group					
All Students English Learners Foster Youth					-
Homeless		Socioeconomically Disadvantaged		Stu	dents with Disabilities
Tioniciess Cocioeconomicany Disadvantaged Cidacitis with Disabilities				2.3ubiiiu00	
2023 Fall Dashboard College/Career Reportby Race/Ethnicity					
African American	Am	erican Indian	Asian		Filipino
Hispanic	Two	or More Races	Pacific Island	der	White

Conclusions based on this data:

1.

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group **All Students English Learners Foster Youth** Less than 11 Students Orange 3 Students 35.4% Chronically Absent 47% Chronically Absent Declined Significantly -13 Declined -3.9 83 Students 528 Students Socioeconomically Disadvantaged **Students with Disabilities Homeless** 47.8% Chronically Absent Declined -18.8 Yellow Orange 42.8% Chronically Absent 43.5% Chronically Absent 23 Students Declined Significantly -13.1 Declined -21.2 271 Students 108 Students

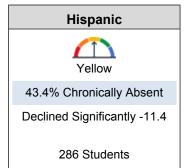
2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

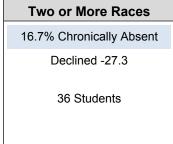
African American
Less than 11 Students
8 Students

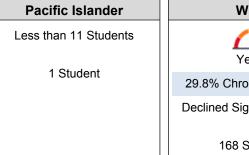
American Indian No Performance Color 0 Students

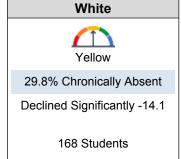
F	Asian
17.4% Chr	onically Absent
Decl	lined -4.8
23 5	Students











Conclusions based on this data:

- 1. This dashboard data will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized pathway plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. A vibrant and caring inclusive school culture supports growth in this dashboard area. School site goal is to continue promoting positive school attendance through engaging opportunities.
- 2. Personalized parent support and partnership will support movement toward a higher attendance rate as we enlarge our parent and staff school to home communication and connection systems.

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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iocai measures.					
	hen there a	re fewer than 30 stud			of five colors. The performance ented using a greyed out colo
Red Lowest Performance	Orange	Yel	low	Green	Blue Highest Performance
This section provides number	r of student	groups in each level			
	2023 F	all Dashboard Grad	uation Rate Equity	Report	
Red	Orange	Yel	low	Green	Blue
high school diploma.			mgn concol, which		udents who receive a standard
2023	Fall Dashb	ooard Graduation R	ate for All Student	s/Student	Group
All Students		English l	Learners		Foster Youth
Homeless		Socioeconomical	ly Disadvantaged	Stu	dents with Disabilities
	2023 Fall	Dashboard Gradua	ation Rate by Race	/Ethnicity	
African American America		erican Indian	Asian		Filipino
Hispanic	Two	or More Races	Pacific Islar	nder	White

Conclusions based on this data:

1.

Conditions & Climate

Suspension Rate

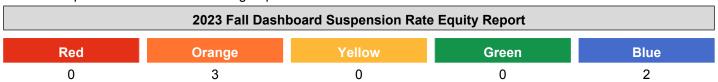
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

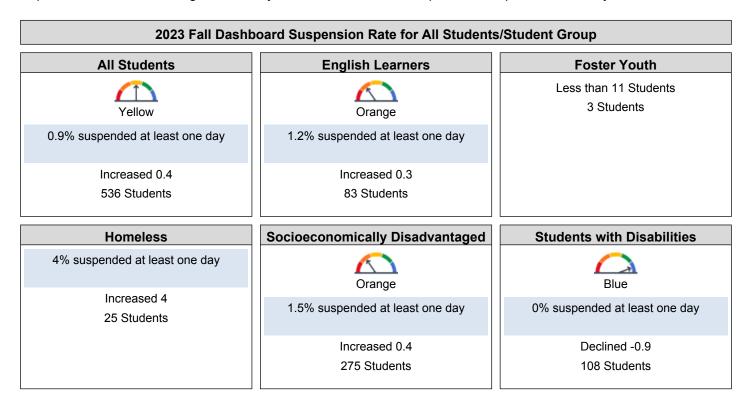
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	0% suspended at least one day	Less than 11 Students 7 Students
		Maintained 0 23 Students	
Hispanic	Two or More Races	Pacific Islander	White
Orange	0% suspended at least one day	Less than 11 Students 1 Student	Blue
4.70/	Maintained 0		00/

Conclusions based on this data:

1.7% suspended at least one

day

Increased 1.1

289 Students

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.

36 Students

2. Positive and purposeful relationship systems and educational opportunities using research-based restorative practices and positive behavior support systems will be implemented as a means to improve the suspension rate.

0% suspended at least one

day

Declined -0.5

171 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learner Engagement

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

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.

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

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

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in the 60th percentile and higher for Math on NWEA MAP will increase 5% winter to winter.	Winter '22 to Winter '23 was a 1% increase 37% to 38%. Winter' 23 to Winter '24 was a 17% increase 38% to 55%	Students expected to be in the 60th percentile and higher for math on NWEA MAP will increase to 60%.

Students in the 60th percentile and higher for reading on NWEA MAP will increase 5% winter to winter.	Winter '22 to Winter '23 was a 1% increase 39% to 40%. Winter '23 to Winter '24 was a 8% increase 40% to 48%	Students expected to be in the 60th percentile and higher for reading on NWEA MAP will increase to 53%.
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 2023: All students 18 points below standard White 4.3 points above the standard HIspanic: 42 points below standard Socioeconomically Disadvantaged: 44 points below the standard Students with Disabilities- Very Low 106 points below the standard All English Learners: 53 points below the standard	Expected- All students: 8 points below the standard White Medium 14 points above standard Hispanic: 32 points below standard Socioeconomically Disadvantaged: Low 34 points below the standard Students with Disabilities- Very Low 96. points below the standard All English Learners: 43 points below the standard
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in ELA.	Actual Outcome: 2023 All students 9.8 points below standard. White: 9.7 above standard Hispanic: 33 below standard Socioeconomically Disadvantaged: 39 points below standard Students with Disabilities: 83 points below standard All English Learners: 53 points below standard	Expected- All students: 1 point above standard White: 19 points above standard Hispanic: 23 points below standard Socioeconomically Disadvantaged: 29 points below standard Students with Disabilities: 73 points below standard All English Learners: 44 points below standard
K-3rd grade students meeting/exceeding their grade level Reading targets on the winter District Reading Assessments (DRAs) will increase 10% winter to winter.	Actual Outcome: K-3rd grade students meeting/exceeding their grade level reading targets on the winter district reading assessment (DRA) is 61%.	K-3nd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase to 71%.
School English Learner reclassification rate will increase by 3%.	Baseline 21-22 School English Learner reclassification rate was 19% 22-23 reclassification rate was 12%	School English Learner reclassification rate will increase to 15%
Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Actual Outcome: 100% of students are taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources.	Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.
K-6 teachers receiving professional development to implement the CCSS	Baseline K-6 teachers receiving professional development to implement the CCSS	K-6 teachers receiving professional development to implement the CCSS

in ELA/ELD, Math & the NGSS will be maintained at 100%.	in ELA/ELD, Math & the NGSS is at 100%.	in ELA/ELD, Math & the NGSS will be maintained at 100%.
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	Baseline: Student with access to courses in the Visual and Performing Arts (VAPA) is at 100%. Actual Outcome Student with access to courses in the Visual and Performing Arts (VAPA) is at 100%.	Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Personalized Pathway Learning Plans/Goal Setting implemented K through grade 6. 100% of students reach one year or more than one year of growth.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	7619.88 Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 468.00 Title I 4000-4999: Books And Supplies ESGI 3099.58 LCFF - Supplemental 4000-4999: Books And Supplies Amazon, Staples Advantage, Curriculum Associates 74282.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants/Bilingual Instructional Assistants 32407.00 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants/Bilingual Instructional Assistants 1020.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Science Alliance 654.00 Title I

			5800: Professional/Consulting Services And Operating Expenditures Sacramento Taiko Dan 3669.55 LCFF - Supplemental None Specified Release Time 532.16 Title I None Specified Release Time 134.57 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Time
1.2	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.	English Learners	336.42 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD After School Program 300.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries ELD After School Program 1348.64 LCFF - Supplemental 4000-4999: Books And Supplies Amazon
1.3	K-2nd grade level student reading proficiency will increase to 71% 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.	All	1161.00 LCFF - Supplemental 4000-4999: Books And Supplies Got to Teach LLC 122.99 Title I 4000-4999: Books And Supplies Wipebook Corp
1.4	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 Eureka math which is aligned to CCSS. 100% of students are exposed to units developed through the NGSS lens.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	Title I 5800: Professional/Consulting Services And Operating Expenditures SMUD Museum of Science and Curiosity 850.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time 180.00 LCFF - Supplemental None Specified Sub IA - Student Support 31.04 Title I

			4000-4999: Books And Supplies Lexia Voyager Sopris Inc
1.5	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.	English Learners, Socioeconomically	500.00 Title I 4000-4999: Books And Supplies Xtra Math 9550.31 LCFF - Supplemental 4000-4999: Books And Supplies Dreambox Learning Inc 5464.73 Title I 4000-4999: Books And Supplies Studies Weekly 1537.16 Title I 4000-4999: Books And Supplies Bluum Usa Inc 1580.15 LCFF - Supplemental 4000-4999: Books And Supplies Happy Numbers Inc 6000.00 LCFF - Supplemental 4000-4999: Books And Supplies Lexia Learning System Inc 2500.00 LCFF - Supplemental 4000-4999: Books And Supplies Lexia Learning System Inc 2500.00 LCFF - Supplemental 4000-4999: Books And Supplies Lexia Learning System Inc 2500.00 LCFF - Supplemental 4000-4999: Books And Supplies Lexia Learning System Inc 2500.00
1.6	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. Performance management systems 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.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	893.00 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting

1.7	100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	100.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time 128.45 Title I None Specified Release Time - Professional Development Trainings 7971.73 Title I 1000-1999: Certificated Personnel Salaries Professional Development Trainings 256.91 LCFF - Supplemental None Specified Release Time 1076.55 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Time 32.45 LCFF - Supplemental 4000-4999: Books And Supplies Amazon 900.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Sacramento County Office of Ed
1.8	A wide variety of extended day activities and intervention support sessions will be offered to all students. Extended day opportunities and our Expanded Learning Program will be further built and offered taking into consideration student strengths and interests. Access to 21st century skills will be maximized as extended day programming centers around civic, college and career readiness.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	1074.00 LCFF - Supplemental 4000-4999: Books And Supplies Arts Attack
1.9	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.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	40.39 LCFF - Supplemental 4000-4999: Books And Supplies Amazon 1800.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Lifechangers Intl

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Results of the math and ELA assessments reflected positive growth. We are pleased with the results and realize more growth can be made as we work to reboot our systems following the pandemic. Improving chronic attendance with ongoing robust systems of support and an ongoing focus on meeting the needs of diverse learners through intervention and access to a wide range of unique academic opportunities will result in growth toward our target metrics.

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

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 2024-25.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

In the 2022-23 school year, there were 3 suspensions and in the 23-24 school year there were 5 suspensions.

On the most recent CalSCHLS grades 5-8 student survey:

Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A high percentage of grade 5/6 students are feeling safe, engaged and hopeful per the Cal Schools Survey at 80%- most of the time.	Participants: 2023 = 40 2024 = 51 STUDENTS GRADE 5 - Reporting "Yes, most or all of the time." Goal = 80% 2023 2024 Students feel connected to school 86 62 Students are academically motivated 93 74 Caring adults in school 83 64 High expectations from adults 91 77 Facilities upkeep 80 77 Social and emotional learning supports 82 67 Anti Bullying climate 80 66 Feel safe at school 93 67 Students treated with respect 88 74 Participants: 2023 = 52 2024 = 44 STUDENTS GRADE 6 - Reporting "Yes, most or all of the time." Goal = 80% 2023 2024 Students feel connected to school 89 77 Students are academically motivated 85 84 Caring adults in school 88 76 High expectations from adults 94 92 Facilities upkeep 96 80 Social and emotional learning supports 89 83 Anti Bullying climate 88 75 Feel safe at school 90 81 Students treated with respect 98 91	Increase the number of areas that are below 80%.
Chronic absenteeism will decrease by 1%	Baseline: 2021-22 data: Chronic Absenteeism-48% White:43% chronically absent Hispanic: high 54% chronically absent Socioeconomically Disadvantaged: 55%chronically absent Students with Disabilities- 64%chronically absent All English Learners: 49% chronically absent '22-'23 Chronic Absenteeism-35.4% White:29.8% chronically absent Hispanic: 43.4% chronically absent	Expected- All students: 34% chronically absent White:28% chronically absent Hispanic: 42% chronically absent Socioeconomically Disadvantaged: 41%chronically absent Students with Disabilities- 42%chronically absent All English Learners: 46% chronically absent

School average daily attendance will be maintained at 94% or greater.	Socioeconomically Disadvantaged: 42.8%chronically absent Students with Disabilities- 43.5%chronically absent All English Learners: 47% chronically absent School average daily attendance rate is 92.17% based on district data	School attendance rate will increase and be maintained at 94% or greater.
be maintained at 5470 or greater.	8/11/22-4/7/23. 23-24- 94.87%	and be maintained at 5470 of greater.
School suspension rate will revert to 1%.	2021-22 District data Two students received in-school suspensions and school suspensions were 2. 22-23- 5 suspensions 23-24-3 suspensions	School suspension rate will revert back to pre-covid 0% suspended at least once
School expulsion rate will remain at 0.	Baseline: 21-22 School expulsion rate is 0. Actual Outcome: 22-23 School expulsion rate is 0.	School expulsion rate will remain at 0.
Williams Sufficiency Compliance will be maintained at 0.	0	Maintain at 0.
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 Strongly Agree in areas that are below 50%.	Participants: 2023 = 99 2024 = 39 PARENTS - Reporting "Strongly agree" Goal = 50% 2023 2024 Parents feel welcome to participate 47 53 Supportive student learning environment 41 44 School is a safe place for my child 43 45 School has adults who really care about students 50 53 Communication with parents about school 54 55* School treats all students with respect 51 54 Facilities upkeep 46 39 Teachers responsive to child's social/emotional needs - *Agree or Strongly Agree 90 73*	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.
Lake Canyon will continue to offer a wide variety of tech integration learning programs and opportunities in an	'21-'22 and '22-'23 Lake Canyon offers a wide variety of tech integration learning programs and opportunities in	Lake Canyon will continue to offer a variety of tech integration learning programs and opportunities in an

extended day setting based around student strengths and interests.	an extended day setting based on student strengths and interests.	extended day setting based around student strengths and interests.
FIT rating provided by the CDE will be maintained at 'good.'		

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #			Proposed Expenditures	
2.1	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.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	10.39 LCFF - Supplemental 4000-4999: Books And Supplies Teachers Pay Teachers	
2.2	School suspension and expulsion rates will remain at or close to zero. School will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for suspension and collaborate with families to develop preventative measures to reduce suspension. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.	Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster		
2.3	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.	All	755.95 LCFF - Supplemental 4000-4999: Books And Supplies School Datebooks	
2.4	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	Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster		

	learning pathway plans for all learners as measured by reports and on-line professional learning plan systems. Professional development opportunities are based upon data trend needs and learner observations in both virtual and in-person settings. Performance Management Systems (PMS) parent and student portals provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.		
2.5	100% of educators engage in professional growth opportunities. The provision of professional development opportunities valued and maximized.		1000.00 Title I 2000-2999: Classified Personnel Salaries Extra Time
2.6	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.	Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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.

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 2024-25 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 includ to use Second Step curriculum a	ing implementation of re	estorative practices	strategies. School soc	ial worker will continue
to use Second Step curriculum a	as the primary platform	to support student S	EL.	

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

<u> </u>		
DESCRIPTION	AMOUNT	
Total Funds Provided to the School Through the Consolidated Application	\$63,091.00	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$171,564.81	
Total Federal Funds Provided to the School from the LEA for CSI	\$0	

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$50,993.07
Title I Part A: Parent Involvement	\$893.00
Title III	\$7,619.88

Subtotal of additional federal funds included for this school: \$59,505.95

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$112,058.86

Subtotal of state or local funds included for this school: \$112,058.86

Total of federal, state, and/or local funds for this school: \$171,564.81

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	112,058.86	0.00
Title I	50,993.07	0.00
Title I Part A: Parent Involvement	893	0.00
Title III	7,619.88	0.00

Expenditures by Funding Source

Funding Source
LCFF - Supplemental
Title I
Title I Part A: Parent Involvement
Title III

Amount	
112,058.86	
50,993.07	
893.00	
7,619.88	

Expenditures by Budget Reference

Budget Reference
1000-1999: Certificated Personnel Salaries
2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies
5800: Professional/Consulting Services And Operating Expenditures
None Specified

Amount
9,519.27
117,451.88
35,276.78
4,549.81
4,767.07

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,547.54
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	75,532.00

4000-4999: Books And Supplies	LCFF - Supplemental	27,152.86
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,720.00
None Specified	LCFF - Supplemental	4,106.46
1000-1999: Certificated Personnel Salaries	Title I	7,971.73
2000-2999: Classified Personnel Salaries	Title I	33,407.00
4000-4999: Books And Supplies	Title I	8,123.92
5800: Professional/Consulting Services And Operating Expenditures	Title I	829.81
None Specified	Title I	660.61
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	893.00
2000-2999: Classified Personnel Salaries	Title III	7,619.88

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	169,798.47
Goal 2	1,766.34

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
Tricia VanWarmerdam	Classroom Teacher
Alicia Lopez	Classroom Teacher
Julie Martinez	Parent or Community Member
Julie Jennings	Parent or Community Member
Patricia Lopez	Parent or Community Member
Nichole Howard	Parent or Community Member
Mark Stockman	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 English Learner Advisory Committee Special Education 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.

Principal, Judith P Hayes on 5/23/24

SSC Chairperson, Fred Sheldon on 5/23/24

This SPSA was adopted by the SSC at a public meeting on May 23, 2024.

Attested:



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marengo Ranch Elementary School	34 67348 6114185	May 13, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Marengo Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Marengo Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council met several times throughout the school year to review and update the SPSA. The updated SPSA was approved by the SSC on Monday, May 13, 2024.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No resource inequities were identified.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

No overall performances are in the "Red" or "Orange" categories.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups were two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

LCAP GOAL 2

Student Survey:

Participants: 2023 = 44 | 2024 = 62

STUDENTS GRADE 5 - Reporting "Yes, most or all of the time." Goal = 80%

2023 and 2024

Students feel connected to school 76 / 76
Caring adults in school 77 / 73
Facilities upkeep 86 / 79
Social and emotional learning supports 76 / 79
Anti Bullying climate 80 / 76
Feel safe at school 84 / 75

Participants: 2023 = 53 | 2024 = 73

STUDENTS GRADE 6 - Reporting "Yes, most or all of the time." Goal = 80%

2023 and 2024

Students feel connected to school 61 / 67

Caring adults in school 57 / 60

Social and emotional learning supports 62 / 59

Anti Bullying climate 65 / 65 Feel safe at school 56 / 70

Students treated with respect 81 / 71

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 School 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.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Marengo Ranch Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

	Stu	ident Enrollme	ent by Subgrou	р						
0. 1. 10	Per	cent of Enrolln	nent	Nu	Number of Students					
Student Group	20-21	21-22	22-23	20-21	21-22	22-23				
American Indian	0.6% 0.40%		0.45%	3	2	2				
African American	1.9%	1.21%	0.22%	10	6	1				
Asian	3.1%	1.62%	1.78%	16	8	8				
Filipino	0.6%	1.21%	1.11%	3	6	5				
Hispanic/Latino	50.1%	51.11%	56.57%	263	253	254				
Pacific Islander	0.4%	0.40%	0.22%	2	2	1				
White	39.8%	39.60%	35.19%	209	196	158				
Multiple/No Response	3.4%	4.44%	4.45%	18	22	20				
		Tot	tal Enrollment	525	495	449				

Enrollment By Grade Level

	Student Enrollmer	nt by Grade Level								
	Number of Students									
Grade	20-21	21-22	22-23							
Kindergarten	91	65	44							
Grade 1	61	52	60							
Grade 2	76	69	52							
Grade3	79	73	70							
Grade 4	63	80	73							
Grade 5	87	67	85							
Grade 6	68	89	65							
Total Enrollment	525	495	449							

- 1. Marengo Ranch continues to face declining enrollment concerns; however, Open Enrollment allows for students outside the school's attendance area to enroll in Marengo Ranch.
- 2. Staffing at particular grade levels changes as student enrollment varies. This impacts teacher assignments from year to year.
- 3. Hispanic/Latino and White student populations make up 89.9% of our student population.

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment											
2	Num	ber of Stud	lents	Percent of Students							
Student Group	20-21	21-22	22-23	20-21	21-22	22-23					
English Learners (EL)	60	53	48	11.40%	10.7%	10.7%					
Fluent English Proficient (FEP)	24	20	23	4.6%	4.0%	5.1%					
Reclassified Fluent English Proficient (RFEP)	22	18	20	4.2%	3.6%	4.5%					

- 1. English Learner enrollment increased in 20-21, but through the reclassification process, we have fewer students in 22-23.
- The percent of students Fluent English Proficient students continues to increase while the percent of English Learners has decrease slightly over 3 years.
- 3. Our school-based ELD team meets regularly to review the needs of our EL's and makes decisions about instruction and supports.

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students													
Grade Level	# of Stu	udents E	nrolled	# of Students Tested			# of Students with Scores			% of Enrolled Students Tested				
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3	79	73	70	0	72	70	0	72	70	0.0	98.6	100.0		
Grade 4	63	89	74	0	88	74	0	88	74	0.0	98.9	100.0		
Grade 5	90	64	81	0	64	81	0	64	81	0.0	100.0	100.0		
Grade 6	66	88	67	0	87	66	0	87	66	0.0	98.9	98.5		
All Grades	298	314	292	0	311	291	0	311	291	0.0	99.0	99.7		

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

	Overall Achievement for All Students														
Grade	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2459.	2438.		34.72	28.57		25.00	28.57		23.61	22.86		16.67	20.00
Grade 4		2457.	2470.		26.14	20.27		14.77	24.32		28.41	35.14		30.68	20.27
Grade 5		2525.	2517.		29.69	23.46		34.38	34.57		21.88	23.46		14.06	18.52
Grade 6		2533.	2526.		13.79	10.61		40.23	40.91		26.44	30.30		19.54	18.18
All Grades	N/A	N/A	N/A		25.40	20.96		28.30	31.96		25.40	27.84		20.90	19.24

Reading Demonstrating understanding of literary and non-fictional texts											
% Above Standard % At or Near Standard % Below S											
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		27.78	14.29		59.72	68.57		12.50	17.14		
Grade 4		19.32	16.22		68.18	67.57		12.50	16.22		
Grade 5		25.00	25.93		60.94	64.20		14.06	9.88		
Grade 6		13.79	12.12		62.07	66.67		24.14	21.21		
All Grades		20.90	17.53		63.02	66.67		16.08	15.81		

Writing Producing clear and purposeful writing											
Out to Local	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		30.56	24.29		48.61	61.43		20.83	14.29		
Grade 4		11.36	13.51		53.41	70.27		35.23	16.22		
Grade 5		28.13	25.93		60.94	64.20		10.94	9.88		
Grade 6		14.94	12.12		64.37	72.73		20.69	15.15		
All Grades		20.26	19.24		56.91	67.01		22.83	13.75		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills										
Out to Local	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard	
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		16.67	8.57		76.39	80.00		6.94	11.43	
Grade 4		10.23	5.41		72.73	82.43		17.05	12.16	
Grade 5		9.38	14.81		81.25	72.84		9.38	12.35	
Grade 6		12.64	18.18		74.71	71.21		12.64	10.61	
All Grades		12.22	11.68		75.88	76.63		11.90	11.68	

Research/Inquiry Investigating, analyzing, and presenting information												
% Above Standard % At or Near Standard % Below Sta												
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		22.22	15.71		66.67	67.14		11.11	17.14			
Grade 4		13.64	17.57		68.18	71.62		18.18	10.81			
Grade 5		17.19	18.52		76.56	66.67		6.25	14.81			
Grade 6		12.64	13.64		72.41	66.67		14.94	19.70			
All Grades		16.08	16.49		70.74	68.04		13.18	15.46			

- Following the pandemic, scores dropped slightly from 55.26% in 2018-2019 to 53.70 in 21-22. In 22-23, scores were slightly lower than the previous year, 52.92%. The difference was 0.78%. More students met the standard and fewer students exceeded the standard.
- 2. 3rd grade demonstrated the highest percentage of students exceeding or meeting standards 63.29%
- Writing scores were slightly lower than the previous year. This is an area to strengthen. In 22-23, 86.25% of the students were above, at, or near the standard. This is an increase of 9.08%.

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Гested	# of \$	Students Scores	with	% of Er	rolled St	tudents
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	73	70	0	72	70	0	72	70	0.0	98.6	100.0
Grade 4	63	90	74	0	89	74	0	89	74	0.0	98.9	100.0
Grade 5	90	64	81	0	64	81	0	64	81	0.0	100.0	100.0
Grade 6	66	88	67	0	87	67	0	87	67	0.0	98.9	100.0
All Grades	298	315	292	0	312	292	0	312	292	0.0	99.0	100.0

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

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score		Standa xceede		% St	andard	l Met	% Sta	ndard I Met	Nearly	% St	andard Met	l Not
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.	2440.		20.83	20.00		37.50	32.86		19.44	27.14		22.22	20.00
Grade 4		2470.	2478.		11.24	13.51		33.71	33.78		33.71	31.08		21.35	21.62
Grade 5		2520.	2534.		21.88	33.33		25.00	23.46		32.81	27.16		20.31	16.05
Grade 6		2492.	2542.		14.94	22.39		9.20	16.42		32.18	40.30		43.68	20.90
All Grades	N/A	N/A	N/A		16.67	22.60		25.96	26.71		29.81	31.16		27.56	19.52

	Applying	Conce mathema	epts & Pr			ıres			
Out do I accel	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.17	21.43		48.61	57.14		22.22	21.43
Grade 4		26.97	27.03		51.69	50.00		21.35	22.97
Grade 5		23.44	33.33		54.69	44.44		21.88	22.22
Grade 6		14.94	22.39		43.68	58.21		41.38	19.40
All Grades		23.40	26.37		49.36	52.05		27.24	21.58

Using appropriate					Analysis		ical probl	ems	
Out to Local	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.61	24.29		55.56	55.71		20.83	20.00
Grade 4		10.11	18.92		65.17	45.95		24.72	35.14
Grade 5		15.63	23.46		62.50	60.49		21.88	16.05
Grade 6		14.94	19.40		49.43	58.21		35.63	22.39
All Grades		15.71	21.58		58.01	55.14		26.28	23.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Demo	nstrating	Commu ability to		Reasonir mathema	_	clusions									
One de Level	Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23						
Grade 3		29.17	25.71		55.56	65.71		15.28	8.57						
Grade 4		19.10	18.92		48.31	60.81		32.58	20.27						
Grade 5		7.81	17.28		71.88	70.37		20.31	12.35						
Grade 6		10.34	23.88		56.32	58.21		33.33	17.91						
All Grades		16.67	21.23		57.05	64.04		26.28	14.73						

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 1. Overall growth was down slightly in 2018-2019 from 38.36% to 37.12%, but increased in 21-22 to 43.63% and increased again in 22-23 to 49.31%.
- 2. 5th Grade had highest percentage students scoring at exceeding and meeting standards levels 56.79%.
- 3. Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems is an area to strengthen. 23.29% of the students are below standard in this area.

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

		Nu	mber of	ELPAC Students		ive Asse an Scale			tudents			
Grade		Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber d dents Te	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	9	9	4
1	1437.1	*	*	1448.6	*	*	1425.3	*	*	12	4	8
2	*	1446.9	*	*	1442.5	*	*	1450.8	*	7	16	6
3	1499.4	*	1489.7	1513.9	*	1472.5	1484.5	*	1506.6	14	5	14
4	*	1515.7	*	*	1525.0	*	*	1505.7	*	4	11	5
5	1530.9	*	*	1528.3	*	*	1533.0	*	*	14	*	10
6	*	*	*	*	*	*	*	*	*	5	8	*
All Grades										65	55	49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pe	rcentaç	ge of St	tudents		all Lan		ce Leve	el for A	II Stud	ents			
Grade		Level 4			Level 3	}		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	8.33	*	*	33.33	*	*	25.00	*	*	33.33	*	*	12	*	*
2	*	0.00	*	*	43.75	*	*	25.00	*	*	31.25	*	*	16	*
3	21.43	*	28.57	28.57	*	28.57	42.86	*	21.43	7.14	*	21.43	14	*	14
4	*	9.09	*	*	54.55	*	*	36.36	*	*	0.00	*	*	11	*
5	21.43	*	*	42.86	*	*	35.71	*	*	0.00	*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.92	12.73	20.41	44.62	50.91	42.86	30.77	23.64	26.53	7.69	12.73	10.20	65	55	49

		Pei	rcentaç	ge of St	tudents		l Lang	uage orman	ce Leve	el for A	II Stud	ents			
Grade		Level 4			Level 3	;		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	25.00	*	*	16.67	*	*	33.33	*	*	25.00	*	*	12	*	*
2	*	18.75	*	*	18.75	*	*	25.00	*	*	37.50	*	*	16	*
3	42.86	*	35.71	42.86	*	21.43	14.29	*	7.14	0.00	*	35.71	14	*	14
4	*	63.64	*	*	27.27	*	*	9.09	*	*	0.00	*	*	11	*
5	35.71	*	*	57.14	*	*	7.14	*	*	0.00	*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.31	36.36	32.65	46.15	34.55	40.82	16.92	14.55	12.24	4.62	14.55	14.29	65	55	49

		Pe	rcenta	ge of S	tudents		en Lan ch Perf		ce Leve	el for A	II Stude	ents			
Grade		Level 4	ļ		Level 3	}		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	8.33	*	*	25.00	*	*	33.33	*	*	33.33	*	*	12	*	*
2	*	0.00	*	*	43.75	*	*	25.00	*	*	31.25	*	*	16	*
3	7.14	*	21.43	7.14	*	28.57	71.43	*	21.43	14.29	*	28.57	14	*	14
4	*	9.09	*	*	9.09	*	*	63.64	*	*	18.18	*	*	11	*
5	21.43	*	*	7.14	*	*	64.29	*	*	7.14	*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.77	3.64	10.20	26.15	36.36	34.69	50.77	41.82	38.78	12.31	18.18	16.33	65	55	49

		Percent	age of S	tudents l		ing Doma		evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
2	*	6.25	*	*	75.00	*	*	18.75	*	*	16	*
3	35.71	*	14.29	64.29	*	57.14	0.00	*	28.57	14	*	14
4	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*
5	14.29	*	*	78.57	*	*	7.14	*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.62	30.91	28.57	66.15	60.00	59.18	9.23	9.09	12.24	65	55	49

		Percent	age of S	tudents l		ing Doma		evel for	All Stud	ents		
Grade	Wel	l Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
2	*	18.75	*	*	43.75	*	*	37.50	*	*	16	*
3	42.86	*	35.71	42.86	*	35.71	14.29	*	28.57	14	*	14
4	*	45.45	*	*	54.55	*	*	0.00	*	*	11	*
5	78.57	*	*	21.43	*	*	0.00	*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	49.23	40.00	34.69	41.54	45.45	51.02	9.23	14.55	14.29	65	55	49

		Percent	age of S	tudents l		ng Doma in Perfoi		evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
2	*	0.00	*	*	62.50	*	*	37.50	*	*	16	*
3	7.14	*	14.29	50.00	*	57.14	42.86	*	28.57	14	*	14
4	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
5	21.43	*	*	64.29	*	*	14.29	*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.77	5.45	16.33	66.15	70.91	61.22	23.08	23.64	22.45	65	55	49

		Percent	age of S	tudents l		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade	Wel	l Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	8.33	*	*	50.00	*	*	41.67	*	*	12	*	*
2	*	31.25	*	*	31.25	*	*	37.50	*	*	16	*
3	14.29	*	28.57	78.57	*	50.00	7.14	*	21.43	14	*	14
4	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
5	7.14	*	*	85.71	*	*	7.14	*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.31	21.82	26.53	70.77	61.82	65.31	16.92	16.36	8.16	65	55	49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 1. Data conclusions are challenging due to small numbers of English Learners at each grade level.
- 2. Reading and Writing domains are the most challenging areas for our English Learners.
- 3. There is an increase in the percentage of students who scored in the well-developed range in the areas of writing and reading.

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

	2022-23 Stude	ent Population	
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
449	44.8	10.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marengo Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	•

2022-23 Enrollment for All Students/Student Group					
Student Group	Total	Percentage			
English Learners	48	10.7			
Foster Youth					
Homeless	1	0.2			
Socioeconomically Disadvantaged	201	44.8			
Students with Disabilities	92	20.5			

Enrollment by Race/Ethnicity					
Student Group	Total	Percentage			
African American	1	0.2			
American Indian	2	0.4			
Asian	8	1.8			
Filipino	5	1.1			
Hispanic	254	56.6			
Two or More Races	20	4.5			
Pacific Islander	1	0.2			
White	158	35.2			

- 1. 44.8% of students enrolled at Marengo Ranch are disadvantaged. This is an increase of 6% from the previous year. Homeless students are supported by our school social worker.
- 2. Hispanic and White student populations make up the majority of the student demographic enrollment.
- 3. Students with Disabilities and English Learners reflect 31.2% of the student population. This is an increase of 2.5%

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Lowest Performance









Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Yellow

Academic Engagement

Chronic Absenteeism

Yellow

Conditions & Climate

Suspension Rate



Mathematics

Green

English Learner Progress

Green

- Academic performance is high in math.
- 2. Chronic Absenteeism has improved and in now in the medium range.
- 3. English Learner progress went from low to high. This was an area of focus last year. Our site ELD team has been working on instructional practices.

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Blue
Highest Performance

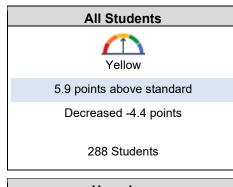
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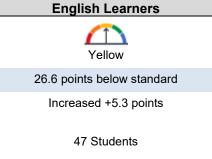
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

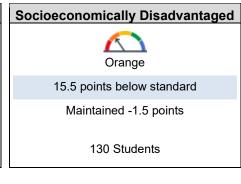
2023 Fall Dashboard English Language Arts Performance for All Students/Student Group





Foster Youth
Less than 11 Students
1 Student

Homeless	
Less than 11 Students	
4 Students	



2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	2 Students	7 Students	5 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races Less than 11 Students	Pacific Islander	White
Hispanic Green	Less than 11 Students	Pacific Islander No Performance Color	White Green
Green	Less than 11 Students	No Performance Color	Green

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.2 points below standard	12.8 points above standard	8.9 points above standard
Increased +7.9 points	Increased +5.6 points	Decreased -3.4 points
25 Students	22 Students	221 Students

- 1. Students with Disabilities and Socioeconomically Disadvantaged students are below standard.
- 2. Overall, all students are 5.9 points above the standard, but this is a slight decrease of 4.4 points from the following year.
- 3. Instructional strategies to build thinking classrooms has been incorporated in many classrooms this year.

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



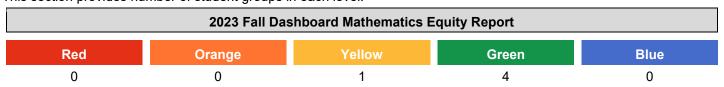




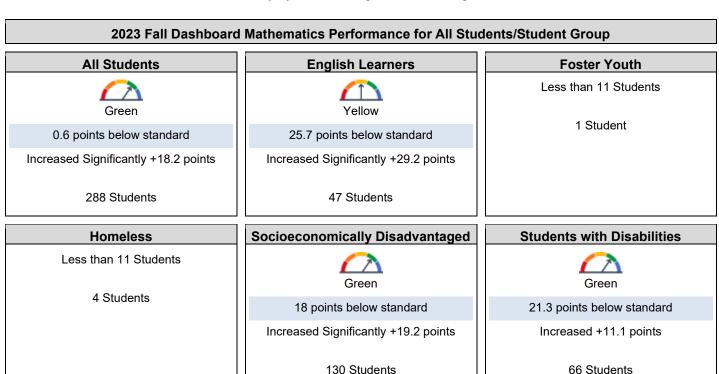


Blue
Highest Performance

This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	2 Students	7 Students	5 Students
Hispanic	Two or More Races	Pacific Islander	White
	Less than 11 Students		
Green		No Performance Color	Green
Green 8.6 points below standard	8 Students	No Performance Color 0 Students	Green 5.1 points above standard
_	8 Students		

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English LearnerReclassified English LearnersEnglish Only53.7 points below standard6.1 points above standard0.8 points above standardIncreased Significantly +35.1 pointsIncreased Significantly +25.3 pointsIncreased Significantly +16.9 points25 Students22 Students221 Students

- 1. Math scores increased significantly and overall, Marengo Ranch is only 0.6 points below standard.
- 2. All student groups increased from the previous year.
- 3. Teachers have been incorporating Building Thinking Classroom instructional practices into their daily math lessons.

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress Green 54.8% making progress towards English language proficiency Number of EL Students: 42 Students Performance Level: 3

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.

2023	Fall Dashboard Student Engl	ish Language Acquisition Re	esults
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	11	0	23

- 1. 55% of the students progressed at least one level.
- 2. Level 4 students are targeted for reclassification.
- **3.** Overall, English Learners are 54.8 points above standard and are making progress toward English language proficiency.

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group **All Students English Learners Foster Youth** Less than 11 Students Orange 1 Student 23.4% Chronically Absent 35.7% Chronically Absent Declined Significantly -25.5 Declined -24.3 458 Students 56 Students **Students with Disabilities Homeless** Socioeconomically Disadvantaged Less than 11 Students Yellow Orange 10 Students 29.2% Chronically Absent 24.5% Chronically Absent Declined Significantly -30.4 Declined -30.2 209 Students 110 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	2 Students	9 Students	5 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races 15% Chronically Absent	Pacific Islander Less than 11 Students	White
Hispanic Yellow		Less than 11 Students	White Yellow
	15% Chronically Absent Declined -30.8		
Yellow	15% Chronically Absent	Less than 11 Students	Yellow

- 1. White students have the lowest rate of chronic absenteeism 20.1%.
- 2. English Learners have the highest percentage of absenteeism 35.7%.
- **3.** Overall, 23.4% of the students are chronically absent. This is a significant decline from the previous year and decreased 25.5%.

Conditions & Climate

Suspension Rate

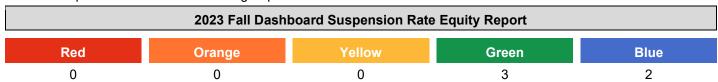
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

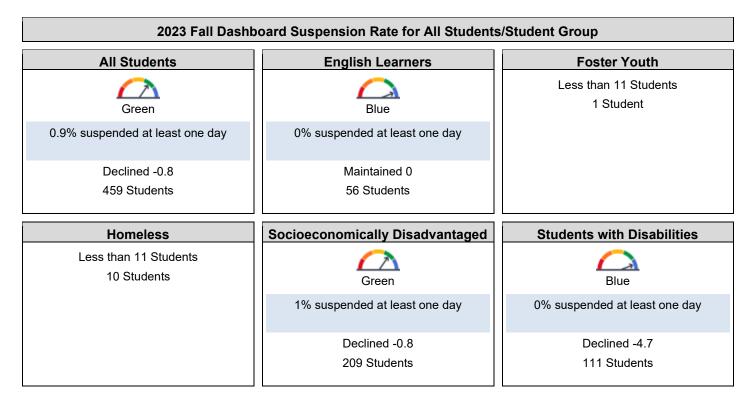
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 1 Student	American Indian Less than 11 Students 2 Students	Asian Less than 11 Students 9 Students	Filipino Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
Green	0% suspended at least one day	Less than 11 Students 1 Student	Green
0.8% suspended at least one day	Maintained 0 20 Students		1.3% suspended at least one day
Declined -0.3 261 Students			Declined Significantly -1.6 160 Students

- **1.** White students had the highest number of suspensions.
- 2. No English Learners were suspended.
- **3.** Overall, the suspension rate improved with the decline in suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learner Engagement

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of environments.

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.

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

Winter to Winter DRA data decreased by 5%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development. Reading fluency is a critical area that needs support.

Winter to Winter MAP data in the area of mathematics indicates there is a need to continue 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 will continue to be needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and pacing guides will continue all grade levels. Providing opportunities for students to be engaged in thinking classrooms is a critical need and will continue throughout the next school year.

Winter to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data. Students need essential reading practice time as well as opportunities to be engaged in thinking classrooms during English Language Arts instructional blocks.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year until 80% proficiency is reached.	Actual Outcome 2022 winter DRA's - 56% of students met/exceeded DRA benchmarks. 2023 winter DRA's - 69% of students met/exceeded DRA benchmarks 2024 winter DRA's - 64% of students met/exceeded DRA benchmarks	Increase to 74%
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile	Actual Outcome: 2022 winter MAP Math - 34% of students met/exceeded 60th percentile.	Increase to 57%

for Math on winter MAP will increase at least 5% each year.	2023 winter MAP Math - 36% of students met/exceeded 60th percentile. 2024 winter MAP Math - 52% of students met/exceeded 60th percentile.	
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.	Actual Outcome: 2022 winter MAP ELA - 42% of students met/exceeded 60th percentile. 2023 winter MAP ELA - 43% of students met/exceeded 60th percentile. 2024 winter MAP ELA - 54% of students met/exceeded 60th percentile.	Increase to 59%
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: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard Actual Outcome: 2023 All students GREEN 0.6 points below standard. White: GREEN 5.1 points above standard Hispanic: GREEN 8.6 points below standard Socioeconomically Disadvantaged: GREEN 18 points below standard Students with Disabilities: GREEN 21.3 points below standard All English Learners: YELLOW 25.7 points below standard	All students: Increase 0.6 points to meet standard White: Above standard - maintain +5.1 points Hispanic: Increase 8.6 points to meet standard Socioeconomically Disadvantaged:Increase to 8 points below standard Students with Disabilities: Increase to 11.3 points below standard All English Learners: Increase to 15.7 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: 2022 All students: High 10.3 points above standard. White: High 27.9 points above standard Hispanic: Low 9.8 points below standard Socioeconomically Disadvantaged: Low, 14.0 points below standard Students with Disabilities: Low 16.5 points below standard All English Learners: Low, 31.9 points below standard Actual Outcome:	All students: Maintain meeting standard White: Maintain High standard Hispanic: Increase 4.8 points to meet standard. Socioeconomically Disadvantaged:Increase to 5.5 points below standard Students with Disabilities: Increase to 23.8 points below standard All English Learners: Increase to 16.6 points below standard

	2023 All students YELLOW 5.9 points above standard. White: GREEN 17.2 points above standard Hispanic: GREEN 4.8 points below standard Socioeconomically Disadvantaged: ORANGE, 15.5 points below standard Students with Disabilities: ORANGE 33.8 points below standard All English Learners: YELLOW 26.6 points below standard	
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: 2021-22: 63.64% of English Learners scored a 3 or 4 on the overall ELPAC. Actual Outcome: 2022-23: 63.64% of English Learners scored a 3 or 4 on the overall ELPAC.	Increase English proficiency to 68.64%
District English Learner reclassification rate will increase at least 3% each year	Actual Outcome 2021-22: Reclassification rate is 20% Actual Outcome 2022-23: Reclassification rate is 21%	Increase reclassification rate to 25%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Actual Outcome: 100% of the students are taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources.	100% of the students will continue to be taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources.
All teachers will have access to professional development that focuses on literacy, well-bring, and equitable practices.	Baseline 2023-2024 100% of all teachers have access to professional development that focuses on literacy, well-being, and equitable practices.	All teachers will have access to professional development that focuses on literacy, well-bring, and equitable practices. Maintain at 100%.
Parent survey will be completed by a minimum of 80 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. 67 parents completed the survey in 2023. 30 parents completed the survey in 2024	Parent survey participation will be increased by 10%.

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Reading, ELA, and ELD Support	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	42,673.33 Title I 2000-2999: Classified Personnel Salaries IA Salaries 73,933.52 LCFF - Supplemental 2000-2999: Classified Personnel Salaries IA and BIA Salaries IA 1846.84 Title III 2000-2999: Classified Personnel Salaries BIA Salaries BIA Salaries 500.00 Title I 1000-1999: Certificated Personnel Salaries Subs for ELAC meetings
1.2	Technology and software programs to support student learning	All students	2368.94 Title I 5000-5999: Services And Other Operating Expenditures Technology 7000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Technology and materials
1.3	Science curriculum, materials, supplies, special education materials	All students	1144.79 Title I 4000-4999: Books And Supplies Science curriculum, materials, supplies
1.4	Special education support	Special needs students	428.21 Title I 0000: Unrestricted Sub for release time, sub for IEP, and dyslexia seminar 3000 LCFF - Supplemental 0000: Unrestricted Professional development
1.5	Supplemental support from classified employees	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	1126.53 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Supplemental support

1.6	Magnetic Whiteboards for Building Thinking Classrooms and Building Thinking Classroom materials	All students	7635.95 LCFF - Supplemental 4000-4999: Books And Supplies Materials for teachers
1.7	Sensory items and Reading group materials	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	2359.18 LCFF - Supplemental 4000-4999: Books And Supplies Materials for students
1.8	Professional Learning	All students	10,000 LCFF - Supplemental 0000: Unrestricted Professional development for all staff

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the main expenditures focused on goal 1 were directly tied to personnel, software, and instructional tools. All expenditures were implemented as planned, and the effectiveness of the strategies was solid as we saw growth in MAP math and reading scores. MAP scores increased from 2023 to 2024. Winter to Winter MAP data in the area of mathematics indicates there was 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 was needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and pacing guides were implemented at all grade levels and provided opportunities for students to be engaged in thinking classrooms.

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

There were no major differences between the intended implementation of the budgeted expenditures in order to meet the articulated goal.

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

Changes have been made to this goal and are updated in the title, LCAP and school goal section.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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.

We continue to focus on student mental health and well-bring.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily District attendance will be maintained at 94% or greater	Outcome 2022-2023 attendance rate: 93.30% *Aug 11, 2022 - Apr. 7, 2023 2023-2024 attendance rate: 95.11% *Aug 17, 2023 - Apr. 17, 2024	Maintain daily attendance rate.
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2021-22 District Data: *Chronic Absenteeism as of 4/25/22 was 31% All students: Very High 48.9% White: Very High 47.6% Hispanic: Very High 52.4% Socioeconomically Disadvantaged: Very High, 59.5% Students with Disabilities: Very High, 54.8% English Learners: Very High 60%	Decrease chronic absenteeism to: All students: 22.4% White: 23.5% Hispanic: 25.4% Socioeconomically Disadvantaged: 28.2% Students with Disabilities: 23.5% English Learners: 34.7%

	2022-23 CA Dashboard All students: YELLOW 23.4% White: YELLOW 24.5% Hispanic: YELLOW 26.4% Socioeconomically Disadvantaged: YELLOW 29.2% Students with Disabilities: GREEN 24.5% English Learners: GREEN 35.7%	
The suspension rate will decrease by 0.1% or greater for every student subgroup	2021-22 District data Suspensions - Six students were suspended for a total of eight suspensions. All students: Medium 1.7% White: Medium 2.9% Hispanic: Medium 1.1% Socioeconomically Disadvantaged: Medium, 1.8% Students with Disabilities: High, 4.7% English Learners: Very Low 0% 2022-23 District data All students: GREEN 0.9% White: GREEN 1.3% Hispanic: GREEN 0.8% Socioeconomically Disadvantaged: GREEN 1% Students with Disabilities: BLUE 0% English Learners: BLUE 0%	Decrease suspensions by 0.1% All students: 0.8% White: 1.2% Hispanic: 0.7% Socioeconomically Disadvantaged: 0.9% Students with Disabilities: 0% English Learners: 0%
The expulsion rate will decrease by 0.1% or greater for every student group	2022 expulsion rate was 0% for all student groups 2023 expulsion rate was 0% for all student groups	The expulsion rate will maintain 0%.
Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 50%	Participants: 2023 = 67 2024 = 30 PARENTS - Reporting "Strongly agree" Goal = 50% 2023 responses / 2024 responses Parents feel welcome to participate 42 / 44 Supportive student learning environment 38 / 50 School is a safe place for my child 44 / 54 School has adults who really care about students 42 / 50 Communication with parents about school *Agree or Strongly Agree, Goal 80%, 45* / 54* School treats all students with respect 47 / 54 Facilities upkeep 54 / 54 Teachers responsive to child's social/emotional needs -	Increase the number of areas that are below 50%.

	Agree or Strongly Agree, Goal 80%, 71 / 67*	
Safety and School Connectedness: 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% in areas that are below 80%	Baseline Participants: 2023 = 44 2024 = 62 STUDENTS GRADE 5 - Reporting "Yes, most or all of the time." Goal = 80%	Increase the number of areas that are below 80%
	2023 responses / 2024 responses Students feel connected to school 76 / 76 Students are academically motivated 91 / 83 Caring adults in school 77 / 73	
	High expectations from adults 89 / 86 Facilities upkeep 86 / 79 Social and emotional learning supports 76 / 79 Anti Bullying climate 80 / 76 Feel safe at school 84 / 75	
	Students treated with respect 82 / 80 Participants: 2023 = 53 2024 = 73 STUDENTS GRADE 6 - Reporting "Yes, most or all of the time." Goal = 80%	
	2023 responses / 2024 responses Students feel connected to school 61 / 67 Students are academically motivated 83 / 82 Caring adults in school 57 / 60 High expectations from adults 75 / 80 Facilities upkeep 75 / 91 Social and emotional learning supports 62 / 59 Anti Bullying climate 65 / 65 Feel safe at school 56 /70 Students treated with respect 81 / 71	
Percentage of staff reporting "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%.	Baseline: Staff Survey: Participants: 2023 = 33 2024 = 35 STAFF - Reporting "Strongly agree" Goal = 50% 2023 and 2024 Caring adult relationships 68 / 62 High expectations from adults 72 / 66 Supportive learning environment 62 /	Increase the number of areas that are below 50%.
	58 Anti Bullying climate 59 / 58 Support for social emotional learning 61 / 55 Facilities upkeep 74 / 53 Supportive staff working environment 70 / 58	

	School is a safe place for staff 71 / 63 Students are motivated to complete work 38 /34	
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline: 2020-21 FIT rating is "Good" Actual Outcome: 2021-22: FIT rating is "Good" 2022-23: FIT rating is "Fair" 2023-24: FIT rating is "Good"	Facilities Inspection Tool (FIT) rating provided by the CDE will be increased to "GOOD"
Williams Facilities Complaints will be maintained at ZERO.	Baseline: 2023-2024: Zero	Maintain Williams Facilities Complaints at ZERO.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Sustain a social worker to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework.	All students	
2.2	Student safety and well-being will be supported by the School Resource Officer (SRO)	All students	
2.3	Parent connections: Phone calls, translations, interpretations	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	825 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries BOA and BIA salaries
2.4	Expanded Learning and Enrichment Programs, coordinated by the Environmental Outdoor Education Coordinator and the Visual and Performing Arts District Coordinator, will support learners and offer a variety of expanded learning and culturally relevant enrichment opportunities during and after the school day.	All students	
2.5	Implement Second Step in all classrooms and participate in identifying/building on students' talents and strengths. Our social worker will play a primary role in the implementation process.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the main expenditure focused on goal 2 was directly tied to personnel.

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

There were no major differences between the intended implementation of the budgeted expenditure in order to meet the articulated goal.

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$43,694.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$157,842.29
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$47,115.27	
Title I Part A: Parent Involvement	\$825.00	
Title III	\$4,846.84	

Subtotal of additional federal funds included for this school: \$52,787.11

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	\$105,055.18

Subtotal of state or local funds included for this school: \$105,055.18

Total of federal, state, and/or local funds for this school: \$157,842.29

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	47,115.27	0.00
LCFF - Supplemental	105,055.18	0.00
Title I Part A: Parent Involvement	825	0.00
Title III	4,846.84	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	105,055.18
Title I	47,115.27
Title I Part A: Parent Involvement	825.00
Title III	4,846.84

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	13,428.21
1000-1999: Certificated Personnel Salaries	500.00
2000-2999: Classified Personnel Salaries	123,405.22
4000-4999: Books And Supplies	11,139.92
5000-5999: Services And Other Operating Expenditures	9,368.94

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF - Supplemental	13,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	75,060.05

4000-4999: Books And Supplies	LCFF - Supplemental	9,995.13
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,000.00
0000: Unrestricted	Title I	428.21
1000-1999: Certificated Personnel Salaries	Title I	500.00
2000-2999: Classified Personnel Salaries	Title I	42,673.33
4000-4999: Books And Supplies	Title I	1,144.79
5000-5999: Services And Other Operating Expenditures	Title I	2,368.94
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	825.00
2000-2999: Classified Personnel Salaries	Title III	4,846.84

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,017.29
Goal 2	825.00

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
- 4 Parent or Community Members

Name of Members Role

Jennifer Porter	Principal
Diane Smith	Other School Staff
Brittany Campbell	Parent or Community Member
Tracy Watt	Classroom Teacher
Jissel Palomares	Classroom Teacher
Heather Wetzel	Classroom Teacher
Toryali Rahimi	Parent or Community Member
Evelyn Murillo Soria	Parent or Community Member
Erica Garcia	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 Kushi Kushin

Heat Watzel

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 5/13/24.

Attested:

Principal, Jennifer Porter on 5/13/2024

SSC Chairperson, Heather Wetzel on 5/13/2024



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McCaffrey Middle School	34 67348 0100040	5/22/24	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by McCaffrey Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to provide Additional Targeted Support and Improvement to the student group "Students with Disabilities" in the areas of: Suspension, Chronic Absenteeism, ELA Performance, Math Performance to meet ATSI planning requirements.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by McCaffrey Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to provide Additional Targeted Support and Improvement to the student group "Students with Disabilities" in the areas of: Suspension, Chronic Absenteeism, ELA Performance, Math Performance to meet ATSI planning requirements.

The school will work with staff and the School Site Council in an effort to address the learning and social emotional needs of all students by providing engaging instruction that meets or exceeds the state standards. The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the School Plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In the planning of the School Plan for Student Achievement, several educational partners were involved. These included the staff of the school, the School Site Council, and the English Language Advisory Committee (ELAC). School Site Council and ELAC meet throughout the year to review school goals, action plans, student data on academic performance, and budget. The goal was to develop a plan that would address the academic and social-emotional needs of students. Through collaboration and input from all stakeholders, the plan aims to provide personalized support and resources for all students to reach their full potential.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

McCaffrey Middle School recognizes the importance of addressing the needs of Students with Disabilities (SWD) in key areas identified by the California Dashboard. Specifically, these areas include Chronic Absenteeism, Suspension Rate, English proficiency, and Mathematics achievement. To address the unique challenges faced by SWD, a comprehensive plan has been developed:

- 1. Chronic Absenteeism:
 - Implementing targeted interventions and support systems to reduce absenteeism among SWD.
 - Providing additional resources and assistance to families of SWD to address barriers to attendance.
 - Establishing a monitoring system to track the attendance of SWD and identify trends for intervention.
 - Conducting parent outreach through phone calls and home visits.
 - Providing resources and support to parents during home visits, including translation services for Spanishspeaking families.
 - Data collection to track progress and identify trends.

2. Suspension Rate:

- Conducting professional development for staff on strategies for supporting SWD behaviorally.
- Implementing Positive Behavior Interventions and Supports (PBIS) tailored to the needs of SWD.
- Utilizing restorative practices as an alternative to suspension, focusing on conflict resolution and skill-building.
- Offering parent training sessions to foster understanding and collaboration.
- Creating opportunities for parents to actively engage with the school community.

3. English and Mathematics:

- Providing differentiated instruction and accommodations to address the diverse learning needs of SWD in English and Mathematics.
- Offering targeted interventions such as small group instruction, peer tutoring, and assistive technology.
- Collaborating with special education teachers and support staff to ensure that Individualized Education Program (IEP) goals align with academic standards and are effectively implemented.
- Provide time for special education teachers to collaborate with core teachers

4. Data Monitoring and Analysis:

- Collecting and analyzing data on the academic performance, attendance, and disciplinary outcomes of SWD to inform decision-making and intervention strategies.
- Utilizing data-driven practices to identify areas of improvement and measure the effectiveness of interventions for SWD
- Hosting math nights for parents to enhance their involvement and support at home.
- Exploring online resources that students can access from home to reinforce learning.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The current data from the California Dashboard highlights areas of concern for McCaffrey Middle School. Chronic Absenteeism, English Learners Progress, and Math proficiency are all rated in the Orange, indicating areas requiring attention and improvement.

Additionally, the Suspension Rate is rated in the Red, signaling a critical need for intervention and support in disciplinary practices. Addressing these challenges is essential to ensuring the academic success and well-being of all students at McCaffrey Middle School.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the California Dashboard, the indicator for which the performance of the Students with Disabilities (SWD) group is two or more performance levels below the "All Student" performance is in English Language Arts (ELA). Specifically, the data suggests that SWD are not achieving at the same level as the overall student population in ELA proficiency. This indicates a significant achievement gap that requires targeted interventions and support to address the needs of SWD and ensure equitable outcomes for all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on the local assessment MAP conducted by the Galt Joint Union Elementary School District, it's evident that certain student groups face challenges in academic performance. Specifically: Reading Performance:

Students with Disabilities and English Learners (ELs) exhibited lower performance compared to their peers in reading comprehension.

Math Performance:

Students with disabilities, ELs, and Hispanic students demonstrated the lowest proficiency levels in mathematics.

The information below presents the California Healthy Kids Survey results for two different academic years. The figures in parentheses reflect the data from the 2022-2023 school year, these will be compared with the 2023-2024 results.

After reviewing the California Healthy Kids Survey results, it is evident that McCaffrey Middle School needs to make a concerted effort to enhance students' sense of connection to the school. The data indicates areas where students feel less engaged and connected, which can significantly impact their overall well-being and academic performance. Addressing these concerns should be a priority to foster a more inclusive and supportive school environment.

7th Grade California Healthy Kids Survey: Goal is 80%

Students feel connected to school 43(51)

Students are academically motivated 55(61)

Caring adults in school 56(53)

High expectations from adults 65(65)

Facilities upkeep 42(45)

School perceived as very safe or safe 48(44)

8th Grade California Healthy Kids Survey: Goal is 80%

Students feel connected to school 43(52)

Students are academically motivated 58(62)

Caring adults in school 56(59)

High expectations from adults 62(69)

Facilities upkeep 41(43)

School perceived as very safe or safe 51(60)

Parent California Healthy Kids Survey: Goal is 50%

Parents feel welcome to participate 34(5)

Supportive student learning environment 31(13)

School is a safe place for my child 32(6)

School has adults who really care about students 28(11)

Communication with parents about school 41(22)

*Agree or Strongly Agree, Goal 80%

School treats all students with respect 44(19)

Facilities upkeep 42(14)

Teachers responsive to child's social/emotional needs 72(45)

Parental Engagement

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

McCaffrey Middle School provides two school counselors, health assistant, School Resource Officer, bilingual instructional assistants, instructional assistants, Galt Expanded Learning, AVID, math tutoring and extended teacher office hours for individual help as needed.

Board Policies reinforce that parents play vital roles in the education of the children of Galt. McCaffrey Middle School has elected a School Site Council (SSC) to develop this School Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC), made up of parents and facilitated by administration, advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

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

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

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from support staff. Students in need of support outside of the regular classroom will have access to before and after

school programs.

Student Study Team (SST) referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the counselor and administration, will develop an intervention action plan to support student progress and learning. Additionally, the Student Study Team will monitor and follow-up on student progress. The process is coordinated by our school counselors.

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

McCaffrey Middle School has SSC and ELAC committees whose membership includes staff, student(s) and parents. At the site level, there are department chairpersons as well as individual grade level teams (math, science, social studies, language arts and special education) that meet on a regular basis to process ideas and issues that directly impact student achievement. The McCaffrey Advisory Committee (MAC) meets on a monthly basis, or more often if needed, to discuss school issues and ideas. Each of the homeroom classes send a representative to the meeting who then goes back to their homeroom class and reports back to their homeroom class. Parents are invited to attend Back to School, Open House, Student Activities, and other school activities.

Funding

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

Schoolwide Program funds will be utilized to provide support for all students. This will happen by providing supplemental support in an effort to improve the overall educational programs. Students not meeting academic standards, including students from the English Learner student group, Socio-economically Disadvantaged student group, Students with Disabilities, Migrant Education students and Foster Youth will benefit from the resources provided by state and federal funds including Supplemental and Concentration, Title I and Title III.

Fiscal support (EPC)

See funding attached to Goals and Actions.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for McCaffrey Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup											
0, 1, 4,0	Per	cent of Enrollr	ment	Nu	mber of Stude	ents					
Student Group	20-21	21-22	22-23	20-21	21-22	22-23					
American Indian	0.3%	0.41%	0.13%	2	3	1					
African American	1.5%	1.24%	1.34%	11	9	10					
Asian	2.5%	3.45%	2.82%	19	25	21					
Filipino	1.6%	1.10%	0.67%	12	8	5					
Hispanic/Latino	60.7%	61.93%	63.27%	461	449	472					
Pacific Islander	1.1%	0.28%	0.54%	8	2	4					
White	30.7%	29.52%	28.82%	233	214	215					
Multiple/No Response	1.7%	2.07%	2.41%	13	15	18					
		To	tal Enrollment	760	725	746					

Enrollment By Grade Level

Student Enrollment by Grade Level									
Grade	Number of Students								
	20-21	21-22	22-23						
Grade 7	364	353	396						
Grade 8	396	372	350						
Total Enrollment	760	725	746						

- 1. Students enrollment up by a small margin
- 2. Our Hispanic/Latino student group seems to have stabilized around 62% in regards to the percent of the total population. Our White population seems to have stabilized around 30% in regards to the percent of the total population.
- The percentage of Hispanic/Latino student group at McCaffrey Middle School has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest student group on our campus per demographic reports.

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment										
Object on the Control	Num	ber of Stud	lents	Percent of Students						
Student Group	20-21	21-22	22-23	20-21	21-22	22-23				
English Learners (EL)	113	116	122	14.90%	16.0%	16.4%				
Fluent English Proficient (FEP)	18	24	20	2.4%	3.3%	2.7%				
Reclassified Fluent English Proficient (RFEP)	174	153	148	22.9%	21.1%	19.8%				

- 1. ELs slightly increased in numbers and percent even though we are in declining enrollment.
- **2.** FEP percent of total has decreased slightly in the last 3 years.
- 3. Percent of students classified as R-FEP has declined slightly

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students											
Grade Level	# of Stu	udents E	nrolled	# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	355	354	390	0	346	383	0	346	383	0.0	97.7	98.2
Grade 8	392	371	350	0	362	344	0	362	344	0.0	97.6	98.3
All Grades	747	725	740	0	708	727	0	708	727	0.0	97.7	98.2

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

	Overall Achievement for All Students														
Grade	Mean Scale Score				% Standard Exceeded		% Standard Met		% Standard Nearly Met			% Standard Not Met			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2549.	2545.		14.16	15.40		34.97	34.99		31.21	25.07		19.65	24.54
Grade 8		2566.	2567.		13.54	16.57		40.06	36.92		28.45	24.71		17.96	21.80
All Grades	N/A	N/A	N/A		13.84	15.96		37.57	35.90		29.80	24.90		18.79	23.25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Ab	ove Stan	dard	% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		17.05	19.84		66.18	61.36		16.76	18.80	
Grade 8		19.89	19.19		60.50	59.30		19.61	21.51	
All Grades		18.50	19.53		63.28	60.39		18.22	20.08	

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Writing Producing clear and purposeful writing											
Overded and	% A k	ove Stan	dard	% At o	r Near St	andard	% Below Standard				
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 7		18.21	19.84		61.56	55.09		20.23	25.07		
Grade 8		15.75	18.02		56.91	58.43		27.35	23.55		
All Grades		16.95	18.98		59.18	56.67		23.87	24.35		

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Listening Demonstrating effective communication skills											
Overde Level	% A k	ove Stan	dard	% At or Near Standard			% Below Standard				
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 7		12.43	10.18		75.72	75.98		11.85	13.84		
Grade 8		13.81	15.12		77.07	71.80		9.12	13.08		
All Grades		13.14	12.52		76.41	74.00		10.45	13.48		

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In	vestigatii	Re ng, analy	esearch/li zing, and		ng inform	ation							
Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23				
Grade 7		17.63	20.63		67.92	62.40		14.45	16.97				
Grade 8		21.82	22.09		65.19	65.41		12.98	12.50				
All Grades		19.77	21.32		66.53	63.82		13.70	14.86				

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- 1. As of 2021/2022, Research/Inquiry was the area of English Language Arts/Literacy in which McCaffrey Middle School students achieved the best results (% of students Above and At or Near Standard).
- 22-23 CAASPP the over results indicate that 52% of student either met or exceed in English Language Arts
- 3. 22-23 CAASPP results indicated that only 20% of students were above standards and that 60% are near standard.

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's <u>Smarter Balanced Assessment System</u> web page for more information.

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Гested	# of \$	Students Scores	with	% of Er	rolled S Tested	tudents
Level	20-21	21-22 22-23 20-21 21-22 2					20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	355	354	390	0	346	383	0	346	383	0.0	97.7	98.2
Grade 8	392	371	350	0	364	343	0	362	343	0.0	98.1	98.0
All Grades	747	725	740	0	710	726	0	708	726	0.0	97.9	98.1

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

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score		Standa xceede		% St	andard	Met	% Sta	ndard I Met	Nearly	% St	andard Met	l Not
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2518.	2516.		11.56	12.79		19.08	19.84		34.68	30.55		34.68	36.81
Grade 8		2533.	2535.		14.09	17.78		19.06	15.45		28.45	27.99		38.40	38.78
All Grades	N/A	N/A	N/A		12.85	15.15		19.07	17.77		31.50	29.34		36.58	37.74

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,	Applying	Conce mathema	•	ocedures cepts and		ıres								
Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level 20-21 21-22 22-23 20-21 21-22 22-23 20-21 21-22 22-23														
Grade 7		12.72	13.32		50.58	49.35		36.71	37.34					
Grade 8		11.88	16.03		52.21	49.27		35.91	34.69					
All Grades		12.29	14.60		51.41	49.31		36.30	36.09					

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Using appropriate		em Solvin I strategie					ical probl	ems					
Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23				
Grade 7		13.58	12.53		61.27	55.87		25.14	31.59				
Grade 8		15.19	14.87		56.35	55.69		28.45	29.45				
All Grades		14.41	13.64		58.76	55.79		26.84	30.58				

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Demo	onstrating		unicating support			clusions							
Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23				
Grade 7		10.98	12.53		65.61	63.19		23.41	24.28				
Grade 8		12.43	14.87		63.54	60.35		24.03	24.78				
All Grades		11.72	13.64		64.55	61.85		23.73	24.52				

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 1. Without any CAASSP data for 20-21, we will continue with our previous conclusions. The trend over 3 years shows that we are increasing in the "Standards Not Met" category meaning learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of mathematical concepts and procedures. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the College Preparatory Math Program (CPM). Teachers will attend Professional Development by Sacramento County Of Education (SCOE) to address the academic needs of students who are not meeting standards. 22-23 CAASPP overall results indicate that 33% of students were either at or above grade level, but 38% of students are not meeting standards. The data also indicates that 29% are nearly at standard.
- 2. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program as well as support from the SCOE. Teachers will continue to align their pacing guides and assessments and use Wednesday meetings to analyze student assessments. The department will also use Wednesday department meetings to review lessons and pacing guides. The math department will also use some of the state interim assessments as their test. 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). The math department will have several release days throughout the school year to analyze student data, plan, create common pacing guides, develop common assessments, review math lessons, and share best practices. The release days will also include the RSP teachers so they are familiar with the material to be able to provide the additional support to their students with IEPs. SDC teachers will also participate in release days to plan their pacing guides that will be more aligned with grade level standards.

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

		Nu	mber of			ive Asse an Scale			tudents					
Grade		Overall		Ora	ıl Langua	age	Writt	en Lang	uage		lumber o			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	Students Tested 20-21 21-22 22-23				
7	1538.3	1562.4	1549.8	1530.7	1570.9	1554.5	1545.6	1553.4	1544.6	50	55	77		
8	1562.4	1567.2	1561.9	1563.3	1575.5	1575.0	1561.0	1558.5	1548.3	52	47	38		
All Grades										102	102	115		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pei	rcentaç	ge of St	tudents		all Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	ŀ		Level 3	}		Level 2	!		Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	2-23 20-21 21-22 22-23 20-21 21-22 22-23					20-21	21-22	22-23	
7	20.83	43.64	31.17	50.00	25.45	33.77	16.67	27.27	24.68	12.50	3.64	10.39	48	55	77
8	28.00	36.17	31.58	42.00	38.30	44.74	24.00	14.89	15.79	6.00	10.64	7.89	50	47	38
All Grades	24.49	40.20	31.30	45.92	31.37	37.39	20.41	21.57	21.74	9.18	6.86	9.57	98	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pei	rcentaç	ge of St	tudents		l Lang		ce Leve	el for A	II Stud	ents			
Grade		Level 4			Level 3	}		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	22-23 20-21 21-22 22-23 20-21 21-				21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	37.50	50.91	46.75	41.67	43.64	38.96	10.42	5.45	5.19	10.42	0.00	9.09	48	55	77
8	40.00	51.06	47.37	42.00	36.17	34.21	14.00	2.13	13.16	4.00	10.64	5.26	50	47	38
All Grades	38.78	50.98	46.96	41.84	40.20	37.39	12.24	3.92	7.83	7.14	4.90	7.83	98	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pe	rcenta	ge of S	tudents			guage orman	ce Leve	el for A	II Stude	ents			
Grade		Level 4			Level 3	;		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	12.50	27.27	10.39	27.08	10.91	32.47	41.67	38.18	40.26	18.75	23.64	16.88	48	55	77
8	14.00	17.02	10.53	32.00	23.40	31.58	46.00	44.68	34.21	8.00	14.89	23.68	50	47	38
All Grades	13.27	22.55	10.43	29.59	16.67	32.17	43.88	41.18	38.26	13.27	19.61	19.13	98	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Percent	age of Si	tudents I		ing Doma in Perfor		evel for	All Stud	ents				
Grade	Wel	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g	_	tal Numb f Studen			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23					
7	16.67	9.09	14.29	68.75	76.36	67.53	14.58	14.55	18.18	48	55	77		
8	20.00	17.02	23.68	72.00	63.83	68.42	8.00	19.15	7.89	50	47	38		
All Grades	18.37	12.75	17.39	70.41	70.59	67.83	11.22	16.67	14.78	98	102	115		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Percent	age of S	tudents I	-	ing Doma		evel for	All Stud	ents		
Grade	Wel	l Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g	_	tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	68.09	85.45	75.32	21.28	14.55	16.88	10.64	0.00	7.79	47	55	77
8	71.11	70.21	65.79	24.44	19.15	28.95	4.44	10.64	5.26	45	47	38
All Grades	69.57	78.43	72.17	22.83	16.67	20.87	7.61	4.90	6.96	92	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade	Wel	Well Developed Somewhat/Moderately		Somewhat/Moderately Beginning		g	Total Number of Students		_			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	18.75	23.64	12.99	39.58	38.18	42.86	41.67	38.18	44.16	48	55	77
8	26.00	27.66	21.05	36.00	29.79	42.11	38.00	42.55	36.84	50	47	38
All Grades	22.45	25.49	15.65	37.76	34.31	42.61	39.80	40.20	41.74	98	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade	Wel	Well Developed Somewhat/Moderately Beginning					_	tal Numb f Studen	_			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	14.58	20.00	23.38	75.00	70.91	64.94	10.42	9.09	11.69	48	55	77
8	10.00	6.38	10.53	86.00	87.23	76.32	4.00	6.38	13.16	50	47	38
All Grades	12.24	13.73	19.13	80.61	78.43	68.70	7.14	7.84	12.17	98	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 1. There was a decline from 21-22 to 22-23 in the number of students scoring in the 4 range, but there was increase of students in the level 3 range.
- 2. McCaffrey Middle School has concentrated on its literacy plan to improve the writing portion of the ELPAC. As a result, there has been an increase in the number of students advancing to the Well Developed stage.
- 3. The speaking domain is still the area that students score at the highest level.

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population					
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth		
746	58	16.4	Students whose well being is the responsibility of a court.		
Total Number of Students enrolled in McCaffrey Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.			

2022-23 Enrollment for All Students/Student Group				
Student Group	Total	Percentage		
English Learners	122	16.4		
Foster Youth				
Homeless	14	1.9		
Socioeconomically Disadvantaged	433	58		
Students with Disabilities	104	13.9		

Enrollment by Race/Ethnicity				
Student Group Total Perce				
African American	10	1.3		
American Indian	1	0.1		
Asian	21	2.8		
Filipino	5	0.7		
Hispanic	472	63.3		
Two or More Races	18	2.4		
Pacific Islander	4	0.5		
White	215	28.8		

- 1. 58% of the student population fell in the socioeconomically disadvantaged category.
- 2. Nearly 16.4% of our student population are English learners.
- 3. 13.9% are identified as Students with Disabilities.

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red Orange



Green

Blue

Lowest Performance

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Yellow

Academic Engagement

Chronic Absenteeism

ADJOI

Orange

Conditions & Climate

Suspension Rate



Red

Mathematics

Orange

English Learner Progress

Learner

Orange

- 1. This dashboard illustrates the overall trend of our school needs to focus on attendance to help support in other areas on the dashboard. This year the school focus on reducing the suspension rate by looking at other means to improve student behavior
- 2. English Language Arts is the medium range. In addition, English Learners progress is still in the low range which efforts will need to be made to work cross curriculum to improve the progress of English Learners
- 3. The data from the dashboard, it's evident that McCaffrey Middle School faces significant challenges in several key areas. The suspension rate being in the Red, along with Chronic Absenteeism, Math, and English Learner Progress in the Orange, indicates a pressing need for targeted interventions and strategies to address these issues effectively.

Academic Performance English Language Arts

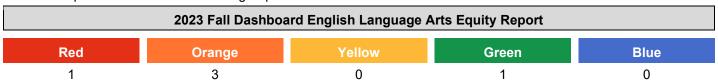
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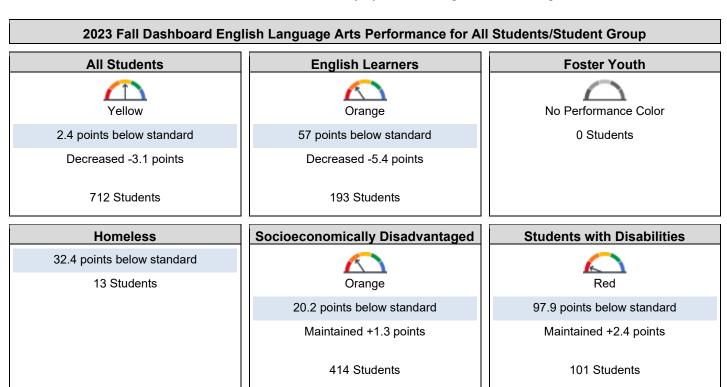
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	38.6 points above standard	Less than 11 Students
10 Students	1 Student	Increased +7.1 points 21 Students	5 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races 46.8 points above standard	Pacific Islander Less than 11 Students	White
Hispanic Orange	46.8 points above standard Increased Significantly +26.6	Less than 11 Students	White Green
	46.8 points above standard Increased Significantly +26.6 points		
Orange	46.8 points above standard Increased Significantly +26.6	Less than 11 Students	Green

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

		•
Current English Learner	Reclassified English Learners	English Only
95.7 points below standard	28.3 points below standard	9.6 points above standard
Decreased Significantly -19.1 points	Decreased -3.1 points	Maintained -2.2 points
82 Students	111 Students	433 Students

- 1. 111 of our RFEP students scored 28.3 point below standard.
- 2. Our EL students scored 95.7 points below standard.
- 3. Our Students with Disabilities are very low. They are 97.9 points below standard.

Academic Performance

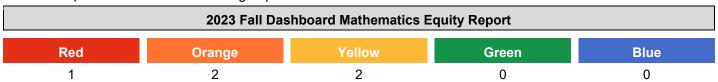
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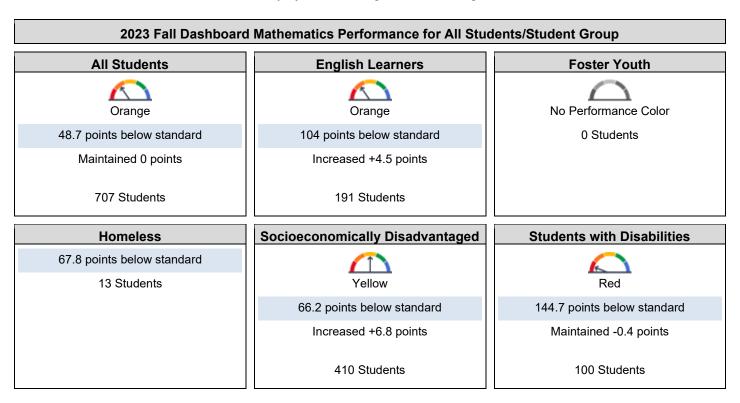
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American American Indian Asian Filipino Less than 11 Students Less than 11 Students 8.8 points below standard Less than 11 Students Decreased -6.1 points 1 Student 10 Students 5 Students 21 Students **Hispanic Two or More Races** Pacific Islander White 12.8 points below standard Less than 11 Students Orange Increased Significantly +20.2 points 4 Students 64.6 points below standard 23.5 points below standard 17 Students Maintained -1.9 points Maintained +1.6 points 450 Students 200 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136 points below standard	80 points below standard	36.2 points below standard
Maintained +1.2 points	Maintained -1.5 points	Maintained -1.4 points
82 Students	109 Students	431 Students

- 1. All subgroups are significantly below standard with special concerns regarding the EL, Students with Disabilities, and Socioeconomically Disadvantaged were among the lowest performing groups
- 2. The only group that maintained was the White student group, which was in the Green
- **3.** Our EL, RFEP, and Students with Disabilities student groups need additional support in math.

Academic Performance

English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

Orange 55.5% making progress towards English language proficiency Number of EL Students: 110 Students Performance Level: 4

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.

2023 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	28	11	50		

- 1. Overall 55.5% of our EL students are make progress towards English Proficiency.
- 2. Majority of our students who are scoring a 2 or lower are our newcomers.
- **3.** 45.9% have progressed at least one ELPI level.

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Blue

Highest Performance

This section provides number of student groups in each level.

	2023 Fall Dashbo	ard Chronic Absenteei	sm Equity Report	
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group **All Students English Learners Foster Youth** Less than 11 Students Orange Orange 1 Student 30.8% Chronically Absent 32.6% Chronically Absent Declined -2.8 Declined -2.6 770 Students 138 Students **Students with Disabilities Homeless** Socioeconomically Disadvantaged 35.7% Chronically Absent 0 Red Red 35.3% Chronically Absent 42% Chronically Absent 14 Students Maintained 0.1 Increased 0.5 459 Students 112 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	9.5% Chronically Absent	Less than 11 Students
10 Students	1 Student	Declined -2 21 Students	6 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic		Pacific Islander Less than 11 Students	White
Hispanic Orange	Two or More Races 21.1% Chronically Absent Declined -16.4		White Yellow
	21.1% Chronically Absent Declined -16.4		
Orange	21.1% Chronically Absent	Less than 11 Students	Yellow

- As a school site there was a 2.8 decline with chronic absenteeism, but Socioeconomically Disadvantaged and Students with Disabilities were in the Red, followed by English Learners and Hispanic in the Orange. It is critical that interventions and strategies are put in place to the address the issues in these groups.
- 2. Our Socioeconomically Disadvantaged student population has a high rate of chronic absenteeism. And our White students have the lowest absenteeism.
- **3.** 42% of our Students with Disabilities have a higher rate of chronic absenteeism.

Conditions & Climate

Suspension Rate

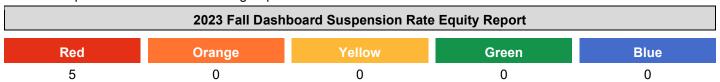
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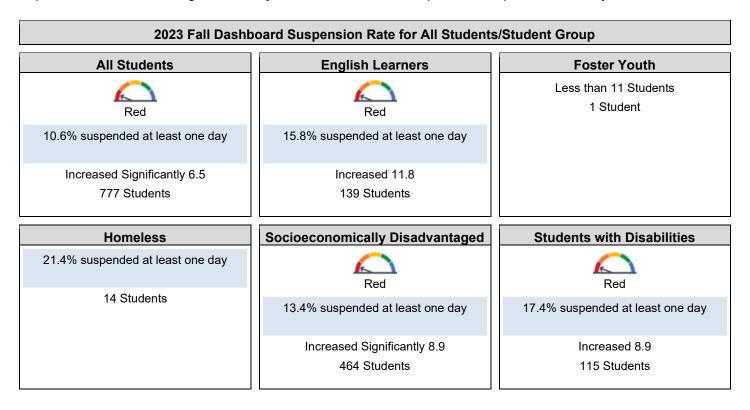
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American
Less than 11 Students
10 Students

American Indian Less than 11 Students 1 Student

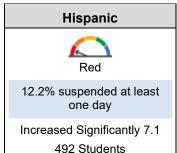
0% suspended at least one day Maintained 0 22 Students

Pacific Islander

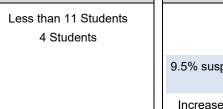
Asian

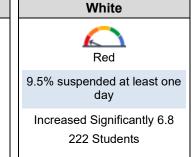
Less than 11 Students 7 Students

Filipino









- 1. As a school, our suspension has increased significantly during the 2022-2023 school year.
- 2. 17.4% of Students with Disabilities were suspended for at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments

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.

McCaffrey Middle School strives to meet the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work.

The following metrics/indicators show student progress and need. Winter 2023 to Winter 2024 MAP data increased by 5%. While that met the AMO goal, a need has been identified as increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Winter 2023 to Winter 2024 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for math on winter MAP will increase at least 5% each year.	Baseline Spring 2022 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 2023 - 2024 (MATH) All students that met or exceeded the 60th percentile on the MAP Math assessment: 7th grade - 37% 8th grade - 36% All students - 43% Winter 2023 - 2024 (ELA)	All students will meet or exceed on the MAP Winter MATH assessment 2024 - 2025: 7th grade - 42% 8th grade - 41% All students - 42% All students will meet or exceed on the MAP Winter ELA assessment 2024-2025: 7th grade - 51% 8th grade - 50% All students - 49%

	All students that met or exceeded on the MAP ELA assessment: 7th grade - 46% 8th grade - 45% 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.	Baseline Fall 2022 CA Dashboard All students: declined 3.1 Points (2.4 below) White: Low 25.1 points below standard Hispanic: Low 62.8 points below standard Low SES: Low 73 points below standard Students with Disabilities: 144.3 points below standard All English Learners: Low 108.5 points below standard Actual Outcome: 2023 All students Orange 48.7 points below standard. White: Green 23.5 points below standard Hispanic: Orange 64.6 points below standard Socioeconomically Disadvantaged: Orange, 66.2 points below standard Students with Disabilities: Red 144.7 points below standard All English Learners: Orange, 104 points below standard	All students: Yellow all students increase by 5 White: Green 28.5 above Hispanic: Yellow 3.6 below Low SES: Yellow 5.2 below Students with Disabilities: Orange 82.9 below All English Learners: Orange 42 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.	Baseline Fall 2022 CA Dashboard All students: declined 3.1 Points (2.4 below) White: High Increased 6.1 (20.9 above) Hispanic: Low Increased 6.3 Points (9.2 below) Low SES: Low Increased 21.5 Points below) Students with Disabilities: 100.3 points below standard All English Learners: Low 51.5 points below standard Actual Outcome: 2023 All students Yellow 2.4 points below standard. White: Green 20.9 points above standard Hispanic: Orange 18.6 points below standard Socioeconomically Disadvantaged: Orange, 18.6 points below standard Students with Disabilities: Red 97.9 points below standard	All students: Yellow all students increase by 5 White: Green 28.8 above Hispanic: Orange 13.6 below SES: Yellow 13.6 below Students with Disabilities: ORANGE 92.9 below All English Learners: Yellow 57 below

	All English Learners: Orange, 57 points below standard	
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2023-2024 Baseline 100%	2024-2025 100%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	2023 Outcome: 55.5% Spring 2022 English Learner Progress = 65% (Performance level = HIGH) Actual Outcome: English Learner Progress: 55.5%	See an increase of 5% of students making progress
District English Learner reclassification rate will increase at least 3% each year		2024-25 R-FEP Rate= will increase each year by 1%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Actual Outcome maintained 100%	2024-25 Maintained 100%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for reading on winter MAP will increase at least 5% each year.	Baseline 2022-2023 7th grade 40% 8th grade 41% Actual 2023-2024 7th grade 41% 8th grade 44%	2024-2025 target goal 7th grade 46% 8th grade 49%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for reading on winter MAP will increase at least 5% each year.	Baseline 2022-2023 7th grade 34% 8th grade 42% Actual 2023-2024 7th grade 38% 8th grade 33%	2024-2025 target goal 7th grade 43% 8th grade 38%
Parent CalSCHL survey will be completed by a minimum of 80 families with an increase of 10% each year	Actual Outcome 2021-2022 Parent Survey Responses = 76 2022-2023 Parent Survey Responses = 91 2023-2024 Parent Survey Responses = 46	2024-25 150 parent survey responses
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline 2022-23 "FAIR" Actual Outcome 2023-24 "FAIR"	2024-25 "GOOD"

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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 student groups Academic Conferences to analyze students with disabilities data Collaboration/Release time for special education teachers to meet with general ed math and ELA teachers to discuss strategies to improve academic progress with students with disabilities 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 Events in which parents will have an opportunity to participate with their child at MMS Renaissance program to academic achievement by all students Teacher release time to analyze student data and to create appropriate learning strategies to improve student achievement Provide parent trainings in the English Advisory Committee that focuses on study habits for their students Teacher release time to analyze student data and to create appropriate learning strategies to improve student achievement in at risk sub groups Create a PBIS and Student Engagement site coordinator	All Students and Students with Disabilities	31,086.15 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant: Translation, both verbal and written, during school start- up, parent conferences, and ongoing needs. 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/student engagement events 1592 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra time 500 LCFF - Supplemental 4000-4999: Books And Supplies EAOP field trip to UC Davis Title I 2000-2999: Classified Personnel Salaries Extra time 500 LCFF - Supplemental 4000-4999: Books And Supplies EAOP field trip to UC Davis Title I 2000-2999: Classified Personnel Salaries Bilingual Office Assistant: Translation, both verbal and written, during school start- up, parent conferences, and ongoing needs.

1.2	Ensure IEPs are properly implemented by all staff during MAP & CAASPP assessments. Follow the IEP testing accommodations attached to each student. Provide training for staff around the IEP process and accomodations. Provide additional support for small group instruction and assessment	All Students and Students with Disabilities	5000-5999: Services And Other Operating Expenditures Purchase any additional translation support and/or services to meet the needs of our diverse parent/student community 0
1.3	Support the MAP assessments to ensure individual growth and validity. Provide supplemental materials and professional development for all content areas in an effort to increase academic achievement in all student groups and students with disabilities	All Students and Students with Disabilities	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 Title I 5000-5999: Services And Other Operating Expenditures Purchase educational tech (online/web based) supplemental programs
1.4	Support student achievement on the CAASPP	All Students and students with disabilities	15,000 Title I 5000-5999: Services And Other Operating Expenditures Professional development in all core areas including conferences and workshops
1.5	Improve the academic achievement of English Learners by providing necessary support throughout the school day including our designated ELD and AVID classes. Increase parent involvement in the English Learner Advisory Committee Create an English Learners Advisory Committee coordinator.	English Learners	32,000.19 Title I 2000-2999: Classified Personnel Salaries BIA salaries 11,814.22 Title III 2000-2999: Classified Personnel Salaries BIA salaries 11,700 LCFF - Supplemental

1.6	Additional certificated support for English Learners to maximize student achievement as supported by the district. 5 sections of ELD support. Professional Development for staff on strategies and planning to support English Learners Maximize resources to increase the reclassification	English Learners	5000-5999: Services And Other Operating Expenditures All AVID trainings / expenses 2,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures AVID / ELD field trips and AVID showcase 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries AVID subs for collaboration 1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD professional development and/or release time 1,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries extra time for BIAs 2,629 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA salaries 500 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental teaching materials Title I 5000-5999: Services And Other Operating Expenditures Purchase educational tech (online/web based) supplemental programs 750 LCFF - Supplemental 4000-4999: Books And Supplies Newcomers / ELD materials or program 0
			750 LCFF - Supplemental 4000-4999: Books And Supplies Newcomers / ELD materials
1.7	Maximize resources to increase the reclassification rate of our English Learners Release time for teachers to analyze state and local assessments	English Learners	0 See Activity 6
1.8	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	All Students	0 BIA - see Activity 5 7,000 LCFF - Supplemental

	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. On-line resources for teachers and students to improve academic performance in core subject areas.		5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment) purchase educational tec(online/web based) programs 0 Translations as needed (see Activity 1) 0 Department support through release time for collaboration (see Activity 1) 25,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online subscriptions and renewals for programs 5,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment) ask district***********************************
1.9	Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental bridge resources.	English Learners	0 Supplemental materials for ELD instruction (see Activity 6)
1.10	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.	All Students	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)

1.11	100% of all students utilize technological and other resources as needed in order to support academic growth.	All Students	10,000 LCFF - Supplemental 4000-4999: Books And Supplies Hardware including projectors, printers, projector bulbs, mice, headsets, and other instructional material
1.12	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).	All Students	1,500 LCFF - Supplemental 4000-4999: Books And Supplies VAPA supplies 500 Title I 4000-4999: Books And Supplies VAPA supplies
1.13	100% of all grade 7 and 8 students will continue to have access to Maker Space opportunities and activities.	All Students	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
1.14	Participate and attend in Professional Developments, trainings, and conferences that address the need for ELL and Students with Disabilities	English Learners and students with disabilities	0
1.15	Maintain zero Williams Facilities complaints	All students	0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This past year, we successfully implemented several new programs aimed at addressing chronic absenteeism, improving instruction, and enhancing student academic performance. With the aid of additional funding, we hired a dedicated staff member to monitor and address absenteeism through parent phone calls, home visits, and coordinating SART calls, resulting in a notable reduction in absentee rates. Our instructional strategy focused on providing teachers with collaboration time to develop common pacing guides, implement a structured reading routine, and create common assessments. Additionally, time was allocated for teachers to review student data from local and state assessments, enabling them to tailor instructional strategies to meet the diverse needs of all learners. These combined efforts have proven effective in achieving our goals, as evidenced by improved attendance and academic performance.

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

We identified that certain activities, such as tracking chronic absenteeism and providing collaboration time for teachers, could have been supported by Title I funding rather than site funds. This misalignment resulted in the use of more site funds than initially anticipated. Moving forward, we need to outline specific activities that can be supported by Title I funding to ensure optimal use of resources and better alignment with our budgeted expenditures. This adjustment will help us maximize the impact of our initiatives while maintaining fiscal responsibility.

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

As a result of our analysis, several changes will be made to this goal, including adjustments to the annual outcomes, metrics, and strategies/activities. Given our ATSI status, this year's plan will prioritize additional support for students with disabilities and focus on reducing suspension rates, addressing chronic absenteeism, and improving academic performance in math and ELA. Specific changes can be found in the updated SPSA, including targeted interventions for students with disabilities, enhanced behavior management programs to reduce suspensions, and refined instructional strategies to boost math and ELA outcomes. Additionally, we will reallocate Title I funding to support these initiatives more effectively, ensuring resources are directed toward the most impactful activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All Content Areas

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

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

Chronic Absenteeism 2022-23 Dashboard: McCaffrey Middle School has a high chronic absenteeism rate across every student group. It is vital that McCaffrey Middle School allocates funding to support a position that will closely monitor attendance and begin to identify students who are struggling to attend school daily. This position will conduct home visits, be a liaison between home and school, coordinate SART and SARB meeting that will be facilitated by school and district administration. Be able to communicate with the Spanish community on the importance of attending school daily.

Suspensions 2022-23: The suspension rate was high for students with disabilities and medium in the to other student groups. It is important that we continue with Second Step that is being taught in every homeroom class on Wednesdays. McCaffrey MIddle school will also look at training students to be peer mediators to provide conflict mediation on low level conflicts. The focus as a site is to continue to promote Positive Bulldog Behaviors across the campus.

On the most recent CalSCHLS grades 7-8 student Survey:

Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will be increased to 94% or greater	Baseline: 2022-April 2023 = 91.45% 2023-April 2024 = 93.48%	2024-25 McCaffrey: 94%
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2022 CA Dashboard: All students: Very High 33.6% White: Very High 34.5%	2024-2025 Decrease the absenteeism by 5% in each of the groups

	Hispanic: Very High 34.5% Maintained 0.1% Socioeconomically Disadvantaged: Very High 35.2% Students w/ Disabilities: Very High 41.5% English Learners: Very High 35.2% 2023 CA Dashboard: All students very high at 30.8% declined by 2.8% English Learners Orange at 32.6% declined by 2.6% Hispanic Orange at 32.6% declined by 1.9% Socioeconomically disadvantaged very high at 35.3% Students with Disabilities very high at 42% increase by .5% White Yellow at 30.3% declined by 4.2%	
The suspension rate will decrease by 1% or greater for every student subgroup	2022 CA Dashboard: All students: Medium 4.1% White: Medium 2.7%. Hispanic: Medium 5.1% Socioeconomically Disadvantaged: Medium 4.5% Students w/ Disabilities: High 8.5% English Learners: Medium 4% 2023 CA Dashboard: All students: Red 10.6% White: Red 9.5%. Hispanic: Red 12.2% Socioeconomically Disadvantaged: Red 13.4% Students w/ Disabilities: Red 17.4% English Learners: Red 15.8%	2024-2025 Decrease the suspension rate by 5%
The expulsion rate will decrease by 1% or greater for every subgroup	Actual Outcome 2022-23 All students: 3 White: 0 Hispanic: 3 Actual Outcome 2023-24 All students: 1 White: 0 Hispanic: 1	2024-2025 Decrease the number of suspension by 1%
The middle school dropout rate will be maintained at 0% for all student subgroups	All students: 0 Actual Outcome 2022-23 All students: 0	2024-25 Maintain at 0
Safety and School Connectedness: Percentage of parents responding Strongly	Baseline Outcome 2023-24 (46 parents)	2024-25

Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	Parent California Healthy Kids Survey Parents feel welcome to participate 34% Supportive student learning environment 31% School is a safe place for my child 32% School has adults who really care about students 28% Communication with parents about school 41% *Agree or Strongly Agree, Goal 80% School treats all students with respect 44% Facilities upkeep 42% Teachers responsive to child's social/emotional needs 72 % Need to delete	Increase parent participation in the CalSCHLs Survey and see a 5% increase in positive parent responses
Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	Outcome 2023-24 School Connectedness: 7th= 43% 8th 43% Academic Motivation: 7th= 55% 8th 58% Caring Adult Relationships 7th= 56% 8th= 56% High expectations from adults: 7th= 65% 8th= 62% Facilities upkeep: 7th= 42% 8th = 41% School perceived as very safe or safe: 7th= 48% 8th= 51% Need to change add this years	2024-25 Increase School Connectedness by 5% in both grade levels Increase students' Academic Motivation: by 5% in both grade levels Increase students to feel that there is a Caring Adult: by 5% in both grade levels Facilities upkeep: by 5% in both grade levels School perceived as very safe or safe: 5% in both grade levels
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	Baseline 2022-23 "FAIR" Actual Outcome 2023-24 "FAIR"	2024-25 "GOOD"
Williams Facilities Complaints will be maintained at ZERO (0).	Baseline zero	Maintain Williams Facilities Complaints at zero

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Incentives and supports to increase attendance and decrease suspension rates include the following: McCaffrey Advisory Committee (MAC) Assemblies/guest speakers to improve student academics Sobriety Brings A Change (SBAC) Program targets students that have issues with drugs and/or alcohol	All Students and students with disabilities	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

			I.
	Too Good for Violence Program (free)		0
	Alcohol, Tobacco and Other Drugs (ATOD) peer-to-peer prevention program		Sobriety Brings A Change program
	Peer Leaders Uniting Students (PLUS) Program targets the whole school in an effort to strengthen the school culture		Too Good For Violence program
	Club Live Program targets drug/substance abuse while promoting healthy lifestyle		1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
	Develop a action and/or attendance coordinator that will: Monitor student attendance		Club Live costs
	Provide resources to parents Coordinate SART meetings Develop an incentive programs for positive		
	attendance		
	Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support		
	Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs		
	Outside speakers, presenters, and programs such as Breaking Down The Walls will assist in creating a campus that is accepting and safe for all students		
	to improve student academic performance		
2.2	Continue to serve students with SEL needs through the Wellness Center.	All Students	1,000 LCFF - Supplemental 4000-4999: Books And
	Administer the CalSCHLS Survey.		Supplies Wellness Center development
2.3	Provide personnel and strategies / activities / incentives to decrease the truancy rate.	All Students and students with disabilities	800 LCFF - Supplemental 5000-5999: Services And
	Provide counseling services and administrative support for students who are excessively truant.		Other Operating Expenditures Truancy Hunter program for attendance secretary
	Use School Resource Officer, as needed.		500 LCFF - Supplemental
	Use the SART process and SARB referrals as needed.		5000-5999: Services And Other Operating Expenditures Staff will attend
	Develop a action and/or attendance coordinator that will: Monitor student attendance		training/workshops on drop- out prevention, truancy,
	Provide resources to parents Coordinate SART meetings		74,850.69 LCFF - Supplemental
	Develop an incentive programs for positive attendance		1000-1999: Certificated Personnel Salaries Alternative Center teacher to
	Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support		work closely with our high needs learners and students with behavior issues
	that will: Monitor student attendance Provide resources to parents Coordinate SART meetings Develop an incentive programs for positive attendance Parent and Family events to increase parent involvement and obtain input to improve student		out prevention, truancy, absenteeism, attendance 74,850.69 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Alternative Center teach work closely with our higneeds learners and students.

	Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs. PBIS/Student Engagement Site Coordinator Student recognition Implementation of Positive Behavioral Intervention and Support system Coordinate Student Senate develop an incentive program that recognizes students who demonstrated positive academics and behavior To help new students become familiar with the McCaffrey Middle school campus programs such as, but not limited to are Jump Start, Band Camp, Student Leadership retreat, and other programs will assist new students to become familiar with the campus and reduce anxiety/stress		Title I 1000-1999: Certificated Personnel Salaries Alternative Center teacher to work closely with our high needs learners and students with behavior issues
2.4	Provide incentives and support to decrease suspensions	All Students and students with disabilities	1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development in the area of Positive Behavioral Interventions and Support (PBIS)
2.5	Develop a action and/or attendance coordinator that will: Monitor student attendance Provide resources to parents Coordinate SART meetings Develop an incentive programs for positive attendance Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs	All Students and students with disabilities	3,869 Title I 2000-2999: Classified Personnel Salaries Additional yard supervisor time as needed
2.6	Ask for parent to volunteer for school activities Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support	All Students	0
2.7	McCaffrey will maintain a rating of "Fair" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).	All Students	0
2.8	A 5 year routine facilities maintenance plan will be developed.	All Students	0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This past year, we successfully implemented several new programs aimed at addressing chronic absenteeism, improving instruction, and enhancing student academic performance. With the aid of additional funding, we hired a dedicated staff member to monitor and address absenteeism through parent phone calls, home visits, and coordinating SART calls, resulting in a notable reduction in absentee rates. We successfully implemented several strategies and activities to support students' emotional and mental health needs, achieving significant progress towards our goal. We established a Wellness Center that provided a dedicated space for students to access mental health resources and support. Additionally, we facilitated support groups that offered a place for students to share and address their concerns collectively. The Second Step program, taught in homeroom, to reinforced social-emotional learning, equipping students with essential skills for managing emotions and building positive relationships. Furthermore, we hosted guest speakers who focused on mental health topics, to assist our students' understanding and awareness of mental health issues.

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

We identified that certain activities, such as tracking chronic absenteeism and providing collaboration time for teachers, could have been supported by Title I funding rather than site funds. This misalignment resulted in the use of more site funds than initially anticipated. Moving forward, we need to outline specific activities that can be supported by Title I funding to ensure optimal use of resources and better alignment with our budgeted expenditures. This adjustment will help us maximize the impact of our initiatives while maintaining fiscal responsibility.

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

As a result of our analysis, we will make several changes to our goal, annual outcomes, metrics, and strategies/activities for the upcoming year. Our primary focus will be on improving the mental health of students and helping them feel more connected to the school community. To achieve this, we will implement a PBIS/Student Engagement Coordinator to lead efforts in promoting positive behavior and increasing student engagement. Additionally, we will place a stronger emphasis on supporting our students with disabilities through tailored programs and resources. These changes and the detailed implementation plan can be found in the updated SPSA, which outlines specific initiatives, revised metrics for measuring success, and targeted outcomes aimed at fostering a more inclusive and supportive school environment.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT	
Total Funds Provided to the School Through the Consolidated Application	\$95,894.00	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$304,151.47	
Total Federal Funds Provided to the School from the LEA for CSI	\$0	

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$90,934.41
Title I Part A: Parent Involvement	\$1,592.00
Title III	\$11,814.22

Subtotal of additional federal funds included for this school: \$104,340.63

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	\$199,810.84

Subtotal of state or local funds included for this school: \$199,810.84

Total of federal, state, and/or local funds for this school: \$304,151.47

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	199,810.84	0.00
Title I	90,934.41	0.00
Title I Part A: Parent Involvement	1,592	0.00
Title III	11,814.22	0.00

Expenditures by Funding Source

Funding Source		
LCFF - Supplemental		
Title I		
Title I Part A: Parent Involvement		
Title III		

Amount	
0.00	
199,810.84	
90,934.41	
1,592.00	
11,814.22	

Expenditures by Budget Reference

Budget Reference		
1000-1999: Certificated Personnel Salaries		
2000-2999: Classified Personnel Salaries		
4000-4999: Books And Supplies		
5000-5999: Services And Other Operating Expenditures		
5800: Professional/Consulting Services And Operating Expenditures		

Amount
0.00
112,415.91
83,990.56
25,250.00
70,495.00
12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference Funding Source Amount

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	79,850.69
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	34,715.15
4000-4999: Books And Supplies	LCFF - Supplemental	24,750.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	48,495.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000.00
1000-1999: Certificated Personnel Salaries	Title I	32,565.22
2000-2999: Classified Personnel Salaries	Title I	35,869.19
4000-4999: Books And Supplies	Title I	500.00
5000-5999: Services And Other Operating Expenditures	Title I	22,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,592.00
2000-2999: Classified Personnel Salaries	Title III	11,814.22

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	184,071.56
Goal 2	120,079.91

School Site Council Membership

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

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

Name of Members Role

Carlos Castillo	Principal
Jim Vlcek	Classroom Teacher
Kelly Vlcek	Classroom Teacher
Joanna Nelson	Classroom Teacher
Jamie Silveira	Parent or Community Member
Charlene Wilson	Parent or Community Member
Kim Walton	Other School Staff
Jose Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

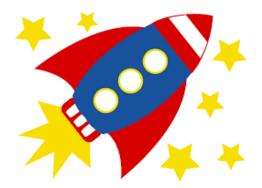
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 15, 2024.

Attested:

Principal, Carlos Castillo on 5-15-2024

SSC Chairperson, Charlene Wilson on 5-15-2024



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
River Oaks Elementary School	34 67348 6110654	5-23-2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by River Oaks Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by River Oaks Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

Educational Partner Involvement

How, when, and with whom did River Oaks Elementary 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 2024/2025 SPSA was shared with the School Site Council (SSC) on mulitple occasions to review previous goals, update priorities, discuss expenditures and approve. The 2024/2025 SPSA was approved by the River Oaks SSC in May 2024.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the California School Dashboard, there was no overall performance in the "red" performance category. However, Conditions & Climate-Suspension Rate was identified overall as "orange".

The school has set a goal to decrease the number of suspensions by 10%. Our Multi-Tier System Supports Team (MTSS) has been targeted for all students in the areas of academic and behavioral supports. Our school social worker continues to support families and students for all tier supports. The site implemented a mental health clinician to support for families and students needing tier 3 mental health/behavioral services. This clinician is available and on campus 5 days a week during school hours. Our site practices restorative strategies/activities to help building collaboration, respect, and positive behaviors. To support building a healthy community all teachers implement our Second Step curriculum for our social and emotional learning skills. Students practice a shared language to support and access vocabulary to express a more positive and healthier approach towards problem solving and positive community skills. This year our teachers were given training in creating a trauma-sensitive classroom through our social-emotional professional development entitled, 'A Trusted Space' video series. In addition, next year our staff will be provided with more professional development in Restorative Practices and strategies to support classroom behaviors and building classroom community skills.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The student group with two or more performance levels below the "all student" performance was in the areas of:

- Academic Performance-English Language Arts: Students with Disabilities
- Academic Performance-Mathematics: English Learners
- Academic Performance-Mathematics: Students with Disabilities

As a site, our PLCs met during Academic Conferences to discuss differentiation strategies, review data and implement research based strategies to support the various needs in these areas. Teachers implemented actions known as 'Change Ideas' to support further tier 1 and/or tier 2 strategies to help meet the learning targets and goals for individualized students. During this time, our teachers developed PDSA cycles to target specific student groups/needs in the areas of math. Our special education department reviewed program support and began this year to address the needs of students within the general education classroom and how to best support the general education teacher as well. Additional teacher mentor support was provided to teachers in the induction program throughout the year. Our

TOSA supported students in the MTSS process for intervention on a 6 week cycle. She collaborated with the MTSS team and the teachers to support students needing that added support. The site implemented "BeyondSST" to manage and support the documentation of the MTSS process and collect data and document what interventions were taking place.

This year our teachers began a training and a book study from the Sacramento County Office of Education (SCOE) called, Building Thinking Classrooms (BTC). We were able to have 9 teachers attend the week long institute this summer and they began to implement BTC strategies throughout the school year during math time. The entire site participated in the book study to this training. Over the course of the year, teachers were introduced and encouraged through professional development and or PD opportunities to deepen their understanding and application of these strategies. Also throughout the year, our administration along with the 9 teachers were supported with TOSA and county office support staff in the area of math to strengthen their BTC instruction. Other professional development opportunities provided to staff this year was support from CORE. Consultants from CORE supported teachers in the classroom through modeling, facilitating and support teachers accordingly. Outside the classroom, they trained teachers in strengthening their SIPPS strategies and differentiating instruction and calibrating data from SIPPS mastery tests with fidelity. Teachers in 5th grade were also supported with this training, not just K-4 as in the past practice to ensure all students are provided with foundational reading skills. Intervention and support schedules for our paraprofessionals and credentialed support staff will also shift based on the needs of our students. Take-Away Tuesdays and Early Release Wednesdays support for capacity building and also supports for staff development and professional needs.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

5th and 6th grade students completed the CalSCHLS survey in the spring of 2024. The goal was for 80% or more students to answer "Yes, most of the time", or "Yes, all of the time".

5th Grade 2023 2024
Students feel connected to school 72 71
Students are academically motivated 84 83
Caring adults in school 69 72
High expectations from adults 85 87
Facilities upkeep 64 80
Social and emotional learning supports 71 79
Anti Bullying climate 72 79
Feel safe at school 86 81
Students treated with respect 80 88

Students feel connected to school 66 72
Students are academically motivated 83 84
Caring adults in school 69 74
High expectations from adults 84 87
Facilities upkeep 82 79
Social and emotional learning supports 71 86
Anti Bullying climate 71 70

Feel safe at school 73 86

6th Grade 2023 2024

Students treated with respect 77 89

Parents completed the CalSCHLS survey in the spring of 2024. The goal was for 50% or more of the responses to be "Strongly Agree".

2023 2024

Parents feel welcome to participate 39 47
Supportive student learning environment 36 43
School is a safe place for my child 38 47
School has adults who really care about students 45 53
Communication with parents about school 51 53
School treats all students with respect 42 58
Facilities upkeep 41 47
Teachers responsive to child's social/emotional needs 70 53

Staff completed the CalSCHLS survey in the spring of 2024. The goal was for 50% or more of the responses to be "Strongly Agree"

2023 2024

Caring adult relationships 51 77

High expectations from adults 58 80

Supportive learning environment 51 73

Anti bullying environment 38 57

Support for social emotional learning 41 68

Facilities upkeep 58 51

Supportive staff working environment 41 66

School is a safe place for staff 46 77

Students are motivated to complete work 31 36

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/Mental Health Clinician
- ~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 School 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 guiet place.
- ~Support the school's/district's homework, discipline and attendance policies.
- ~Know how my child is doing in school by communicating with teachers, especially if I have concerns.
- ~Celebrate my child's achievements, and help my child accept consequences for negative behavior.
- ~Ask my child about his/her day and review all information sent home from school.
- ~Attend Back to School Night, Parent-Teacher Conferences, Open House, and other school events.
- ~Encourage my child to use a variety of courseware at home or at a Bright Future Learning Center (BFLC) (library) in Galt
- ~Recognize and celebrate my child's strengths.
- ~Respect the school, staff, students and families.

In addition to participation in a variety of district and school site committees, parents and students may also participate in annual listening circles and parent workshops covering a variety of topics.

<u>Funding</u>

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

Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the EL student group, Socioeconomically Disadvantaged student group, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds. LCFF Supplemental & Concentration, Title I, II, and III funds will be used to hire and train support staff to provide reading and math intervention, extended day programs, homework clubs, curriculum coaches, and purchase supplemental curriculum.

Fiscal support (EPC)

See funding attached to goals and actions.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for River Oaks Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

		······································		<u> </u>								
	Student Enrollment by Subgroup											
	Per	cent of Enrollr	ment	Number of Students								
Student Group	20-21	21-22	22-23	20-21	21-22	22-23						
American Indian	1.0%	0.55%	0.56%	5	3	3						
African American	1.2%	0.55%	1.12%	6	3	6						
Asian	6.6%	6.46%	7.49%	33	35	40						
Filipino	1.2%	0.92%	1.31%	6	5	7						
Hispanic/Latino	49.1%	53.14%	53%	246	288	283						
Pacific Islander	0.6%	0.55%	0.37%	3	3	2						
White	39.5%	36.16%	33.15%	198	196	177						
Multiple/No Response	0.8%	1.66%	3%	4	9	16						
		Tot	tal Enrollment	501	542	534						

Enrollment By Grade Level

	Student Enrollme	nt by Grade Level									
Crada		Number of Students									
Grade	20-21	21-22	22-23								
Kindergarten	64	86	66								
Grade 1	74	65	79								
Grade 2	64	73	71								
Grade3	85	69	81								
Grade 4	65	90	73								
Grade 5	82	67	94								
Grade 6	67	92	70								
Total Enrollment	501	542	534								

Conclusions based on this data:

- 1. Although our school district is experiencing declining enrollment, River Oaks' enrollment remains fairly steady.
- 2. A decline in kindergartners caused a collapse of a classroom. Other sites are offering full day kindergarten next year. We will offer two and a half day kindergarten classrooms for the 24-25 school year. In future, offering a full day kindergarten class may increase enrollment.
- 3. The school site is increasing another special education special day classroom and that is a full 11 students coming to the campus in the 2024-2025 school year.

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment											
0.1.40	Num	ber of Stud	lents	Percent of Students							
Student Group	20-21	21-22	22-23	20-21	21-22	22-23					
English Learners (EL)	106	110	93	21.20%	20.3%	17.4%					
Fluent English Proficient (FEP)	20	19	19	4.0%	3.5%	3.6%					
Reclassified Fluent English Proficient (RFEP)	22	32	34	4.4%	5.9%	6.4%					

Conclusions based on this data:

- 1. As a site, we will look at our students individually to determine personalized supports that will allow them to be reclassified.
- 2. We will monitor ELD groups and notify families upon meeting criteria throughout the school year.
- 3. Percent of students classified as EL has slightly declined while the percent of students classified as R-FEP has slightly increased.

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

E	Overall Participation for All Students													
Grade	# of Stu	udents E	nrolled	# of Students Tested			# of Students with Scores			% of Enrolled Students Tested				
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3	89	62	80	0	62	79	0	62	79	0.0	100.0	98.8		
Grade 4	70	91	68	0	91	68	0	91	68	0.0	100.0	100.0		
Grade 5	82	66	92	0	65	92	0	65	92	0.0	98.5	100.0		
Grade 6	67	89	71	0	89	70	0	89	70	0.0	100.0	98.6		
All Grades	308	308	311	0	307	309	0	307	309	0.0	99.7	99.4		

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

	Overall Achievement for All Students														
Grade Mean Scale Score		Score	% Standard Exceeded			% St	% Standard Met			% Standard Nearly Met			% Standard Not Met		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2416.	2449.		19.35	35.44		25.81	20.25		22.58	26.58		32.26	17.72
Grade 4		2455.	2455.		20.88	20.59		23.08	23.53		21.98	25.00		34.07	30.88
Grade 5		2499.	2501.		30.77	19.57		20.00	22.83		16.92	34.78		32.31	22.83
Grade 6		2533.	2517.		15.73	15.71		37.08	31.43		29.21	28.57		17.98	24.29
All Grades	N/A	N/A	N/A		21.17	22.98		27.04	24.27		23.13	29.13		28.66	23.62

Reading Demonstrating understanding of literary and non-fictional texts											
0	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		17.74	18.99		59.68	67.09		22.58	13.92		
Grade 4		20.88	14.71		63.74	61.76		15.38	23.53		
Grade 5		20.00	19.57		63.08	60.87		16.92	19.57		
Grade 6		22.47	15.71		53.93	57.14		23.60	27.14		
All Grades		20.52	17.48		59.93	61.81		19.54	20.71		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing											
One de Lever	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		17.74	28.21		51.61	56.41		30.65	15.38		
Grade 4		8.79	10.29		64.84	60.29		26.37	29.41		
Grade 5		21.54	20.65		47.69	61.96		30.77	17.39		
Grade 6		13.48	14.29		64.04	58.57		22.47	27.14		
All Grades		14.66	18.83		58.31	59.42		27.04	21.75		

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Listening Demonstrating effective communication skills											
Orra da Lacrada	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		14.52	20.51		72.58	70.51		12.90	8.97		
Grade 4		10.99	8.82		76.92	75.00		12.09	16.18		
Grade 5		10.77	10.87		75.38	72.83		13.85	16.30		
Grade 6		20.22	8.57		65.17	80.00		14.61	11.43		
All Grades		14.33	12.34		72.31	74.35		13.36	13.31		

Research/Inquiry Investigating, analyzing, and presenting information										
Out to Local	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard	
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		12.90	21.79		74.19	69.23		12.90	8.97	
Grade 4		9.89	14.71		78.02	64.71		12.09	20.59	
Grade 5		23.08	15.22		55.38	61.96		21.54	22.83	
Grade 6		16.85	20.00		69.66	61.43		13.48	18.57	
All Grades		15.31	17.86		70.03	64.29		14.66	17.86	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to reading MAP scores.
- 2. The greatest percentage falling below standard overall is in the area of writing. This will continue to be an area of focus.
- 3. When comparing cohort groups, fourth grade shows a lower percentage of 'below standard' in the area of writing, however they had the highest in 'at or meeting standard' in the same area.

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of S	tudents 1	Гested	# of \$	Students Scores	with	% of Er	rolled St	tudents
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	62	80	0	62	79	0	62	79	0.0	100.0	98.8
Grade 4	70	91	68	0	91	68	0	90	68	0.0	98.5	100.0
Grade 5	82	66	92	0	65	92	0	65	92	0.0	100.0	100.0
Grade 6	e 6 67 89 71				89	70	0	89	70	0.0	100.0	98.6
All Grades	308	308	311	0	307	309	0	306	309	0.0	99.7	99.4

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

				C)verall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score		Standa xceede		% St	andard	l Met	% Sta	ndard I Met	Nearly	% St	andard Met	l Not
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2437.	2471.		17.74	35.44		27.42	37.97		40.32	11.39		14.52	15.19
Grade 4		2457.	2459.		7.78	11.76		33.33	22.06		32.22	44.12		26.67	22.06
Grade 5		2481.	2470.		15.38	8.70		24.62	15.22		29.23	35.87		30.77	40.22
Grade 6		2516.	2512.		15.73	18.57		28.09	20.00		21.35	25.71		34.83	35.71
All Grades	N/A	N/A	N/A		13.73	18.45		28.76	23.62		30.07	29.13		27.45	28.80

Concepts & Procedures Applying mathematical concepts and procedures													
Grade Level													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23				
Grade 3		19.35	37.97		72.58	53.16		8.06	8.86				
Grade 4		18.89	20.59		47.78	50.00		33.33	29.41				
Grade 5		12.31	8.70		52.31	56.52		35.38	34.78				
Grade 6		14.61	20.00		53.93	41.43		31.46	38.57				
All Grades		16.34	21.36		55.56	50.81		28.10	27.83				

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems														
Out do I accel	Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23					
Grade 3		19.35	35.44		53.23	50.63		27.42	13.92					
Grade 4		13.33	10.29		62.22	58.82		24.44	30.88					
Grade 5		15.38	10.87		52.31	53.26		32.31	35.87					
Grade 6		14.61	15.71		59.55	50.00		25.84	34.29					
All Grades		15.36	18.12		57.52	53.07		27.12	28.80					

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions													
Grade Level													
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23				
Grade 3		22.58	43.04		66.13	45.57		11.29	11.39				
Grade 4		12.22	11.76		58.89	66.18		28.89	22.06				
Grade 5		10.77	5.43		53.85	61.96		35.38	32.61				
Grade 6		11.24	14.29		69.66	67.14		19.10	18.57				
All Grades		13.73	18.45		62.42	59.87		23.86	21.68				

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to math MAP scores.
- 2. Concepts and procedures is an area of strength for the third grade cohort, while this area was the highest percentage of below standard for the other cohorts across grade levels.
- When comparing cohort groups, the percentage of below standard is the highest in our 5th grade group. These are our 6th graders this year. Math will continue to be an area of focus at River Oaks. They have had the most growth on MAP. It will be interesting to see this cohort's SBAC scores spring of 2024.

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students														
Grade	li .	Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber o				
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
K	1412.6	1399.2	1472.3	1423.4	1416.2	1458.6	1388.1	1359.3	1503.8	14	25	15			
1	1457.1	1450.3	1480.6	1458.5	1464.7	1486.6	1455.4	1435.2	1474.0	11	12	20			
2	1499.8	1509.2	1500.8	1495.7	1492.3	1501.5	1503.6	1525.5	1499.7	18	11	13			
3	1519.5	1502.2	1487.3	1524.0	1501.2	1483.7	1514.4	1502.6	1490.0	27	16	11			
4	1530.3	1514.9	1500.0	1533.8	1515.9	1492.3	1526.2	1513.3	1507.4	17	18	12			
5	1491.3	*	1534.3	1487.7	*	1536.2	1494.4	*	1531.8	12	8	11			
6	1520.3	1562.3	*	1518.1	1578.5	*	1522.0	1545.6	*	13	11	9			
All Grades										112	101	91			

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	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4			Level 3	}		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	4.00	40.00	42.86	20.00	33.33	28.57	56.00	26.67	21.43	20.00	0.00	14	25	15
1	9.09	0.00	15.00	45.45	41.67	45.00	45.45	50.00	35.00	0.00	8.33	5.00	11	12	20
2	33.33	36.36	15.38	44.44	54.55	61.54	16.67	9.09	23.08	5.56	0.00	0.00	18	11	13
3	37.04	25.00	0.00	44.44	50.00	54.55	11.11	12.50	36.36	7.41	12.50	9.09	27	16	11
4	47.06	27.78	0.00	17.65	44.44	75.00	29.41	16.67	8.33	5.88	11.11	16.67	17	18	12
5	0.00	*	18.18	41.67	*	63.64	50.00	*	9.09	8.33	*	9.09	12	*	11
6	7.69	27.27	*	38.46	54.55	*	38.46	18.18	*	15.38	0.00	*	13	11	*
All Grades	24.11	16.83	14.29	39.29	40.59	56.04	27.68	31.68	23.08	8.93	10.89	6.59	112	101	91

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4	ļ		Level 3	;		Level 2	2		Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	12.00	26.67	42.86	36.00	33.33	28.57	32.00	40.00	21.43	20.00	0.00	14	25	15
1	18.18	25.00	30.00	36.36	41.67	45.00	45.45	33.33	20.00	0.00	0.00	5.00	11	12	20
2	38.89	36.36	30.77	38.89	54.55	30.77	16.67	9.09	38.46	5.56	0.00	0.00	18	11	13
3	59.26	31.25	18.18	29.63	50.00	63.64	7.41	6.25	9.09	3.70	12.50	9.09	27	16	11
4	64.71	50.00	16.67	17.65	33.33	66.67	11.76	5.56	8.33	5.88	11.11	8.33	17	18	12
5	33.33	*	45.45	50.00	*	36.36	8.33	*	9.09	8.33	*	9.09	12	*	11
6	23.08	72.73	*	46.15	27.27	*	23.08	0.00	*	7.69	0.00	*	13	11	*
All Grades	39.29	31.68	28.57	35.71	42.57	46.15	17.86	15.84	19.78	7.14	9.90	5.49	112	101	91

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	Written Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4			Level 3	}		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	33.33	35.71	8.00	33.33	50.00	72.00	26.67	14.29	20.00	6.67	14	25	15
1	0.00	8.33	10.00	54.55	16.67	30.00	36.36	41.67	50.00	9.09	33.33	10.00	11	12	20
2	22.22	27.27	7.69	55.56	45.45	69.23	16.67	27.27	23.08	5.56	0.00	0.00	18	11	13
3	14.81	6.25	0.00	44.44	37.50	27.27	29.63	50.00	54.55	11.11	6.25	18.18	27	16	11
4	17.65	0.00	0.00	29.41	38.89	25.00	29.41	44.44	50.00	23.53	16.67	25.00	17	18	12
5	0.00	*	0.00	8.33	*	36.36	83.33	*	45.45	8.33	*	18.18	12	*	11
6	0.00	18.18	*	23.08	27.27	*	46.15	54.55	*	30.77	0.00	*	13	11	*
All Grades	9.82	6.93	8.79	37.50	25.74	36.26	38.39	52.48	41.76	14.29	14.85	13.19	112	101	91

		Percent	age of S	tudents I		ing Dom		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	12.00	33.33	57.14	76.00	66.67	28.57	12.00	0.00	14	25	15
1	27.27	50.00	50.00	63.64	41.67	45.00	9.09	8.33	5.00	11	12	20
2	33.33	54.55	30.77	61.11	36.36	69.23	5.56	9.09	0.00	18	11	13
3	62.96	31.25	18.18	25.93	56.25	63.64	11.11	12.50	18.18	27	16	11
4	58.82	55.56	25.00	35.29	38.89	75.00	5.88	5.56	0.00	17	18	12
5	8.33	*	27.27	83.33	*	54.55	8.33	*	18.18	12	*	11
6	7.69 54.55 *			69.23	45.45	*	23.08	0.00	*	13	11	*
All Grades	35.71	36.63	30.77	51.79	52.48	62.64	12.50	10.89	6.59	112	101	91

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		Percent	age of S	tudents k	-	ing Doma		_evel for	All Stud	ents		
Grade	We	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	12.00	13.33	71.43	68.00	73.33	14.29	20.00	13.33	14	25	15
1	0.00	8.33	30.00	100.00	75.00	60.00	0.00	16.67	10.00	11	12	20
2	50.00	18.18	38.46	44.44	81.82	61.54	5.56	0.00	0.00	18	11	13
3	70.37	68.75	18.18	22.22	18.75	72.73	7.41	12.50	9.09	27	16	11
4	52.94	44.44	25.00	41.18	44.44	66.67	5.88	11.11	8.33	17	18	12
5	66.67	*	90.91	25.00	*	0.00	8.33	*	9.09	12	*	11
6	61.54 100.00 *			30.77	0.00	*	7.69	0.00	*	13	11	*
All Grades	49.11	39.60	37.36	43.75	48.51	53.85	7.14	11.88	8.79	112	101	91

		Percent	age of S	tudents I		ng Doma in Perfoi		evel for	All Stud	ents		
Grade	We	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	~ ~ -
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	33.33	85.71	84.00	60.00	14.29	16.00	6.67	14	25	15
1	27.27	33.33	20.00	54.55	8.33	50.00	18.18	58.33	30.00	11	12	20
2	44.44	9.09	23.08	50.00	90.91	76.92	5.56	0.00	0.00	18	11	13
3	18.52	0.00	0.00	70.37	75.00	63.64	11.11	25.00	36.36	27	16	11
4	23.53	0.00	0.00	41.18	72.22	75.00	35.29	27.78	25.00	17	18	12
5	0.00	*	0.00	83.33	*	81.82	16.67	*	18.18	12	*	11
6	7.69	18.18	*	30.77	45.45	*	61.54	36.36	*	13	11	*
All Grades	18.75	7.92	13.19	59.82	64.36	63.74	21.43	27.72	23.08	112	101	91

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		Percent	age of S	tudents I		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	42.86	12.00	66.67	42.86	48.00	26.67	14.29	40.00	6.67	14	25	15
1	9.09	0.00	25.00	81.82	91.67	70.00	9.09	8.33	5.00	11	12	20
2	22.22	54.55	30.77	66.67	45.45	61.54	11.11	0.00	7.69	18	11	13
3	18.52	12.50	18.18	74.07	87.50	63.64	7.41	0.00	18.18	27	16	11
4	17.65	11.11	25.00	64.71	77.78	66.67	17.65	11.11	8.33	17	18	12
5	0.00	*	9.09	91.67	*	81.82	8.33	*	9.09	12	*	11
6	15.38	27.27	*	84.62	72.73	*	0.00	0.00	*	13	11	*
All Grades	18.75	15.84	30.77	71.43	70.30	60.44	9.82	13.86	8.79	112	101	91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 1. When analyzing the mean scores by domain, we noticed that in grades 5th grade cohort had the highest mean score overall for the site for "well developed". We attribute this to the rigor of our ELA curriculum, incorporating small group instruction 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.

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population				
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth	
534	54.1	17.4	0.4	

Total Number of Students enrolled in River Oaks Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group				
Student Group	Total	Percentage		
English Learners	93	17.4		
Foster Youth	2	0.4		
Homeless	19	3.6		
Socioeconomically Disadvantaged	289	54.1		
Students with Disabilities	93	17.4		

Enrollment by Race/Ethnicity				
Student Group	Total	Percentage		
African American	6	1.1		
American Indian	3	0.6		
Asian	40	7.5		
Filipino	7	1.3		
Hispanic	283	53		
Two or More Races	16	3		
Pacific Islander	2	0.4		
White	177	33.1		

- 1. Our Hispanic student population continues to be our highest population of students by race/ethnicity. We are continuing to work to increase student achievement for this student population.
- 2. Our Socioeconomically Disadvantaged population continues to be our largest student group. We are continuing to work to increase student achievement for this student group.
- 3. Students with disabilities continues to be a significant student group at River Oaks, especially in comparison to other school sites in our district. 17.4% of our student population is on an IEP. We are continuing to work to increase student achievement for this student population.

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Lowest Performance





Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Green

Academic Engagement

Chronic Absenteeism

Conditions & Climate

Suspension Rate

Orange

Mathematics

English Learner Progress

- 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 and decrease the number of suspensions at the site.

Academic Performance English Language Arts

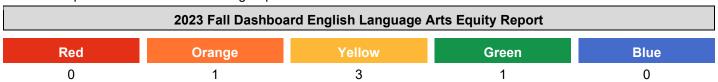
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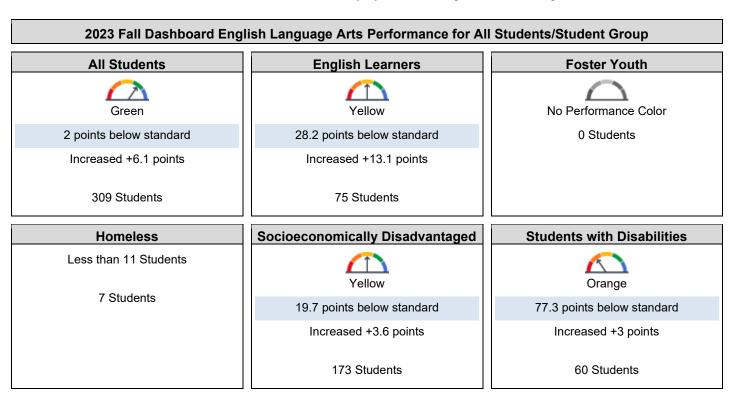
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	62 points above standard	Less than 11 Students
3 Students	3 Students	Increased Significantly +32.8 points 20 Students	3 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races Less than 11 Students	Pacific Islander Less than 11 Students	White
Hispanic Yellow	Less than 11 Students	Less than 11 Students	White Green
Yellow	Less than 11 Students	Less than 11 Students	Green

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.2 points below standard	31.2 points above standard	2.9 points above standard
Decreased -3.5 points	Increased Significantly +23.6 points	Increased +3 points
40 Students	35 Students	219 Students

- 1. We are continuing to make our Socioeconomically Disadvantaged student group a target group as it is more than half of our student population. Meeting their social and emotional needs will be important for the success of their academic achievements at school.
- 2. Our English Learners are continuing to receive support through designated and integrated ELD.
- 3. Students with Disabilities continue to be a target group. The district has purchased ELA and math curriculum for this student group to better support their needs while still teaching grade level content.

Academic Performance

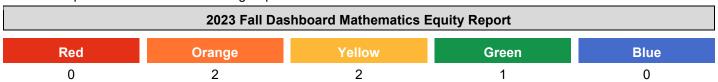
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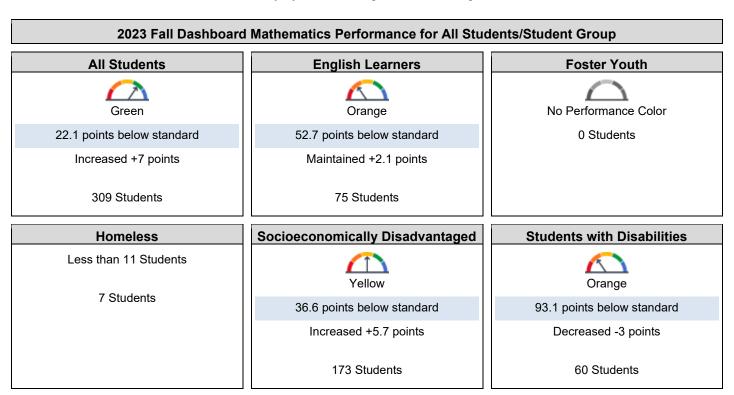
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	46.2 points above standard	Less than 11 Students
3 Students	3 Students	Increased Significantly +30.6 points 20 Students	3 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races Less than 11 Students	Pacific Islander Less than 11 Students	White
Hispanic Yellow	Less than 11 Students	Less than 11 Students	White Green
Yellow	Less than 11 Students	Less than 11 Students	Green

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.7 points below standard	12.7 points below standard	16.9 points below standard
Maintained +1.2 points	Decreased -4.7 points	Increased +7 points
40 Students	35 Students	219 Students

- 1. We are continuing to make our Socioeconomically Disadvantaged students a target student group.
- 2. Our English Learners are continuing to receive support through designated and integrated ELD and specifically will have needs to target mathematical language in the content for ELs.
- 3. Students with Disabilities continue to be a target group. The district purchased math curriculum that is designed to better support students with disabilities.

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

Green 53.3% making progress towards English language proficiency Number of EL Students: 75 Students Performance Level: 3

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.

2023 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	
8	27	1	39	

- 1. Through designated and integrated ELD, we are continuing to strive to improve English Learner progress.
- 2. Long Term English Learners (LTEL) continue to be a focus group within progress monitoring.

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report					
Red	Orange	Yellow	Green	Blue	

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group **All Students English Learners Foster Youth** Less than 11 Students 3 Students 24.3% Chronically Absent 20% Chronically Absent Declined Significantly -23.2 Declined -27.7 547 Students 105 Students Socioeconomically Disadvantaged **Students with Disabilities Homeless** 27.8% Chronically Absent Declined -41.5 Yellow Orange 28% Chronically Absent 37.5% Chronically Absent 18 Students Declined Significantly -25.9 Declined -22.7

300 Students

128 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Green	Less than 11 Students
6 Students	3 Students	7.5% Chronically Absent	9 Students
		Declined -21.4	
		40 Students	
	,		
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races 31.3% Chronically Absent	Pacific Islander Less than 11 Students	White
Hispanic Yellow		Less than 11 Students	White Yellow
	31.3% Chronically Absent 0		
Yellow	31.3% Chronically Absent	Less than 11 Students	Yellow

- 1. Based on the data, chronic absenteeism appears to be an area of concern for all groups, however they have all made progress in decreasing the percentage of students being chronically absent. Our School Attendance Review Team (SART) will analyze absenteeism by these student populations and what steps to take to help support families to decrease the amount of days missed.
- 2. Based on the data, chronic absenteeism continues to be an area of concern for our Students with Disabilities. Our SART will analyze absenteeism by this student group to determine if our data is reflective of the group as a whole, or if it is a few students with chronic medical conditions. Administration and special education specialists will also be collaborating with families to support increasing daily attendance.
- 3. The Socioeconomically Disadvantaged student group represented more than half of our overall student population being chronically absent. This group declined significantly and will continue to be an area of focus with our SART process.

Conditions & Climate

Suspension Rate

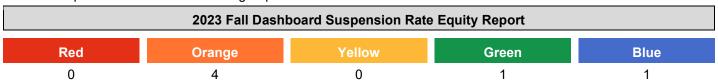
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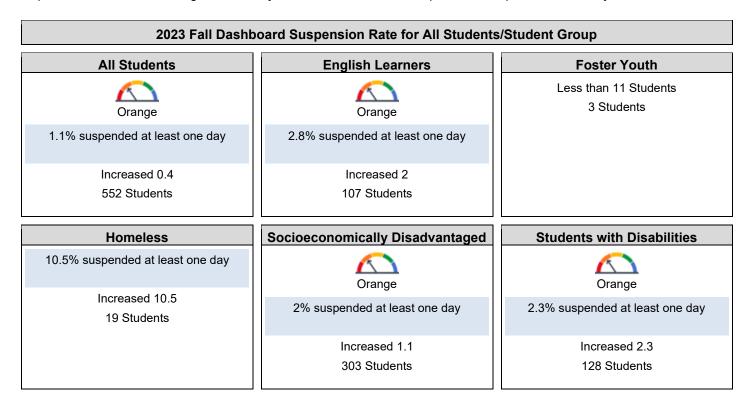
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This section provides number of student groups in each level.



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



2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian Less than 11 Students 3 Students	Asian Blue 0% suspended at least one day Maintained 0 41 Students	Filipino Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
Green	0% suspended at least one day	Less than 11 Students 2 Students	Orange
1% suspended at least one day	16 Students		1.6% suspended at least one day
Maintained 0.1 290 Students			Increased 1.1 185 Students

- 1. Restorative practices as well as other measurable interventions will continue to be used as an alternative to suspensions.
- 2. Continue to monitor students through MTSS and IEP process to support with preventative behavioral supports for students who have been suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learner Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below, Winter to Winter DRA data decreased by 5%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development. The benchmarks of the DRA was adjusted this year and staff had to adjust with this change as well as the students.

Winter 2023 to Winter 2024 MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support with an emphasis on how the ELA standards shift from primary grades to intermediate. Intermediate grade levels can benefit from professional development in foundational reading skills and practices with district curriculum use of SIPPS. That can be implemented in the coming school year.

Winter 2023 to Winter 2024 MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and pacing guides are needed at all grade levels.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year	Baseline: During 21-22 Trimester 2 DRA data indicates that 56% of K-2nd grade students met or exceeded all benchmarks.	2024-2025 60% of all K-3rd grade students will met or exceed all benchmarks on the DRA Tri 2.
	During 22-23 Trimester 2, 60% of K-3rd grade students met or exceeded all benchmarks on District Reading Assessment (DRA).	

	Actual Outcome: During 23-24 Trimester 2, 55% of K- 3rd grade students met or exceeded all benchmarks on District Reading Assessment (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% each year.	Baseline: 2021-2022: 38% met or exceeded the 60th percentile in Math for the Winter MAP assessment. During the 22-23 Winter MAP assessment, 39% of 1st-6th grade students met or exceeded the 60th percentile in Math. Actual Outcome: During the 23-24 Winter MAP assessment, 48% of 1st-6th grade students met or exceeded the 60th percentile in Math.	At least 53% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Math on the Winter 2024 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% each year.	Baseline 2021-2022: 51% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the Winter 2022 MAP assessment. During the 22-23 Winter MAP assessment, 45% of all 1st-6th grade students met or exceeded the 60th percentile in Reading. Actual Outcome: During the 23-24 Winter MAP assessment, 49% of all 1st-6th grade students met or exceeded the 60th percentile in Reading.	At least 54% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Reading on the Winter 2024 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.	2021-2022 Dashboard - Mathematics All students: Low, 29.1 points below standard White: Medium, 4.6 points below standard Hispanic: Low, 50.3 points below standard Socioeconomically Disadvantaged: Low, 42.3 points below standard Students with Disabilities: Low, 90.1 points below standard English Learners: Low, 54.8 points below standard 2022-2023 CA Dashboard- Mathematics All students: GREEN, 22.1 points below standard	All students: GREEN, 12.1 points below standard White: 9.1 points above standard Hispanic: 34.6 points below standard Socioeconomically Disadvantaged: 26.6 points below standard Students with Disabilities: 83.1 points below standard All English Learners: 42.7 points below standard

	White: GREEN, 1.1 points below standard Hispanic: YELLOW, 44.6 points below standard Socioeconomically Disadvantaged: YELLOW, 36.6 points below standard Students with Disabilities: ORANGE 93.1 points below standard All English Learners: Orange 52.7 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.	2021-2022 Dashboard - ELA All students: Low, 8.0 points below standard White: High,12.9 points above standard Hispanic: Low, 26.3 points below standard Socioeconomically Disadvantaged: Low, 23.3 points below standard Students with Disabilities: Very Low, 80.3 points below standard English Learners: Low, 41.3 points below standard 2022-2023 Dashboard-ELA All students: GREEN, 2.0 points below standard White: GREEN, 16 points above standard Hispanic: YELLOW, 22.6 points below standard Socioeconomically Disadvantaged: YELLOW 19.7 points below standard Students with Disabilities: ORANGE, 77.3 points below standard All English Learners: YELLOW, 28.2 points below standard	All students: GREEN, 8.0 points above standard White: GREEN, 26 points above standard Hispanic: YELLOW, 12.6 points below standard Socioeconomically Disadvantaged: YELLOW 9.7 points below standard Students with Disabilities: ORANGE, 67.3 points below standard All English Learners: YELLOW, 18.2 points below standard
English Learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	2020 Data: Not reported The 2022 Fall Dashboard indicates that English Learner Progress was 47.9% The 2023 CA Dashboard indicates that English Learner Progress was 53.3%.	Increase the percentage of English Learner Progress to at least 58.3%
English Learner reclassification rate will increase at least 3% each year.	The 2019-2020 reclassification rate was 4.7% The 2021-2022 reclassification rate was 28% The 2022-2023 reclassification rate was 14%	Increase the English Learner reclassification rate to at least 15%

Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2021-2022 Baseline Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was 100% 2022-2023 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%.
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%	2022-2023 100% of K-6 teachers received professional development that focuses on literacy, well-being and equitable practices.	Maintain 100% access to professional development opportunities.
Parent CalSCHLS survey will increase 10% each year with a goal of 80 parents	2021-22 Baseline 70 families completed the Parent CalSCHL survey for the 2022-2023 school year. 2022-2023 Actual Outcome 59 families completed the Parent CalSCHL survey for the 2023-2024 school year.	Parent CalSCHL survey will be completed by a minimum of 65 families.
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites.	2021-22 Baseline River Oaks has a current rating of GOOD 2022-2023 River Oaks has a current rating of GOOD 2023-2024 Actual Outcome River Oaks has a current rating of GOOD	River Oaks will maintain its rating of GOOD.

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue certificated K-6 staffing to implement high quality K-3 reading instruction with class size reduction. Mentor teachers will support general education and special education intern teachers. Admin will collaborate with intern college support providers and coaches.		76,454.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 9209.70 Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 31,769.13

			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants 61,657.02 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants 600 LCFF - Supplemental 2000-2999: Classified Personnel Salaries IA/BIA Substitute Coverage
1.2	Fall 2024 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 2025 testing windows. Teachers will determine if students met their individual growth goals based on winter/spring 2025 MAP scores.	All Students	100.00 LCFF - Supplemental 4000-4999: Books And Supplies Student Incentives
1.3	SBAC reports will be shared with staff, students, and parents to monitor growth from 2023 to 2024.	All students grades 3-6	
1.4	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.	All English Learners	1080 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries ELAC Meetings, Parent Conferences, Back to School Night interpreting
1.5	All K-4 students will receive whole group SIPPS reading instruction daily. All K-3 students not reading at grade level will have a daily intervention group in addition to their SIPPS instruction. Implement small group reading instruction for students in 4th-6th grades that are not reading on grade level. Intervention data will be recorded and monitored by classroom teacher and/or support staff.	All Students	100.00 LCFF - Supplemental 4000-4999: Books And Supplies Read Alouds/Supplemental books
1.6	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.	All students	
1.7	All staff will participate in high quality professional development opportunities for implementation of curriculum.	All Students	
1.8	Math instruction and learner progress will be monitored and evaluated through classroom observations, module pacing, and assessment scores which will be reviewed throughout the school year during Academic Conferences and PLC meetings.	All Students	

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1.9	Site funds will be used to purchase NGSS supplies and supplemental curriculum, as well as NGSS professional development.	All Students	1000 LCFF - Supplemental 4000-4999: Books And Supplies NGSS Materials and Supplies
1.10	Site funds will be used to support online learning to differentiate instructional support.	All Students	7685.76 LCFF - Supplemental 4000-4999: Books And Supplies Accelerated Reader 2756.43 LCFF - Supplemental 4000-4999: Books And Supplies Discovery Education 600.00 LCFF - Supplemental 4000-4999: Books And Supplies Starfall 355.00 LCFF - Supplemental 4000-4999: Books And Supplies Mystery Science 2500 LCFF - Supplemental 4000-4999: Books And Supplies Mystery Science 2500 LCFF - Supplemental 4000-4999: Books And Supplies Zearn 370.36 LCFF - Supplemental 4000-4999: Books And Supplies Studies Weekly
1.11	GATE Resources and materials for GATE students.	All GATE Students	50.00 LCFF - Supplemental 4000-4999: Books And Supplies GATE Project Based Learning Units
1.12	Classroom observations will be completed as determined by the current evaluation plan.	All Students	
1.13	Synergy ParentVUE &/or ClassDojo will be used to communicate students' progress to parents.	All Students	
1.14	SPSA goals and data will be shared with all stakeholders.	All Students	
1.15	A 5 year routine facilities maintenance plan has been developed.	All Students	
1.16	Technology equipment to support access to educational resources	All Students	2200.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Projectors (3) 200.00 LCFF - Supplemental 4000-4999: Books And Supplies Audio equipment

			1750.00 LCFF - Supplemental 4000-4999: Books And Supplies Printers (1 color,1 B/W) 3462.36 LCFF - Supplemental 4000-4999: Books And Supplies Paper
1.17	Teachers meet each trimester for Academic Conferences to support instructional decisions based on reviewing local and statewide assessment data and results. The PLCs will meet as a team along with administration to develop PDSA cycles and support instructional next steps for targeting student growth and set student goals. Teachers will also meet monthly as needed for MTSS meetings to support student academic and behavioral needs for tier 1-3 supports.	All Students	5036.67 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the site has provided resources and materials according to the needs communicated by various stakeholders with various needs related to the goal. The staff utilized the resources purchased to implement within the curriculum accordingly. Supplemental resources have been purchased and staff reflect and analyze the data with the lens of how this supplemental material is helping to support the progress of these goals.

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

The previous school year's expenditures were written with a decreased budget and with the increase of prices towards materials, services, and raises, there were adjustments to make in order to end the year with a balanced budget. Funds were adjusted as needed to meet these needs. All intended implementation was produced this year in order to utilize those strategies/activities to meet the articulated goal.

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

The biggest adjustment was the professional development and trainings provided throughout the course of the school year to support and achieve these annual outcomes/metrics towards reaching the goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Whole Learner Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

Chronic Absenteeism: 23% in the 2021-22 school year. The 2021-22 school year included 3 suspensions and 1 expulsion.

Chronic Absenteeism: 47.5% in the 2022-23 school year. The 2022-2023 school year included 5 suspensions and 0 expulsion.

On the most recent CalSCHLS grades 5-8 student Survey:

Students who felt there are caring adults at the school increased from 2022-2023 to 2023-2024 survey results by 4%. Students also felt the anti-bullying climate has increased which is a huge improvement from the previous year. However, students still express a need to feel safe at school, particularly in the 5th grade cohort even though 6th graders had a 13% growth in this area.

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

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will increase or maintain to 94% or greater.	Baseline: (CALPADS) The 2018-19 daily attendance = 95% The 2022-April 2023 daily attendance = 92.67% Actual Outcome: The 2023-April 2024 daily attendance = 94%	The daily attendance will be at 95% or higher.

Chronic Absenteeism will decrease by 5% or greater for every student group.	Baseline: The 2021-2022 chronic absenteeism: All students: Very High, 47.5% White: Very High, 45.3% Hispanic: Very High, 51.8% Socioeconomically Disadvantaged: Very High, 53.9% Students with Disabilities: Very High, 60.2% All English Learners: Very High, 47.7% The 2022-2023 chronic absenteeism: All students: Yellow, 24.3% White: Yellow, 21.4% Hispanic: Yellow, 28% Socioeconomically Disadvantaged: Yellow, 28.0% Students with Disabilities: Orange, 37.5% All English Learners: Yellow, 20.0%	The chronic absenteeism rate will be 5% or less. All students: 19.3% White: 16.4% Hispanic: 23% Socioeconomically Disadvantaged: 23% Students with Disabilities: 32.5% All English Learners: 15%
The suspension rate will decrease by 1% or greater for every student group.	Baseline The 2021-2022 suspension rate All Students: Low, 0.7% English Learners: Low, 0.8% Socioeconomically Disadvantaged: Low, 0.9% Students With Disabilities: Very Low, 0.0% Hispanic: Low, 1% White: Very Low, 0.5% 2022-2023 suspension rate All Students: Orange, 1.1% English Learners: Orange, 2.8% Socioeconomically Disadvantaged: Orange, 2.0% Students With Disabilities: Orange, 2.3% Hispanic: Green, 1% White: Orange, 1.6%	The suspension rate will decrease by 1% All Students: 0.1% English Learners: 1.8% Socioeconomically Disadvantaged: 1.0% Students With Disabilities: 1.3% Hispanic: 0% White: 0.6%
The expulsion rate will remain at 0%	Baseline The 2021-2022 expulsions = 1 The 2022-2023 expulsions = 0	The expulsion rate will decrease to 0%
Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	Actual Outcome 2023-2024: 47% - the school encourages them to be an active partner. 51% - the school promotes academic success for all students. 47% - the school is a safe place for their child. 58% - the school treats students with respect.	52% of the respondents "strongly agree" that the school encourages them to be an active partner. 56% of respondents "strongly agree" that the school promotes academic success for all students. 52% of respondents "strongly agree" that the school is a safe place for their child. 63% of respondents "strongly agree" that the school treats students with respect.

Percentage of students in grades 5-6 responding, "Yes, most, or all of the time" on the annual CalSCHLS survey will increase the areas that are below 80%.	Actual Outcome 2023-2024: 71% of 5th graders and 72% of the 6th graders responded that they feel connected to the school 83% of 5th graders and 84% of 6th graders responded that they experience academic motivation. 72% of 5th graders and 74% of 6th graders responded that there are caring adults in school. 79% of 5th graders and 86% of the 6th graders responded that there are SEL supports at school. 81% of 5th graders and 86% of 6th graders feel safe at school based on their responses.	Increase the number of areas below 80%.
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	2022-2023 River Oaks has a current rating of GOOD 2023-2024 Actual Outcome River Oaks has a current rating of GOOD	Maintain a rating of GOOD.
Williams Facilities Complaints will be maintained at ZERO (0).	2022-2023 ZERO 2023-2024 ZERO	Maintain ZERO

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Support staff, parents, and students in using strengths-based talent information and motivation data (CalSCHLS) to address whole child learning and motivation.	All Students	
2.2	The attendance secretary and administration will work together in using Synergy to monitor student attendance. The SART committee will meet to support targeted chronic absentee families. The district's SARB procedures will be implemented. Reward systems are in place to motivate students to attend school.	All Students	50.00 LCFF - Supplemental 4000-4999: Books And Supplies Student Incentives
2.5	The Wellness Committee will meet at least once per trimester to monitor the Wellness Action Plan.	All Students	
2.6	All students will participate in at least one service learning opportunity annually.	All Students	50.00 LCFF - Supplemental 4000-4999: Books And Supplies Service Learning Projuects

2.7	Extended Day will be available to those students not meeting grade level standards. After school expanded learning will be available to students based on criteria.	All Students	
2.8	SEL curriculum, Second Step supplemental materials, visuals, posters		100.00 LCFF - Supplemental 4000-4999: Books And Supplies Second Step Resources

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Staff have implemented the SEL curriculum with fidelity this school year than in past years. The school's social worker has provided support for tier 2 and 3 needs on site for social and emotional needs as needed through our MTSS process and or teacher referral system. The site also has implemented through the county office of education a mental health clinician to provide tier 3 supports/therapy services to students as well.

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

The only major difference was the county's resource of a mental health clinician being added to our school in the middle of the school year was an added resource we were not intended to have and we able to utilize. It does not cost our district or site any funds as it is provided through SCOE. This has provided warranted intensive support to students who were being referred to outside counseling and perhaps not always receiving it for various reasons. This continued support next year will hopefully continue and be a support to reaching our goals in this particular area of social and emotional needs.

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.

Our SARB process will continue to make changes as we need to adjust to the new system we implemented through the district this school year to decrease the chronic absenteeism rates. We have followed the new protocols and seen a decrease in this rate within the 2023-2024 school year but do not have results yet on that measurement. We will make adjustments to that area as needed throughout the 2024-2025 school year as well.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$70,325.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$209,136.43
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$61,657.02
Title I Part A: Parent Involvement	\$1,080.00
Title III	\$9,209.70

Subtotal of additional federal funds included for this school: \$71,946.72

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	\$137,189.71

Subtotal of state or local funds included for this school: \$137,189.71

Total of federal, state, and/or local funds for this school: \$209,136.43

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	137,189.71	0.00
Title I Part A: Parent Involvement	1,080	0.00
Title I	61,657.02	0.00
Title III	9,209.70	0.00

Expenditures by Funding Source

Funding Source		
LCFF - Supplemental		
Title I		
Title I Part A: Parent Involvement		
Title III		

Amount
137,189.71
61,657.02
1,080.00
9,209.70

Expenditures by Budget Reference

Budget Reference		
1000-1999: Certificated Personnel Salaries		
2000-2999: Classified Personnel Salaries		
4000-4999: Books And Supplies		
5000-5999: Services And Other Operating Expenditures		

Amount
6,116.67
179,689.85
21,129.91
2,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,036.67
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	108,823.13
4000-4999: Books And Supplies	LCFF - Supplemental	21,129.91
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,200.00
2000-2999: Classified Personnel Salaries	Title I	61,657.02
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,080.00
2000-2999: Classified Personnel Salaries	Title III	9,209.70

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,936.43
Goal 2	200.00

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
- 2 Parent or Community Members

Name of Members Role

Tina Homdus	Principal
Ericka Taguines	Classroom Teacher
Dani Wildermuth	Classroom Teacher
Danielle Goldberg	Classroom Teacher
Ashley George	Other School Staff
Stephanie Gutierrez	Parent or Community Member
Joe Eachus	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2024.

Attested:

Principal, Tina Homdus on 5/23/24

SSC Chairperson, Danielle Goldberg on 5/23/24



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oaks Elementary School	34 67348 6033310	May 15, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Valley Oaks Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to provide Additional Targeted Support and Improvement to the student group "Homeless" in the areas of Chronic Absenteeism, to meet ATSI planning requirements.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Valley Oaks Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to provide Additional Targeted Support and Improvement to the student group "Homeless" in the areas of Chronic Absenteeism, to meet ATSI planning requirements.

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

Educational Partner Involvement

How, when, and with whom did Valley Oaks Elementary 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 activities for the SPSA. Meetings are generally held throughout the school year, in which the committees review the previous year's plan, give suggestions for the new year's plan, and review the draft of the SPSA before final approval.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Homeless: Chronic Absenteeism:

We have showed improvement from 2021-2022 Chronic Absenteeism for Homeless Students at 50% down to 24.4% for the 2022-2023 school year. We will continue with the resources that have been put into place for this improvement; regular contact made from the Attendance Secretary, the School Counselor, and the Assistant Principal, as well as specific plans for individual student improved attendance. Additional considerations for continued improvement include ensuring collaboration with the District Homeless Liaison, the MTSS team at Valley Oaks, and the Mental Health clinician to ensure connectedness with students and school.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ENGLISH LANGUAGE ARTS = School-wide ORANGE Steps:

- 1) Set a goal to increase NWEA MAP Reading winter to winter cohort performance growth by 5%.
- 2) Provide SIPPS Challenge training and support whole-class implementation in all fourth grade classrooms
- 3) Recognize the impact of independent reading: Accelerated Reader at school and at home
- 4) Implement small group Benchmark instruction
- 5) Implement whole class SIPPS instruction in grades K-4 with Tier 2 small group instruction
- 6) Decrease the number of learners who score below standard on the writing claim
- 7) Implement consistent writing strategies to improve students' ability to independently produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 8) Utilize the TOSA for Tier 2 instructional support

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

SUSPENSIONS: Student Groups: Homeless, White. (2 levels below level for "All Students") Steps:

- 1) Set a goal to decrease the number of students suspended
- 2) Mental Health Clinician support for families and students
- 3) School Counselor support for families and students
- 4) Multi-Tiered System of Support (MTSS) team support for all students
- 5) Grade-level and School-wide assemblies that remind students of behavior expectations, anti-bullying behavior, etc.
- 6) Implement Restorative Practices Strategies/Activities: Building collaboration, respect, and positive behavior
- 7) Implement Clifton Strengths Strategies/Activities: Building upon what learners naturally do best
- 8) Implement Service Learning Strategies/Activities: Community-based activities with structured preparation and reflection
- 9) Implement Digital Citizenship Strategies/Activities: Helping learners take ownership of their digital lives utilizing Common Sense Media lessons

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

CalSCHLS Survey Results: Results of the 2023-2024 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". These are the areas targeted for improvement (below 80%). These areas will be addressed through work with the school counselor, mental health clinician, the teaching of Second Step lessons in the classrooms, assemblies for students, and teacher education/development in the areas how to best help our students with understanding safety, and bullying. 5th Grade: Students feel connected to school: 69%, Caring adults in school: 71%, Anti-bullying climate: 77%, Feel safe at school: 78%. 6th Grade: Students feel connected to school: 61%, Caring adults in school: 68%, Facilities upkeep: 70%, Social and Emotional learning supports: 75%, Anti-bullying climate: 70%, Feel safe at school: 69%, Students treated with respect: 74%

MAP DATA: Winter 2023 to Winter 2024 MAP data in the area of Mathematics show that the number of students meeting 60th percentile increased, and we did meet the AMO of 5% growth of ALL students meeting the 60th percentile. We grew by p% overall. However, not each grade level cohort meet the goal. 3 out of the 5 grade level cohorts met the 5% growth goal. This indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and Eureka Math pacing guides are needed at all grade levels.

WInter 2023 to Winter 2024 MAP data in the area of Reading show that while the number of students meeting 60th percentile increased and Valley Oaks come close to meeting the AMO of 5% growth of students meeting the 60th percentile, we grew by 2% and did not meet the AMO goal. However, 3 out of the 5 grade level cohorts did meet the 5% growth goal. This indicates that while we want to continue with what has been working, there are still needs similar to the identified needs already stated based on DRA data and cycles of coaching/improvement need to take place at all grade levels. Additionally, release time may be needed to help teachers improve their teaching abilities and strategies. Professional development in the use of effective differentiation/MTSS strategies may also be needed.

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.

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley Oaks Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup								
24 1 4 2	Per	Percent of Enrollment			Number of Students			
Student Group	20-21	21-22	22-23	20-21	21-22	22-23		
American Indian	0.4%	0.40%	0.79%	2	2	4		
African American	0.6%	0.40%	0.4%	3	2	2		
Asian	0.4%	0.40%	1.39%	2	2	7		
Filipino	%	%	0%			0		
Hispanic/Latino	84.0%	84.89%	84.92%	445	427	428		
Pacific Islander	0.4%	0.60%	0.6%	2	3	3		
White	13.8%	12.72%	10.52%	73	64	53		
Multiple/No Response	0.4%	0.40%	1.39%	2	2	7		
	Total Enrollment			530	503	504		

Enrollment By Grade Level

Student Enrollment by Grade Level					
	Number of Students				
Grade	20-21	21-22	22-23		
Kindergarten	72	69	62		
Grade 1	62	67	68		
Grade 2	86	60	68		
Grade3	79	69	67		
Grade 4	77	81	72		
Grade 5	69	87	80		
Grade 6	85	70	87		
Total Enrollment	530	503	504		

^{1.} Enrollment at Valley Oaks remained relatively steady in the 2022-2023 school year.

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	261	255	241	49.20%	50.7%	47.8%
Fluent English Proficient (FEP)	35	28	35	6.6%	5.6%	6.9%
Reclassified Fluent English Proficient (RFEP)	21	27	39	4.0%	5.4%	7.7%

- 1. The percentage of English Learners in 22/23 decreased slightly from 21/22
- 2. The number and percentage of Fluent English Proficient students (bilingual students who show English proficiency in TK/K) increased from 21/22 to 22/23.
- 3. The number and percentage of students Reclassified Fluent Proficient steadily increased over the last 3 years

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Γested	# of \$	Students Scores	with	% of En	rolled S Tested	tudents
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	69	71	0	61	69	0	61	69	0.0	88.4	97.2
Grade 4	75	80	75	0	79	74	0	79	74	0.0	98.8	98.7
Grade 5	63	88	81	0	87	80	0	87	80	0.0	98.9	98.8
Grade 6	80	70	90	0	66	90	0	66	90	0.0	94.3	100.0
All Grades	295	307	317	0	293	313	0	293	313	0.0	95.4	98.7

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

	Overall Achievement for All Students														
Grade	Mean	Scale	Score		Standa xceede		% St	andard	l Met	% Sta	ndard Met	Nearly	% Standard Not Met		
Level	20-21 21-22 22-23		20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		2374.	2398.		6.56	14.49		26.23	21.74		18.03	28.99		49.18	34.78
Grade 4		2411.	2405.		5.06	8.11		15.19	18.92		26.58	18.92		53.16	54.05
Grade 5		2457.	2438.		10.34	3.75		21.84	16.25		26.44	30.00		41.38	50.00
Grade 6		2511.	2514.		12.12	15.56		28.79	33.33		30.30	21.11		28.79	30.00
All Grades	N/A	N/A	N/A		8.53	10.54		22.53	23.00		25.60	24.60		43.34	41.85

Reading Demonstrating understanding of literary and non-fictional texts											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		9.84	11.59		62.30	68.12		27.87	20.29		
Grade 4		7.59	6.76		63.29	62.16		29.11	31.08		
Grade 5		11.49	7.50		59.77	60.00		28.74	32.50		
Grade 6		12.12	18.89		62.12	52.22		25.76	28.89		
All Grades		10.24	11.50		61.77	60.06		27.99	28.43		

Writing Producing clear and purposeful writing											
One de Lever	Grade Lovel % Above Standard % At or Near Standard % Below Standard										
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		4.92	7.25		45.90	57.97		49.18	34.78		
Grade 4		5.06	0.00		50.63	45.95		44.30	54.05		
Grade 5		8.05	1.25		56.32	55.00		35.63	43.75		
Grade 6		12.12	6.67		57.58	62.22		30.30	31.11		
All Grades		7.51	3.83		52.90	55.59		39.59	40.58		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		6.56	4.35		73.77	75.36		19.67	20.29		
Grade 4		5.06	6.76		72.15	71.62		22.78	21.62		
Grade 5		5.75	3.75		67.82	78.75		26.44	17.50		
Grade 6		15.15	10.00		65.15	76.67		19.70	13.33		
All Grades		7.85	6.39		69.62	75.72		22.53	17.89		

Research/Inquiry Investigating, analyzing, and presenting information												
Out to Local	Grade Level % Above Standard % At or Near Standard % Below Standard											
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		8.20	8.70		60.66	66.67		31.15	24.64			
Grade 4		2.53	9.46		72.15	60.81		25.32	29.73			
Grade 5		13.79	3.75		55.17	57.50		31.03	38.75			
Grade 6		19.70	15.56		65.15	67.78		15.15	16.67			
All Grades		10.92	9.58		63.14	63.26		25.94	27.16			

- 1. As of 2022/2023, 33% of all students met/exceeded the grade level standard in English Language Arts.
- 2. The percentage of all students meeting/exceeding the grade level standard in English Language Arts increased from 31% to 33.5%.
- 3. As of 2022/2023, Listening was the area of English Language Arts/Literacy in which Valley Oaks students achieved the best results (% of students Above and At or Near Standard).

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's <u>Smarter Balanced Assessment System</u> web page for more information.

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Гested	# of \$	Students Scores	with	% of Er	rolled S Tested	tudents
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	69	70	0	66	69	0	66	69	0.0	95.7	98.6
Grade 4	75	80	75	0	79	74	0	79	72	0.0	98.8	98.7
Grade 5	63	87	81	0	87	80	0	86	80	0.0	100.0	98.8
Grade 6	80	70	90	0	69	90	0	69	90	0.0	98.6	100.0
All Grades	295	306	316	0	301	313	0	300	311	0.0	98.4	99.1

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

	Overall Achievement for All Students														
Grade	Mean	Scale	Score	% Standard Exceeded			% Standard Met			% Sta	ndard I Met	Nearly	% Standard Not Met		
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.	2410.		9.09	10.14		22.73	26.09		22.73	27.54		45.45	36.23
Grade 4		2418.	2423.		1.27	5.56		16.46	15.28		34.18	34.72		48.10	44.44
Grade 5		2429.	2433.		6.98	0.00		9.30	8.75		13.95	31.25		69.77	60.00
Grade 6		2506.	2509.		14.49	15.56		21.74	22.22		28.99	33.33		34.78	28.89
All Grades	N/A	N/A	N/A		7.67	8.04		17.00	18.01		24.67	31.83		50.67	42.12

Concepts & Procedures Applying mathematical concepts and procedures											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		15.15	18.84		46.97	53.62		37.88	27.54		
Grade 4		5.06	11.11		46.84	36.11		48.10	52.78		
Grade 5		5.81	2.50		29.07	40.00		65.12	57.50		
Grade 6		15.94	15.56		44.93	47.78		39.13	36.67		
All Grades		10.00	11.90		41.33	44.37		48.67	43.73		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		10.61	11.59		40.91	49.28		48.48	39.13		
Grade 4		3.80	6.94		46.84	43.06		49.37	50.00		
Grade 5		6.98	3.75		43.02	47.50		50.00	48.75		
Grade 6		10.14	10.00		57.97	58.89		31.88	31.11		
All Grades		7.67	8.04		47.00	50.16		45.33	41.80		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		9.09	15.94		68.18	60.87		22.73	23.19		
Grade 4		2.53	2.78		50.63	56.94		46.84	40.28		
Grade 5		3.49	1.25		41.86	52.50		54.65	46.25		
Grade 6		11.59	14.44		66.67	62.22		21.74	23.33		
All Grades		6.33	8.68		55.67	58.20		38.00	33.12		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 1. As of 2022/2023, 26% of all students Met/Exceeded Standard in Overall Achievement for Mathematics on the CAASP.
- 2. The percentage of all students meeting/exceeding the grade level standard in Mathematics increased from 24.67% in 2022 to 26% in 2023.
- 3. As of 2022/2023, Communicating Reasoning (Demonstrating ability to support mathematical conclusions) was the area of Mathematics in which Valley Oaks students achieved the best results (67% of students Above and At or Near Standard).

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade		Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber o			
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
K	1432.0	1396.1	1415.9	1442.9	1407.6	1419.2	1406.4	1369.1	1408.0	41	38	39		
1	1455.5	1461.9	1438.7	1467.3	1478.8	1443.2	1443.3	1444.6	1433.6	33	35	34		
2	1480.9	1487.2	1486.3	1487.9	1485.8	1480.7	1473.6	1488.0	1491.5	27	31	38		
3	1494.6	1458.7	1489.4	1508.1	1461.9	1478.7	1480.6	1455.1	1499.6	43	28	34		
4	1523.4	1508.5	1492.5	1532.1	1514.0	1494.8	1514.1	1502.4	1489.7	45	43	27		
5	1535.4	1523.1	1536.4	1533.3	1514.7	1528.2	1536.9	1530.9	1544.1	36	39	37		
6	1515.4 1547.0 1552.9			1517.1	1549.0	1562.6	1513.3	1544.4	1542.2	24	33	29		
All Grades										249	247	238		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

		Pei	rcentaç	ge of St	tudents		all Lan		ce Leve	el for A	II Stud	ents			
Grade		Level 4			Level 3	}		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.51	5.26	10.26	26.83	26.32	35.90	39.02	42.11	35.90	14.63	26.32	17.95	41	38	39
1	12.90	8.57	2.94	51.61	48.57	38.24	16.13	28.57	38.24	19.35	14.29	20.59	31	35	34
2	11.11	19.35	15.79	48.15	48.39	52.63	29.63	19.35	28.95	11.11	12.90	2.63	27	31	38
3	16.28	3.57	29.41	44.19	21.43	23.53	34.88	46.43	26.47	4.65	28.57	20.59	43	28	34
4	26.67	13.95	22.22	35.56	55.81	25.93	24.44	23.26	29.63	13.33	6.98	22.22	45	43	27
5	25.71	23.08	40.54	42.86	35.90	35.14	25.71	30.77	16.22	5.71	10.26	8.11	35	39	37
6	8.33	42.42	34.48	37.50	39.39	31.03	41.67	3.03	24.14	12.50	15.15	10.34	24	33	29
All Grades	18.29	16.60	21.85	40.24	40.08	35.29	30.08	27.53	28.57	11.38	15.79	14.29	246	247	238

		Pei	rcentaç	je of St	tudents		l Lang		ce Leve	el for A	II Stud	ents			
Grade		Level 4	ļ		Level 3	1		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.71	10.53	7.69	26.83	28.95	38.46	21.95	34.21	28.21	19.51	26.32	25.64	41	38	39
1	35.48	40.00	8.82	25.81	25.71	41.18	25.81	31.43	29.41	12.90	2.86	20.59	31	35	34
2	22.22	45.16	18.42	48.15	25.81	50.00	25.93	19.35	23.68	3.70	9.68	7.89	27	31	38
3	34.88	14.29	44.12	48.84	35.71	23.53	13.95	21.43	17.65	2.33	28.57	14.71	43	28	34
4	57.78	39.53	29.63	22.22	48.84	40.74	11.11	2.33	14.81	8.89	9.30	14.81	45	43	27
5	42.86	35.90	40.54	51.43	46.15	51.35	2.86	7.69	0.00	2.86	10.26	8.11	35	39	37
6	16.67	66.67	48.28	62.50	18.18	41.38	16.67	0.00	3.45	4.17	15.15	6.90	24	33	29
All Grades	36.59	36.03	27.31	39.02	33.60	41.18	16.26	16.19	17.23	8.13	14.17	14.29	246	247	238

		Pe	rcenta	ge of S	tudents		en Lan ch Perf	guage orman	ce Leve	el for A	II Stude	ents			
Grade		Level 4	ļ		Level 3	;		Level 2			Level 1			al Num Studer	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.20	2.63	7.69	7.32	7.89	7.69	75.61	52.63	79.49	4.88	36.84	5.13	41	38	39
1	6.45	2.86	0.00	41.94	34.29	23.53	25.81	42.86	50.00	25.81	20.00	26.47	31	35	34
2	11.11	6.45	13.16	29.63	48.39	36.84	33.33	29.03	44.74	25.93	16.13	5.26	27	31	38
3	2.33	3.57	20.59	39.53	7.14	26.47	32.56	46.43	26.47	25.58	42.86	26.47	43	28	34
4	17.78	2.33	7.41	15.56	32.56	25.93	37.78	37.21	25.93	28.89	27.91	40.74	45	43	27
5	22.86	12.82	21.62	17.14	28.21	29.73	48.57	41.03	32.43	11.43	17.95	16.22	35	39	37
6	8.33	15.15	20.69	20.83	33.33	31.03	29.17	33.33	24.14	41.67	18.18	24.14	24	33	29
All Grades	11.79	6.48	13.03	23.98	27.53	25.63	41.87	40.49	42.02	22.36	25.51	19.33	246	247	238

		Percent	age of S	tudents I		ing Doma		evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.07	10.53	12.82	63.41	63.16	69.23	19.51	26.32	17.95	41	38	39
1	38.71	37.14	41.18	48.39	60.00	41.18	12.90	2.86	17.65	31	35	34
2	25.93	25.81	34.21	66.67	64.52	57.89	7.41	9.68	7.89	27	31	38
3	46.51	28.57	23.53	48.84	50.00	67.65	4.65	21.43	8.82	43	28	34
4	57.78	65.12	25.93	31.11	30.23	55.56	11.11	4.65	18.52	45	43	27
5	25.71	25.64	48.65	71.43	64.10	48.65	2.86	10.26	2.70	35	39	37
6	12.50	30.30	31.03	75.00	57.58	58.62	12.50	12.12	10.34	24	33	29
All Grades	34.15	32.79	31.09	55.69	55.06	57.14	10.16	12.15	11.76	246	247	238

		Percent	age of S	tudents I	•	ing Doma		evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.02	10.53	10.26	36.59	60.53	64.10	24.39	28.95	25.64	41	38	39
1	41.94	37.14	5.88	41.94	54.29	67.65	16.13	8.57	26.47	31	35	34
2	33.33	45.16	18.42	62.96	45.16	71.05	3.70	9.68	10.53	27	31	38
3	45.24	28.57	38.24	47.62	42.86	41.18	7.14	28.57	20.59	42	28	34
4	55.56	30.23	33.33	33.33	60.47	40.74	11.11	9.30	25.93	45	43	27
5	65.71	48.72	56.76	31.43	35.90	35.14	2.86	15.38	8.11	35	39	37
6	50.00	78.79	68.97	50.00	9.09	24.14	0.00	12.12	6.90	24	33	29
All Grades	47.76	39.27	31.93	42.04	44.94	50.42	10.20	15.79	17.65	245	247	238

		Percent	age of S	tudents l		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.32	5.26	10.26	78.05	57.89	76.92	14.63	36.84	12.82	41	38	39
1	25.81	20.00	8.82	51.61	42.86	58.82	22.58	37.14	32.35	31	35	34
2	29.63	12.90	18.42	44.44	67.74	76.32	25.93	19.35	5.26	27	31	38
3	5.00	3.57	11.76	67.50	35.71	55.88	27.50	60.71	32.35	40	28	34
4	17.78	2.33	11.11	48.89	69.77	51.85	33.33	27.91	37.04	45	43	27
5	22.86	20.51	27.03	57.14	56.41	54.05	20.00	23.08	18.92	35	39	37
6	12.50	21.21	13.79	16.67	48.48	41.38	70.83	30.30	44.83	24	33	29
All Grades	16.46	12.15	14.71	54.73	55.06	60.50	28.81	32.79	24.79	243	247	238

		Percent	age of S	tudents l		ng Doma in Perfoi		evel for	All Stud	ents		
Grade	Wel	II Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numb f Studen	
Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.39	7.89	28.21	56.10	65.79	61.54	19.51	26.32	10.26	41	38	39
1	6.45	2.86	0.00	64.52	88.57	73.53	29.03	8.57	26.47	31	35	34
2	11.11	29.03	15.79	48.15	54.84	78.95	40.74	16.13	5.26	27	31	38
3	9.30	3.57	35.29	72.09	67.86	47.06	18.60	28.57	17.65	43	28	34
4	22.22	20.93	11.11	60.00	60.47	51.85	17.78	18.60	37.04	45	43	27
5	17.65	23.08	35.14	67.65	64.10	54.05	14.71	12.82	10.81	34	39	37
6	4.17	33.33	41.38	79.17	54.55	55.17	16.67	12.12	3.45	24	33	29
All Grades	14.69	17.41	23.95	63.67	65.18	60.92	21.63	17.41	15.13	245	247	238

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

- 1. In 2022/2023, the percentage of students scoring an overall Level 3 or 4 on the ELPAC remained steady at 57% of EL students.
- 2. In 2022/2023, more English Learners at Valley Oaks scored in the Well Developed range for the Listening (31%) and Speaking (32%) domains than the Reading (15%) and Writing (24%) domains.
- 3. The Listening Domain is the area where English Learners scored the highest overall in 22/23 (31% Well Developed, 57% Somewhat/Moderately Developed).

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population **Total** Socioeconomically **English Foster Enrollment** Disadvantaged Learners Youth Students whose well being is the responsibility of a court. 81.2 47.8 504 Total Number of Students enrolled Students who are eligible for free Students who are learning to in Valley Oaks Elementary School. or reduced priced meals; or have communicate effectively in parents/guardians who did not English, typically requiring receive a high school diploma. instruction in both the English Language and in their academic

2022-23 Enrollment	for All Students/Student Group	
Student Group	Total	Percentage
English Learners	241	47.8
Foster Youth		
Homeless	29	5.8
Socioeconomically Disadvantaged	409	81.2
Students with Disabilities	89	17.7

courses.

Enrolli	ment by Race/Ethnicity	
Student Group	Total	Percentage
African American	2	0.4
American Indian	4	0.8
Asian	7	1.4
Hispanic	428	84.9
Two or More Races	7	1.4
Pacific Islander	3	0.6
White	53	10.5

- 1. In 2022-2023, most of our students at Valley Oaks are Socioeconomically Disadvantaged (81%)
- 2. In 20222-2023, almost half of our students at Valley Oaks are English Learners (48%)
- 3. In 2022-2023, most of our students at Valley Oaks are of Hispanic Race/Ethnicity (85%)

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Lowest Performance

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Orange

Academic Engagement

Chronic Absenteeism

Conditions & Climate

Suspension Rate

Mathematics

English Learner Progress

- 1. Overall Performance level for English Learner Progress is in the Highest Performance Range - Blue.
- 2. Overall Performance levels for Math increased to the Medium Performance Range - Yellow.
- 3. Overall Performance levels for English Language Arts is in the Low Performance Range - Orange.

Academic Performance English Language Arts

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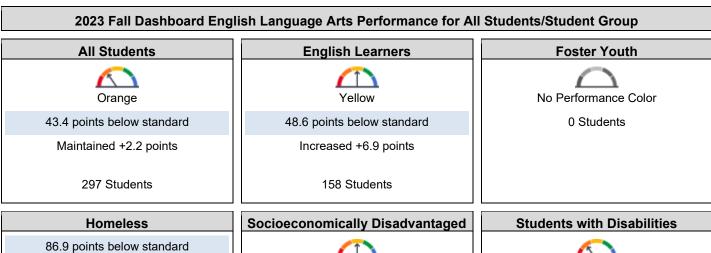


Blue
Highest Performance

This section provides number of student groups in each level.

	2023 Fall Dashbo	oard English Language A	arts Equity Report	
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Maintained +2.2 points	increased +6.9 points	
297 Students	158 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
86.9 points below standard		
Maintained -1.9 points	Yellow	Orange
00.01	46.1 points below standard	111.9 points below standard
26 Students	Increased +4 points	Increased +6.7 points
	249 Students	58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
2 Students	2 Students	3 Students	0 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races Less than 11 Students	Pacific Islander Less than 11 Students	White
Hispanic Orange	Less than 11 Students	Less than 11 Students	White Orange
			\triangle
Orange	Less than 11 Students	Less than 11 Students	Orange

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.3 points below standard	28.4 points above standard	45.1 points below standard
Increased +9.7 points	Decreased -4.8 points	Decreased -6.5 points
114 Students	44 Students	111 Students

- 1. In 2022-2023, the Reclassified English Learners (RFEP) was the highest scoring Student Group at 28 points above standard.
- 2. In 2022-2023, although ALL major student groups(with the exception of White) grew in number of points (closer to standard), and even the All Students group showed growth, it wasn't quite enough to move from Orange to Yellow.
- 3. In 2022-2023, the English Learner, Socioeconomically Disadvantaged, and the Students with Disabilities groups all made significant growth over the previous year in ELA.

Academic Performance Mathematics

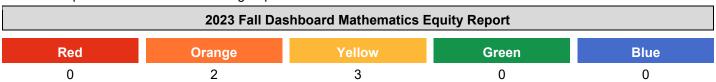
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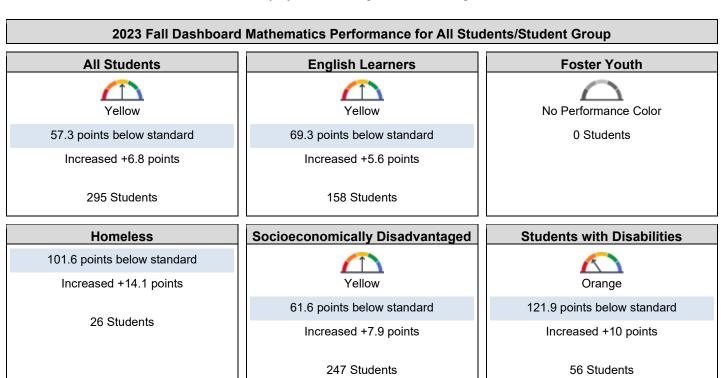
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Highest Performance

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
2 Students	2 Students	3 Students	0 Students
Hispanic	Two or More Races	Pacific Islander	White
Hispanic	Two or More Races Less than 11 Students	Pacific Islander Less than 11 Students	White
Hispanic Yellow	Less than 11 Students	Less than 11 Students	White Orange
			\triangle
Yellow	Less than 11 Students	Less than 11 Students	Orange

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.4 points below standard	6.8 points below standard	49.8 points below standard
Increased +4.7 points	Increased +4.8 points	Increased +10 points
114 Students	44 Students	109 Students

- 1. In 2022-2023, the Reclassified English Learners (RFEP) was the highest scoring Student Group at 6.8 points below standard (improvement over 2021-2022).
- 2. In 2022-2023, because ALL major student groups (with the exception of White) grew significantly in number of points (closer to standard), and the All Students group showed growth, it was enough to move from Orange in 2021-2022 to Yellow.
- 3. In 2022-2023, our Students with Disabilities was the student group that showed the most growth in Math (+10 points).

Academic Performance

English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress Blue 56.1% making progress towards English language proficiency Number of EL Students: 196 Students Performance Level: 4

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.

2023 Fall Dashboard Student English Language Acquisition Results					
Decreased Maintained ELPI Level 1, Maintained Progressed At Least One ELPI Level 4 One ELPI Level					
29					

- 1. 51% of our English Learners (99/196 students) grew at least one ELPI Level, better than 2021-2022's number of 38.7%!
- 2. 5.6% of our English Learners (11/196 students) maintained a high ELPI Level of 4.
- 3. 29% of our English Learners (57/196 students) maintained an EPI Level of 1, 2L, 2H, 3L, or 3H.

Academic Engagement

Chronic Absenteeism

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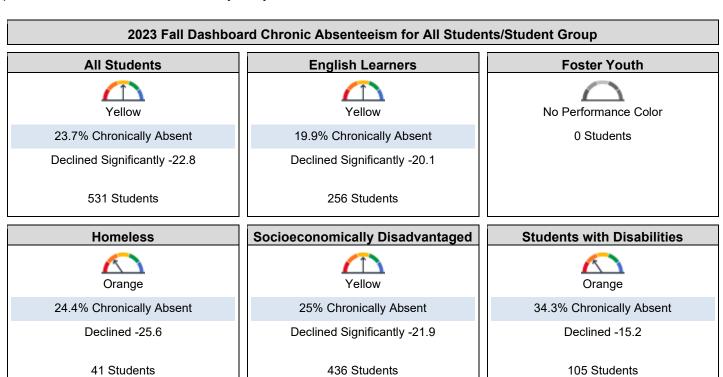
Blue
Highest Performance

Lowest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.



2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students			
2 Students	5 Students	7 Students	3 Students
-			
Hispanic	Two or More Races	Pacific Islander	White
Hispanic Yellow	Less than 11 Students	Less than 11 Students	White Orange
			\triangle
Yellow	Less than 11 Students	Less than 11 Students	Orange

- 1. For all of our major Student Groups, the percentage of students Chronically Absent Declined or Declined Significantly.
- 2. This was our second full year coming out of COVID-induced distance learning, with no longer with any mandatory quarantines, and in increased focus on improved attendance, Chronic Absenteeism improved at Valley Oaks.
- 3. While the English Learner group was the group with the least Chronic Absenteeism, Students with Disabilities was the group with the highest Chronic Absenteeism (although there was improvement).

Conditions & Climate

Suspension Rate

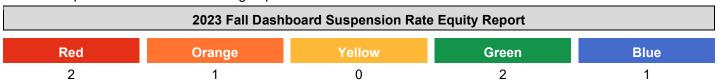
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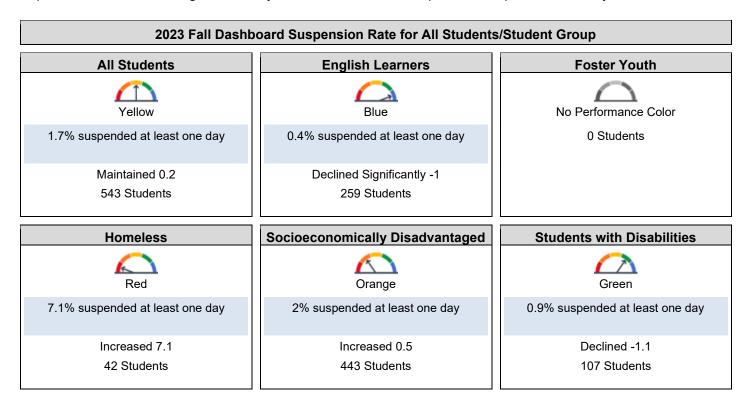
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
Green	Less than 11 Students 7 Students	Less than 11 Students 3 Students	Red
Green 0.7% suspended at least one day			

- 1. The suspension rate among for All Students was at the Medium level (1.3-2.9% suspended at least one day) maintained same rate from 2021-2022.
- 2. The suspension rate was lowest among English Learners, Hispanic, and Students with Disabilities groups.
- **3.** While last year, the suspension rate for Homeless was the lowest (0%), this year the suspension rate increased for Homeless student group, White student group, and Socioeconomically Disadvantaged student group.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learner Engagement

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

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.

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. A need has been identified as maintaining and increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Winter 2023 to Winter 2024 MAP data in the area of Mathematics show that the number of students meeting 60th percentile increased, and we did meet the AMO of 5% growth of ALL students meeting the 60th percentile. We grew by p% overall. However, not each grade level cohort meet the goal. 3 out of the 5 grade level cohorts met the 5% growth goal. This indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and Eureka Math pacing guides are needed at all grade levels.

WInter 2023 to Winter 2024 MAP data in the area of Reading show that while the number of students meeting 60th percentile increased and Valley Oaks come close to meeting the AMO of 5% growth of students meeting the 60th percentile, we grew by 2% and did not meet the AMO goal. However, 3 out of the 5 grade level cohorts did meet the 5% growth goal. This indicates that while we want to continue with what has been working, there are still needs similar to the identified needs already stated based on DRA data and cycles of coaching/improvement need to take place at all grade levels. Additionally, release time may be needed to help teachers improve their teaching abilities and strategies. Professional development in the use of effective differentiation/MTSS strategies may also be needed.

The results of the District Reading Assessment (DRA) indicate what percentage of students are meeting the benchmarks for their grade level. In the past, Winter DRA results were compared. We will now be using Spring DRA results for the defining metric.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

accomplishing the goal.			
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	
1. The number of K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% from the SPRING DRA to the SPRING DRA (or maintain at 80%) - in cohort groups.	Baseline Outcome: 2021-2022 WINTER DRA (% of K-2 students meeting ALL Benchmarks): OVERALL: 48% Kinder: 49% 1st Grade: 60% 2nd Grade: 44% Actual Outcome: 2022-2023 WINTER DRA (% of K-3 students meeting ALL Benchmarks): OVERALL: 72% Kinder: 79% 1st Grade: 83% 2nd Grade: 64% Actual Outcome: 2023-2024 SPRING DRA (% of K-3 students meeting ALL Benchmarks): OVERALL: 64% Kinder: 85% 1st Grade: 59% 2nd Grade: 61% 3rd Grade: 45%	2024-2025 SPRING DRA (% of K-3 students meeting ALL Benchmarks): OVERALL: Grow by 10% overall K: Grow by 10% over Fall DRA 1st Grade: Grow by 10% in cohort group 2nd Grade: Grow by 10% in cohort group 3rd Grade: Grow by 10% in cohort group	
2. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Math on MAP will increase at least 5 percent from WINTER MAP to WINTER MAP each year - in cohort groups.	Baseline: 2021-2022 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 22% 1st Grade: 20% 2nd Grade: 35% 3rd Grade: 16% 5th Grade: 14% 6th Grade: 23% Actual Outcome: 2022-2023 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 24% 1st Grade: 13% 2nd Grade: 40% 3rd Grade: 35% 4th Grade: 20% 5th Grade: 10% 6th Grade: 24% Actual Outcome: 2023-2024 WINTER MAP Math (% of students at the 60th percentile+): OVERALL: 33% 1st Grade: 31% 2nd Grade: 43% 3rd Grade: 50%	2024-2025 MAP Math (% of students at the 60th percentile+) OVERALL: 38% 1st Grade: - 2nd Grade: 36% 3rd Grade: 48% 4th Grade: 55% 5th Grade: 34% 6th Grade: 21%	

	Ath Crada, 200/	
	4th Grade: 29% 5th Grade: 16% 6th Grade: 28%	
3. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Reading on MAP will increase at least 5 percent from WINTER MAP to WINTER MAP each year - in cohort groups.	Baseline: 2021-2022 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 28% 1st Grade: 26% 2nd Grade: 38% 4th Grade: 38% 5th Grade: 33% 6th Grade: 29% Actual Outcome: 2022-2023 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 32% 1st Grade: 31% 2nd Grade: 31% 3rd Grade: 43% 4th Grade: 26% 5th Grade: 23% 6th Grade: 36% Actual Outcome: 2023-2024 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 34% 1st Grade: 46% 2nd Grade: 44% 4th Grade: 22% 3rd Grade: 44% 5th Grade: 33% 6th Grade: 33% 6th Grade: 36%	2024-2025 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 39% 1st Grade: - 2nd Grade: 51% 3rd Grade: 27% 4th Grade: 49% 5th Grade: 38%
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 2023 CA Dashboard All students: Medium Performance Level (improvement) 57.3 points below standard (increase of 6.8) English Learners: Medium (improvement) 69 points below standard (increase of 5.6) Socioeconomically Disadvantaged: Medium (improvement) 61.6 points below standard (increase of 7.9) Students with Disabilities: Low (improvement) 121.9 points below standard (increase of 10) Hispanic/Latino: Medium (improvement)	Fall 2024 CA Dashboard (no reported results yet) All students: Increase: +10 points 47.3 points below standard English Learners: Increase: +10 Points 59 points below standard Socioeconomically Disadvantaged: Increase: +10 Points 51.6 points below standard Students with Disabilities: Increase: +10 Points 111.9 points below standard Hispanic/Latino: Increase: +10 points 50.5 points below standard White:

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.	60.5 points below standard (increase of 6.1) White: Low (maintained) 55.8 points below standard (decrease of 1) Baseline: Fall 2023 CA Dashboard All students: Low (maintained) 43.4 points below standard (increase of 2.2) English Learners: Medium (improvement) 48.6 points below standard (increase of 6.9) Socioeconomically Disadvantaged: Medium (improvement) 46.1 points below standard (increase of 4) Students with Disabilities: Low (improvement) 111.9 points below standard (increase of 6.7) Hispanic/Latino: Low (maintained) 44.6 points below standard (increase of 2.4) White: Low (maintained)	Increase: +10 points 45.8 points below standard Fall 2024 CA Dashboard (no reported results yet) All students: Increase: +10 points 33.4 points below standard English Learners: Increase: +10 Points 38.6 points below standard Socioeconomically Disadvantaged: Increase: +10 Points 36.1 points below standard Students with Disabilities: Increase: +10 Points 101.9 points below standard Hispanic/Latino: Increase: +10 points 34.6 points below standard White: Increase: +10 points 32.4 points below standard
6. English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard	Baseline: Spring 2023: English Learner Progress = 51%, Highest Performance 56.1 Points Above Standard	Spring 2024: No reported results yet English Learner Progress = 56%, Medium Maintain Above Standard
7. English Learner reclassification rate will increase at least 3% each year.	Baseline: 2021-2022 R-FEP rate = 5.4% 2022-2023 R-FEP rate = 7.7%	2023-2024 R-FEP rate = 10.7%
8.Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Baseline: 2020-2021- 100% 2021-2022 - 100% 2022-2023 - 100%	2023-2024: Maintain 100%
9. Parent CalSCHLS survey will be completed by families with an increase of 10% each year with the goal of 80 families completing the survey.	Baseline: 2021- Parent Survey Responses = 91 Actual Outcome 2022 Parent Survey Responses = 53 2023 Parent Survey Responses = 61 2024 Parent Survey Responses = 32	2025 Parent Survey Responses will be 10% more than 2023: 67

10. All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.

Baseline: 2023-2024: 100% of teachers have access.

2024-2025: 100% of teachers will continue to have access.

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue certificated Gen. Ed. TK-6 staffing to	Principally directed:	500
	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.	Socioeconomically Disadvantaged, EL, Foster	Title I 5000-5999: Services And Other Operating Expenditure: Workshops/Conference Costs 350 Title I 1000-1999: Certificated Personnel Salaries Release Time/Substitutes for SPED teachers 1000 Title I 2000-2999: Classified Personnel Salaries Substitutes for FDK IAs on IA "Recess" Days
1.2	Spring 2023 MAP scores will be used to set growth goals for students in Reading and Math in Grades 2&3 and for Grades 4-6, Winter 2023 MAP scores and Spring 2023 SBAC scores will be used to set growth goals for students in Reading and Math. Teachers will determine if students need to make a year's growth or more than a year's growth. Teachers in grades 2-6 will meet individually with students to establish goals, including MAP goals and actions for the year. This data will be shared with parents at Parent/Teacher/Student Conferences in November. Progress towards meeting these goals will be shared with parents and students after the Fall 2023 MAP Assessment. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Winter 2023 MAP scores. Support teachers with students who struggle with growth on MAP by discussion of strategies in MTSS monthly meetings. Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation.	Principally directed: Socioeconomically Disadvantaged, EL, Foster	5000 Title I 1000-1999: Certificated Personnel Salaries Release Time for Teachers to goal set with students 1000 Title I 1000-1999: Certificated Personnel Salaries Substitutes for MTSS meetings

	1	1	
1.3	SBAC reports will be shared with staff, students, and parents and used as baseline data for student, class, grade-level, and school-wide information.	All Students	
1.4	School-wide focus on using Designated ELD minutes to use Benchmark curriculum to enhance the English skills of our ELs will continue. Site-based Intervention Teacher on Special Assignment (TOSA) will work with students (emphasis on K-3) and teachers to develop strong early literacy skills using SIPPS and other early literacy materials. Instructional Assistants (IA) will work with small student groups in areas of literacy (with emphasis on K-3). Additional IAs will work in the afternoon to work with K-6 students in ELA/ELD Interventions. If needed, additional Instructional Assistant(s) will be assigned to a class(es) with temporary high needs. Bilingual Instructional Assistants will work with small student groups, including Newcomer students, in areas of literacy (with emphasis on K-3 TBP). Designated ELD instruction with TOSA support, if available, will target instructional strategies and learner needs. Release time for PLC ELA/ELD planning. Valley Oaks will purchase supplementary materials and technology to support ELA/ELD instruction as needed. Valley Oaks will purchase necessary school supplies/materials for students, teachers, and staff to fully implement ELA and ELD instruction, as needed.	Principally directed: Socioeconomically Disadvantaged, EL, Foster	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 98,817.55 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 11,814.22 Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 72,232 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 72,232 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants 1,947 Title I 4000-4999: Books And Supplies School/Classroom/Student Supplies and/or Materials 1000 Title I 2000-2999: Classified Personnel Salaries Substitutes for Instructional Assistants 37,397.40 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
1.5	In order to increase our percentage of students meeting DRA benchmarks by the end of the school year, teachers will work with the site TOSA to establish proper early literacy routines for all students and reading intervention groups, with an emphasis on grades K-3, and	Principally directed: Socioeconomically Disadvantaged, EL, Foster	1050 Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention

	strategies/interventions for struggling students in grades 4-6, which includes small group instruction and intervention group(s) in ELA. Teachers may meet separately with TOSA to be retrained, refreshed, or taught the best reading strategies for their students at their grade levels. Teachers may visit other schools to observe and exchange ideas regarding ELA small group instruction in grades 4-6. Teachers will meet with grade level team members, TOSAs, or teachers from other schools to learn, review, refresh strategies for best helping their students. Instructional Assistants will be trained on how to best utilize instructional reading intervention materials, such as SIPPS. The school will continue to purchase the newest edition of SIPPS so that all instructors of SIPPS and students will have the best tools to learn to read, and then train teachers on how to use the materials most effectively. The school will purchase additional supplementary literacy materials, as needed.		Techniques, Teacher Observation of other Teachers 500 Title I 4000-4999: Books And Supplies SIPPS Materials 2000 Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques, Teacher Observation of other Teachers 1000 Title I 2000-2999: Classified Personnel Salaries Supplemental Support (Extended Day, Acceleration Block, etc.)
1.6	The school will provide supplemental after-school "Extended Day/Acceleration Block" opportunities for instruction to EL students, Migrant, Low SES, and struggling students. 100% of all students will be taught with recently adopted Benchmark ELA/ELD materials aligned	Principally directed: Socioeconomically	500 Title I
	with CCSS. All staff will have opportunities to receive high quality professional development opportunities related to the ELA/ELD adoption. These opportunities will be presented by trainers from Benchmark and/or opportunities for work with district/county personnel or TOSAs. Site funds will be used to purchase additional or supplemental CCSS curriculum.	Disadvantaged, EL, Foster	4000-4999: Books And Supplies Supplemental/Additional CCSS curriculum
1.7	All Valley Oaks students (K-6) will be taught using the Eureka Math materials. Math adoption will be monitored and evaluated through classroom observations, module pacing, and curriculum assessment scores. Selected teachers may pilot a newer version of Eureka Math or other publisher with their students in the current pre-adoption process.	All Students	

1.8 In order for 100% of teachers to receive professional learning for implementation of the Next Generation Science Standards (NGSS), Valley Oaks will utilize the support of site-based and district-based curriculum coaches or lead teachers.

The NGSS-trained teachers will attend workshops and lesson sharing opportunities throughout the school year and will share back at staff meetings and/or staff development days.

All K-6 teachers may receive Professional Development in NGSS and how to begin lesson implementation through district-provided opportunities throughout the school year.

All K-6 teachers will teach NGSS lesson(s) with their students during the 2023-2024 school year.

Students will have additional science opportunities at the school level, via a Science Night and other grade level science activities.

All Students

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

1.9 Site categorical funds will be used to support online learning to differentiate instructional support.

School Funds will be used to have/maintain 1:1 student-chromebook ratio in grades K-6.

There will be a pilot with selected students that will have daily Chromebook and Internet access at both school and home (depending on home computer/internet availability), with the purpose of blending the students' learning throughout the school day and after school hours.

All students will participate in the use of technology through RenLearn (AR), Lexia, Reading Plus, MAP Accelerator, Happy Numbers, Khan Academy, Zearn, Prodigy, and other web-based learning programs.

All students will be given opportunities to earn participation in an AR Literary Incentive each trimester - by meeting their Accelerated Reader Points (Quantity) and Comprehension (Quality) Reading Goals, based on their ZPDs.

Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers, and staff in all technology-related areas.

Principally directed: Socioeconomically Disadvantaged, EL, Foster

6200 LCFF - Supplemental 4000-4999: Books And Supplies

RenLearn License (AR, STAR

Reading) 1000 Title I

4000-4999: Books And

Supplies

Instructional Technology Materials, Maintenance, upgrades (software/hardware)

4300 Title I

4000-4999: Books And

Supplies

Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters

	The BFLC/Library will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.		
1.10	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.	Principally directed: Socioeconomically Disadvantaged, EL, Foster	1232 Title I 4000-4999: Books And Supplies Literary Resources (Scholastic News, Leveled Readers, Library Books, etc.) 662 LCFF - Supplemental 4000-4999: Books And Supplies Literary Resources (Leveled Readers, Library Books, etc.)
1.11	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.	All Students	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
1.12	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.	All Students	500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office Staff extra time for training
1.13	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.	All Students	No cost to site
1.14	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".	All Students	0 No cost to site
1.15	In order to increase parent usage of the Synergy ParentVUE, school staff including teachers, office staff, and BFLC staff, will inform families of how to use the ParentVUE and show families how to utilize the tool.	All Students	No additional cost to site

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Because the results of our 2023 SBAC scores for both ELA and Math indicate that we made growth (improved achievement) in both areas, we would say that the activities and strategies implemented during the course of the school year had a desired, positive effect. The tremendous growth of our English Learners also indicate that we are heading in the right direction with the strategies and activities outlined in our plan.

Additionally, for local measures, we also growth in our MAP Reading and Mathematics and DRA Winter to Winter data. Valley Oaks certificated and classified staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve the articulated goals. Valley Oaks met some of our goals (DRA overall and certain grade levels in MAP) and will continue to allocate access to professional development for staff and resources in order to meet more/all of our goals.

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 not any major 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 2024-2025.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning

Valley Oaks Elementary will promote K-6 whole learner development through social and emotional learning opportunities in a variety of environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

CalSCHLS Survey: Results of the 2022-2023 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". These are the areas targeted for improvement (below 80%). These areas will be addressed through work with the school counselor, mental health clinician, the teaching of Second Step lessons in the classrooms, assemblies for students, and teacher education/development in the areas how to best help our students with understanding safety, and bullying. 5th Grade: Students feel connected to school: 69%, Caring adults in school: 71%, Anti-bullying climate: 77%, Feel safe at school: 78%. 6th Grade: Students feel connected to school: 61%, Caring adults in school: 68%, Facilities upkeep: 70%, Social and Emotional learning supports: 75%, Anti-bullying climate: 70%, Feel safe at school: 69%, Students treated with respect: 74%

Daily Attendance/Chronic Absenteeism: Due in part to the effects of the COVID-19 pandemic and the resulting mandatory quarantines for students, the attendance rate at Valley Oaks during 2021-2022 was well below the goal of 95%. Additionally, the Chronic Absenteeism rate for the 2021-22 school year was 46.6% using the data from the District's Student Information System (SIS) from 8/11/2021 to 5/3/2022. This means that 30% of Valley Oaks students (151 students) missed 10% or more of the school days (18 or more school days). The attendance for the 2022-2023 school year improved from 21-22 to 92.62%, below the goal of 95%. The rate for Chronic Absenteeism rate for the 2022-2023 school year was 23.7%, a significant improvement from 2021-2022 (46.6%). As of April 2024, the attendance rate has increased to 94.63% for the 2023-2024 school year. Students in the Homeless student group have been identified as needing improvement in the area of Chronic Absenteeism. Chronic absenteeism for Homeless students went down from 50% in 2021-2022 to 24.4% for the 2022-2023 school year. We will continue with the resources that have been put into place for this improvement by having with contacts from the Attendance Secretary, the school Counselor, and the Assistant Principal, as well as specific plans for their individual improved attendance. Future considerations for continued improvement include ensuring collaboration with the District Homeless Liaison, the MTSS team at Valley Oaks, and the Mental Health clinician to ensure connectedness with students and school.

Suspensions/Expulsions: The Valley Oaks suspension rate for 2021-2022 was 1.5%. The suspension rate for 2022-2023 went up very slightly to 1.8%. The goal is to decrease the suspension rate to 1.7% or lower for the 2023-2024 school year.

SEL: All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make social and Emotional Learning (SEL) a priority and integrated throughout the school day. The full-time school counselor plays a tremendous role in helping students with their social/emotional needs. In addition to meeting with small groups of students, and individually with others to address their SEL needs, he helps staff members with the in-class delivery of Second Step, the curriculum used by all grades to teach students about social/emotional health. Teachers in all grade levels present the lessons from Second Step to the students in their classes. We also have a full-time mental health clinician, provided by the county office of education.

The COVID-19 pandemic exacerbated both student attendance problems and mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear. As we move forward from the COVID-19 pandemic, we have seen some areas of growth and and improvement, but still are dealing with many of the effects of the pandemic on students' social and emotional health/needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will be increased to 94% or greater	Baseline: 2020-21 = 95% Actual Outcome: 2021-2022: 91% 2022-April 2023: 92.62% 2023-April 2024: 94.63%	2024-2025: Maintain at 94%
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	Baseline: 2022 Fall CA Dashboard: All Students - 46.6% English Learners - 40.1% Homeless - 50% Socioeconomically Disadvantaged - 46.9% Students with Disabilities - 49.5% Hispanic: 46.1% White: 51.5% 2023 Fall CA Dashboard: All Students - 23.7% English Learners - 19.9% Homeless - 24.4% Socioeconomically Disadvantaged - 25% Students with Disabilities - 34.3% Hispanic: 23% White: 30.4%	2024 Fall CA Dashboard Goals: All Students - 22.7% English Learners - 18.9% Homeless - 23.4% Socioeconomically Disadvantaged - 24% Students with Disabilities - 33.3% Hispanic: 22% White: 29.4%
3. The suspension rate will decrease by 0.1% or greater for every student subgroup	Baseline: 2022 Fall CA Dashboard Data Suspensions: All Students: 1.5% English Learners: 1.4% Homeless: 0% Socioeconomically Disadvantaged: 1.6% Students with Disabilities: 2% Hispanic: 1.3% White: 2.9% 2023 Fall CA Dashboard: All Students: 1.7% English Learners: 0.4% Homeless: 7.1% Socioeconomically Disadvantaged: 2% Students with Disabilities: 0.9% Hispanic: 0.7% White: 8.6%	2024 Fall CA Dashboard Goals: Suspensions: All Students: 1.6% English Learners: 0.3% Homeless: 7.0% Socioeconomically Disadvantaged: 1.9% Students With Disabilities: 0.8% Hispanic: 0.6% White: 8.5%

4. The expulsion rate will decrease by 0.1% or greater for every subgroup	Baseline 2021-2022: 0 STUDENTS Actual Outcome 2022-2023: 0 STUDENTS	Goal for 2023-2024 expulsion rate: 0 STUDENTS
5. Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	Baseline 2023-2024 (Board Packet): Supportive student learning environment: 45% School is a safe place for my child: 44% School treats all students with respect: 42% Facilities Upkeep: 48%	Goals for 2024-2025: Supportive student learning environment: 50% School is a safe place for my child: 49% School treats all students with respect: 47% Facilities Upkeep: 53%
6. Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	Baseline 2023-2024 (Board Packet): 5th Grade: Students feel connected to school: 69% Caring adults in school: 71% Anti-bullying climate: 77% Feel safe at school: 78% 6th Grade: Students feel connected to school: 61% Caring adults in school: 68% Facilities upkeep: 70% Social and Emotional learning supports: 75% Anti-bullying climate: 70% Feel safe at school: 69% Students treated with respect: 74%	Goals for 2024-2025: 5th Grade: Students feel connected to school: 74% Caring adults in school: 76% Anti-bullying climate: 82% Feel safe at school: 84% 6th Grade: Students feel connected to school: 66% Caring adults in school: 73% Facilities upkeep: 75% Social and Emotional learning supports: 80% Anti-bullying climate: 75% Feel safe at school: 74% Students treated with respect: 79%
7. Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	Baseline: 2020-2021 - FAIR 2021-2022 - FAIR 2022-2023 - FAIR 2023-2024 - GOOD	Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.
8. Williams Facilities Complaints will be maintained at ZERO (0).	Baseline: 2023-2024: 0	Maintain Williams Facilities Complaints will be maintained at Zero (0).

Strategies/ActivitiesComplete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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	Principally Directed: Socioeconomically Disadvantaged, EL, Foster	1000 Title I 4000-4999: Books And Supplies Student Awards/Incentives

solutions to absence/truancy issues. SART meetings and SARB meetings will be held when appropriate and necessary. When necessary, the School Resource Officer (SRO) will be utilized to check on the family.

Teachers will ensure proper attendance recordkeeping through communication with attendance secretary.

Awards/Incentives will be given to students with good attendance in the school, each trimester, and year-long basis.

2.2 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.

All Students

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

2.3	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. 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.	All Students	Books and Supplies for use with students in Social/Emotional situations Site Formula Funds 4000-4999: Books And Supplies Recess Equipment Site Formula Funds 4000-4999: Books And Supplies Fitness Equipment, Technology, and Supplies
2.4	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.	All Students	200 Title I 4000-4999: Books And Supplies Materials to be used during Service Learning Projects
2.5	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.	All Students, Band/Choir Students	Site Formula Funds 4000-4999: Books And Supplies Music/Band Instrument and Supplies Purchase and Repair

2.6	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.	Principally Directed: Socioeconomically Disadvantaged, EL, Foster	Site Formula Funds 4000-4999: Books And Supplies Publicity of all clubs, after- school, through the BFLC 950 Title I 1000-1999: Certificated Personnel Salaries Teacher/Staff Pay for Makerspace Club 350 Title I 2000-2999: Classified Personnel Salaries IA in Makerspace Club
2.8	In order to continue providing families access to data through parent and student portals in the Student Information System (Synergy), information will be provided to parents at the 2023-2024 Back to School Night. Login and access information is made available to parents in English and Spanish via the school website and through the office secretaries. Additional information related to student/parent login to personalized learning websites such as RenLearn (AR) will be shared with parents/guardians. Ongoing conversations with stakeholders regarding the information system and other important school topics take place on a regular basis, via Parent/Teacher conferences and regular PTO, ELAC and SSC meetings. Spanish translations/interpretations, both written and verbal, are provided for parents at all meetings, including Parent/Teacher Conferences, via our bilingual staff members. Parents will be invited, by flyer, email, text messages, social media (Facebook/Instagram), and phone calls, to participate school events, in discussions with site administration, as well as important parent meetings held at the school or at the district office.	Principally Directed: Socioeconomically Disadvantaged, EL, Foster	1078 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting/Translating Services 3544 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant 200 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child Care at Parent Meetings 100 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Training Supplies/Materials
2.9	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.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	150 Title I 4000-4999: Books And Supplies Supplies for Parent/Stakeholder Meetings and/or Surveys

	Surveys will be conducted for staff and students.		
2.10	Breakfast, lunch, and after-school menus will continue to follow federal nutritional guidelines.	All Students	No cost to site
2.11	Exterior plants and landscaping, as well as sitting benches, will be purchased and installed on campus for beautification and parent/student comfort.	All Students	Site Formula Funds 4000-4999: Books And Supplies Plants, Landscaping, Benches for school grounds

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Many of the indicators show that the implementation of the strategies and activities were effective in reaching the goal: Overall daily attendance improved, chronic absenteeism went down, maintained zero expulsions, and the Facilities Inspection Tool improved from Fair to Good. Valley Oaks certificated and classified staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve the articulated goals. Valley Oaks met some of our goals (listed previously) and will continue to allocate access to professional development for staff and resources in order to meet more/all of our goals.

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

There were no major differences between the intended 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 2024-2025.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$109,731
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$276,071.17
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$78,723.40
Title I Part A: Parent Involvement	\$1,378.00
Title III	\$11,814.22

Subtotal of additional federal funds included for this school: \$91,915.62

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	\$184,155.55

Subtotal of state or local funds included for this school: \$184,155.55

Total of federal, state, and/or local funds for this school: \$276,071.17

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	78,723.40	0.00
Title I Part A: Parent Involvement	1,378	0.00
LCFF - Supplemental	184,155.55	0.00
Title III	11,814.22	0.00

Expenditures by Funding Source

Funding Source		
LCFF - Supplemental		
Title I		
Title I Part A: Parent Involvement		
Title III		

Amount	
0.00	
184,155.55	
78,723.40	
1,378.00	
11,814.22	

Expenditures by Budget Reference

Budget Reference
1000-1999: Certificated Personnel Salaries
2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures
5800: Professional/Consulting Services And Operating Expenditures

Amount
11,700.00
238,130.17
21,241.00
500.00
4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	175,593.55
4000-4999: Books And Supplies	LCFF - Supplemental	7,862.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I	49,444.40
4000-4999: Books And Supplies	Title I	13,279.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,278.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
2000-2999: Classified Personnel Salaries	Title III	11,814.22

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	262,399.17
Goal 2	13,672.00

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
Eva Perez	Classroom Teacher
Sylvia Ferreira	Classroom Teacher
Amy Mangili	Classroom Teacher
Vanessa Torres	Other School Staff
Brenda Avalos	Parent or Community Member
Jacob Cullers	Parent or Community Member
Melissa Lehn-Anzaldua	Parent or Community Member
Brianna Van Conett	Parent or Community Member
Gene Leedham	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 plant

Signature

m/m

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/12/2024.

Attested:

Principal, David Nelson on 5/12/24

SSC Chairperson, Sylvia Ferreira on 5/12/24

Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.520 Board Consideration of Approval of 2024-25 Expulsion Panel
Presenter:	Kuljeet Nijjar	Action Item: XX Information Item:

EC 48918(d) states that the Board may hear expulsion hearings or appoint a panel of administrators to act in that capacity. The Board of Trustees must formally confirm the following administrators 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	District	
		Curriculum		
Hayes	Judith	Principal	Lake Canyon	
			Elementary School	
Homdus	Christina	Principal	River Oaks	
			Elementary	
Marquez	Laura	Principal	Fairsite Elementary &	
			Early Learning Center	
Nelson	David	Principal	Valley Oaks	
			Elementary	
Nijjar	Kuljeet	Director of	District	
		Educational		
		Services		
Papineau	Laura	Assistant	Lake Canyon	River Oaks
		Principal	Elementary	Elementary
Porter	Jennifer	Principal	Marengo Ranch	
			Elementary	
Saldate	Joshua	Assistant	McCaffrey Middle	Marengo Ranch
		Principal	School	Elementary
Simonich	Stephanie	Principal	Greer Elementary	
Trull	Elaine	Assistant	McCaffrey Middle	
		Principal	School	
Wheeler	Leah	Assistant	Greer Elementary	Valley Oaks
		Principal		Elementary

Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.521 Board Consideration of Approval of Declaration of Need for Fully Qualified Educators for 2024-25
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 who either possess the Intern Credential or enough units in a specific area are then declared 'intern ready' by our Human Resources Department.

The Declaration of Need provides the district with flexibility and options to fill vacancies. This declaration must be presented to the board for approval on an annual basis.

This Declaration of Need for Fully Qualified Educators includes seven intern teachers who will participate in the District Intern Program, as well as the district's estimated need for one emergency transitional kindergarten teacher and two CLAD emergency permits.

Board approval is recommended.

(Document Attached)

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 E	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	e district is certifying the following	t:
A diligent search, as defined below	w, to recruit a fully prepared teach	her for the assignment(s) was made
 If a suitable fully prepared teache to recruit based on the priority sta 		trict, the district will make a reasonable effort
scheduled public meeting held on/_	/ certifying that there is a nent criteria for the position(s) list	ed above adopted a declaration at a regularly an insufficient number of certificated persons ted on the attached form. The attached form nsent calendar.
► Enclose a copy of the board agenda in With my signature below, I verify that the force until June 30, Submitted by (Superintendent, Board Sec	e item was acted upon favorably b	by the board. The declaration shall remain in
Name	Signature	Title
Fax Number	Telephone Number	Date
	Mailing Address	
	EMail Address	
FOR SERVICE IN A COUNTY OFFICE OF ED	UCATION, STATE AGENCY OR NO	ONPUBLIC SCHOOL AGENCY
Name of County		County CDS Code
Name of State Agency		
Name of NPS/NPA		

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	ion shall remain in force until June 30,	·	
	a copy of the public announcement y Superintendent, Director, or Designee:		
	Name	Signature	Title
	Fax Number Te	lephone Number	Date
		Mailing Address	
	1	EMail Address	
	laration must be on file with the Commissio		ntialing before any emergency permits will be
issued fo	laration must be on file with the Commission service with the employing agency	n on Teacher Crede	ntialing before any emergency permits will be
issued fo	laration must be on file with the Commission service with the employing agency NTICIPATED NEED FOR FULLY QUALIFIED EI	n on Teacher Crede	
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LIMITED ASSIGNMENT PERMITS

Teacher Librarian Services

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.

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Emergency Transitional Kindergarten (ETK)

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	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No	
If no, explain			
Does your agency participate in a Commission-approved college or university internship program?	Yes	No	
If yes, how many interns do you expect to have this year?			
If yes, list each college or university with which you participate in a	ın internship prog	ram.	
If no, explain why you do not participate in an internship program.			

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Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.522 Board Consideration of Approval of Provisional Internship Permits for Newly Hired Educators
Presenter:	Claudia Del Toro-Anguiano	Action Item: XX Information Item:

Employing agencies are allowed to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program.

GJUESD will request that such individuals be placed on a Provisional Internship Permit.

This Public Notice is in compliance with a Provisional Internship Permit request issued by the California Commission on Teacher Credentialing. It is the district's intent to employ the following employee(s) on the basis of a Provisional Internship Permit:

Teacher Name: Kristi Rammer

FTE: 1.0

Assignment: Special Education Teacher, Mild to Moderate Support Needs

Location: Marengo Ranch Elementary

Term: 2024/2025 School Year

Board approval is recommended.



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.523 Board Consideration of Approval of Agreement Between the Galt Joint Union Elementary School District and Tiber Corporation dba T&B Construction for District Office Restoration Services and Painting Project
Presenter:	Lois Yount	Action Item: XX Information Item:

In 1996 the District purchased the building that is currently the District Office and warehouse at 1018 C Street. AutoZone is a tenant of the District. There have been very minor repairs completed in the 28 years that the District has owned the building.

We are now facing some major repairs. Over the last five years, we have had water damage that has required extensive repair by a restoration management company. Three contractors have thoroughly investigated the condition of the building to determine the scope of work needed. On the west and south walls, the stucco needs to be removed and reapplied to the masonry block.

The scope of work includes:

- Removal of metal lath and stucco at two walls
- Synthetic stucco applied to masonry block
- Stucco expansion joints
- Remove and reinstall brackets and cameras
- Reinstall signage after painting
- Seal and paint stucco for the entire building (District Office and AutoZone)
- Replace or repair downspouts
- Replace or repair gutters
- Build-up 3 ply roofing in areas of deterioration
- Replace missing tile roof shingles
- Roof cap flashing

The District received six bids from prequalified general contractors ranging from \$199,000-\$375,000. The lowest bid was from Tiber Corporation.

Fiscal impact: \$199,000

Funding source: Revenue from AutoZone, General Fund (Maintenance)

Attachments:

- 1. Bid Results
- 2. Bid Form
- 3. Construction Agreement

Board approval is recommended.

Galt Joint Union Elementary School District District Office - Restoration Services and Painting Project

BID RESULTS

BID OPENING – Thursday, May 30th, 2024 at 3:00 P.M.

						Required Do	Required Documentation:			
VENDOR	BID PACKAGE RECEIVED	PRESENT AT PRE-BID JOB WALK	AMOUNT OF BID(S)	BID FORM	BID BOND	DESIGNATION OF SUBCONTRACTORS	NON-COLLUSION DECLARATION	SIGNED DOC RE: WORKERS COMPENSATION		
Tiber Corporation	Х	X	\$199,000.00	Х	Х	X	X	Х		
GSP Construction, Inc.	Х	X	\$226,000.00	Х	Х	Х	Х	x		
California Building Structures, Inc.	Х	Х	\$375,000.00	Х	Х	Х	Х	Х		
Pro-Ex Construction, Inc.	X	X	\$362,500.00	Х	Х	X	X	Х		
Resilient Builders	Х	Х	\$251,400.00	Х	Х	X	X	Х		
345 Builders LLC	Х	Х	\$231,398.00	Х	Х	Х	Х	Х		

BID FORM

TO: GALT JOINT ELEMENTARY	SCHOOL DISTRICT,	acting by and	through its	Governing 1	Board, l	nereir
called the "DISTRICT":						

1. Pursuant to your Notice to Contractors Calling for Bids and the other documents
relating thereto, the undersigned bidder, having become familiarized with the terms of the complete
contract, as defined in the Agreement, the local conditions affecting the performance of the contract
and the cost of the work at the place where the work is to be done, hereby proposes and agrees to be
bound by all the terms and conditions of the complete contract and agrees to perform, within the time
stipulated, the contract, including all of its component parts, and everything required to be performed,
and to provide and furnish any and all of the labor, materials, tools, expendable equipment, and all
applicable taxes, utility and transportation services necessary to perform the contract and complete in a
good workmanlike manner all of the work required, including sheeting, shoring and bracing, or
equivalent method for protection of life and limb in trenches and open excavation in conformance with
applicable safety orders, in connection with the following:

Project: Restoration Services and Painting Project

Located at: 1018 C Street Suite 210, Galt, CA 95632

Bid No. _____ 137813v1 / GAJUSD.45

all in strict conformity with the complete contract as defined in the Agreement, prepared therefore and now on file at the office of: <u>Galt Joint Union Elementary School District</u>, 1018 C Street, <u>Suite 210</u>, <u>Galt</u>, <u>CA. 95632</u> for the sum of:

One hundred ninety nine thousands	DOLLARS
Total:	
Total Base Bid (including Allowance(s)):	\$_199,000
Allowance:	\$ 29,000
Total Bid before Allowances:	<u>\$170,000</u>
Repair, Replace Gutters and Downspouts	Unit Price \$20,000
Build-up 3 ply roofing	Unit Price \$ 40,000
Seal & Paint Stucco	Unit Price \$ 60,000
Synthetic Stucco to Masonry Block	Unit Price \$ 30,000
Removal of Metal Lath & Stucco	Unit Price \$20,000

Provide price to add/deduct the following work. Alternates:
None.

The undersigned hereby acknowledges receipt of, and is familiar with the contents of, the following Addenda, and the undersigned warrants that all costs therefore are included in this proposal:

Addendum No.	dated 05/23/24
Addendum No. 2	dated 05/28/24
Addendum No.	dated
Addendum No.	dated

- 1. Each individual bid term shall be determined from visiting the work site, reviewing the plans and specifications, and all other portions of the contract documents, and shall include all items necessary to complete the work, including the assumption of all obligations, duties, and responsibilities necessary for the successful completion of the contract and the furnishing of all materials and equipment required to be incorporated in and form a permanent part of the work: tools, equipment, supplies, transportation, facilities, labor, superintendence, and services required to perform and complete the work; and bonds, insurance as required by the Contract and submittals; all as per the requirements of the contract documents, whether or not expressly listed or designated.
- 2. It is understood that the DISTRICT reserves the right to reject this bid and that this bid shall remain open and not be withdrawn for the period specified in the Notice to Contractors Calling for Bids.
- 3. The required list(s) of proposed subcontractors is attached hereto, and the undersigned represents and warrants that such list(s) is complete and in compliance with the Subletting and Subcontracting Fair Practices Act.
 - 4. The required Non-Collusion Declaration is hereto attached.
 - 5. The required bid security is hereto attached.
 - 6. The required Contractors Certificate Regarding Workers' Compensation is hereto attached.
 - 7. The Information Required of Bidder is attached hereto.
- 8. It is understood and agreed that if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a contract in the form attached hereto in accordance with the bid as accepted, and that the undersigned will also furnish and deliver to the DISTRICT the Performance Bond and Payment Bond as specified, all within the five (5) calendar days after receipt of notification of award, and that the work under the contract shall be commenced by the undersigned bidder, if awarded the contract on the date to be stated in the DISTRICT'S Notice to Proceed delivered to the Contractor, and shall be completed by the Contractor in the time specified in the contract documents.

128 Mediterranean (Ct., Kissimmee, FL 34758 (mailing address)
	The name of all persons interested in the foregoing proposal as principals are as follows:
,	
also names of th	NOTICE: If bidder or other interested person is a corporation, state legal name of corporation, e president, secretary, treasurer, and manager thereof; if a partnership, state true name of firm, i individual partners composing firm; if bidder or other interested person is an individual, state the in full.)
DISTRICT all ri Act (15 U.S.C. Sarising from the	In submitting this bid, the bidder offers and agrees that if the bid is accepted, it will assign to ghts, title and interest in and to all causes of action it may have under Section 4 of the Clayton Section 15) or under the Cartwright Act (Business & Professions Code Section 16700 et seq.) purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to signment shall be made and become effective at the time the DISTRICT tenders final payment.
corporation is Berik Mametanov	If the bidder is a corporation, the undersigned hereby represents and warrants that the duly incorporated and is in good standing in the State of California and that whose title is CEO is
authorized to act	for and bind the corporation.
Agreement, Con DISTRICT with	It is understood and agreed that, should bidder fail or refuse to return executed copies of the attractor's Certificate, Certification of Insurance as required, and required bonds to the in five (5) days of actual notice of the award of the contract to bidder, the security may be DISTRICT as liquidated damages.
the act providing Class B and effect throug employed will ha	The undersigned hereby warrants that the bidder has an appropriate license, in accordance with for the licensing of contractors, License No. 1050747 that such license entitles the bidder to provide the work; that such license will be in full force thout the duration of performance under this contract; and that any and all subcontractors to be ave appropriate licenses. The undersigned hereby warrants that the bidder is registered with the n No. 1000 365 998, and proof of registration is submitted with this bid.
shall be, in full of in the hiring of i	The bidder hereby certifies that it is, and at all times during the performance of work hereunder compliance with the provisions of the Immigration Reform and Control Act of 1986 ("IRCA") its employees, and the bidder shall indemnify, hold harmless and defend the DISTRICT against ns, proceedings, penalties or claims arising out of the bidder's failure to comply strictly with the
	It is understood and agreed that the CONTRACTOR, as well as all subcontractors will adhere with all statutes and regulations pertaining to monitoring and enforcement of prevailing

wage requirements by the Department of Industrial Relations.

17. It is understood and agreed that if, requested by the DISTRICT, the bidder shall furnish a notarized financial statement, references, and other information sufficiently comprehensive, to permit an appraisal of its current financial condition.

The undersigned hereby declares that all of the representations of this bid are made under penalty of perjury under the laws of the State of California.

Individual	Name:
Contractor	Signed by:
	Business Address:
	Date:
*****	*********************
Partnership	Name
	Signed by:Partner
	Business Address:
	Date:
	Other Partners:
******	************************
Corporation N	Jame: Tiber Corporation dba T&B Construction
	(a Tiber Corporation Corporation)
	Business Address: 1212 Kara Ln., Modesto, CA 95355
	Signed by: Berik Mametanov President, Dated: 05/28/24 Orix Menufrence
	Signed by: Berik Mametanov President, Dated: 05/28/24 Ocrix Menther Segretary, Dated: 05/28/24 Ocrix Menther Secretary,
	[Seal and Attest] Attostes
	Business Address: 1212 Kara Ln., Modesto, CA 95355
9	
A corporation re	eceiving the award shall furnish evidence of its corporate existence and evidence that the officer signing the
Agreement and	Bonds is duly authorized to do so.
*******	**************************************
Joint Venture	Name:
	Signed by:Joint Venture
	Business Address:
	Date:
*******	************************
Other Parties to	Joint Venture:

Bid No. ______ 137813v1 / GAJUSD.45

(Signed)	
Doing Business as:	
f a Partnership:	
Signed by:	, Partner
f a Corporation:	
a	Corporation)
By:	Date:
Title:	Seal and Attest)

Galt Joint Union Elementary School District Restoration Services and Painting Project

Schedule

Mandatory Pre-Bid Walk: Date: Thursday, May 23

Time: 9:30 a.m.

Place: Galt Joint Union Elementary School District

1018 C Street, Suite 210 Galt, California 95632

Bid Opening: Date: Thursday, May 30

Time: 3:00 p.m.

Place: Galt Joint Union Elementary School District

ATTN: Lois Yount, Superintendent

1018 C Street, Suite 210 Galt, California 95632

Project Duration: June 19, 2024 – July 19, 2024

Forms that must be completed by all bidders and returned by bid opening.

- 1. Bid Form
- 2. Designation of subcontractors
- 3. Non-Collusion Declaration
- 4. Bid Bond
- 5. Signed Document regarding Workers Compensation

Forms that must be completed by the successful bidder and returned at contract signing.

- 1. Agreement
- 2. Payment Bond
- 3. Performance Bond
- 4. Escrow Agreement (if applicable)
- 5. Criminal History Clearance
- 6. Workers' Compensation Certificate
- 7. Drug-Free Workplace Certificate
- 8. Guarantee
- 9. DVBE Certification
- 10. Asbestos and Other Hazardous Materials Certification
- 11. Lead-Based Paint Certification
- 12. General conditions

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT GALT, CALIFORNIA

NOTICE TO CONTRACTORS CALLING FOR BIDS

Project: Restoration Services and Painting Project

Bid Deadline: May 30, 2024 at 3:00 p.m.

Location of Bid Receipt and Opening: Bid Receipt: District Office (hereinafter the "District"), 1018

C Street, Suite 210, Galt, California 95632.

Bid Opening: <u>District Office Conference Room</u>

NOTICE IS HEREBY GIVEN that the District, acting by and through its Governing Board, will receive up to, but not later than the above-stated time, sealed bids for the award of a Contract for the above referenced public works project. All inquires concerning this bid shall be directed to Alicia Valdovinos, Administrative Assistant, 1018 C Street, Suite 210, Galt, California 95632, (209) 744-4545 ext. 345, email: avaldovinos@galt.k12.ca.us

Each bid must contain the required documents listed in the Project Manual and conform to the requirements of the Project Manual and other documents comprising the Contract Documents, all of which may be examined at the District Office. Prime contractors may obtain contract documents from Alicia Valdovinos, Administrative Assistant, 1018 C Street, Suite 210, Galt, California 95632, (209) 744-4545 ext. 345, email: avaldovinos@galt.k12.ca.us

General Project information will also be posted on the District's website at https://www.galt.k12.ca.us/Our-District/Facilities-and-Planning/Formal-Bids/index.html

The work of this bid package involves:

This project consists of restoration due to ongoing water damage to the exterior of the building. Two walls (right and rear elevation) have damage and require removal metal lath and stucco to the CMU block wall and roof, gutter repairs to prevent future water damage. There is not an architect or specific drawings for this project.

- Removal of metal lath and stucco approximately 10,000 SF
- Synthetic stucco applied to masonry block approximately 5,000 SF
- Stucco expansion joints
- Remove and reinstall brackets and cameras
- Reinstall signage after painting
- Seal and paint stucco for entire building (District Office and AutoZone) 2 colors body and trim
- Replace or repair downspouts
- Replace or repair gutters
- Build-up 3 ply roofing approximately 5 SF
- Replace missing tile roof shingles
- Roof cap flashing

• <u>Construction schedule</u>: Contractor will develop, update and maintain a detailed construction schedule utilizing the critical path method. Contractor shall be responsible to coordinate the scope of work and facilitate access for employees and customers. Contractor shall also be responsible to perform investigation of existing conditions and reflect in the construction schedule.

Each Bid shall be accompanied by a cashier's check or a bid bond in an amount not less than ten percent (10%) of the total bid price, payable to the Galt Joint Union Elementary School District.

Mandatory pre-bid conference and walk. A mandatory pre-bid walk and conference will be held at Galt Joint Union Elementary School District, 1018 C Street, Suite 210, Galt on Thursday, May 23 at 9:30 a.m. Bidders shall meet in the lobby. Any bid proposal submitted by a bidder who did not attend the entirely of the walk and conference will be rejected by the District as non-responsive.

License. The District requires that the bidder possess one or more of the following State of California General Contractor A or B Licenses or any suitable alternate license as deemed acceptable for the scope of work by the State of California - Contractor's licensing board. The bidder's license(s) must remain active and in good standing at all times from submission of a bid throughout the term of any awarded contract. Contractors shall comply with the DVBE sub-contracting requirements.

General Contractor Pre-Qualification. The contractor shall be pre-qualified with the District by May 23, 2024.

Prevailing Wage. This project is subject to monitoring and enforcement of prevailing wage requirements by the Division of Labor Standards Enforcement as set forth in Chapter 1 of Part 7 of Division 2 of the California Labor Code (commencing at section 1720). The District, the successful bidder, and each subcontractor performing any portion of the work for this project shall comply with the prevailing wage laws and requirements.

DIR Registration. This project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. Labor Code section 1725.5 requires that all contractors and subcontractors bidding on Public Works Construction Projects be registered with the Director of Industrial Relations (DIR) prior to submitting a bid and pay an annual fee to the DIR. Additional information is available on the DIR's website at http://www.dir.ca.gov/Public-Works/Public-Works.html. An awarding body may not accept a bid or enter into a contract for public work with an unregistered contractor, and the District may not accept a bid or award a contract without proof of registration of the bidder and its subcontractors.

Bonds. Pursuant to the Contract Documents, the successful bidder will be required to furnish a Payment (Labor and Material) Bond in the amount of one hundred percent (100%) of the Contract Sum, and a Faithful Performance Bond in the amount of one hundred percent (100%) of the Contract Sum.

Bid inquiries. Bidders may submit written pre-bid inquiries or clarification requests. Bidders are solely and exclusively responsible for submitting such inquiries or clarification requests by May 24, 2024. The District will not respond to bidder inquiries or clarification requests, unless such inquiries

or clarification requests are submitted timely and as instructed in the Bid Documents. Please direct inquiries to Alicia Valdovinos, Administrative Assistant, 1018 C Street, Suite 210, Galt, California 95632, (209) 744-4545 ext. 345, email: avaldovinos@galt.k12.ca.us

Rejection of bids. The District reserves the right to reject any or all bids or to waive any irregularities or informalities in any bids or in the bidding.

Successful bidder. The successful bidder will be allowed to substitute securities or establish an escrow in lieu of retainage, pursuant to Public Contract Code Section 22300, and as described in the Contract Documents.

Withdrawal of bid. No bidder may withdraw any bid for a period of Ninety (90) days after the date set for the opening of bids.

Advertisement: Galt Herald and to Prequalified General Contractors

Publication dates: May 10 and May 17, 2024

INFORMATION FOR BIDDERS

WARNING: (READ THIS DOCUMENT CAREFULLY. DO NOT ASSUME THAT IT IS THE SAME AS OTHER SIMILAR DOCUMENTS YOU MAY HAVE SEEN, EVEN IF FROM THE SAME DISTRICT)

- 1. <u>Preparation of Bid Form</u>. The DISTRICT invites bids on the form attached to be submitted at the time and place stated in the Notice to Contractors Calling for Bids. Bids shall be submitted on the prescribed Bid forms, completed in full. All bid items and statements shall be properly filled out. Numbers shall be stated both in words and in figures where so indicated, and where there is a conflict in the words and the figures, the words shall govern. The signatures of all persons signing the bid shall be in longhand. Prices, wording and notations must be in ink or typewritten. Erasures or other changes shall be noted over by signature of the bidder.
- 2. <u>Pre-Bid Walk</u>: On May 23, 2024 at Galt Joint Union Elementary School District, 1018 C Street, Suite 210, Galt. Only those bidders who attend this conference will have their bids considered for award. The conference will commence at 9:30 a.m..
- 3. Form and Delivery of Bids. The bid shall be made on the Bid Form provided, and the complete bid, together with any and all additional materials as required by the Contract Documents, shall be enclosed in a sealed envelope, addressed and delivered or mailed to the Superintendent, Lois Yount, mailing address: 1018 C Street, Suite 210, Galt, California 95632, and must be received on or before the time set forth in the Notice to Contractors Calling for Bids for the Bid Deadline. The envelope shall be plainly marked in the upper left-hand corner with the bidder's name, the Contract designation and the date and time for the Bid Deadline. It is the bidder's sole responsibility to ensure that its bid is received prior to the scheduled closing time for receipt of bids (Bid Deadline). In accordance with Government Code Section 53068, any bid received after the scheduled closing time for receipt of bids shall be returned to the bidder unopened. At the time set forth in the Notice to Contractors Calling for Bids for the Bid Deadline, the sealed bids will be opened and read aloud at the DISTRICT's office.
- 4. <u>Bid Security</u>. Each bid shall be accompanied by a cashier's check or bid bond issued by an admitted surety insurer in the amount of not less than ten percent (10%) of the total bid amount stated in the bid. Said check or bond shall be made payable to the DISTRICT and shall be given as a guarantee that the bidder, if awarded the Work, will enter into an Agreement within five (5) calendar days after award of the Contract, and will furnish, on the prescribed forms, the necessary insurance certificates, performance bond, and labor and material bond in accordance with the Contract Documents. In case of refusal or failure to enter into the Agreement within five (5) calendar days after award of the Contract, the check or bid bond, as the case may be, shall be forfeited to the DISTRICT as liquidated damages, not as a penalty. If the bidder elects to furnish a bid bond as its Bid Security, the bidder shall use the bid bond form included herein.
- 5. <u>Signature</u>. The bid form, all bonds, all designations of subcontractors, the Contractor's Certificate, the Agreement, and all Guarantees must be signed in the name of the bidder and must bear the signature of the person or persons duly authorized to sign the bid. If bidder is a

corporation, the legal name of the corporation shall first be set forth, together with two signatures: one from among the chairman of the board, president or vice president and one from among the secretary, chief financial officer, or assistant treasurer. Alternatively, the signature of other authorized officers or agents may be affixed, if duly authorized by the corporation. Such documents shall include the title of such signatories below the signature and shall bear the corporate seal. If bidder is a joint venture or partnership, there shall be submitted with the bid, certifications signed by authorized officers of each of the parties to the joint venture or partnership, naming the individual who shall sign all necessary documents for the joint venture or partnership and, should the joint venture or partnership be the successful bidder, the individual who shall act in all matters relative to the Contract resulting therefrom for the joint venture or partnership. If bidder is an individual, his/her signature shall be placed on such documents. Any Bid submitted by an agent shall have a current Power of Attorney attached, certifying the agent's power to bind the Bidder.

- 6. <u>Modifications</u>. Changes in or additions to the bid form, recapitulations of the work bid upon, alternative proposals, or any other modification of the bid form which is not specifically called for in the Contract Documents may result in the DISTRICT'S rejection of the bid as not being responsive to the 'Notice to Contractors Calling for Bids'. No oral, facsimile, or telephonic modification of any bid submitted will be considered and a telegraphic modification may be considered only if the postmark evidences that a confirmation of the telegram duly signed by the bidder was placed in the mail prior to the opening of bids.
- 7. <u>Erasures, Inconsistent or Illegible Bids</u>. The bid submitted must not contain any erasures, interlineations, or other corrections unless each such correction creates no inconsistency and is suitably authenticated by affixing in the margin immediately opposite the correction the signature or signatures of the person or persons signing the bid. In the event of inconsistency between words and figures in the bid price, words shall control figures. In the event the DISTRICT determines that any bid is unintelligible, inconsistent or ambiguous, the DISTRICT may reject such bid as not being responsive to the Notice to Contractors Calling for Bids.
- 8. Examination of Site and Contract Documents. At its own expense and prior to submitting its bid, each bidder shall examine the Contract Documents; visit the site and determine the local conditions which may in any way affect the performance of the Work, including the prevailing wages and other relevant cost factors; familiarize itself with all Federal, State and local laws, ordinances, rules, regulations and codes affecting the performance of the Work, including the cost of permits and licenses required for the Work; determine the character, quality, and quantities of the Work to be performed and the materials and equipment to be provided; and correlate its observations, investigations, and determinations with the requirements of the Contract Documents. The DISTRICT and its architect shall not be liable for any loss sustained by the Contractor resulting from any variance between the conditions and design data given in the Contract Documents and the actual conditions revealed during the bidder's examination or during the progress of the Work. The submission of a bid shall be incontrovertible evidence that the bidder has complied with all the requirements of this provision of the Information for Bidders.
- 9. <u>Unit Prices</u> If unit prices are called for on the bid form, the unit price for each item shall be shown and shall include its pro rata share of supervision, any necessary insurance, bond, overhead and profit. The special attention of all bidders is called this provision, and all

increases and decreases shall be at the same value with no extra compensation if it is necessary to revise quantities.

- 10. Withdrawal of Bids. Any bid may be withdrawn by written request, confirmed in the manner specified above for bid modifications, at any time prior to the Bid Deadline. All requests for bid withdrawal must be accompanied with a power-of-attorney or other proof acceptable to the DISTRICT which authorizes the individual requesting the bid withdrawal to so act on behalf of the bidder. Withdrawn Bids may be resubmitted up to the time and date designated as the Bid Deadline. The bid security for bids withdrawn prior to the Bid Deadline, in accordance with this paragraph shall be returned on demand therefore.
- 11. Agreements and Bonds. The Agreement form which the successful bidder, as Contractor, will be required to execute, and the form of the payment bond which such Contractor will be required to furnish in accordance with Civil Code Section 3247 prior to execution of the Agreement, are included in the Contract Documents and should be carefully examined by the bidder. Unless otherwise specified in the Special Conditions, the payment bond shall be in the amount of One Hundred percent (100%) of the amount of the Contract. The Contractor will also be required to furnish a performance bond in the amount of one hundred percent (100%) of the amount of the Contract and in the form included in the Contract Documents, and any Certificates of Insurance as required in the Contract, all prior to execution of the Contract.
- 12. <u>Bidders Interested in More Than One Bid.</u> No person, firm or corporation shall be allowed to make, or file, or be interested in more than one bid for the same work unless alternate bids are specifically called for. A person, firm, or corporation that has submitted a sub proposal to a bidder, or that has quoted prices of materials to a bidder, is not thereby disqualified from submitting a proposal or quoting prices to other bidders or making a prime proposal.
- 13. Award of Contract. The DISTRICT reserves the right to reject any or all bids, or to waive any irregularities or informalities in any bids or in the bidding. If two identical low bids are received from responsible bidders, the DISTRICT will determine which bid will be accepted pursuant to Public Contract Code Section 20117. The award of the Contract, if made by the DISTRICT, will be by action of the governing board and to the lowest responsible bidder therefore from among those bidders responsive to the call for bids. In the event an award is made to a bidder and such bidder fails or refuses to execute the Contract and provide the required documents within five (5) calendar days after notification of the award of the Contract to bidder, the DISTRICT may award the Contract to the next lowest bidder or release all bidders.
- 14. <u>Alternates</u>. If alternate bids are called for, the Contract may be awarded at the election of the governing board to the lowest responsible bidder on the base bid, or on the base bid and any alternate or combination of alternates. The lowest bidder shall be determined as described in the Notice to Contractors Calling for Bids.
- 15. <u>Listing Subcontractors</u>. Each bidder shall submit, on the form furnished with the Contract Documents, a list of the proposed subcontractors on this project as required by the Subletting and Subcontracting Fair Practices Act (Public Contract Code section 4100, et seq.). If

alternate bids are called for and the bidder intends to use different or additional subcontractors, a separate list of subcontractors must be submitted for each such alternate.

- 16. Workers' Compensation. In accordance with the provisions of section 3700 of the Labor Code, the successful bidder as Contractor shall secure the payment of Workers' Compensation to all employees. Contractor shall sign and file with DISTRICT the following certificate prior to performing the work under this Contract: "I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that Code, and I will comply with such provisions before commencing the performance of the work of this contract." The form of such certificate is included as a part of the contract documents.
- 17. <u>Contractor's License</u>. If, at the time the bids are opened, bidder is not licensed to perform the project in accordance with Division 3, Chapter 9 of the Business and Professions Code of the State of California and the Notice to Contractors Calling for Bids, such bid will not be considered.
- 18. <u>Anti-Discrimination</u>. It is the policy of the DISTRICT that in connection with all work performed under contracts, there be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, religious creed, sex, age or marital status. The Contractor agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment Practice Act, beginning with Government Code Section 12900, and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by any subcontractors employed on the work by any such Contractor and if applicable, shall complete and submit with its bid the Equal Employment Opportunity Status Report included as part of the Bid Form.
- 19. <u>Hold Harmless</u>. The Contractor shall indemnify and hold harmless the DISTRICT, its officers, agents, and employees from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:
 - (a) Liability for damages for (1) death or bodily injury to persons; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising under either (1) or (2) above, sustained by the Contractor or any person, firm or corporation employed by the Contractor upon or in connection with the work called for in the Agreement, except for liability resulting from the sole negligence, or willful misconduct of the DISTRICT, its officers, employees, agents or independent contractors who are directly employed by the DISTRICT.
 - (b) Any injury to or death of persons or damage to property caused by any act, neglect, default or omission of the Contractor, or any person, firm, or corporation employed by the Contractor, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm or corporation, including the DISTRICT, arising out of, or in any way connected with the work covered by the Agreement, whether said injury or damage occurs either on or off school district property, if the liability arose

from the negligence or willful misconduct of anyone employed by the Contractor, either directly or by independent contract, and not by the active negligence of the DISTRICT.

The Contractor, at Contractor's own expense, cost (including attorney's fees) and risk shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its officers, agents or employees, or any such claim or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

- 20. Preference for Materials. No specifications for bids in connection with the letting of contracts for the construction, alteration, or repair of public works shall be drafted (1) in such a manner as to limit the bidding, directly or indirectly, to any one specific concern, or (2) except in those instances where the product is designated to match others in use on a particular public improvement either completed or in the course of completion calling for a designated material, product, thing, or service by specific brand or trade name and unless the specification lists at least two brands or trade names of comparable quality or utility and is followed by the words "or equal" so that bidders may furnish any equal material, product, thing, or service. In those cases involving a unique or novel product application required to be used in the public interest, or where only one brand or trade name is known to the DISTRICT, it may list only one. Contractor shall within thirty-five (35) calendar days after award of the Contract submit data substantiating a request for substitution of "an equal" item.
- 21. <u>Surety Qualifications</u>. All surety companies that are admitted Surety insurers pursuant to California Code of Civil Procedure Section 995.120 and comply with the provisions of California Code of Civil Procedure Sections 995.630 and 995.660 shall be satisfactory to the DISTRICT.
- 22. <u>Contract Duration and Liquidated Damages</u>. All Work must be completed within the time limits set forth in the Project Schedule and/or Notice to Proceed. It is agreed that damages for the failure of the Contractor to complete the total Work described herein within the time limits required are impossible to ascertain but that the sum of <u>Two Thousand Five Hundred</u> Dollars (\$2,500.00) per calendar day is a reasonable estimate. Should the Work not be completed within the specified time for completion, the Contractor shall be liable for liquidated damages, payable to the District, in the amount stated above for each calendar day of delay in completion. Bidder and District agree that such amount of liquidated damages is not to be considered a penalty.
- 23. <u>Drug-Free Workplace Certification</u>. Pursuant to Government Code Sections 8350 <u>et seq.</u>, the successful bidder will be required to execute a Drug-Free Workplace Certificate upon execution of the Agreement. The Contractor will be required to take positive measures outlined in the certificate in order to insure the presence of a drug-free workplace. Failure to abide with the conditions set forth in the Drug-Free Workplace Act could result in penalties including termination of the Agreement or suspension of payment thereunder.
- 24. <u>Disabled Veteran Business Enterprise Requirements</u>. The DISTRICT is in full compliance with Education Code, Section 17076.11 with regard to the Disabled Veteran Business

Enterprises (DVBE) program. Pursuant to Education Code Section 17076.11, the successful bidder will be required to execute documentation identifying any amounts paid to DVBE's for work required under the agreement before the release of final payment. Failure to abide with the conditions of this requirement could result in penalties including termination of the Agreement or suspension or payment thereunder.

- 25. <u>Public Works Construction Projects DIR</u>. California Law requires that all contractors and subcontractors bidding on Public Works Construction Projects be registered with the Director of Industrial Relations (DIR) prior to submitting a bid and pay an annual fee to the DIR. Additional information is available on the DIR's website at http://www.dir.ca.gov/Public-Works.html and contractors may register and pay their fee on-line.
- 26. <u>Criminal History Clearance</u>. Pursuant to Education Code Sections 33192 and 45125.1 <u>et seq.</u>, the successful bidder will be required to execute a Criminal History Clearance/ Site Protection Certificate upon execution of the Agreement. The Contractor will be required to take positive measures outlined in the certificate in order to keep violent or serious offenders away from pupils and staff on the site. Failure to abide with the conditions set forth in the Michelle Montoya School Safety Act could result in penalties including termination of the Agreement or suspension of payment thereunder.

BID FORM

TO: <u>GALT JOINT ELEMENTARY SCHOOL DISTRICT</u>, acting by and through its Governing Board, herein called the "DISTRICT":

Project: Restoration Services and Painting Project

Removal of Metal Lath & Stucco

Located at: 1018 C Street Suite 210, Galt, CA 95632

all in strict conformity with the complete contract as defined in the Agreement, prepared therefore and now on file at the office of: <u>Galt Joint Union Elementary School District</u>, 1018 C Street, Suite 210, <u>Galt</u>, <u>CA. 95632</u> for the sum of:

Unit Price \$

	Synthetic Stucco to Masonry Block	Unit Price \$	
	Seal & Paint Stucco	Unit Price \$	
	Build-up 3 ply roofing	Unit Price \$	
	Repair, Replace Gutters and Downspouts	Unit Price \$	
	Total Bid before Allowances:	\$	_
	Allowance:	\$	_
	Total Base Bid (including Allowance(s)):	\$	_
Total:			
			_ DOLLARS

Base bid to include all work indicated in bid documents and at mandatory bid walk.

Provide price to add/deduct the following work. Alternates:
None.

The undersigned hereby acknowledges receipt of, and is familiar with the contents of, the following Addenda, and the undersigned warrants that all costs therefore are included in this proposal:

Addendum No	dated
Addendum No	dated
Addendum No.	dated
Addendum No.	dated

- 1. Each individual bid term shall be determined from visiting the work site, reviewing the plans and specifications, and all other portions of the contract documents, and shall include all items necessary to complete the work, including the assumption of all obligations, duties, and responsibilities necessary for the successful completion of the contract and the furnishing of all materials and equipment required to be incorporated in and form a permanent part of the work: tools, equipment, supplies, transportation, facilities, labor, superintendence, and services required to perform and complete the work; and bonds, insurance as required by the Contract and submittals; all as per the requirements of the contract documents, whether or not expressly listed or designated.
- 2. It is understood that the DISTRICT reserves the right to reject this bid and that this bid shall remain open and not be withdrawn for the period specified in the Notice to Contractors Calling for Bids.
- 3. The required list(s) of proposed subcontractors is attached hereto, and the undersigned represents and warrants that such list(s) is complete and in compliance with the Subletting and Subcontracting Fair Practices Act.
 - 4. The required Non-Collusion Declaration is hereto attached.
 - 5. The required bid security is hereto attached.
 - 6. The required Contractors Certificate Regarding Workers' Compensation is hereto attached.
 - 7. The Information Required of Bidder is attached hereto.
- 8. It is understood and agreed that if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a contract in the form attached hereto in accordance with the bid as accepted, and that the undersigned will also furnish and deliver to the DISTRICT the Performance Bond and Payment Bond as specified, all within the five (5) calendar days after receipt of notification of award, and that the work under the contract shall be commenced by the undersigned bidder, if awarded the contract on the date to be stated in the DISTRICT'S Notice to Proceed delivered to the Contractor, and shall be completed by the Contractor in the time specified in the contract documents.

	mmunications conveying acceptance of bids, requests for additional information or other uld be addressed to the undersigned at the address stated below.
10. The	e name of all persons interested in the foregoing proposal as principals are as follows:
also names of the p	TICE: If bidder or other interested person is a corporation, state legal name of corporation, resident, secretary, treasurer, and manager thereof; if a partnership, state true name of firm, idividual partners composing firm; if bidder or other interested person is an individual, state in full.)
DISTRICT all right Act (15 U.S.C. Sec arising from the pu	submitting this bid, the bidder offers and agrees that if the bid is accepted, it will assign to its, title and interest in and to all causes of action it may have under Section 4 of the Clayton tion 15) or under the Cartwright Act (Business & Professions Code Section 16700 et seq.) rehase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to ment shall be made and become effective at the time the DISTRICT tenders final payment.
	the bidder is a corporation, the undersigned hereby represents and warrants that the ally incorporated and is in good standing in the State of California and that whose title is, is
authorized to act for	r and bind the corporation.
Agreement, Contra DISTRICT within	s understood and agreed that, should bidder fail or refuse to return executed copies of the actor's Certificate, Certification of Insurance as required, and required bonds to the five (5) days of actual notice of the award of the contract to bidder, the security may be TRICT as liquidated damages.
the act providing fo Class; th and effect througho employed will have	e undersigned hereby warrants that the bidder has an appropriate license, in accordance with r the licensing of contractors, License No
shall be, in full con in the hiring of its e	e bidder hereby certifies that it is, and at all times during the performance of work hereunder apliance with the provisions of the Immigration Reform and Control Act of 1986 ("IRCA") employees, and the bidder shall indemnify, hold harmless and defend the DISTRICT against proceedings, penalties or claims arising out of the bidder's failure to comply strictly with the
to and comply with	s understood and agreed that the CONTRACTOR, as well as all subcontractors will adhere hall statutes and regulations pertaining to monitoring and enforcement of prevailing s by the Department of Industrial Relations.

17. It is understood and agreed that if, requested by the DISTRICT, the bidder shall furnish a notarized financial statement, references, and other information sufficiently comprehensive, to permit an appraisal of its current financial condition.

The undersigned hereby declares that all of the representations of this bid are made under penalty of perjury under the laws of the State of California.

<u>Individual</u>	Name:				_
Contractor	Signed by:				_
	Business Address:				-
	Date:				- -
******	*******	******	******	******	*****
Partnership	Nama				
ratuletship	NameSigned by:			Dortner	-
	Business Address:			,ı aı uıcı	
					-
	Date:				=
	Other Partners:				=
	o ther runnings.				-
******	*******	*********	******	******	******
Corporation 1	Name:(a	1			-
	(a	Corporation ¹)			
	Business Address:				-
	Signed by:		President Dated:		-
	Signed by:		Secretary, Dated:		
	c ,				
		[Seal and Attest]			
	Rusiness Addı	ress:			
					<u>.</u>
A corporation r	receiving the award shall f	furnish evidence of it	ts corporate existence a	and evidence th	nat the officer signing the
Agreement and	Bonds is duly authorized	to do so.	ـــــــــــــــــــــــــــــــــــــ	ماد	ملد
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Joint Venture	Name:				
	Signed by:			Joint Venture	-
	Business Address:				-
	Date:				<u>.</u>
*****	*******	*****	******	*****	******
and an analysis and an		A CONTRACTOR OF THE		en e	A Committee of the comm
Other Parties to	Joint Venture:				

(Signed)	
Doing Business as:	
If a Partnership:	
Signed by:	, Partner
If a Corporation:	
(a	Corporation)
By:	Date:
Title:	Seal and Attest)

DESIGNATION OF SUBCONTRACTORS

In compliance with the Subletting and Subcontracting Fair Practices Act (Chapter 4, commencing at Section 4100, Division 2, Part 1 of the Public Contract Code of the State of California) and any amendments thereof, each bidder shall set forth below: (a) the name and the location of the place of business of each subcontractor who will perform work or labor or render service to the prime contractor in or about the construction of the work or improvement to be performed under this contract or a subcontractor licensed by the State of California who, under subcontract to the prime contractor, specially fabricates and installs a portion of the work or improvement according to detailed drawings contained in the plans and specifications in an amount in excess of one-half of one percent of the prime contractor's total bid; (b) the designation of those subcontractors who will be used by the prime contractor to fulfill minority (MBE), women (WBE) and disabled veteran business enterprise (DVBE) participation goals; and (c) the portion of the work which will be done by each subcontractor under this Act. The prime contractor shall list only one subcontractor for each such portion as is defined by the prime contractor in this bid. The successful prime contractor shall provide the District within ten (10) days from notification of award a complete list of all subcontractors named below, including license numbers, classifications and expiration dates.

If a prime contractor fails to specify a subcontractor or if a prime contractor specifies more than one subcontractor for the same portion of work to be performed under the contract in excess of one-half of one percent of the prime contractor's total bid, the prime contractor shall be deemed to have agreed that it is fully qualified to perform that portion, and that said prime contractor alone shall perform that portion.

No prime contractor whose bid is accepted shall (a) substitute any subcontractor, (b) permit any subcontract to be voluntarily assigned or transferred or allow it to be performed by any one other than the original subcontractor listed in the original bid, or (c) sublet or subcontract any portion of the work in excess of one-half of one percent of the prime contractor's total bid as to which the original bid did not designate a subcontractor, except as authorized in the Subletting and Subcontracting Fair Practices Act. Subletting or subcontracting of any portion of the work in excess of one-half of one percent of the prime contractor's total bid as to which no subcontractor was designated in the original bid shall only be permitted in cases of public emergency or necessity, and then only after a finding reduced to writing as a public record of the authority awarding this contract setting forth the facts constituting the emergency or necessity.

No contractor or subcontractor may be awarded a contract for public work on a public works project (awarded on or after April 1, 2015) unless registered with the Department of Industrial Relations pursuant to Labor Code section 1725.5. All listed subcontractors' registration numbers must be included in this document.

Note: If alternate bids are called for and bidder intends to use a different or additional subcontractor on the alternates, a separate list of subcontractors must be provided for each such alternate.

DESIGNATION OF SUBCONTRACTORS

Portion of Work to be Performed and Portion Designation as M/W/DVBE	Name of Sub-bidder or Fabricator	Location of Place of Business	Contractor's License Number	DIR#

Bid No.	
137813v1	/ GAJUSD.45

NON-COLLUSION DECLARATION TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

The undersign	ed declares:			
1.	I am the	of	er Name	_, the party making the foregoing bid.
2. partnership, co	The bid is not made in the bid is not made in the company, association, or			behalf of, any undisclosed person, ration.
3.	The bid is genuine an	nd not collusive	e or sha	m.
		ot directly or in	directly	luced or solicited any other bidder to put in a y colluded, conspired, connived, or agreed refrain from bidding.
	on, or conference with	anyone to fix the	he bid p	or indirectly, sought by agreement, price of the bidder or any other bidder, or to or of that of any other bidder.
6.	All statements contain	ined in the bid a	are true	
corporation, p	ereof, or the contents t artnership, company, a to effectuate a collusive	thereof, or divuassociation, org	lged int ganizati	debmitted his or her bid price or any formation or data relative thereto, to any on, bid depository, or to any member or as not paid, and will not pay, any person or
venture, limite	ed liability company, l	imited liability	partner	er that is a corporation, partnership, joint rship, or any other entity, hereby represents this declaration on behalf of the bidder.
	r penalty of perjury ur d that this declaration			Date
at				
at City		State		
Signatu	ıre			
Name I	Printed or Typed			
Addres	S			Telephone Number

BID BOND

KNOW ALL MEN BY THESE PRESENTS, that we	
as Principal, and	as Surety, an admitted Surety
insurer pursuant to Code of Civil Procedure Section 995	.120 are held and firmly bound unto the Galt Joint
Union Elementary School District, hereinafter called the	ne DISTRICT, in the penal sum of TEN PERCENT
(10%) OF THE TOTAL AMOUNT OF THE BID of the P	rincipal submitted to the said DISTRICT for the work
described below for the payment of which sum in lawful n	noney of the United States, well and truly to be made,
we bind ourselves, our heirs, executors, administrators, su	ccessors and assigns, jointly and severally, firmly by
these presents.	
THE CONDITION OF THIS OBLIGATION IS SUC	CH that whereas the Principal has submitted the
accompanying bid dated2	•
1 7 8	

NOW, THEREFORE, if the Principal shall not withdraw said bid within the period specified therein after the opening of the same, or, if no period be specified, within 90 days after the said opening; and if the Principal is awarded the contract, and within the period specified therefore, or if no period be specified, within (5) days after the prescribed forms are presented to Principal for signature, enters into a written contract with the DISTRICT, in accordance with the bid as accepted and give bond with good and sufficient surety or sureties, as may be required for the faithful performance and proper fulfillment of such contract and for the payment for labor and materials used for the performance of the contract, or in the event of the withdrawal of said bid within the period specified or the failure to enter into such contract and give such bonds within the time specified, the Principal shall pay the DISTRICT the difference between the amount specified in said bid and the amount for which the DISTRICT may procure the required work and/or supplies, if the latter amount be in excess of the former, together with all costs incurred by the DISTRICT in again calling for bids, then the above obligation shall be void and of no effect, otherwise said obligation shall remain in full force and effect.

Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the terms of the contract or the call for bids, or to the work to be performed there under, or the specifications accompanying the same, shall in any way affect its obligation under this bond, and it does hereby waive notice of any such change, extension of time, alteration or addition to the terms of said contract or the call for bids, or to the work, or to the specifications.

In the event suit is brought upon this bond by the DISTRICT and judgment is recovered, the Surety shall pay all costs incurred by the DISTRICT in such suit, including a reasonable attorney's fee to be fixed by the court.

	rties have executed this instrument under their several see name and corporate seal of each corporate party be	
these presents duly signed by its u	ndersigned representative, pursuant to authority of its g	overning body.
(Corporate Seal of		
Principal, if Corporation)	Principal (Proper Name of Bidder)	
	By	
	Signature of Bidder	
(Corporate Seal of Surety)	Surety	
	ByAttorney-in-Fact	
(Attach Attorney-in-Fact Certificate and Required		
Acknowledgments)	Name and Agent of Surety	<u> </u>
	Telephone Number of California Agent of Surety	

CONTRACTOR'S CERTIFICATE REGARDING WORKERS' COMPENSATION TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

Labor Code Section 3700

"Every employee except the state shall secure the payment of compensation on one or more of the following ways:

- (a) By being insures against liability to pay compensation in one or more insurers duly authorized to write compensation in this state.
- (b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure, and to pay any compensation that may become due to his employee.
- (c) For any county, city, city and county, municipal corporation, public district, public agency, or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing form the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before May 31, 1979, a political subdivision of the state which, on December 31, 1978, was insured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702."
- (d) Upon request for certified payroll records, the contractor shall supply one original ($8 \frac{1}{2} \times 11$ sheets) and three copies. The contractor shall obliterate the identity of social security numbers of all employees.
- (e) The Contractor agrees to comply with Labor Code Sections 1774 and 1775 (Payment of Prevailing Wage Rates) and Labor Code Section 1777.5, placing the responsibility for compliance with the statute for all apprenticeable occupations on the prime contractor. The Contractor shall comply with the requirements imposed by California Labor Code Sections 1720 through 1815 regarding public works projects and prevailing wage law.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of the code, and I will comply with such provisions before commencing the performance of the work of this contract.

	(Proper Name of Contractor)	
Ву		
(Signature of Contractor)		

the above certificate must contract.)	be signed an	nd filed with	the awarding	body prior	to performing	any work under	r this

In Accordance with Article 5 (commencing at Section 1860), Chapter 1, Part 7, Division 2 of the Labor Code,

Bid No. _____ 137813v1 / GAJUSD.45

AGREEMENT

THIS AGREEMENT, dated the 18th day of June, 2024, in the County of Sacramento	o, California, (representing
the State Allocation Board, State of California) by and between the Galt Joint V	Union Elementary School
District, hereinafter referred to as "DISTRICT" or "OWNER" and	hereinafter referred to
as "CONTRACTOR"	

WITNESSETH:

That the DISTRICT and the CONTRACTOR, for the consideration stated herein, agree as follows:

1. <u>Contract:</u>

The complete Contract includes all of the Contract documents, including the Notice to CONTRACTOR's Calling For Bids, Information for Bidders, Bid Form, Designation of Subcontractors, Information Required of Bidder, CONTRACTOR Prequalification Documents if required, CONTRACTOR's Certificate Regarding Workers' Compensation, Change Order Form, Shop Drawing Transmittal Form, Non-Collusion Declaration, Drug-Free Workplace Certification, Criminal History Clearance Certificate, Disabled Veteran Business Enterprises Documentation, Guarantee, Performance Bond, Payment Bond, Insurance Policies as required, Asbestos and Other Hazardous Materials Certification, Lead Based Paint Certification, General Conditions, Special Conditions if any, Plans, Drawings, Specifications, this Agreement, and all modifications and Addenda thereto, and by this reference are incorporated herein. The Contract documents are complementary, and what is called for by any one shall be as binding as if called for by all.

2. Statement of Work:

CONTRACTOR shall perform that work designated in CONTRACTOR's Bid Form that constitutes at least 15% of the total work, exclusive of supervisory and clerical work, without the services of any Subcontractor. CONTRACTOR shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide and furnish all the labor, materials, necessary tools, expendable equipment, and all utility and transportation services as described in the complete Contract and required for the public works project described as follows: Restoration Serviced and Painting Project in accordance with drawings and specifications prepared by PBK Architects. All of said work to be performed and materials to be furnished shall be completed in a good workmanlike manner in strict accordance with the Plans, Drawings, Specifications and provisions of the complete Contract as herein above defined. The CONTRACTOR shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the CONTRACTOR shall not be excused with respect to any failure to so comply by any act or omission of the Architect, Engineer, Inspector, Division of the State Architect, or representative of any of them, unless such act or omission actually prevents the CONTRACTOR from fully complying with the requirements of the documents, and unless the CONTRACTOR protests at the time of such alleged prevention that the act or omission is preventing the CONTRACTOR from fully complying with the Contract documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT office within three (3) working days of the date of occurrence of the act or omission preventing the CONTRACTOR from fully complying with the Contract documents. Each subcontract shall contain all of the termination provisions set forth in the Contract, which shall be applicable to all work performed by Subcontractors.

3. <u>Compensation:</u>

Bid No.	
137813v1	/ GAJUSD.45

DISTRICT shall pay to the CONTRACTOR, as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract documents, the sum of five hundred fifty-eight thousand dollars, \$558,000 said sum being the total amount of the following amounts stipulated in the bid.

4. <u>Time For Completion:</u>

The CONTRACTOR shall prosecute the Work in a prompt, diligent and workmanlike manner. The work shall be commenced on or about the date stated in the DISTRICT's Notice to Proceed and shall be completed as follows:

Constriction shall start June 19, 2024 with Final Completion due July 19, 2024. CONTRACTOR shall also meet any milestone deadlines stated in the Special Conditions or other Contract Documents. Said Notice shall not require that work be commenced less than five (5) calendar days from the date of issuance and receipt of said notice. CONTRACTOR acknowledges that it shall be liable for liquidated damages if the project is not timely completed.

5. <u>Liquidated Damages:</u>

Time is of the essence in this Agreement. If the work is not completed in accordance with Paragraph 4 above, it is understood that the DISTRICT will suffer damage. It being impractical and infeasible to determine the amount of actual damage, in accordance with Government Code section 53069.85 and Public Contract Code section 7203 it is agreed that CONTRACTOR shall pay to DISTRICT as fixed and liquidated damages, and not as a penalty, the sum of Two Thousand Five Hundred Dollars (\$2,500) for each calendar day of delay until work is completed and accepted, as well as any other liquidated damages stated in the Special Conditions or other Contract Documents. This amount shall be deducted from any payments due to or to become due to CONTRACTOR. CONTRACTOR and CONTRACTOR's surety shall be liable for the amount thereof. Written time extensions may be granted by the DISTRICT upon prior written request for such extension by CONTRACTOR.

6. Indemnification:

The CONTRACTOR agrees to and does hereby indemnify and hold harmless the DISTRICT, its officers, agents, and employees from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

- (a) Liability for damages for (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising under either (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR upon or in connection with the work called for in this Agreement, except for liability resulting from the sole negligence or willful misconduct of the DISTRICT, its officers, employees, agents or independent CONTRACTORS who are directly employed by the DISTRICT.
- (b) Any injury to or death of persons or damage to property caused by any act, neglect, default or omission of the CONTRACTOR, or any person, firm, or corporation employed by the CONTRACTOR, either directly or by independent Contract, including all damages due to loss or theft, sustained by any person, firm or corporation, including the DISTRICT arising out of, or in any way connected with the work covered by this Agreement, whether said injury or damage occurs either on or off school district property, if the liability arose from the negligence or willful misconduct of anyone employed by the CONTRACTOR, either directly or by independent Contract, and not by the active negligence of the DISTRICT.

The CONTRACTOR, at CONTRACTOR's own expense, cost (including attorney's fees), and risk shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its officers, agents or employees, or any such claim, demand or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

8. Copies of Drawings and Specifications:

Electronic copies of drawings and specifications will be furnished free of charge to CONTRACTOR. Additional hard copies may be obtained at cost of reproduction by Contractor.

9. Required Number of Executed Copies:

The number of executed copies of the Agreement, the CONTRACTOR's Certificate, the Performance Bond and the Payment Bond required is <u>one</u>.

10. <u>Inspector's Field Office is</u> square feet of floor area.

11. <u>Substitution of Securities:</u>

Pursuant to Section 22300 of the Public Contract Code, the Contract permits the substitution of securities for any monies withheld by the DISTRICT to ensure performance under the Contract. At the request and expense of the CONTRACTOR, securities equivalent to the amount withheld shall be deposited with the DISTRICT, or with a state or federally chartered bank in California as the escrow agent, who shall then pay such monies to the CONTRACTOR. Upon satisfactory completion of the Contract, the securities shall be returned to the CONTRACTOR. Alternatively, the CONTRACTOR may request and the DISTRICT shall make payment of retention earned directly to the escrow agent at the expense of the CONTRACTOR.

Securities eligible for investment under this section shall include those listed in Section 16430 of the Government Code, or bank or savings and loan certificates of deposit. The CONTRACTOR shall be the beneficial owner of any securities substituted for monies withheld and shall receive any interest thereon.

12. Prevailing Wage Compliance

This Contract is subject to monitoring and enforcement of prevailing wage requirements by the Labor Commissioner of the Department of Industrial Relations as set forth in Chapter 1 of Part 7 of Division 2 of the California Labor Code (commencing at section 1720) and the accompanying regulations at Subchapter 4.5 of Chapter 8 of Division 1 of Title 8 of the California Code of Regulations. The DISTRICT, the CONTRACTOR, and any Subcontractors shall comply with the laws and regulations governing payment of prevailing wages.

Labor Code section 1725.5 requires that all contractors and subcontractors bidding on Public Works Construction Projects be registered with the Director of Industrial Relations (DIR) prior to submitting a bid and pay an annual fee to the DIR. Additional information is available on the DIR's website at http://www.dir.ca.gov/Public-Works/PublicWorks.html. An awarding body may not accept a bid or enter into a contract for public work with an unregistered contractor.

The Director of the Department of Industrial Relations of the State of California has determined the general prevailing rate of wages of per diem wages in the locality in which the work is to be performed for each craft or type of worker needed to execute the Contract which will be awarded to the successful bidder. Copies of the applicable prevailing wage rate determinations are made available to the awarding

DRUG-FREE WORKPLACE CERTIFICATION

This Drug-Free Workplace Certification form is required from all successful bidders pursuant to the requirements mandated by Government Code Section 8350 et seq., the Drug-Free Workplace Act of 1990. The Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or service from any State agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract or grant awarded by a State agency may be subject to suspension of payments or termination of the contract or grant, and the contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred.

Pursuant to Government Code Section 8355, every person or organization awarded a contract or grant from a State agency shall certify that it will provide a drug-free workplace by doing all of the following:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition;
- b) Establishing a drug-free awareness program to inform employees about all of the following:
 - 1) The dangers of drug abuse in the workplace;
 - 2) The person's or organization's policy of maintaining a drug-free workplace.
 - 3) The availability drug counseling, rehabilitation and employee-assistance programs;
 - 4) The penalties that may be imposed upon employees for drug abuse violations;
- c) Requiring that each employee engaged in the performance of the contract or grant, be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code Section 8355 listed above and will publish a statement notifying employees concerning (a) the prohibition of controlled substance at the workplace, (b) establishing a drug-free awareness program, and (c) requiring that each employee engaged in the performance of the contract be given a copy of the statement required by Section 8355(a) and requiring that the employee agree to abide by the terms of that statement.

I also understand that if the DISTRICT determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of Section 8355, that the contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of Section 8350 et seq.

I acknowledge that I am aware of the provisions of Government Code Section 8350 <u>et seq.</u> and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

Date:	_		
		CONTRACTOR	

DISABLED VETERAN BUSINESS ENTERPRISES (DVBE) DOCUMENTATION

This (DVBE) Documentation form is required from all successful bidders pursuant to the requirements of California Education Code Sections 17076.11. The District has established a participation goal for Disabled Veteran Business Enterprises (DVBE) of 3 percent per year of the funds expended by the District for construction and modernization projects.

The Contractor shall, prior to final payment under this agreement, provide this documentation to the District identifying any amount paid to DVBE's for work required under this Agreement.

I acknowledge that I am aware of the provisions of Education Code Section 17076.11 and hereby certify that the following information is true in relation with this contract.

Date:		
	CONTRACTOR SIGN	ATURE
Project:		
Final Contract Amount:		
Disabled Veteran Business Enterprise	Lic. No.	Amount
		<u>-</u>
		-

GUARANTEE

Guarantee for:

Restoration Services and Painting Project

We hereby guarantee that the Work we have completed on the above referenced project has been installed in accordance with the drawings and specifications and that the work as installed will fulfill the requirements included in the specifications and other Contract documents. The undersigned agrees to repair or replace any or all of such work, together with any other adjacent work which may be displaced in connection with such replacement, that may prove to be defective in workmanship or material within a period of two (2) year(s) from the date of final acceptance of the above-mentioned item by the Galt Joint Union Elementary School District, ordinary wear and tear and unusual abuse or neglect excepted.

In the event of the undersigned's failure to comply with the above-mentioned conditions within a reasonable period of time, as determined by the DISTRICT, but not later than <u>ten</u> (10) days after being notified in writing by the DISTRICT, the undersigned authorizes the DISTRICT to proceed to have said defects repaired or replaced and made good at the expense of undersigned, which will pay the costs and charges therefore upon demand.

Countergianed

	Countersigned
(Proper Name)	(Proper Name)
Ву	By
(Signature of Subcontractor or General Contractor)	(Signature of General Contractor if for Subcontractor)
Date:	
Representatives to be contacted for service:	
Name:	
Address:	
Phone No.:	

Bid No.	
137813v1	/ GAJUSD.45

ASBESTOS AND OTHER HAZARDOUS MATERIALS CERTIFICATION

by and between the Galt Joint Union Ele "DISTRICT") and	Materials Certification form is part of the Contract made ementary School District (hereinafter referred to as the (the "CONTRACTOR") for the Restoration Services and
Painting Project (hereinafter referred to as the	e "Project").
for the Project, no material furnished, install be composed of, any asbestos, polychlorinat state EPA or federal or state health agencies being hazardous under federal or state laws,	
1 1 1 1	der the laws of the State of California that the foregoing is ACTOR covenants that it has complied with the signature information for Bidders.
Executed on this day of	, 20 at
	Name of Contractor (Print or Type)
By:	By:
Signature	Signature
Print Name	Print Name
Title	Title

LEAD BASED PAINT CERTIFICATION

This Lead Based Paint Certification form is part of the Contract made by and between the Galt Joint Union Elementary School District (hereinafter referred to as "DISTRICT") and (hereinafter referred to as "CONTRACTOR") for the Restoration Services and Painting Project (hereinafter referred to as the "Project").

In recent years, lead-based paint and other materials have come to the forefront of the regulatory process. Regulatory agencies such as the California Occupational Safety and Health Administration, Environmental Protection Agency, California Department of Health Services ("DHS"), California Department of Education ("CDE"), and the Consumer Product Safety Commission have all regulated, in some manner, lead-containing paint and lead products.

Because CONTRACTOR and its employees will be providing services for DISTRICT, and because CONTRACTOR'S work may disturb lead-containing building materials, **CONTRACTOR IS HEREBY NOTIFIED** of the potential presence of lead-containing materials located within certain buildings utilized by DISTRICT. Lead was used extensively in paint because it rendered the paint more durable. All school buildings built prior to 1993 are presumed to contain some lead-based paint until sampling proves otherwise.

Although the regulatory process is not yet complete, there are several regulations currently in place that affect school districts. The CDE mandates that school districts utilize DHS lead-certified personnel when a lead-based hazard is identified. Examples of lead-certified personnel include: project designers, inspectors and abatement workers. The California Education Code also prohibits the use of lead-containing paint, lead plumbing and solders, or other potential sources of lead contamination in the construction of any new school facility or in the modernization or renovation of any existing school facility.

FURTHERMORE, SINCE IT IS ASSUMED BY DISTRICT THAT ALL PAINTED SURFACES (INTERIOR AS WELL AS EXTERIOR) WITHIN THE DISTRICT CONTAIN SOME LEVEL OF LEAD, IT IS IMPERATIVE THAT THE CONTRACTOR, ITS WORKERS AND SUBCONTRACTORS FULLY AND ADEQUATELY COMPLY WITH ALL APPLICABLE LAWS, RULES AND REGULATIONS GOVERNING LEAD-BASED MATERIALS (INCLUDING TITLE 8, CALIFORNIA CODE OF REGULATIONS, SECTION 1532.1).

If failure to comply with these laws, rules and regulations results in a site or Worker contamination, CONTRACTOR will be held solely responsible for all costs involved in any required corrective actions, and shall defend, indemnify and hold DISTRICT harmless, pursuant to the indemnification provisions of the Contract, for all damages and other claims arising therefrom. If lead disturbance is anticipated in the Work, only persons with appropriate accreditation, registrations, licenses and training shall conduct this Work.

It shall be the responsibility of CONTRACTOR to properly dispose of any and all waste products, including but not limited to, paint chips, any collected residue, or any other visual material that may occur from the prepping of any painted surface. It will be the responsibility of CONTRACTOR to provide the proper disposal of any hazardous waste by a certified hazardous waste hauler. This company shall be registered with the Department of Transportation and shall be able to

issue a current manifest number upon transporting any hazardous material from any school site within the DISTRICT.

CONTRACTOR shall provide DISTRICT with any sample results prior to beginning Work, during the Work, and after the completion of the Work. DISTRICT may request to examine, prior to the commencement of the Work, the lead training records of each employee of CONTRACTOR.

Any and all Work which may result in the disturbance of lead-containing building materials must be coordinated through DISTRICT. A signed copy of this Certification must be on file prior to beginning work on the Project, along with all current insurance certificates.

If CONTRACTOR is a corporation, this Certification shall be executed by either the chairman of the board, president, or vice president, and if a different individual, also by the secretary, chief financial officer, or assistant treasurer. See Section 4 of Information for Bidders for additional information.

In signing below, CONTRACTOR covenants that it has complied with the signature requirements described in Paragraph 4 of the Information for Bidders.

THE UNDERSIGNED HEREBY ACKNOWLEDGES, UNDER PENALTY OF PERJURY, THAT HE/SHE OR THEY HAS/HAVE RECEIVED NOTIFICATION OF POTENTIAL LEAD-BASED MATERIALS ON OWNER'S PROPERTY, AS WELL AS THE EXISTENCE OF APPLICABLE LAWS, RULES AND REGULATIONS GOVERNING WORK WITH, AND DISPOSAL OF, SUCH MATERIALS WITH WHICH IT MUST COMPLY. THE UNDERSIGNED ALSO WARRANTS THAT HE/SHE/THEY HAS/HAVE THE AUTHORITY TO SIGN ON BEHALF OF AND BIND CONTRACTOR. DISTRICT MAY REQUIRE PROOF OF SUCH AUTHORITY.

Contractor's Name	
Street Address	
Telephone Number	License Number
-	[Signatures follow on next page]

Typed or Printed Name and Title of Signatory
Signature
Typed or Printed Name and Title of Signatory
Si ou otava
Signature
RME of Company (If Applicable)

GENERAL CONDITIONS

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ARTICLE 1 GENERAL CONDITIONS

1.1 BASIC DEFINITIONS

1.1.1 THE CONTRACT DOCUMENTS

The "Contract Documents" consist of the Agreement between Owner and Contractor (the "Agreement"), the Bid Form and relevant documents, Contractor's bid, Conditions of the Contract (General, Supplementary and other Conditions), Drawings, Specifications, addenda, Payment Bond, Performance Bond, required insurance certificates, additional insured endorsement and declarations page, list of proposed subcontractors, Non-collusion Declaration, Roof Project Certification (where applicable), Sufficient Funds Declaration (Labor Code section 2810) and the Fingerprinting Notice and Acknowledgment and Independent Contractor Student Contact Form, other documents referred to in the Agreement, and Modifications issued after execution of the Agreement. A Modification is a written amendment to the Contract signed by both parties, a Change Order, a Construction Change Directive, or a written order for a minor change in the Work issued by the Owner. The Contract Documents are complementary, and each obligation of the Contractor, Subcontractors, and material or equipment suppliers in any one shall be binding as if specified in all.

1.1.2 THE CONTRACT

The Contract Documents form the Contract. The "Contract" represents the entire and integrated agreement between the parties and supersedes prior negotiations, representations, or agreements, either written or oral. The Contract may be amended or modified only by a written Modification. The Contract Documents shall not be construed to create a contractual relationship of any kind between the Architect and Contractor, between the Owner and any Subcontractor or Sub-subcontractor, or between any persons or entities other than the Owner and the Contractor. The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by the parties and approved or ratified by the Owner's Governing Board.

1.1.3 **THE WORK**

The "Work" shall include all labor, materials, services and equipment necessary for the Contractor to fulfill all of its obligations pursuant to the Contract Documents, including, but not limited to, punch list items and submission of documents. It shall include the initial obligation of any Contractor or Subcontractor, who performs any portion of the Work, to visit the Site of the proposed Work with Owner's representatives, a continuing obligation after the commencement of the Work to fully acquaint and familiarize itself with the conditions as they exist and the character of the operations to be carried on under the Contract Documents, and make such investigation as it may see fit so that it shall fully understand the facilities, physical conditions, and restrictions attending the Work under the Contract Documents. Each such Contractor or Subcontractor shall also thoroughly examine and become familiar with the Drawings, Specifications, and associated bid documents. The "Site" refers to the grounds of the Project as defined in the Contract Documents and such adjacent lands as may be directly affected by the performance of the Work. The Work shall constitute a "work of improvement" under Civil Code section 8050 and Public Contract Code section 7107.

1.1.4 THE PROJECT

The "Project" is the total construction of the work of improvement, and includes the Work performed in accordance with the Contract Documents, and may include construction by the Owner or by separate contractors, and may include pre-construction services.

1.1.5 THE DRAWINGS

The "Drawings" are graphic and pictorial portions of the Contract Documents prepared for the Project and approved changes thereto, wherever located and whenever issued, showing the design, location, and scope of the Work, generally including plans, elevations, sections, details, schedules, and diagrams as drawn or approved by the Architect.

1.1.6 THE SPECIFICATIONS

The "Specifications" are that portion of the Contract Documents consisting of the written requirements for material, equipment, construction systems, instructions, quality assurance standards, workmanship, and performance of related services.

1.1.7 THE PROJECT MANUAL

The "Project Manual" is the volume usually assembled for the Work which may include, without limitation, the bidding requirements, sample forms, Agreement, Conditions of the Contract, and Specifications.

1.1.8 **Or**

"Or" shall include "and/or."

1.1.9 **COMPLETION AND COMPLETE**

Statutory definitions of "Completion" and "Complete" shall apply for those statutory purposes. For all other purposes, including accrual of liquidated damages, Claims and warranties, "Completion" and "Complete" mean the point in the Work where (1) Contractor has fully and correctly performed all Work in all parts and requirements, including corrective and punch list work, and (2) Owner's representatives have conducted a final inspection that confirmed this performance. "Substantial" or any other form of partial or non-compliant performance shall not constitute "Completion" or "Complete."

1.2 EXECUTION, CORRELATION AND INTENT

1.2.1 CORRELATION AND INTENT

- 1.2.1.1 **Documents Complementary and Inclusive.** The Contract Documents are complementary and are intended to include all items required for the proper execution and Completion of the Work. Any item of work mentioned in the Specifications and not shown on the Drawings, or shown on the Drawings and not mentioned in the Specifications, shall be provided by Contractor as if shown or mentioned in both.
- 1.2.1.2 Coverage of the Drawings and Specifications. The Drawings and Specifications generally describe the work to be performed by Contractor. Generally, the Specifications describe work which cannot be readily indicated on the Drawings and indicate types, qualities, and methods of installation of the various materials and equipment required for the Work. It is not intended to mention every item of Work in the Specifications, which can be adequately shown on the Drawings, or to show on the Drawings all items of Work described or required by the Specifications even if they are of such nature that they could have been shown. All materials or labor for Work, which is shown on the Drawings or the Specifications (or is reasonably inferable therefrom as being necessary to Complete the Work), shall be provided by the Contractor whether or not the Work is expressly covered in the Drawings or the Specifications. It is intended that the Work be of sound, quality construction, and the Contractor shall be responsible for the inclusion of adequate amounts to cover installation of all items indicated, described, or implied in the portion of the Work to be performed by Contractor.

- 1.2.1.3 *Conflicts.* Without limiting Contractor's obligation to identify conflicts for resolution by the Owner, it is intended that the more stringent, higher quality, and greater quantity of Work shall apply for any conflict within the Contract Documents.
- 1.2.1.4 *Conformance with Laws.* Each and every provision of law required by law to be inserted in this Contract shall be deemed to be inserted herein, and the Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of either party the Contract shall be amended in writing to make such insertion or correction.

Before commencing any portion of the Work, Contractor shall check and review the Drawings and Specifications for such portion for conformance and compliance with all laws, ordinances, codes, rules and regulations of all governmental authorities and public utilities affecting the construction and operation of the physical plant of the Project, all quasi-governmental and other regulations affecting the construction and operation of the physical plant of the Project, and other special requirements, if any, designated in the Contract Documents. If Contractor observes any violation of any law, ordinance, code, rule or regulation, or inconsistency with any such restrictions or special requirements of the Contract Documents, then Contractor shall promptly notify Owner in writing of same and shall ensure that any such violation or inconsistency shall be corrected in the manner provided hereunder prior to the construction of that portion of the Work. Where requirements of the Contract Documents exceed those of the applicable building codes and ordinances, the Contract Documents shall govern. Contractor shall comply with all applicable Federal, State and local laws.

If, as, and to the extent that Public Contract Code section 1104 is deemed to apply after the execution or award of the Contract, then Contractor shall not be required to assume responsibility for the completeness and accuracy of architectural or engineering plans and specifications, notwithstanding any other provision in the Contract Documents, except to the extent that Contractor discovered or should have discovered and reported any errors and omissions to the Owner, including, but not limited to, as the result of any review of the plans and specifications by Contractor required by the Instructions to Bidders or other Contract Documents, whether or not actually performed by Contractor.

- 1.2.1.5 Ambiguity. Before commencing any portion of the Work, Contractor shall carefully examine all Drawings and Specifications and other information given to Contractor as to materials and methods of construction and other Project requirements. Contractor shall immediately notify Architect and Owner in writing of any perceived or alleged error, inconsistency, ambiguity, or lack of detail or explanation in the Drawings and Specifications in the manner provided herein. If the Contractor or its Subcontractors, material or equipment suppliers, or any of their officers, agents, and employees performs, permits, or causes the performance of any Work under the Contract Documents, which it knows or should have known to be in error, inconsistent, or ambiguous, or not sufficiently detailed or explained, then Contractor shall bear any and all costs arising therefrom including, without limitation, the cost of correction thereof without increase or adjustment to the Total Amount or the time for performance. If Contractor performs, permits, or causes the performance of any Work under the Contract Documents prepared by or on behalf of Contractor which is in error, inconsistent or ambiguous, or not sufficiently detailed or explained, then Contractor shall bear any and all resulting costs, including, without limitation, the cost of correction, without increase to or adjustment in the Total Amount or the time for performance. In no case shall any Subcontractor proceed with the Work if uncertain without the Contractor's written direction and/or approval.
- 1.2.1.6 *Execution*. Execution of the Agreement Between Owner and Contractor by the Contractor is a representation that the Contractor has visited the site, become familiar with the local conditions under which the Work is to be performed and has correlated personal observations with the requirements of the Contract Documents.

1.2.2 ADDENDA AND DEFERRED APPROVALS

- 1.2.2.1 *Addenda*. Subsequent addenda issued shall govern over prior addenda only to the extent specified. In accordance with Title 24, California Code of Regulations, addenda shall be approved by the Division of the State Architect ("DSA").
- 1.2.2.2 *Deferred Approvals.* The requirements approved by the DSA on any item submitted as a deferred approval in accordance with Title 24, California Code of Regulations, shall take precedence over any previously issued addenda, drawing or specification.

1.2.3 SPECIFICATION INTERPRETATION

- 1.2.3.1 *Titles.* The Specifications are separated into titled sections for convenience only and not to dictate or determine the trade or craft involved. Organization of the Specifications into divisions, sections and arriangement of Drawings shall not control the Contractor in dividing the Work among Subcontractors or in establishing the extent of work to be performed by any trade.
- 1.2.3.2 *As Shown, Etc.* Where "as shown," "as indicated," "as detailed," or words of similar import are used, reference is made to the Drawings accompanying the Specifications unless otherwise stated. Where "as directed," "as required," "as permitted," "as authorized," "as accepted," "as selected," or words of similar import are used, the direction, requirement, permission, authorization, approval, acceptance, or selection by Architect is intended unless otherwise stated.
- 1.2.3.3 *Provide.* "Provide" means "provided complete in place," that is, furnished, installed, tested, and ready for operation and use.
- 1.2.3.4 *General Conditions*. The General Conditions and any supplementary general conditions are a part of each and every section of the Specifications.
- 1.2.3.5 *Abbreviations*. In the interest of brevity, the Specifications are written in an abbreviated form and may not include complete sentences. Omission of words or phrases such as "Contractor shall," "shall be," etc., are intentional. Nevertheless, the requirements of the Specifications are mandatory. Omitted words or phrases shall be supplied by inference in the same manner as they are when a "note" occurs on the Drawings.
- 1.2.3.6 *Plural.* Words in the singular shall include the plural whenever applicable or the context so indicates.
- 1.2.3.7 *Metric.* The Specifications may indicate metric units of measurement as a supplement to U.S. customary units. When indicated thus: 1" (25 mm), the U. S. customary unit is specific, and the metric unit is nonspecific. When not shown with parentheses, the unit is specific. The metric units correspond to the "International System of Units" (SI) and generally follow ASTM E 380, "Standard for Metric Practice."
- 1.2.3.8 *Standard Specifications*. Any reference to standard specifications of any society, institute, association, or governmental authority is a reference to the organization's standard specifications, which are in effect as of the date the Notice to Bidders is first published. If applicable specifications are revised prior to Completion of any part of the Work, then the Contractor may, if acceptable to Owner and Architect, perform such Work in accordance with the revised specifications. The standard specifications, except as modified in the Specifications for the Project, shall have full force and effect as though printed in the Specifications. Architect will furnish, upon request, information as to how copies of the standard specifications referred to may be obtained.
- 1.2.3.9 *Absence of Modifiers.* In the interest of brevity, the Contract Documents frequently omit modifying words such as "all" and "any" and articles such as "the" and "an," but the fact that a

modifier or an article is absent from one statement and appears in another is not intended to affect the interpretation of either statement.

1.3 OWNERSHIP AND USE OF ARCHITECT'S DRAWINGS, SPECIFICATIONS AND OTHER DOCUMENTS

The Drawings, Specifications, and other documents prepared on behalf of the Owner are instruments of the services of the Architect and its consultants and are the property of the Owner. The Contractor may retain one contract record set. Neither the Contractor nor any Subcontractor, Sub-subcontractor, or material or equipment supplier shall own or claim a copyright in the Drawings, Specifications, and other documents prepared by the Architect, and unless otherwise indicated the Architect shall be deemed the author of them. All copies of them, except the Contractor's record set, shall be returned or suitably accounted for to the Owner, upon request upon Completion of the Work. The Drawings, Specifications, and other documents prepared by the Architect, and copies thereof furnished to the Contractor, are for use solely with respect to this Contract. They are not to be used by the Contractor or any Subcontractor, Subsubcontractor, or material or equipment supplier on other contracts or for additions to this Contract outside the scope of the Work without the specific written consent of the Owner and the Architect. The Contractor, Subcontractors, Sub-subcontractors, and material or equipment suppliers are granted a limited license to use and reproduce applicable portions of the Drawings, Specifications, and other documents prepared by the Architect appropriate to and for use in the execution of their Work under the Contract Documents. Submittal or distribution to meet official regulatory requirements or for other purposes in connection with this Project is not to be construed as publication in derogation of the Owner's property interest or other reserved right. All copies made under this license shall bear appropriate attribution and the statutory copyright notice, if any, shown on the Drawings, Specifications and other documents prepared by the Architect.

ARTICLE 2 OWNER

2.1 **DEFINITION**

The term "Owner" means the person or entity identified as such in the Agreement and is referred to throughout the Contract Documents as if singular in number. The term "Owner" means the Owner and/or the Owner's authorized representatives, including, but not limited to, architects and construction managers. To the extent the Contract Documents indicate that Owner has assigned duties to particular representatives of the Owner (such as the Architect, or any Construction Manager), Owner reserves the right at all times to reassign such duties to different Owner representatives.

2.2 INFORMATION AND SERVICES REQUIRED OF THE OWNER

2.2.1 Intentionally Left Blank

2.2.2 SITE SURVEY

When required by the scope of the Project, the Owner will furnish, at its expense, a legal description or a land survey of the Site, giving, as applicable, grades and lines of streets, alleys, pavements, adjoining property, rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries, and contours of the Site. Surveys to determine locations of construction, grading, and site work shall be provided by the Contractor.

2.2.3 **SOILS**

2.2.3.1 *Owner Furnished Services*. When required by the scope of the Project, the Owner will furnish, at its expense, the services of geotechnical engineers or consultants when reasonably required or as required by local or state codes. Such services with reports and appropriate professional

recommendations shall include test boring, test pits, soil bearing values, percolation tests, air and water pollution tests, and ground corrosion and resistivity tests, including necessary operations for determining subsoil, air, and water conditions.

2.2.3.2 Contractor Reliance. Test borings and soils reports for the Project have been made for the Owner to indicate the subsurface materials that might be encountered at particular locations on the Project. The Owner has made these documents available to the Contractor and the Contractor has studied the results of such test borings and information that it has as to the subsurface conditions and Site geology as set forth in the test borings and soils reports. The Owner does not assume any responsibility whatsoever with respect to the sufficiency or accuracy of the borings made, or of the logs of the test borings, or of other investigations, or of the soils reports furnished pursuant hereto, or of the interpretations to be made beyond the location or depth of the borings. There is no warranty or guarantee, either express or implied that the conditions indicated by such investigations, borings, logs, soil reports or other information are representative of those existing throughout the site of the Project, or any part thereof, or that unforeseen developments may not occur. At the Owner's request, the Contractor shall make available to the Owner the results of any Site investigation, test borings, analyses, studies or other tests conducted by or in the possession of the Contractor of any of its agents. Nothing herein contained shall be deemed a waiver by the Contractor to pursue any available legal right or remedy it may have at any time against any third party who may have prepared any report and/or test relied upon by the Contractor.

2.2.4 UTILITY SURVEY

When required by the scope of the Project, the Owner will furnish, at its expense, all information regarding known existing utilities on or adjacent to the Site, including location, size, inverts, and depths.

2.2.5 Information

Upon the request of the Contractor, Owner will make available such existing information regarding utility services and Site features, including existing construction, related to the Project as is available from Owner's records. The Contractor may not rely upon the accuracy of any such information, other than that provided under Sections 2.2.2 and 2.2.4 (except that the Contractor may not rely upon, and must question in writing to the Owner and the Architect, any information which appears incorrect based upon Contractor's Site inspection, knowledge of the Work, and prior experience with similar projects), unless specifically stated in writing that the Contractor may rely upon the designated information.

2.2.6 EXISTING UTILITY LINES; REMOVAL, RELOCATION

- 2.2.6.1 *Removal, Relocation.* Pursuant to Government Code section 4215, the Owner assumes the responsibility for removal, relocation, and protection of utilities located on the Site at the time of commencement of construction under this Contract with respect to any such utility facilities which are not identified in the drawings and specifications made part of the invitation to bid. The Contractor shall not be assessed for liquidated damages for delay in Completion of the Work caused by failure of the Owner to provide for removal or relocation of such utility facilities. Owner shall compensate the Contractor for the costs of locating, repairing damage not due to the failure of the Contractor to exercise reasonable care, removing or relocating such utility facilities, and for equipment necessarily idle during such work.
- 2.2.6.2 *Assessment.* These subparagraphs shall not be construed to preclude assessment against the Contractor for any other delays in Completion of the Work. Nothing in these subparagraphs shall be deemed to require the Owner to indicate the presence of existing service laterals or appurtenances whenever the presence of such utilities on the Site can be inferred from the presence of other visible facilities, such as buildings, or meter junction boxes on or adjacent to the Site.

- 2.2.6.3 *Notification*. If the Contractor, while performing work under this Contract, discovers utility facilities not identified by the Owner in the Contract plans or specifications, then Contractor shall immediately notify the Owner and the utility in writing.
- 2.2.6.4 *Underground Utility Clearance.* It shall be Contractor's sole responsibility to timely notify all public and private utilities serving the Site prior to commencing work. The Contractor shall notify and receive clearance from any cooperative agency, such as Underground Service Alert, in accordance with Government Code section 4216, et seq. Contractor shall promptly provide a copy of all such notifications to the Owner.

2.2.7 EASEMENTS

Owner shall secure and pay for easements for permanent structures or permanent changes in existing facilities, if any, unless otherwise specified in the Contract or Contract Documents.

2.2.8 **REASONABLE PROMPTNESS**

Information or services under Owner's control will be furnished by the Owner with reasonable promptness. The Owner shall not be liable under Section 8.4.2 for any delays caused by factors beyond the Owner's control including, but not limited to, DSA's or any other local, State or federal agency's review of bids, change order requests, RFI's or any other documents.

2.2.9 COPIES FURNISHED

The Contractor will be furnished such copies of Drawings and Project Manuals as are stated in the Contract Documents.

2.2.10 **DUTIES CUMULATIVE**

The foregoing are in addition to other duties and responsibilities of the Owner enumerated herein, and especially those in Article 6 (Construction by Owner or by Separate Contractors), Article 9 (Payments and Completion), and Article 11 (Insurance and Bonds).

2.3 OWNER'S RIGHT TO STOP THE WORK

If the Contractor fails to correct Work which is not in accordance with the requirements of the Contract Documents, or persistently fails to carry out Work in accordance with the Contract Documents, then the Owner, after providing Notice pursuant to paragraph 2.4, may order the Contractor to stop the Work or any portion thereof, until the Contractor corrects the deficiencies. The right of the Owner to stop the Work shall not give rise to a duty on the part of the Owner to exercise this right for the benefit of the Contractor or any other person or entity, except to the extent required by Article 6.

2.4 OWNER'S RIGHT TO CARRY OUT THE WORK

If the Contractor fails or refuses to carry out the Work in accordance with the Contract Documents, then Owner may correct such deficiencies by whatever reasonable method the Owner may deem expedient without prejudice to other remedies the Owner may have, including, but not limited to, having another contractor perform some or all of the Work without terminating the Contract with Contractor. Owner may exercise this right at any time during the Contractor's Work.

Owner shall first provide written notice to Contractor of Contractor's failure or refusal to perform. The notice will provide the time period within which Contractor must begin correction of the failure or refusal to perform. If the Contractor fails to begin correction within the stated time, or fails to continue correction, then the Owner may proceed to correct the deficiencies. If the Owner bids the work, then Contractor shall not be eligible for the award of the contract. The Contractor may be invoiced the cost to

Owner of the work, including compensation for additional professional and internally generated services and expenses made necessary by Contractor's failure or refusal to perform. Owner may withhold that amount from the payments due the Contractor, pursuant to Section 9.5. If payments withheld then or thereafter due the Contractor are not sufficient to cover that amount, then the Contractor shall pay the difference to the Owner.

ARTICLE 3 THE CONTRACTOR

3.1 **DEFINITION**

The Contractor is the person or entity identified as such in the Agreement and is referred to throughout the Contract Documents as if singular in number. The term "Contractor" means the Contractor or the Contractor's authorized representative. To the extent that any portion of the Work is provided with the Contractor's own forces, any reference to Subcontractors shall be equally applicable to the Contractor.

3.2 SUPERVISION AND CONSTRUCTION PROCEDURES

3.2.1 CONTRACTOR

The Contractor shall supervise and direct the Work using the Contractor's best skill and attention, which shall meet or exceed the standards in the industry. The Contractor shall be solely responsible for and have control over construction means, methods, techniques, sequences, procedures, and coordinating all portions of the Work under the Contract, unless Contract Documents give other specific instructions concerning these matters. If any of the Project is performed by other contractors retained directly by the Owner, then Owner and Construction Manager shall schedule and coordinate the activities of Contractor with the other contractors and Owner. Contractor agrees to accept the Owner's and Construction Manager's construction schedules, schedule updates, overall sequence and coordination of construction for the Project. Contractor realizes that work by other contractors or Owner may occur simultaneously with Contractor's Work in any given area. Contractor is responsible for its own sequences that may occur within a given activity or set of activities. Contractor shall not commit or permit any act which will adversely affect the work of any other contractor or Owner. Contractor shall provide layout of its Work at the request of any other contractor or Owner. Specific duties of the Contractor shall be in accordance with Title 24 of the California Code of Regulations. Contractor shall fully comply with any and all reporting requirements of Education Code sections 17309 and 81141 in the manner prescribed by Title 24.

3.2.2 CONTRACTOR RESPONSIBILITY

The Contractor shall be responsible to the Owner for acts and omissions of the Contractor's employees, Subcontractors, material and equipment suppliers, and their agents, employees, invitees, and other persons performing portions of the Work under direct or indirect contract with the Contractor or any of its Subcontractors.

3.2.3 OBLIGATIONS NOT CHANGED BY OTHER'S ACTIONS

The Contractor shall not be relieved of obligations to perform the Work in accordance with the Contract Documents by the activities or duties of the Owner's representatives, including, but not limited to, any construction manager and the Architect, or the Inspector of Record; or by tests, inspections, or approvals required or performed by persons other than the Contractor.

3.2.4 CONTRACTOR RESPONSIBILITY FOR READINESS FOR WORK

The Contractor shall be responsible for inspection of Work already performed under the Contract Documents to determine that such portions are in proper condition to receive subsequent work.

3.2.5 **PROJECT MEETINGS**

During its Work, Contractor shall attend Owner's Project meetings as scheduled by the Contract Documents, or as otherwise instructed by Owner, to discuss the current status of the Work and the Project, and the future progress of the Work and the Project. Contractor shall have five (5) days after receipt of Owner's Project meeting minutes to provide written objections and suggested corrections.

3.3 **SUPERINTENDENT**

3.3.1 FULL TIME SUPERINTENDENT

The Contractor shall provide a competent superintendent and assistants as necessary, all of whom shall be reasonably proficient in speaking, reading and writing English and, who shall be in attendance at the Project site during performance of the Work. The superintendent shall represent the Contractor, and communications given to the superintendent shall be as binding as if given to the Contractor.

3.3.2 **STAFF**

The Contractor and each Subcontractor shall: furnish a competent and adequate staff as necessary for the proper administration, coordination, supervision, and superintendence of its portion of the Work; organize the procurement of all materials and equipment so that the materials and equipment will be available at the time they are needed for the Work; and keep an adequate force of skilled workers on the job to Complete the Work in accordance with all requirements of the Contract Documents.

3.3.3 **RIGHT TO REMOVE**

Owner shall have the right, but not the obligation, to require the removal from the Project of any superintendent, staff member, agent, or employee of any Contractor, Subcontractor, material or equipment supplier, etc., for cause.

3.4 LABOR AND MATERIALS

3.4.1 **CONTRACTOR TO PROVIDE**

Unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for labor, material, equipment, tools, construction equipment and machinery, water, heat, utilities, transportation, and other facilities and services necessary for proper execution and Completion of the Work whether temporary or permanent and whether or not incorporated or to be incorporated in the Work.

3.4.2 **QUALITY**

Unless otherwise specified, all materials and equipment to be permanently installed in the Project shall be new and shall be of such quality as required to satisfy the standards of the Contract Documents. The Contractor shall, if requested, promptly furnish satisfactory evidence as to kind and quality of all materials and equipment. All labor shall be performed by workers skilled in their respective trades, and the quality of their work shall meet whichever is the higher standard for their work: the standard in the industry or the standard in the Contract Documents.

3.4.3 **REPLACEMENT**

Any work, materials, or equipment, which does not conform to these standards may be disapproved and rejected by the Owner, in which case, they shall be removed and replaced by the Contractor at no cost to Owner.

3.4.4 **DISCIPLINE**

The Contractor shall enforce strict discipline and good order among the Contractor's employees and other persons carrying out the Contract in accordance with paragraph 5.5.1 including, but not limited to, Subcontractors, and material or equipment suppliers retained for the Project.

3.5 WARRANTY

For the period of one (1) year after Completion of the Work (see Sections 9.7.1, 12.2.5, and 12.2.6), the Contractor warrants to the Owner that material and equipment furnished under the Contract will be of good quality and new unless otherwise required or permitted by the Contract Documents, that the Work will be free from defects not inherent in the quality required or permitted, and that the Work will conform with the requirements of the Contract Documents. Work not conforming to these requirements, including substitutions not properly approved and authorized, may be considered defective. The Contractor's warranty does not cover damage or defect caused by abuse, modifications not executed by the Contractor, improper or insufficient maintenance, improper operation, or normal wear and tear under normal usage. If required by the Owner, the contractor shall furnish satisfactory evidence as to the kind and quality of materials and equipment.

3.6 TAXES

Contractor will pay all applicable Federal, State, and local taxes on all materials, labor, or services furnished by it, and all taxes arising out of its operations under the Contract Documents. Owner is exempt from Federal Excise Tax, and a Certificate of Exemption shall be provided upon request.

3.7 **PERMITS, FEES AND NOTICES**

3.7.1 PAYMENT

The Contractor shall secure and pay for all permits and governmental fees, licenses, and inspections necessary for proper execution and Completion of the Work which are customarily secured after execution of the Contract and are legally required by any authority having jurisdiction over the Project, except those required by the Division of the State Architect (DSA). Owner shall be responsible for all testing and inspection as required by the DSA on-Site or within the distance limitations set forth in paragraph 13.5.2, unless a different mileage range is specified in the Contract Documents.

3.7.2 **COMPLIANCE**

The Contractor shall comply with and give notices required by any law, ordinance, rule, regulation, and lawful order of public authorities bearing on performance of the Work.

3.7.3 CONTRACT DOCUMENTS

It is not the Contractor's responsibility to ascertain that the Contract Documents are in accordance with any applicable law, statute, ordinance, building codes, rule, or regulation. However, if the Contractor knew, or should have known, or observes that portions of the Contract Document are at variance therewith, the Contractor shall promptly notify the Architect, any construction manager, and Owner in writing, and necessary changes shall be accomplished by appropriate modification.

3.7.4 **RESPONSIBILITY**

If the Contractor performs Work that it knows, or should have known, is contrary to any law, statute, ordinance, building code, rule or regulation, then the Contractor shall assume full responsibility for such Work, and shall bear the attributable cost of correction and delay to the Work, other contractors' work, and the Project.

3.8 **ALLOWANCES**

3.8.1 CONTRACT

The Contractor shall include in the Total Amount all allowances stated in the Contract Documents. Items covered by allowances shall be supplied for such amounts and by such persons or entities as the Owner may direct, but the Contractor shall not be required to employ persons or entities against whom the Contractor makes reasonable and timely objection.

3.8.2 **SCOPE**

- 3.8.2.1 *Prompt Selection.* Materials and equipment under an allowance shall be selected promptly by the Owner to avoid delay to the Work.
- 3.8.2.2 *Cost.* Allowances shall cover the cost to the Contractor of materials and equipment delivered at the Site and all required taxes, less applicable trade discounts, etc., as delineated in paragraph 7.7.4.
- 3.8.2.3 *Cost Included in Total Amount.* Contractor's costs for unloading and handling at the Site, labor, installation costs, overhead, profit, and other expenses contemplated for stated allowance amounts shall be included in the Total Amount and not in the allowances.
- 3.8.2.4 *Total Amount Adjustment.* Whenever costs are more than or less than allowances, the Total Amount shall be adjusted accordingly by Change Order. The amount of the Change Order shall reflect the difference between actual cost and the allowances under paragraph 3.8.2.2 and the change in the Contractor's costs under paragraph 3.8.2.3.

3.9 CONTRACTOR'S CONSTRUCTION SCHEDULES

3.9.1 **REQUIREMENTS**

Unless otherwise stated in Division 1 of the Specifications, the Contractor, within two (2) weeks after executing the Contract, shall prepare and submit for the Owner's, and any construction manager's, information the baseline construction schedule for the Work, which shall conform to the Contract Documents' requirements.

Contractor shall submit a monthly updated schedule that will include an accurate as-built schedule and the current as-planned schedule, both of which shall conform to the Contract Documents' requirements. Contractor shall submit its daily logs for the prior month with the updated schedule.

The schedule and updates shall conform, at a minimum, to industry standards for (a) critical path scheduling, and (b) facilitation of Owner's Project management and evaluation of Contractor Claims for additional money or time.

The schedule and updates shall not exceed time limits (including milestone deadlines) under the Contract Documents and shall comply with the Contract Documents scheduling requirements and with any scheduling requirements the Owner provides to the Contractor at the beginning of the Work. The original schedule and all updates shall accurately reflect work performed to date, all construction tasks (including

procurement), the critical path schedule for Completion of the remainder of the Project, and the percentage of the Work Completed. The original schedule and updates shall include all delay days for weather not unusually severe, even though that weather will not entitle Contractor to additional time or money.

The construction schedule shall be in the form of either a tabulation, chart, or graph, unless otherwise stated in Division 1 of the Specifications, and shall be in sufficient detail to show the chronological relationship of all activities of the Project including, but not limited to, estimated starting and Completion dates of various activities, (including early and late dates and reasonable float for each activity), procurement of materials, the critical path, and scheduling of equipment. Float suppression techniques such as preferential sequencing, special lead/lag logic restraints, extended activity durations, or imposed dates shall be apportioned for the benefit of the Project. Whenever in the Contract Documents Contractor is required to provide a schedule and/or schedule updates, the Contractor shall provide the schedule and updates in electronic format as well as hard copy. Contractor shall be solely responsible for the accuracy, utility and reasonableness of all of its schedules. Owner's acceptance, approval or non-rejection of Contractor's schedules shall not affect Contractor's responsibility for its schedules.

The Contractor and Owner shall use any float on a "first come, first served" basis. The original schedule and updates shall reflect Contractor's and Owner's use of float. Float is not for the exclusive use or benefit of either Owner or Contractor, but it is a jointly owned expiring Project resource available to both parties as needed to meet schedule milestones. For the original schedule and updates, Contractor shall use a critical path network format with the critical paths clearly indicated. Contractor shall use an MS Project, Primavera, or an equivalent or better program. Contractor shall include reports that sort and list the activities in order of increasing float and by early and late start dates. Contractor shall endeavor to label ten to thirty percent (10-30%) of the tasks as critical, but shall not label less than five (5%) or more than fifty (50%) as critical. Contractor shall use calendar days.

If any change in Contractor's method of operations will cause a change in the construction schedule, then Contractor shall submit to Owner, Architect, and any construction manager, a revised construction schedule within seven (7) days of the change, unless a different time period is stated in Division 1 of the Specifications.

If, in the Owner's opinion, the Contractor is not prosecuting the Work at a rate sufficient to meet the Work schedule, the Date for Completion, or a Milestone Deadline (as adjusted by change orders) or if the Contractor's actual progress falls behind the Work schedule or it is apparent to Owner or Contractor that Contractor will not meet the Date for Completion or a Milestone Deadline (as adjusted by change orders), then the Owner may require that the Contractor prepare and submit a recovery plan. Contractor must submit a recovery plan within seven (7) days of a demand for the plan, unless a different time period is stated in Division 1 of the Specifications. At a minimum, the recovery plan must include a revised schedule that gets the Work back on schedule and Completes all Work by the Date for Completion and Milestone Deadlines (as adjusted by change orders) or by other dates Owner specifies in the demand for a recovery plan. The recovery plan shall state the corrective actions Contractor will undertake to implement it. The recovery plan shall also list any additional money that Contractor believes it should receive if Owner orders Contractor to fully or partially implement the recovery plan. If the Owner orders Contractor to implement the recovery plan, then Contractor shall do so, but the order shall not act constitute an admission by Owner that Contractor is entitled to additional money. To recover additional money, Contractor must comply with General Conditions Articles 4.5, 7 and 8.

I,	[name of dec	clarant], declare	the following	ng:		
	[Contractor	company	name]	has	contracted	with
	[public er	itity name] fo	r the		[name of	project]
Project.		[Contractor of	company na	ame] auth	orized me to	prepare

All schedules Contractor submits shall be certified as true and correct, as follows:

schedules for	[public e	ntity n	ame] for the	his Proje	ct, and I pre	pared the
attached schedule. I am the most	knowledg	geable p	erson at _		[(contractor
company name] regarding the sche	duling of	this Pr	oject.			
The attached schedule	does	not	breach	the	Contract	between
[contract	ctor comp	oany na	me] and			[public
entity name] for this Project, does	not viola	ate any	applicable	e law, sat	isfies all pro	visions of
the Contract applicable to submiss	sion of th	ne Clair	m, only co	ntains tru	thful and ac	curate as-
built and as-planned dates of work	k on the	Project	(including	g supporti	ing data), and	d is not a
false claim.						
The attached schedule is submitted						
Claim, including, but not limited to					,	
Government Code sections 12650						
section 12651(a)(7)), and Busines						
Business Practices Act). I am awa						
Claims that violate law or the Cont						
legal consequences for myself	and/or _				_[contractor	company
name].						
While preparing this declaration a						
consultants, or others who work					ctor compan	y name])
when necessary to ensure that the s						
I declare under the penalty of pen						
foregoing is true and correct. Exec	uted		, 20, at _		, Californ	1a.
[name of declarant]						

3.9.2 **DSA OVERSIGHT PROCESS**

In connection with the DSA Construction Oversight Process, which includes the use of inspection cards and review of changes to the DSA-approved construction documents, the Contractor must (a) include specific tasks in its baseline schedule to take into account these procedures since they are critical path issues; and (b) include a reasonable amount of float in the baseline schedule to accommodate the additional time required by these DSA procedures.

3.9.3 FAILURE TO MEET REQUIREMENTS

Failure of the Contractor to provide proper schedules may, at the sole discretion of Owner, constitute either grounds to withhold, in whole or in part, payments to the Contractor, or a breach of contract allowing Owner to terminate the Contract.

3.10 **DOCUMENTS AND SAMPLES AT THE SITE**

The Contractor shall maintain at the Site for the Owner one applicable copy of Titles 19 and 24 and record copy of the Drawings, Specifications, Addenda, Change Orders, and other Modifications, in good order and marked currently to record changes and selections made during construction. In addition, the Contractor shall maintain at the Site approved Shop Drawings, Product Data, Samples, and similar required submittals. These documents shall be available to the Owner and shall be delivered to the Owner, or the Architect for delivery to the Owner, upon Completion of the Work.

3.11 SHOP DRAWINGS, PRODUCT DATA, AND SAMPLES

3.11.1 SUBMITTALS DEFINED

3.11.1.1 Shop Drawings. The term "shop drawings" as used herein means drawings, diagrams, schedules, and other data, which are prepared by Contractor, Subcontractors, manufacturers, suppliers, or distributors illustrating some portion of the Work, and includes: illustrations; fabrication, erection, layout and setting drawings; manufacturer's standard drawings; schedules; descriptive literature, instructions, catalogs, and brochures; performance and test data including charts; wiring and control diagrams; and all other drawings and descriptive data pertaining to materials, equipment, piping, duct and conduit systems, and methods of construction as may be required to show that the materials, equipment, or systems and their position conform to the requirements of the Contract Documents. The Contractor shall obtain and submit with the shop drawings all seismic and other calculations and all product data from equipment manufacturers. "Product data" as used herein are illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information furnished by the Contractor to illustrate a material, product, or system for some portion of the Work. As used herein, the term "manufactured" applies to standard units usually mass-produced, and "fabricated" means items specifically assembled or made out of selected materials to meet individual design requirements. Shop drawings shall: establish the actual detail of all manufactured or fabricated items, indicate proper relation to adjoining work, amplify design details of mechanical and electrical systems and equipment in proper relation to physical spaces in the structure, and incorporate minor changes of design or construction to suit actual conditions.

3.11.1.2 *Samples.* The term "samples" as used herein are physical examples furnished by Contractor to illustrate materials, equipment, or quality and includes natural materials, fabricated items, equipment, devices, appliances, or parts thereof as called for in the Specifications, and any other samples as may be required by the Owner to determine whether the kind, quality, construction, finish, color, and other characteristics of the materials, etc., proposed by the Contractor conform to the required characteristics of the various parts of the Work. All Work shall be in accordance with the approved samples.

3.11.1.3 Contractor's Responsibility. Contractor shall obtain and shall submit to Architect all required shop drawings and samples in accordance with Contractor's "Schedule for Submission of Shop Drawings and Samples" provisions in Division 1 of the Specifications and in accordance with the Contractor's original and updated schedules, and with such promptness as to cause no delay in its own Work or in that of any other contractor, Owner or subcontractor but in no event later than ninety (90) days after the execution of the Agreement. Contractor may be assessed \$100 a day for each day it is late in submitting a shop drawing or sample. No extensions of time will be granted to Contractor or any Subcontractor because of its failure to have shop drawings and samples submitted in accordance with the Schedule. Each Subcontractor shall submit all shop drawings, samples, and manufacturer's descriptive data for the review of the Owner, the Contractor, and the Architect through the Contractor. By submitting shop drawings, product data, and samples, the Contractor or submitting party (if other than Contractor) represents that it has determined and verified all materials, field measurements, field conditions, catalog numbers, related field construction criteria, and other relevant data in connection with each such submission, and that it has checked, verified, and coordinated the information contained within such submittals with the requirements of the Work and of the Contract Documents. At the time of submission, any deviation in the shop drawings, product data, or samples from the requirements of the Contract Documents shall be narratively described in a transmittal accompanying the submittal. However, submittals shall not be used as a means of requesting a substitution, the procedure for which is defined in paragraph 3.11.4, "Substitutions." Review by Owner and Architect shall not relieve the Contractor or any Subcontractor from its responsibility in preparing and submitting proper shop drawings in accordance with the Contract Documents. Contractor shall stamp, sign, and date each submittal indicating its representation that the submittal meets all of the requirements of the Contract Documents. Any submission, which in Owner's or Architect's opinion is incomplete, contains numerous errors, or has been checked only superficially by Contractor, will be returned unreviewed for resubmission by the Contractor.

3.11.1.4 Extent of Review. In reviewing shop drawings, the Owner will not verify dimensions and field conditions. The Architect will review and approve shop drawings, product data, and samples for aesthetics and for conformance with the design concept of the Work and the information given in the Contract Documents. The Architect's review shall neither be construed as a complete check nor relieve the Contractor, Subcontractor, manufacturer, fabricator, or supplier from responsibility for any deficiency that may exist or from any departures or deviations from the requirements of the Contract Documents unless the Contractor has, in writing, called the Architect's attention to the deviations at the time of submission and the Architect has given specific written approval. The Architect's review shall not relieve the Contractor or Subcontractors from responsibility for errors of any sort in shop drawings or schedules, for proper fitting of the Work, or from the necessity of furnishing any Work required by the Contract Documents, which may not be indicated on shop drawings when reviewed. Contractor and Subcontractors shall be solely responsible for determining any quantities, whether or not shown on the shop drawings.

3.11.2 DRAWING SUBMISSION PROCEDURE

- 3.11.2.1 *Transmittal Letter and Other Requirements.* All shop drawings must be properly identified with the name of the Contract and dated, and each lot submitted must be accompanied by a letter of transmittal referring to the name of the Contract and to the Specification section number for identification of each item clearly stating in narrative form, as well as "clouding" on the submissions, all qualifications, departures, or deviations from the Contract Documents, if any. Shop drawings, for each section of the Work, shall be numbered consecutively, and the numbering system shall be retained throughout all revisions. All Subcontractor submissions shall be made through the Contractor. Each drawing shall have a clear space for the stamps of Architect and Contractor. Only shop drawings required to be submitted by the Contract Documents shall be reviewed.
- 3.11.2.2 *Copies Required.* Each submittal shall include one (1) legible, reproducible sepia and five (5) legible prints of each drawing, including fabrication, erection, layout and setting drawings, and such other drawings as required under the various sections of the Specifications until final acceptance thereof is obtained. Subcontractor shall submit copies, in an amount as requested by the Contractor, of: manufacturers' descriptive data for materials, equipment, and fixtures, including catalog sheets showing dimensions, performance, characteristics, and capacities; wiring diagrams and controls; schedules; all seismic calculations and other calculations; and other pertinent information as required.
- 3.11.2.3 *Corrections*. The Contractor shall make any corrections required by Architect and shall resubmit as required by Architect the required number of corrected copies of shop drawings or new samples until approved. Contractor shall direct specific attention in writing or on resubmitted shop drawings to revisions other than the corrections required by the Architect on previous submissions. Professional services required for more than one (1) re-review of required submittals of shop drawings, product data, or samples are subject to charge to the Contractor pursuant to paragraph 4.4.
- 3.11.2.4 *Approval Prior to Commencement of Work.* No portion of the Work requiring a shop drawing or sample submission shall be commenced until the submission has been reviewed by Owner and approved by Architect unless specifically directed in writing by the Owner. All such portions of the Work shall be in accordance with approved shop drawings and samples.

3.11.3 SAMPLE SUBMISSIONS PROCEDURE

3.11.3.1 Samples Required. In case a considerable range of color, graining, texture, or other characteristics may be anticipated in finished products, a sufficient number of samples of the specified materials shall be furnished by the Contractor to indicate the full range of characteristics, which will be present in the finished products; and products delivered or erected without submittal and approval of full range samples shall be subject to rejection. Except for range samples, and unless otherwise called for in the various sections of the Specifications, samples shall be submitted in duplicate. All samples shall be marked, tagged, or otherwise properly identified with the name of the submitting party, the name of the

Contract, the purpose for which the samples are submitted, and the date and shall be accompanied by a letter of transmittal containing similar information, together with the Specification section number for identification of each item. Each tag or sticker shall have clear space for the review stamps of Contractor and Architect.

- 3.11.3.2 *Labels and Instructions*. Samples of materials, which are generally furnished in containers bearing the manufacturers' descriptive labels and printed application instructions, shall, if not submitted in standard containers, be supplied with such labels and application instructions.
- 3.11.3.3 *Architect's Review.* The Architect will review and, if appropriate, approve submissions and will return them to the Contractor with the Architect's stamp and signature applied thereto, indicating the appropriate action in compliance with the Architect's standard procedures.
- 3.11.3.4 Record Drawings and Annotated Specifications. The Contractor will prepare and maintain on a current basis an accurate and complete set of Record Drawings showing clearly all changes, revisions, and substitutions during construction, including, without limitation, field changes and the final location of all mechanical equipment, utility lines, ducts, outlets, structural members, walls, partitions, and other significant features, and Annotated Specifications showing clearly all changes, revisions, and substitutions during construction. A copy of such Record Drawings and Annotated Specifications will be delivered to Owner in accordance with the schedule prepared by Contractor. If there is a specification that allows Contractor to elect one of several brands, makes, or types of material or equipment, then the annotations shall show which of the allowable items the Contractor has furnished. The Contractor will update the Record Drawings and Annotated Specifications as often as necessary to keep them current but no less often than weekly. The Record Drawings and Annotated Specifications shall be kept at the Site and available for inspection by the Owner, Inspector of Record and the Architect. On Completion of the Contractor's Work and prior to the Final Payment, the Contractor will provide one complete set of Record Drawings and Annotated Specifications to the Owner, certifying them to be a complete and accurate reflection of the actual construction conditions of the Work.
- 3.11.3.5 *Equipment Manuals*. Contractor shall obtain and furnish to the Owner three (3) complete sets of manuals containing the manufacturers' instructions for maintenance and operation of each item of equipment and apparatus furnished under the Contract Documents and any additional data specifically requested under the various sections of the Specifications for each division of the Work. The manuals shall be arranged in proper order, indexed, and placed in three-ring binders. At the Completion of its Work, the Contractor shall certify, by endorsement thereon, that each of the manuals is complete, accurate, and covers all of its Work. Prior to the Final Payment, and as a further condition to its approval by the Architect, each Subcontractor shall deliver the manuals, arranged in proper order, indexed, endorsed, and placed in three-ring binders, to the Contractor, who shall assemble these manuals for all divisions of the Work, review them for completeness, and submit them to the Owner through the Architect.
- 3.11.3.6 *Owner's Property.* All shop drawings and samples submitted shall become the Owner's property.

3.11.4 SUBSTITUTIONS

3.11.4.1 *One Product Specified.* Unless the Specifications state that no substitution is permitted, whenever in the Contract Documents any specific article, device, equipment, product, material, fixture, patented process, form, method, or type of construction is indicated or specified by name, make, trade name, or catalog number, with or without the words "or equal," such specification shall be deemed to be used for the purpose of facilitating description of material, process, or article desired and shall be deemed to be followed by the words "or equal." Contractor may, unless otherwise stated, offer any material, process, or article, which shall be substantially equal or better in every respect to that so indicated or specified and will completely accomplish the purpose of the Contract Documents.

- 3.11.4.2 *Two or More Products Specified.* When two or more acceptable products are specified for an item of the Work, the choice will be up to the Contractor. Contractor shall utilize the same product throughout the Project. If a timely substitution request as set forth in Section 3.11.4.3 is not provided and an "or equal" substitution is requested, then the Owner may consider the substitution if the product specified is no longer commercially available. If the Owner allows the substitution to be proposed pursuant to such an untimely request, then the Contractor will be responsible for the professional fees incurred by the Architect or Architect's consultants in reviewing the proposed substitution, which fees may be withheld from payments.
- 3.11.4.3 Substitution Request Form. Requests for substitutions of products, materials, or processes other than those specified must be made on the Substitution Request form available from the Owner prior to the establishment of the Total Amount. Unless otherwise allowed by the Owner, any Requests submitted less than fourteen (14) days prior to the said date will not be considered, except as noted in paragraph 3.11.4.2. A Substitution Request must be accompanied by evidence as to whether or not the proposed substitution: is equal in quality and serviceability to the specified item; will entail no changes in detail and construction of related work; will be acceptable in consideration of the required design and artistic effect; will provide no cost disadvantage to Owner; and will require no excessive or more expensive maintenance, including adequacy and availability of replacement parts. The burden of proof of these facts shall be upon the Contractor. The Contractor shall furnish with its request sufficient information to determine whether the proposed substitution is equivalent including, but not limited to, all drawings, specifications, samples, performance data, calculations, and other information as may be required to assist the Architect and the Owner in determining whether the proposed substitution is acceptable. The final decision shall be the Owner's. The written approval of the Owner, consistent with the procedure for Change Orders, shall be required for the use of a proposed substitute material. Owner may condition its approval of the substitution upon delivery to Owner of an extended warranty or other assurances of adequate performance of the substitution. All risks of delay due to the Division of the State Architect's approval, or the approval of any other governmental agency having jurisdiction, of a requested substitution shall be on the requesting party.
- 3.11.4.4 *List of Manufacturers and Products Required.* The Subcontractor shall prepare and submit to the Contractor within thirty (30) days of execution of the Subcontract comprehensive lists, in quadruplicate, of the manufacturers and products proposed for the Project, including information on materials, equipment, and fixtures required by the Contract Documents, as may be required for Contractor's or Architect's preliminary approval. Approval of such lists of products shall not be construed as a substitute for the shop drawings, manufacturer's descriptive data, and samples, which are required by the Contract Documents, but rather as a base from which more detailed submittals shall be developed for the final review of the Contractor and the Architect.

3.11.5 **DEFERRED APPROVALS**

Deferred approvals shall be submitted and processed pursuant to the requirements of Division 1 of the Specifications. All risks of delay due to the Division of the State Architect's, or any other governmental agency having jurisdiction, approval of a deferred approval shall be on the requesting party.

3.12 CUTTING AND PATCHING

3.12.1 **SCOPE**

The Contractor shall be responsible for cutting, fitting, or patching required to Complete the Work or to make its parts fit together properly.

3.12.2 **CONSENT**

The Contractor shall not damage or endanger a portion of the Work or fully or partially Completed construction of the Owner or separate contractors by cutting, patching, or otherwise altering such

construction, or by excavation. The Contractor shall not cut or otherwise alter such construction by the Owner or a separate contractor except with written consent of the Owner and of such separate contractor; such consent shall not be unreasonably withheld. The Contractor shall not unreasonably withhold from the Owner or a separate contractor the Contractor's consent to cutting or otherwise altering the Work. All cutting shall be done promptly, and all repairs shall be made as necessary.

3.12.3 STRUCTURAL MEMBERS

New or existing structural members and elements, including reinforcing bars and seismic bracing, shall not be cut, bored, or drilled except by written authority of the Architect. Work done contrary to such authority is at the Contractor's risk, subject to replacement at its own expense and without reimbursement under the Contract. Agency approvals shall be obtained by the Architect, not by the Contractor.

3.12.4 SUBSEQUENT REMOVAL

Permission to patch any areas or items of the Work shall not constitute a waiver of the Owner's or the Architect's right to require complete removal and replacement of the areas of items of the Work if, in the opinion of the Architect or the Owner, the patching does not satisfactorily restore quality and appearance of the Work or does not otherwise conform to the Contract Documents. Any costs caused by defective or ill-timed cutting or patching shall be borne by the person or entity responsible.

3.13 CLEANING UP

3.13.1 CONTRACTOR'S RESPONSIBILITY

The Contractor shall keep the Site and surrounding area free from accumulation of waste material or rubbish caused by operations under the Contract. The Site shall be maintained in a neat and orderly condition. All crates, cartons, paper, and other flammable waste materials shall be removed from Work areas and properly disposed of at the end of each day. The Contractor shall continuously remove from and about the Site the waste materials, rubbish, tools, construction equipment, machinery, and materials no longer required for the Work.

3.13.2 FAILURE TO CLEANUP

If the Contractor fails to clean up as provided in the Contract Documents, then the Owner may do so, without prior notice to the Contractor and the cost thereof shall be invoiced to the Contractor and withheld from payments. Each Subcontractor shall have the responsibility for the cleanup of its own Work. If the Subcontractor fails to clean up, then the Contractor must do so.

3.13.3 CONSTRUCTION BUILDINGS

When directed by the Owner or the Architect, Contractor and Subcontractor shall dismantle temporary structures, if any, and remove from the Site all construction and installation equipment, fences, scaffolding, surplus materials, rubbish, and supplies belonging to Contractor or Subcontractor. If the Contractor does not remove the tools, equipment, machinery, and materials within fifteen (15) days after Completion of its Work, then they shall be deemed abandoned, and the Owner can dispose of them for its own benefit in whatever way it deems appropriate. Contractor shall pay for any costs to dispose of the items.

3.14 ACCESS TO WORK

The Contractor shall provide the Owner and its authorized representatives (including the Construction Manager), the Architect, and the Inspector of Record, access to the Work in preparation and progress wherever located.

3.15 ROYALTIES AND PATENTS

3.15.1 PAYMENT AND INDEMNITY

The Contractor shall pay all royalties and license fees. The Contractor shall defend suits or claims of infringement of patent rights and shall hold the Owner and the Architect harmless and indemnify them, from loss on account thereof, to the extent not caused by the Owner's active negligence, sole negligence or willful misconduct, and shall not be responsible for such defense or loss when a particular design, process, or product of a particular manufacturer is required by the Contract Documents. However, if the Contractor has reason to believe the required design, process, or product is an infringement of a patent, the Contractor shall be responsible for such loss unless such information is promptly furnished to the Owner and Architect.

3.15.2 **REVIEW**

The review by the Owner or Architect of any method of construction, invention, appliance, process, article, device, or material of any kind shall be for its adequacy for the Work and shall not be an approval for the use by the Contractor in violation of any patent or other rights of any person or entity.

3.16 INDEMNIFICATION

3.16.1 SCOPE: CONTRACTOR

To the fullest extent permitted by law, the Contractor shall defend, indemnify, and hold harmless the Owner, the Construction Manager, Architect, Architect's consultants, the Inspector of Record, the State of California, and their respective agents, employees, officers, volunteers, Boards of Trustees, members of the Boards of Trustees, and directors ("Indemnitees"), from and against claims, actions, damages, liabilities, losses (including, but not limited to, injury or death of persons, property damage, and compensation owed to other parties), and expenses (including, but not limited to, attorneys' fees and costs including fees of consultants) alleged by third parties against Indemnitees arising out of or resulting from the following: Contractor's, its Subcontractors', or its suppliers' performance of the Work, including, but not limited to, the Contractor's or its Subcontractors' use of the Site; the Contractor's or its Subcontractors' construction of the Project, or failure to construct the Project, or any portion thereof; the use, misuse, erection, maintenance, operation, or failure of any machinery or equipment including, but not limited to, scaffolds, derricks, ladders, hoists, and rigging supports, whether or not such machinery or equipment was furnished, rented, or loaned by any of the Indemnitees; or any act, omission, negligence, or willful misconduct of the Contractor or its Subcontractors or their respective agents, employees, material or equipment suppliers, invitees, or licensees but only to the extent caused in whole or in part by the acts or omissions of the Contractor, its Subcontractors, its suppliers, anyone directly or indirectly employed by any of them, or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss, or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The obligation to defend, indemnify and hold harmless includes any claims or actions by third parties arising out of or resulting from Labor Code section 2810. Contractor shall have no obligation to defend or indemnify the Indemnitees against claims, actions, damages, liabilities, losses, and expenses caused by the active negligence, sole negligence or willful misconduct of Indemnitees. This indemnification shall apply to all liability, as provided for above, regardless of whether any insurance policies are applicable, and insurance policy limits do not act as a limitation upon the amount of the indemnification to be provided by the Contractor

3.16.2 SCOPE: SUBCONTRACTORS

3.16.2.1 *Indemnity.* The Subcontractors shall defend, indemnify, and hold harmless the Indemnitees from and against claims, actions, damages, liabilities, and losses (including, but not limited

to, injury or death of persons, property damage, and compensation owed to other parties), and expenses (including, but not limited to, attorneys' fees and costs including fees of consultants) alleged by third parties against Indemnitees arising out of or resulting from the following: Subcontractors' performance of the Work, including, but not limited to, the Subcontractors' use of the Site; the Subcontractors' construction of the Project or failure to construct the Project or any portion thereof; the use, misuse, erection, maintenance, operation, or failure of any machinery or equipment, including, but not limited to, scaffolds, derricks, ladders, hoists, and rigging supports, whether or not such machinery or equipment was furnished, rented, or loaned by any of the Indemnitees; or any act, omission, negligence, or willful misconduct of the Subcontractors or their respective agents, employees, material or equipment suppliers, invitees, or licensees but only to the extent caused in whole or in part by the acts or omissions of the Subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss, or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. This obligation to defend, indemnify and hold harmless includes any claims or actions by third parties arising out of or resulting from Labor Code section 2810. Subcontractors shall have no obligation to defend or indemnify the Indemnitees against claims, actions, damages, liabilities, losses, and expenses caused by the active negligence, sole negligence or willful misconduct of Indemnitees. This indemnification shall apply to all liability, as provided for above, regardless of whether any insurance policies are applicable, and insurance policy limits do not act as a limitation upon the amount of the indemnification to be provided by the Subcontractors.

3.16.2.2 **Joint and Several Liability.** If more than one Subcontractor is connected with an accident or occurrence covered by this indemnification, then all such Subcontractors shall be jointly and severally responsible to each of the Indemnitees for indemnification, and the ultimate responsibility among such indemnifying Subcontractors for the loss and expense of any such indemnification shall be resolved without jeopardy to any Indemnitee. The provisions of the indemnity provided for herein shall not be construed to indemnify any Indemnitee for its own negligence if not permitted by law or to eliminate or reduce any other indemnification or right which any Indemnitee has by law or equity.

3.16.3 **NO LIMITATION**

The Contractor's and the Subcontractor's obligation to indemnify and defend the Indemnitees hereunder shall include, without limitation, any and all claims, damages, and costs: for injury to persons and property (including loss of use), and sickness, disease or death of any person; for breach of any warranty, express or implied; for failure of the Contractor or the Subcontractor to comply with any applicable governmental law, rule, regulation, or other requirement; and for products installed in or used in connection with the Work.

3.17 OWNER AS INTENDED BENEFICIARY

The Owner is an intended beneficiary of any architectural or engineering work secured by, or performed by, the Contractor to fulfill its obligations under the Contract. Contractor shall state in its contracts with architectural or engineering consultants that their work is for the intended benefit of the Owner.

3.18 NOTICE OF EXCUSE FOR NONPERFORMANCE

If Contractor believes that acts or omissions of Owner (including, but not limited to, Owner caused delay) have prevented Contractor from performing the Work as required by the Contract Documents and Contractor intends to rely on Owner's acts or omissions and Civil Code section 1511(1) as reasons to excuse Contractor's nonperformance or to support, among other things, Contractor's requests for time extensions under Section 4.5, below, then Contractor shall provide written notice of the excuse within five (5) days of the Owner's acts or omissions. If Contractor fails to timely submit the written notice, then Contractor shall have waived any right to later rely on the acts or omissions as a defense to Contractor's nonperformance or as the basis for a time extension, regardless of the merits of the defense or time

extension, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies. Contractor acknowledges that these written notices are of critical importance to the Owner's management of the Work and Project and the mitigation of costs and delays to the Work and Project.

ARTICLE 4 ADMINISTRATION OF THE CONTRACT

4.1 **ARCHITECT**

4.1.1 **DEFINITION**

The Architect is the person lawfully licensed to practice architecture or an entity lawfully practicing architecture identified as such in the Agreement and is referred to throughout the Contract Documents as if singular in number. The term "Architect" means the Architect or the Architect's authorized representative, and shall also refer to all consultants under the Architect's direction and control.

4.1.2 MODIFICATION

To the extent the Contract Documents indicate that Owner has assigned duties or responsibilities to the Architect, Owner reserves the right at all times to reassign such duties or responsibilities to different Owner representatives.

4.1.3 **TERMINATION**

In the case of the termination of the Architect, the Owner may appoint an architect or another construction professional or may perform such functions with its own licensed professional personnel. The status of the replacement Architect under the Contract Documents shall be that of the former architect.

4.2 ARCHITECT'S ADMINISTRATION OF THE CONTRACT

4.2.1 **STATUS**

The Architect will provide administration of the Contract and may be one of several of Owner's representatives during construction, and during the one (1) year period following the commencement of any warranties. The Architect will advise and consult with the Owner. The Architect will have authority to act on behalf of the Owner only to the extent set forth in the Owner/Architect agreement. The Architect will have all responsibilities and power established by law, including California Code of Regulations, Title 24, to the extent set forth in the Owner/Architect agreement.

4.2.2 SITE VISITS

The Architect will visit the Site at intervals necessary in the judgment of the Architect or as otherwise agreed by the Owner and the Architect in writing to become generally familiar with the progress and quality of the Completed Work and to determine in general if the Work is being performed in a manner indicating that the Work, when completed, will be in accordance with the Contract Documents.

4.2.3 LIMITATIONS OF CONSTRUCTION RESPONSIBILITY

The Contractor shall not be relieved of obligations to perform the Work in accordance with the Contract Documents either by activities or duties of the Architect in the Architect's administration of the Contract Documents, or by tests, inspections, or approvals required or performed by persons other than the Contractor.

4.2.4 COMMUNICATIONS FACILITATING CONTRACT ADMINISTRATION

The Owner and the Contractor shall communicate through the Architect, unless there is a construction manager for the Project or the Owner directs otherwise. Communications between Owner and Subcontractors or material or equipment suppliers shall be through the Contractor.

4.2.5 [Not Used]

4.2.6 **REJECTION OF WORK**

The Architect, Inspector of Record, any construction manager and others may recommend to the Owner that the Owner reject Work which does not conform to the Contract Documents or that the Owner require additional inspection or testing of the Work in accordance with paragraph 13.5.5, whether or not the Work is fabricated, installed, or completed. However, no recommendation shall create a duty or responsibility to the Contractor, Subcontractors, material and equipment suppliers, their agents or employees, or other persons performing portions of the Work.

4.2.7 CHANGE ORDERS

The Architect will prepare change orders and construction change directives and may authorize minor changes in the Work.

4.2.8 WARRANTIES UPON COMPLETION

The Architect in conjunction with the Inspector of Record, or as otherwise directed by Owner, will conduct field reviews of the Work to determine the date of Completion, shall receive and forward to the Owner for the Owner's review and records, written warranties and related documents required by the Contract and assembled by the Contractor. The handling by the Architect of such warranties, maintenance manuals, or similar documents shall not diminish or transfer to the Architect any responsibilities or liabilities required by the Contract Documents of the Contractor or other entities, parties, or persons performing or supplying the Work.

Except as may be otherwise directed by Owner, the Architect will conduct a field review of the Contractor's comprehensive list of items to be completed or corrected for development of a punch list and one (1) follow-up field review if required. The cost incurred by the Owner for further field reviews or the preparation of further punch lists by the Architect shall be invoiced to the Contractor and withheld from payments.

4.2.9 **INTERPRETATION**

The Architect, Inspector of Record, any construction manager, the Owner or any independent consultant of Owner, as Owner deems appropriate, will interpret and decide matters concerning performance under and requirements of the Contract Documents on written request of the Contractor. The Owner's response to such requests will be made with reasonable promptness, while allowing sufficient time to permit adequate review and evaluation of the request.

4.2.10 ADDITIONAL INSTRUCTIONS

4.2.10.1 Architect's Interpretations and Decisions. Interpretations and decisions of the Architect will be consistent with the intent of and reasonably inferable from the Contract Documents and will be in writing or in the form of drawings. When making such interpretations of and decisions regarding the Contract Documents, the Architect will endeavor to secure faithful performance under the Contract Documents by both the Owner and the Contractor and will not show partiality to either. The Work shall be executed in conformity with, and the Contractor shall do no work without, approved drawings, Architect's clarifying instructions, and/or submittals.

- 4.2.10.2 *Typical Parts and Sections*. Whenever typical parts or sections of the Work are completely detailed on the Drawings, and other parts or sections which are essentially of the same construction are shown in outline only, the complete details shall apply to the Work which is shown in outline.
- 4.2.10.3 *Dimensions*. Dimensions of Work shall not be determined by scale or rule. Figured dimensions shall be followed at all times. If figured dimensions are lacking on Drawings, then Architect shall supply them on request. The Owner's decisions on matters relating to aesthetic effect will be final if consistent with the Contract Documents.

4.3 INSPECTOR OF RECORD

4.3.1 GENERAL

One or more Project inspectors ("Inspector of Record") employed by the Owner and approved by the Division of the State Architect will be assigned to the Work in accordance with the requirements of Title 24 of the California Code of Regulations. The Inspector of Record's duties will be as specifically defined in Title 24.

4.3.2 INSPECTOR OF RECORD'S DUTIES

All Work shall be under the observation of or with the knowledge of the Inspector of Record. The Inspector of Record shall have free access to any or all parts of the Work at any time. The Contractor shall furnish the Inspector of Record such information as may be necessary to keep the Inspector of Record fully informed regarding progress and manner of work and character of materials. Such observations shall not, in any way, relieve the Contractor from responsibility for full compliance with all terms and conditions of the Contract, or be construed to lessen to any degree the Contractor's responsibility for providing efficient and capable superintendence. The Inspector of Record is not authorized to make changes in the drawings or specifications nor shall the Inspector of Record's approval of the Work and methods relieve the Contractor of responsibility for the correction of subsequently discovered defects, or from its obligation to comply with the Contract Documents.

4.3.3 INSPECTOR OF RECORD'S AUTHORITY TO REJECT OR STOP WORK

The Inspector of Record shall have the authority to reject work that does not comply with the provisions of the Contract Documents. In addition, the Inspector of Record may stop any work which poses a probable risk of harm to persons or property. The Contractor shall instruct its employees, Subcontractors, material and equipment suppliers, etc., accordingly. The absence of any Stop Work order or rejection of any portion of the Work shall not relieve the Contractor from any of its obligations pursuant to the Contract Documents.

4.3.4 INSPECTOR OF RECORD'S FACILITIES

In addition to the CONTRACTOR'S on-site facilities, CONTRACTOR shall provide and maintain a separate field office of approximately 400 square feet for DISTRICT, Inspector, and ARCHITECT'S use until removal is authorized by DISTRICT. CONTRACTOR shall further provide a bookcase and plan rack for storage of Contract documents and reference materials, a 3' x 5' desk, three (3) office chairs, a 3' x 6' reference table and stool, one (1) four drawer legal file cabinet, a telephone with separate line, lighting, heating and cooling, a computer with electronic mail and internet access and standard word processing software. CONTRACTOR shall make available the unrestricted free use of on-site standard fax and plain-paper copy machines. The fax machine shall have a separate telephone line. The office shall be of substantial waterproof construction with adequate natural light and ventilation by means of stock operable windows. Doors shall have a key-type lock or padlock hasp.

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4.4 RESPONSIBILITY FOR ADDITIONAL CHARGES INCURRED BY THE OWNER FOR PROFESSIONAL SERVICES

If at any time prior to the Completion of the requirements under the Contract Documents, through no fault of its own, the Owner is required to provide or secure additional professional services for any reason by any act or omission of the Contractor, then the Contractor shall be invoiced by the Owner for any actual costs incurred for any such additional services, which costs may, among other remedies, be withheld from the payments. Such invoicing shall be independent from any other Owner remedies, including, but not limited to, liquidated damages. If payments then or thereafter due to the Contractor are not sufficient to cover such amounts, then the Contractor shall pay the difference to the Owner. Additional services shall include, but shall not be limited to, the following:

- A. Services made necessary by the default of the Contractor.
- B. Services made necessary due to the defects or deficiencies in the Work of the Contractor.
- C. Services required by failure of the Contractor to perform according to any provision of the Contract Documents.
- D. Services in connection with evaluating substitutions of products, materials, equipment, Subcontractors proposed by the Contractor, and making subsequent revisions to drawings, specifications, and providing other documentation required (except for the situation where the specified item is no longer manufactured or available).
- E. Services for evaluating and processing Claims submitted by the Contractor in connection with the Work outside the established Change Order process.
- F. Services required by the failure of the Contractor to prosecute the Work in a timely manner in compliance within the specified time for Completion.
- G. Services in conjunction with the testing, adjusting, balancing and start-up of equipment other than the normal amount customarily associated for the type of Work involved.
- H. Services in conjunction with more than one (1) re-review of required submittals of shop drawings, product data, and samples.

4.5 NOTICES OF POTENTIAL CHANGE, CHANGE ORDER REQUESTS, AND CLAIMS

If the Contractor identifies the potential for extra work, delay in the critical path schedule, or the need for additional money or time, or if the Contractor requests additional money or time, or if the Contractor believes that Owner has failed to pay amounts due or otherwise breached the Contract, or otherwise believes that it is entitled to a modification of the Contract terms and conditions, then Contractor shall follow the procedures in this Section 4.5 and Article 7, otherwise Contractor shall have waived its rights to pursue those issues and any later attempts to recover money or obtain a modification shall be barred. Contractor specifically acknowledges the Owner's and public's interest in, and need to know of, potential changes and disputes as early as possible so Owner can investigate, mitigate and resolve adverse cost and time impacts, if any. It is Contractor's obligation to know and comply with the requirements of Section 4.5 and Article 7, and Owner has no obligation to notify Contractor of any failure to comply with those requirements.

4.5.1 NOTICE OF POTENTIAL CHANGE

Contractor shall submit a written Notice of Potential Change for extra work, critical path delay, or additional money or time. Contractor shall submit written Notices of Potential Change to Owner within five (5) days of Contractor becoming aware of the issues creating the potential for change, unless the issues are, or may soon be, adversely affecting the costs or critical path of the Work, in which case the

Contractor must submit the written notice without delay so the Owner may take immediate action to mitigate cost and schedule impacts of the change, if any. The written notice shall explain the nature of the potential change so the Owner may take action to mitigate costs and schedule impacts, if necessary.

When submitting a written Notice of Potential Change based on extra work, Contractor shall not perform the extra work until directed in writing to do so by Owner. When submitting a written Notice of Potential Change for an issue of critical path delay, Contractor shall proactively mitigate the effects of the alleged delay as much as reasonably possible so as to minimize any impact to the schedule, until otherwise directed by Owner. If Contractor intends to rely on Owner's acts or omissions in support of a request for a time extension, then Contractor must also provide the notice set forth in Section 3.18, above.

Failure to timely submit a written Notice of Potential Change shall constitute a complete waiver by Contractor of any right to later submit a change order request or pursue a Claim on that issue, or to later pursue any additional money or time extensions in any manner related to that issue, regardless of the merits, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies. Contractor acknowledges that these written notices are of critical importance to the Owner's Work and Project management and the mitigation of Work and Project costs and delays.

4.5.2 CHANGE ORDERS REQUESTS

If, after submitting a written Notice of Potential Change pursuant to Section 4.5.1, Contractor continues to believes that it is entitled to additional money or time (including, but not limited to, grant of a time extension; payment of money or damages arising from work done by, or on behalf of, the Contractor, payment of which is not otherwise expressly provided for or the claimant is not otherwise entitled to; or an amount the payment of which is disputed by the Owner) based on an issue, then Contractor shall submit a Change Order Request ("COR") to Owner within twenty (20) days of (i) becoming aware of the issues creating a potential change, or (ii) the date by which it should have become aware of the issues creating a potential change. A rejection at any time or a lack of a rejection by Owner of a Notice of Potential Change does not affect the timeline for submitting a COR.

Failure to timely submit a COR related to an issue, or failure to comply with any of the COR requirements in the Contract shall constitute a complete waiver by Contractor of any right to later submit a COR or Claim on that issue, or to later pursue any additional money (including time extensions) in any manner related to that issue, regardless of the merits, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies.

The COR shall state the grounds for the additional money or time requested and the amount of money or time requested, and Contractor shall include all information supporting the COR.

Contractor shall certify the COR using the form set forth in Section 4.5.5.1, except that every reference to "Claim" shall be changed to "COR." If a COR is submitted without certification, then a certification can still be submitted within the timelines set forth in the first paragraph of section 4.5.2. If the COR is not timely certified, then Contractor will have completely waived its rights to any money or time for that issue, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies.

The Owner may accept the entire COR, accept part of the COR and reject the remainder, reject the entire COR, or request additional information. If the Owner does not respond within thirty (30) days by accepting the entire COR, accepting part of the COR and rejecting the remainder, or requesting additional information, then the entire COR shall be deemed rejected as of the thirtieth (30th) day. If the Owner requests additional information, then the Contractor shall submit the information within fifteen (15) days of the date of the request and the Owner shall have fifteen (15) days after the receipt of the additional information to accept or reject (in whole or in part) the COR. If the Owner fails to respond within fifteen (15) days after the submission of additional information, then the entire COR shall be deemed rejected as of the fifteenth (15th) day.

4.5.3 **DEFINITION OF CLAIM**

A "Claim" is a separate demand by the Contractor sent by registered mail or certified mail for (a) a time extension, including, without limitation, a request for relief from damages or penalties for delay assessed by Owner under the Contract Documents, (b) payment by Owner of money or damages arising from work done by, or on behalf of, the Contractor pursuant to the Contract Documents, and payment of which is not otherwise expressly provided for or the claimant is not otherwise entitled to, or (c) an amount the payment of which is disputed by the Owner. A claim includes any claim within the scope of Public Contract Code section 20104 et seq. Resubmittal in any manner of a COR which was previously rejected under Section 4.5.2 constitutes a Claim, whether the COR was rejected in whole or in part, and whether the COR was rejected expressly or deemed rejected by Owner inaction. A Claim includes any dispute Contractor may have with the Owner, including one which does not require a Notice of Potential Change or COR under Sections 4.5.1 and 4.5.2, and includes an alleged breach of contract by the Owner. A Claim under this Article 4.5 shall also constitute a claim for purposes of the California False Claims Act. If there is a conflict between a Claims provision in Division 1 of the Specifications and Section 4.5, then Section 4.5 shall take precedence.

The Notice of Potential Change and COR procedures above are less formal procedures which precede the more formal Claim. A Notice of Potential Change does not constitute a Claim. A COR does not constitute a Claim; except that if insufficient time remains before the Claim deadline (see Article 4.5.4) for Contractor to submit a COR and for Owner to process and reject the COR under Article 4.5.2, then either (1) Contractor may submit a COR which Owner shall treat as a Claim, but only if the COR complies with all requirements in this Article 4.5 and Article 7 for COR's and Claims, or (2) a COR is not required so long as a Claim complying with this Article 4.5 is timely submitted.

"Claim" does not include vouchers, invoices, payment submissions, or other routine or authorized forms of requests for payments on the Contract; however, those documents remain "claims" for purposes of the California False Claims Act. "Claim" does not include a Government Code Claim. ("Government Code Claim" means a claim under Government Code sections 900 et seq. and 910 et seq.)

4.5.4 TIME FOR SUBMITTING CLAIM: WAIVER

Contractor shall submit all Claims to the Owner's Construction Manager (or in the absence of a Construction Manager, to Architect and Owner) within fifteen (15) days of the earliest of the following events:(a) The Completion of the Work; (b) the thirtieth (30th) continuous day without labor by Contractor; and (c) Contractor's submission of a final progress payment application. Owner's rejection, or lack of rejection, of a COR at any time does not affect the deadline for filing a Claim.

In addition, on or before the fifteenth (15th) day after Completion of the Work, Contractor shall submit to Owner, in writing, a summary of all Claims for money or time extensions under or arising out of this Contract which were timely filed and which were fully compliant with the Contract's requirements for Claims. All Claims by Contractor, except those identified in the above summary, shall be waived after the fifteenth (15th) day after Completion of the Work as Contractor will not have satisfied a condition precedent or exhausted administrative remedies. This Claim summary requirement shall not extend the time for submitting a Claim.

Failure to timely submit a Claim, failure to include a Claim in the Claim summary, or failure to comply with any of the Claim requirements in the Contract, including, but not limited to, this Article 4, will act as a complete waiver of Contractor's rights to (a) recover money or time on the issues for which a Claim was required, (b) submit a Government Code Claim for the money or time (see Section 4.5.6.4), and (c) initiate any action, proceeding or litigation for the money or time, regardless of the merits, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies. Owner does not have an obligation to reject the Claim for a failure to comply with any of the Claim requirements in the Contract, including the lack of certification, and any failure by Owner to reject, or any delay in rejecting, a Claim on that basis does not waive the Owner's right to reject the Claim on that basis at a later time. In

no event may the Contractor reserve its rights to assert a Claim for a time extension or additional money beyond the timelines set forth in this provision unless the Owner agrees in writing to allow the reservation.

4.5.5 **CONTENT OF CLAIM**

4.5.5.1 *Claim Format; Waiver*. Every Claim shall be in writing. All money or time extensions sought must be stated and itemized in the Claim at the time submitted. The responsibility to substantiate Claims shall rest with the Contractor, and the Contractor shall furnish reasonable documentation to support each Claim.

In addition, the Contractor shall include a certification with each and every Claim at the time of submission, as follows:

,[name of declarant], declare the following:
[Contractor company name] has contracted with project] Project [Contractor company name] authorized me to prepare the attached Claim for money and/or time extension) for [public entity name] regarding this Project (dated, 20, entitled, and requesting and/or additional days), and I prepared the attached Claim. I am the most knowledgeable person at [contractor company name] regarding this Claim.
The attached Claim complies with all laws applicable to submission of a Claim, including, but not limited to, California Penal Code section 72, Government Code sections 12650 et seq. (False Claims Act), and Business and Professions Code sections 17200 et seq. (Unfair Business Practices Act). I am aware that submission or certification of false claims, or other claims that violate law or the Contract, may lead to fines, imprisonment, and/or other serious legal consequences for myself or [contractor company name].
The attached Claim does not breach the Contract between [contractor company name] and [public entity name] for this Project, is not a false claim, does not violate any applicable law, satisfies all provisions of the Contract applicable to submission of the Claim, only contains truthful and accurate supporting data, and only requests money and/or time extensions that accurately reflect the adjustments to money and time for which I believe that [public entity name] is responsible under its Contract with [contractor company name].
While preparing this declaration and Claim I consulted with others (including attorneys, consultants, or others who work for[Contractor company name]) when necessary to ensure that the statements were true and correct.
Contractor understands and agrees that any Claim submitted without this certification does not meet the terms of the Contract Documents; that Owner, or Owner's representatives, may reject the Claim on that basis; and that unless Contractor properly and timely files the Claim with the certification, Contractor cannot further pursue the Claim in any forum and all rights to additional money or time for the issues covered by the Claim are waived due to a condition precedent not having been satisfied.
I declare under the penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed, 2, at, California.

[name	of declarant

Contractor's failure to timely submit a certification will constitute a complete waiver of Contractor's rights to (a) recover money or time on the issues for which a Claim was required, (b) submit a Government Code Claim (see Section 4.5.6.4) for the money or time, and (c) initiate any action, proceeding or litigation for the money or time, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies.

4.5.5.2 Claims for Additional Money. Each Claim for additional money (including, but not limited to, those described in (b) and (c) of the first paragraph of Section 4.5.3) must include all facts supporting the Claim, including, but not limited to, all supporting documentation plus a written analysis as to (a) why the claimed cost was incurred, (b) why Contractor could not mitigate its costs, (c) why the claimed cost is the responsibility of the Owner, and (d) why the claimed cost is a reasonable amount. In no event will the Contractor be allowed to reserve its rights to assert a Claim for money at a later time, unless the Owner expressly agrees in writing to allow the reservation. Any costs, direct or indirect, not asserted shall be waived. A Claim may not include any costs incurred in preparation of the Claim or in preparation of any underlying COR, including, but not limited to, costs of delay analysis.

4.5.5.3 Claims for Additional Time.

4.5.5.3.1 *Notice of Extent of Claim.* If the Contractor wishes to make a Claim for an extension in the Date for Completion or a Milestone Deadline (including, but not limited to, Section 4.5.3(a)), then the Claim shall include, but not be limited to, all facts supporting the Claim, all documentation of such facts, all information required by the Contract Documents, and a current schedule and delay analysis explaining (a) the nature of the delay, (b) the Owner's responsibility for the claimed delay, (c) the claimed delay's impact on the critical path, (d) the claimed delay's impact on the actual Completion date (including an analysis of any float still remaining and whether the alleged delay in work exceeds such remaining float), and (e) why Contractor could not mitigate the delay impacts.

In the case of a continuing delay, only one (1) initial Claim is necessary that is based on estimates of when the continuing delay will end, but within thirty (30) days of the end of the continuing delay an updated final Claim must be submitted, which shall also be certified. In no event will the Contractor be allowed to reserve its rights to assert a Claim for a time extension, unless the Owner expressly agrees in writing to allow the reservation. Any time extension not asserted shall be waived.

4.5.5.3.2 *Unusually Severe Weather Claims*. If unusually severe weather is the basis for a Claim for additional time, then Contractor must provide Owner data and facts showing that the weather conditions were abnormal for the period of time, could not have been reasonably anticipated or mitigated, and had an adverse effect on the critical path of the scheduled construction.

4.5.5.4 "Pass Through" Claims. A Subcontractor or supplier to Contractor may not submit a request for additional time or money directly to the Owner. If a subcontractor or supplier submits a request for additional money or time to Contractor and Contractor wishes to pass it through to Owner, then Contractor must comply with all requirements of Section 4.5, including Notices of Potential Change, Change Order Requests, and Claims. Contractor must prepare and submit its own analysis of the Subcontractor's request, and the Claim must include a copy of the Subcontractor's request along with any other necessary supporting documentation.

In addition to other requirements in the Contract Documents, including but not limited to this Section 4.5, the Contractor's analysis of the Subcontractor's request must include Contractor's detailed explanation as to why the Subcontractor or supplier's request is the Owner's responsibility, including Contractor's analysis of (a) why the amount of damages the Subcontractor or supplier requests is justified and appropriate, (b) how Contractor's breach of the subcontract caused the Subcontractor or supplier to incur these damages, and (c) how the Owner's breach of the Contract caused the Contractor's breach of the

subcontract. Any Contractor Claim that fails to include the above information, or that states that Owner is responsible for the Subcontractor's request only if that Contractor is found to owe money to Subcontractor, shall act as a complete waiver of Contractor's rights to (a) recover money or time on the issues for which a Claim was required, (b) submit a Government Code Claim (see Section 4.5.6.4) for the money or time, and (c) initiate any action, proceeding or litigation for the money or time, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies.

4.5.6 PROCEDURES FOR CLAIMS LESS THAN OR EQUAL TO \$375,000 (PUBLIC CONTRACT CODE SECTION 20104.2)

Claims less than or equal to \$375,000 are subject to this section 4.5.6, as well as the separate procedures and substantive provisions of Sections 4.5.1 through 4.5.5.

4.5.6.1 Claims for Less Than \$50,000. For Claims of less than fifty thousand dollars (\$50,000), the Owner shall conduct a reasonable review of the claim and shall respond in writing to any written Claim within 35 days of receipt of the Claim, or may request, in writing, within 30 days of receipt of the Claim, any additional documentation supporting the Claim or relating to defenses to the claim the Owner may have against the Contractor. After receipt of a Claim, the 45-day period may be extended by Owner and Contractor. The written statement shall identify which portion of the Claim is disputed and what portion is undisputed. If the Owner needs approval from its governing body to provide the written statement, and the governing body does not meet within the 45 days or the extended period of time, then the Owner shall have up to three days after the next public noticed meeting of the governing body to provide the written statement. Any payment due on an undisputed portion of the Claim shall be processed and made within sixty (60) days after the Owner's written statement. Failure by the Owner to respond to a Claim within the above time periods or to otherwise meet the above time requirements shall result in the Claim being deemed rejected in its entirety.

If additional information is thereafter required, then it shall be requested and provided pursuant to this subsection, upon mutual agreement of the Owner and Contractor. If Owner and Contractor cannot reach mutual agreement, then Contractor's failure to provide any reasonably-requested information within fifteen (15) days after the request shall act as a complete waiver of Contractor's rights to (a) recover money or time on the issues for which a Claim was required, (b) submit a Government Code Claim (see Section 4.5.6.4) for the money or time, and (c) initiate any action, proceeding or litigation for such money or time, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies.

The Owner's written response to the Claim, as further documented, shall be submitted to the Contractor within 15 days after receipt of the further documentation, or within a period of time no greater than that taken by the Contractor in producing the additional information, whichever is greater.

4.5.6.2 Claims Over \$50,000 and Less Than or equal to \$375,000. For claims over fifty thousand dollars (\$50,000) and less than or equal to three hundred seventy-five thousand dollars (\$375,000), the Owner shall conduct a reasonable review of the claim and shall respond in writing to all written Claims within 45 days of receipt of the Claim, or may request, in writing, within 30 days of receipt of the Claim, any additional documentation supporting the Claim or relating to defenses to the Claim the Owner may have against the Contractor. After receipt of a Claim, the 45-day period may be extended by Owner and Contractor. The written statement shall identify which portion of the Claim is disputed and what portion is undisputed. If the Owner needs approval from its governing body to provide the written statement, and the governing body does not meet within the 45 days or the extended period of time, then the Owner shall have up to three days after the next public noticed meeting of the governing body to provide the written statement. Any payment due on an undisputed portion of the Claim shall be processed and made within sixty (60) days after the Owner's written statement. Failure by the Owner to respond to a Claim within the above time periods or to otherwise meet the above time requirements shall result in the Claim being deemed rejected in its entirety.

If additional information is thereafter required, then it shall be requested and provided pursuant to this subsection, upon mutual agreement of the Owner and Contractor. If Owner and Contract cannot reach mutual agreement, then Contractor's failure to provide any reasonably-requested information within thirty (30) days after the request shall act as a complete waiver of Contractor's rights to (a) recover money or time on the issues for which a Claim was required, (b) submit a Government Code Claim (see Section 4.5.6.4) for such money or time, and (c) initiate any action, proceeding or litigation for such money or time, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies.

The Owner's written response to the Claim, as further documented, shall be submitted to the Contractor within 30 days after receipt of the further documentation, or within a period of time no greater than that taken by the Contractor in producing the additional information or requested documentation, whichever is greater.

4.5.6.3 *Meet and Confer.* If the Contractor disputes the Owner's written response, or the Owner fails to respond within the time prescribed, then the Contractor may so notify the Owner, in writing, either within 15 days of receipt of the Owner's response or within 15 days of the Owner's failure to respond within the time prescribed, respectively, and demand an informal conference to meet and confer for settlement of the issues in dispute. Upon a written demand received through registered mail or certified mail, the Owner shall schedule a meet and confer conference for settlement of the dispute, which shall take place within 30 days of the demand. Upon written agreement of the Owner and Contractor, the conference may take place during regularly scheduled Project meetings.

If Contractor fails to timely notify the Owner that it wishes to meet and confer pursuant to the previous paragraph, then Contractor will have waived all rights to (a) recover money or time on the issues for which a Claim was required, (b) submit a Government Code Claim (see Section 4.5.6) for such money or time, and (c) initiate any action, proceeding or litigation for such money or time, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies.

Within ten (10) business days after the conclusion of the meet and confer conference, the Owner shall give a written statement to the Contractor identifying the portion of the Claim that remains in dispute and the portion that is undisputed. Any payment due on an undisputed portion of the Claim shall processed and made within sixty (60) days after the Owner issues the written statement. Any disputed portion of the Claim shall be submitted to non-binding mediation (which may consist of any nonbinding process, including but not limited to neutral evaluation or a dispute review board), with the Owner and Contractor sharing the costs equally. The Owner and Contractor shall agree to a mediator within ten (10) business days after the written statement; and if they cannot agree upon a mediator, then each shall select a mediator and those two mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the Claim (each party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator). The parties may mutually waive the requirement for mediation in writing. If the Contractor fails to timely notify the Owner in writing that it wishes to mediate pursuant to this paragraph, then the Contractor will have waived all right to further pursue the Claim pursuant to section 4.5.4. The parties shall reasonably cooperate to schedule and attend a mediation as soon as reasonably possible. Failure by the Owner to respond to a Claim within the above time periods or to otherwise meet the above time requirements shall result in the Claim being deemed rejected in its entirety.

4.5.6.4 **Government Code Claim.** If the Claim or any portion remains in dispute after the mediation and Contractor wishes to pursue it, then the Contractor **must** file a timely and proper Government Code Claim. The filing of a Government Code Claim is specifically required in addition to all contractual procedures described in Sections 4.5 through 4.5.6.3. The above contractual procedures do not act as a substitute for the Government Code Claim process, and the two sets of procedures shall be sequential with the contractual procedures coming first.

Failure to timely file a Government Code Claim shall act as complete waiver of Contractor's rights to (a) recover money or time on the issues for which a Government Code Claim was required, and (b) initiate

any action, proceeding or litigation for such money or time, as Contractor will not have satisfied a condition precedent or exhausted administrative remedies.

Owner and Contractor shall proceed with the Government Code Claim according to Government Code, Section 900 et seq., and as otherwise permitted by law. For purposes of the applicable Government Code provisions, and as provided in Public Contract Code section 20104.2(e), the running of the time period within which a Contractor must file a Government Code Claim shall be tolled from the time the Contractor submits a written Claim under Article 4.5 until the time that the Claim is denied, in whole or in part, as a result of the meet and confer process in Section 4.5.6.3, including any period of time utilized by the meet and confer process.

4.5.7 PROCEDURES FOR CLAIMS OVER \$375,000

Contractor and Owner shall proceed with Claims over \$375,000 pursuant to Section 4.5.6, except Section 4.5.6.1 shall not be applicable. If Contractor fails to timely notify the Owner in writing that it wishes to mediate pursuant to this paragraph, then Contractor will have waived all rights to further pursue the Claim pursuant to Section 4.5.4. The parties shall reasonably cooperate to schedule and attend a mediation as soon as reasonably possible.

4.5.8 CONTINUING CONTRACT PERFORMANCE

Despite submission or rejection of a Notice of Potential Change, COR or Claim, the Contractor shall proceed diligently with performance of the Contract as directed by Owner, and the Owner shall continue to make any undisputed payments in accordance with the Contract.

4.5.9 CLAIMS FOR CONCEALED OR UNKNOWN CONDITIONS

- 4.5.9.1 *Trenches or Excavations Less Than Four Feet Below the Surface.* If Contractor encounters conditions at the Site which are subsurface or otherwise concealed physical conditions, which differ materially from those indicated in the Contract Documents, or unknown physical conditions of an unusual nature, which differ materially from those ordinarily found to exist and generally recognized as inherent in construction activities of the character provided for in the Contract Documents, then the Contractor shall give notice to the Owner promptly before conditions are disturbed and in no event later than ten (10) days after first observance of the conditions. If Contractor believes that such conditions differ materially and will cause an increase in the Contractor's cost of, time required for, or performance of any part of the Work, then Contractor must comply with the provisions above for Notice of Potential Change, Change Order Request, and Claims (beginning with Section 4.5.1).
- 4.5.9.2 *Trenches or Excavations Greater Than Four Feet Below the Surface.* Pursuant to Public Contract Code section 7104, when any excavation or trenching extends greater than four feet below the surface:
- 4.5.9.2.1 The Contractor shall promptly, and before the following conditions are disturbed, notify the Owner, in writing, of any:
- (1) Material that the Contractor believes may be material that is hazardous waste, as defined in Section 25117 of the Health and Safety Code, which is required to be removed to a Class I, Class II, or Class III disposal site in accordance with the provisions of existing law.
- (2) Subsurface or latent physical conditions at the site differing from those indicated by information about the site made available to bidders prior to the deadline for submitting bids.
- (3) Unknown physical conditions at the site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract.

4.5.9.2.2 The Owner shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work, then the Owner shall issue a change order under the procedures described in the Contract.

4.5.9.2.3 If a dispute arises between the Owner and the Contractor as to whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, then the Contractor shall not be excused from any deadline for Completion provided for by the Contract, but shall proceed with all Work to be performed under the Contract. The Contractor shall retain any and all rights provided either by Contract or by law which pertain to the resolution of disputes and protests between the contracting parties.

4.5.10 Injury or Damage to Person or Property

If either party to the Contract suffers injury or damage to person or property because of an act or omission of the other party, any of the other party's employees or agents, or others for whose acts such party is legally liable, then written notice of such injury or damage, whether or not insured, shall be given to the other party within a reasonable time not exceeding ten (10) days after first observance. The notice shall provide sufficient detail to enable the other party to investigate the matter. For a Notice of Potential Change, COR and Claim for additional cost or time related to this injury or damage, Contractor shall follow Section 4.5.

ARTICLE 5 SUBCONTRACTORS

5.1 **DEFINITIONS**

5.1.1 **SUBCONTRACTOR**

A Subcontractor is a person or entity, who has a contract with the Contractor to perform a portion of the Work at the Site. The term "Subcontractor" is referred to throughout the Contract Documents as if singular in number and means a Subcontractor or an authorized representative of the Subcontractor. The term "Subcontractor" does not include a separate contractor or subcontractors of a separate contractor. To the extent that the term Trade Contractor is utilized in the Contract Documents, it shall have the same meaning as the term "Subcontractor."

5.1.2 **SUB-SUBCONTRACTOR**

A Sub-subcontractor is a person or entity who has a direct or indirect contract with a Subcontractor to perform a portion of the Work at the Site. The term "Sub-subcontractor" is referred to throughout the Contract Documents as if singular in number and means a Sub-subcontractor or an authorized representative of the Sub-subcontractor.

5.1.3 **SPECIALTY CONTRACTORS**

If a Subcontractor is designated as a "Specialty Contractor" as defined in section 7058 of the Business and Professions Code, then all of the Work outside of that Subcontractor's specialty shall be performed in compliance with the Subletting and Subcontracting Fair Practices Act, Public Contract Code sections 4100, et seq.

5.2 AWARD OF SUBCONTRACTS AND OTHER CONTRACTS FOR PORTIONS OF THE WORK

5.2.1 ASSIGNMENT OR SUBSTITUTION - CONSENT OF OWNER

In accordance with Public Contract Code sections 4107 and 4107.5, no Contractor whose bid is accepted shall, without the written consent of the Owner: substitute any person or entity as a Subcontractor in place of the Subcontractor designated in the original bid; permit any such Subcontract to be assigned or transferred, or allow it to be performed by any person or entity other than the original Subcontractor listed in the original bid; sublet or subcontract any portion of the Work in excess of one-half of one percent (0.5%) of the Contractor's total bid as to which its original bid did not designate a Subcontractor. Any assignment or substitution made without the prior written consent of the Owner shall be void, and the assignees shall acquire no rights in the Contract. Any consent, if given, shall not relieve Contractor or its Subcontractors from their obligations under the terms of the Contract Documents.

5.2.2 GROUNDS FOR SUBSTITUTION

Pursuant to Public Contract Code section 4107 and the procedure set forth therein, no Contractor whose bid is accepted may request to substitute any person or entity as a Subcontractor in place of a Subcontractor listed in the original bid except in the following instances:

- A. When the Subcontractor listed in the bid after having a reasonable opportunity to do so, fails or refuses to execute a written contract for the scope of work specified in the subcontractor's bid and at the price specified in the subcontractor's bid, when that written contract, based upon the general terms, conditions, plans and specifications for the Project involved or the terms of that Subcontractor's written bid, is presented to the Subcontractor by the Contractor;
- B. When the listed Subcontractor becomes insolvent or the subject of an order for relief in bankruptcy;
- C. When the listed Subcontractor fails or refuses to perform his or her Subcontract;
- D. When the listed Subcontractor fails or refuses to meet the bond requirements of the prime contractor set forth in Public Contract Code section 4108.
- E. When the Contractor demonstrates to the Owner, or its duly authorized officer, subject to the further provisions of Public Contract Code section 4107.5, that the name of the Subcontractor was listed as the result of inadvertent clerical error;
- F. When the listed Subcontractor is not licensed pursuant to the Contractors License Law; or
- G. When the Owner, or its duly authorized officer, determines that the Work being performed by the listed Subcontractor is substantially unsatisfactory and not in substantial accordance with the plans and specifications, or the Subcontractor is substantially delaying or disrupting the progress of the Work.
- H. When the listed Subcontractor is ineligible to work on a public works project pursuant to Section 1777.1 of the Labor Code.
- I. When the Owner determines that a listed Subcontractor is not a responsible contractor.
- 5.2.2.1 *No Change in Contract.* Any substitutions of Subcontractors shall not result in any increase in the Total Amount or result in the granting of any extension of time for the Completion of the Work.

5.2.2.2 Substitution Due to Clerical Error. The Contractor, as a condition of asserting a claim of inadvertent clerical error in the listing of a Subcontractor, shall, pursuant to Public Contract Code section 4107.5, within two (2) working days after the time of the prime bid opening by the Owner, give written notice to the Owner and copies of such notice to both the Subcontractor it claims to have listed in error, and the intended Subcontractor who had bid to the Contractor prior to bid opening. Any listed Subcontractor who has been notified by the Contractor in accordance with the provisions of this section as to an inadvertent clerical error, shall be allowed six (6) working days from the time of the prime bid opening within which to submit to the Owner and to the Contractor written objection to the Contractor's claim of inadvertent clerical error.

In all other cases, the Contractor must make a request in writing to the Owner for the substitution of a subcontractor, giving reasons therefore. The Owner shall mail a written notice to the listed Subcontractor giving reasons for the proposed substitution. The listed Subcontractor shall have five (5) working days from the date of such notice within which to file with the Owner written objections to the substitution.

Failure to file written objections pursuant to the provisions of this section within the times specified herein shall constitute a complete waiver of objection to the substitution by the listed Subcontractor and, where the ground for substitution is an inadvertent clerical error, an agreement by the listed Subcontractor that an inadvertent clerical error was made.

If written objections are filed, then the Owner shall give five (5) days notice to the Contractor and to the listed Subcontractor of a hearing by the Owner on the Contractor's request for substitution as provided in Public Contract Code section 4107. The determination by the Owner shall be final.

5.3 SUBCONTRACTUAL RELATIONS

By appropriate agreement, written where legally required for validity, the Contractor shall require each Subcontractor, to the extent of the Work to be performed by the Subcontractor, to be bound to the Contractor by terms of the Contract Documents, and to assume toward the Contractor all obligations and responsibilities, which the Contractor, by the Contract Documents, assumes toward the Owner. Each subcontract agreement shall preserve and protect the rights of the Owner under the Contract Documents with respect to the Work to be performed by the Subcontractor so that subcontracting thereof will not prejudice such rights, and shall allow to the Subcontractor, unless specifically provided otherwise in the subcontract agreement, the benefit of all rights, remedies, and redress against the Contractor that the Contractor, by the Contract Documents, has against the Owner. Where appropriate, the Contractor shall require each Subcontractor to enter into similar agreements with Sub-subcontractors. The Contractor shall make available to each proposed Subcontractor, prior to the execution of the subcontract agreement, copies of the Contract Documents to which the Subcontractor will be bound. Upon written request of the Subcontractor, the Contractor shall identify to the Subcontractor the terms and conditions of the proposed subcontract agreement, which may be at variance with the Contract Documents. Subcontractors shall similarly make copies of applicable portions of such documents available to their respective proposed Sub-subcontractors.

5.4 CONTINGENT ASSIGNMENT OF SUBCONTRACTS

Each subcontract agreement for a portion of the Work is assigned by the Contractor to the Owner provided that:

- A. Assignment is effective only after termination of the Contract with the Contractor by the Owner for cause pursuant to Article 14 and only for those subcontract agreements which the Owner accepts by notifying the Subcontractor in writing; and
- B. Assignment is subject to the prior rights of the surety, if any, obligated under any bond relating to the Contract.

5.5 SUBCONTRACTOR'S RESPONSIBILITIES

Every Subcontractor is bound to the following provisions, unless specifically noted to the contrary in the Subcontractor's contract subject to the limitations of section 5.3.

5.5.1 SUPERVISION BY SUBCONTRACTORS

Subcontractors shall efficiently supervise their Work, using their best skill and attention. Each of them shall carefully study and compare all Drawings, Specifications, and other instructions, shall at once report to Contractor any error or omission which any of them may discover, and shall subsequently proceed with the Work in accordance with instructions from the Contractor concerning such error or omission. Each Subcontractor shall be fully responsible for and shall bear the full risk of loss of all of its property.

5.5.2 **DISCIPLINE AND ORDER**

Each Subcontractor shall at all times enforce strict discipline and good order among its Subcontractors, material or equipment suppliers, or their agents, employees, and invitees, and shall establish and maintain surveillance over the activities of each of the foregoing to minimize any disturbance, damage, pollution, or unsightly conditions relative to property areas adjacent to or in the vicinity of the Site. The Contractor shall have the right to remove from the Work any employee of a Subcontractor for any reason including, without limitation, incompetence or carelessness.

5.5.3 **DEFECTS DISCOVERED**

Should the proper and accurate performance of the Work depend upon the proper and accurate performance of other work not included in its Contract, each Subcontractor shall use all necessary means to discover any defect in such other work and shall allow the Contractor, the Owner and Architect, or other Subcontractors as Contractor elects, a reasonable amount of time to remedy such defects. If the Subcontractor should proceed with its Work, then it shall be considered to have accepted such other work, unless the Subcontractor shall have proceeded pursuant to instructions in writing by the Contractor over its written objection.

5.5.4 SUBCONTRACTOR INFORMATION

Each Subcontractor shall submit to the Owner, the Contractor, or the Architect, as the case may be, promptly when requested by any of the foregoing, information with respect to the names, responsibilities, and titles of the principal members of its staff, the adequacy of the Subcontractor's equipment and the availability of necessary materials and supplies. Subcontractor shall fully cooperate with Contractor in its periodic review of the adequacy of Subcontractor's supervision, personnel, and equipment, and the availability of necessary materials and supplies and shall promptly comply with the requirements of the Contractor with respect thereto.

5.5.5 TEMPORARY STRUCTURES

Each Subcontractor shall furnish at its expense its own temporary facilities and storage except those specifically agreed to be furnished to it by the Contractor in the Subcontract Agreement. Subcontractor's material storage rooms and field offices, etc., will be placed in locations designated by the Contractor. When it becomes necessary due to the progress of the Work for the Subcontractor to relocate its field operations, it will do so in an expeditious manner and at no additional cost to Contractor or Owner. The construction of material storage rooms and field offices, etc., will be of fire resistive material only, such as concrete or gypsum block, rated drywall, or sheet metal.

5.5.6 CHARGES TO SUBCONTRACTOR

Each Subcontractor may be subject to the Contractor's reasonable charges for hoisting, repair to other work caused by the fault or negligence of Subcontractor, removal of Subcontractor's rubbish, and clean-up occasioned by Subcontractor.

5.5.7 FINES IMPOSED

Subcontractor shall comply with and pay any fines or penalties imposed for violation of any applicable law, ordinance, rule, regulation, Environmental Impact Report mitigation requirement, and lawful order of any public authority, including, without limitation, all OSHA and California OSHA requirements and those of other authorities having jurisdiction of the safety of persons or property.

5.5.8 PROJECT SIGNS

Each Subcontractor shall not display on or about the Project any sign, trademark, or other advertisement. The Owner will permit a single Project sign, which shall be subject to the Owner's prior and sole discretion and approval, as to all matters including, without limitation, size, location, material, colors, style and size of printing, logos and trademarks (if any), text, and selection of names to be displayed.

5.5.9 REMEDIES FOR FAILURE TO PERFORM

Without limitation of any other right or remedy available to Contractor under the Contract Documents or at law, should: the Subcontractor fail to perform its portion of the Work in a skilled and expeditious manner in accordance with the terms of the Contract Documents with sufficient labor, materials, equipment, and facilities; delays the progress of the job or otherwise fail in any of its obligations; or either a receiver is appointed for the Subcontractor or the Subcontractor is declared to be bankrupt or insolvent, and such appointment, bankruptcy, or insolvency proceedings or declaration is not set aside within thirty (30) days, then the Contractor, upon three (3) days notice to the Subcontractor (subject to the requirements of Pub. Contracts Code, § 4107), may provide such labor, materials, or perform such work and recover the cost plus profit and overhead from monies due or to become due thereafter to the Subcontractor. The Contractor may terminate the employment of the Subcontractor, taking possession of its tools, materials, and equipment related to the Work and cause the entire portion of the Subcontractor's Work to be finished either by another Subcontractor or through the Contractor's own forces.

5.5.10 DISPUTES NOT TO AFFECT WORK

If there is any dispute as to whether or not any portion of the Work is within the scope of the Work to be performed by a Subcontractor, or any dispute as to whether or not the Subcontractor is entitled to a Change Order for any Work requested of it or entitled to payment, then the Subcontractor shall continue to proceed diligently with the performance of the Work. Regardless of the size or nature of the dispute, the Subcontractor shall not under any circumstances cease or delay performance of its portion of the Work during the existence of the dispute. The Contractor shall continue to pay the undisputed amounts called for under the Subcontract Agreement during the existence of the dispute. Any party stopping or delaying the progress of the Work because of a dispute shall be responsible in damages to the Owner, the Architect, and the Contractor for any losses suffered as a result of the delay.

5.5.11 INVOICE FOR PAYMENT

Contractor agrees to advise the Subcontractor if any documentation in connection with the Subcontractor's invoice for payment has not been accepted or is in any way unsatisfactory.

5.5.12 COMPLIANCE WITH PROCEDURES

Each Subcontractor shall comply with all procedures established by the Contractor for coordination among the Owner's consultants, Architect, Contractor, and the various Subcontractors for coordination of the Work with all local municipal authorities, government agencies, utility companies, and any other agencies with jurisdiction over all or any portion of the Work. The Subcontractor shall cooperate fully with all of the foregoing parties and authorities.

5.5.13 ON-SITE RECORD KEEPING

Subcontractor shall comply with all on-Site record keeping systems established by the Contractor and shall, upon the request of the Contractor, provide the Contractor with such information and reports as the Contractor may deem appropriate. Without limitation of the foregoing, the Subcontractor shall assemble all required permits and certificates so that they are readily accessible at the Site.

5.5.14 Non-Exclusive Obligations

The specific requirements of Article 5 are not intended to exclude the obligation of the Subcontractor to comply with any of the other provisions of the General Conditions and the other Contract Documents which are relevant to the proper performance of its portion of the Work.

ARTICLE 6 CONSTRUCTION BY OWNER OR BY SEPARATE CONTRACTORS

6.1 OWNER'S RIGHT TO PERFORM CONSTRUCTION AND TO AWARD SEPARATE CONTRACTS

6.1.1 OWNER'S RIGHTS

In accordance with its rights under the Contract Documents, the Owner has the right to perform Project work related to the Work with the Owner's own forces, or to award separate contracts in connection with such other Work or other construction or operations on the Site under Conditions of the Contract identical or substantially similar to these including those portions related to insurance. Upon the election to perform such work with its own forces or by separate contracts, the Owner shall notify the Contractor. If the Contractor claims that delay or additional cost is involved because of such action by the Owner, then the Contractor shall proceed pursuant to Section 4.5 in the Contract Documents.

6.1.2 **DESIGNATION AS CONTRACTOR**

When separate contracts are awarded for different portions of the Project or other construction or operations on the Site, the term "Contractor" in the Contract Documents in each of those contracts shall mean the contractor who executes each separate Owner/Contractor Agreement.

6.1.3 CONTRACTOR DUTIES

The Contractor shall have overall responsibility for coordination and scheduling of the activities of the Owner's own forces and of each separate contractor with the Work of the Contractor, who shall cooperate with them. The Contractor shall participate with other separate contractors and the Owner in reviewing their construction schedules when directed to do so. The Contractor shall make any revisions to the construction schedule and Total Amount deemed necessary after a joint review and mutual agreement. The construction schedules shall then constitute the schedules to be used by the Contractor, separate contractors, and the Owner until subsequently revised.

6.1.4 **OWNER OBLIGATIONS**

Unless otherwise provided in the Contract Documents, when the Owner performs work related to the Project with the Owner's own forces, the Owner shall be deemed to be subject to the same obligations, and to have the same rights, which apply to the Contractor under the General Conditions, including, without excluding others, those stated in Article 3, this Article 6 and Articles 10 and 12.

6.2 MUTUAL RESPONSIBILITY

6.2.1 **DELIVERY AND STORAGE**

The Contractor shall afford the Owner and separate contractors reasonable opportunity for delivery and storage of their materials and equipment and performance of their activities, and shall connect and coordinate the separate contractors' construction and operations with theirs as required by the Contract Documents.

6.2.2 NOTICE BY CONTRACTOR

If part of the Contractor's Work depends upon proper execution or results from work by the Owner or a separate contractor, then the Contractor shall, prior to proceeding with that portion of the Work, promptly report to the Owner patent discrepancies or defects in such other construction that would render it unsuitable for such proper execution and results. Failure of the Contractor to so report shall constitute an acknowledgment that the Owner's or separate contractors' completed or partially completed construction is fit and proper to receive the Contractor's Work, except as to defects not then reasonably discoverable.

6.2.3 COSTS INCURRED

Costs, expenses, and damages caused by delays, improperly timed activities, defective construction, or damages to another's work/Work shall be borne by the party responsible. Should Contractor cause damage to the work/Work or property of any other contractor on the Project, or to the Project or property of a third party, or cause any delay to any such contractor or third party, the Contractor shall defend, indemnify and hold Owner harmless for such damage or delay under Section 3.16, below, and the Contractor shall be liable to Owner for any damages suffered by Owner, including liquidated damages for delay. Owner may withhold from payments the cost of delay or damage to another contractor's work or damage to another contractor's property, and Owner's damages caused by Contractor.

6.2.4 CORRECTION OF DAMAGE

The Contractor shall promptly remedy damage wrongfully caused by the Contractor to completed or partially completed construction or to property of the Owner or separate contractors.

6.3 OWNER'S RIGHT TO CLEAN UP

If a dispute arises among the Contractor, separate contractors, and the Owner as to the responsibility under their respective contracts for maintaining the premises and surrounding area free from waste materials and rubbish as described in Section 3.13, then the Owner may clean up and allocate the cost among those responsible as the Owner determines to be just.

ARTICLE 7 CHANGES IN THE WORK

7.1 **CHANGES**

7.1.1 NO CHANGES WITHOUT AUTHORIZATION

The Owner reserves the right to change the Work by making such alterations, deviations, additions to, or deletions from the plans and specifications, as may be deemed by the Owner to be necessary or advisable for the proper Completion or construction of the Work contemplated, and Owner reserves the right to require Contractor to perform such work. No adjustment will be made in the Contract unit price of any Contract item regardless of the quantity ultimately required.

Owner shall compensate Contractor with money or grant extra time for any extra work ordered by the Owner to be performed. Contractor shall follow the provisions of Sections 7.6 and 7.7 when requesting additional money or additional time. Contractor shall expeditiously perform all extra work upon direction, even if no agreement has been reached on extra time or money. For all such changes resulting in a credit to Owner, Contractor shall follow Sections 7.5 and 7.7 in providing the credit to Owner. Contractor shall bring all potential credits to the Owner's attention.

There shall be no change whatsoever in the drawings, specifications, or in the Work or payments under the Contract Documents without an executed Change Order, Construction Change Directive, or order by the Owner pursuant to Section 7.1.2. Owner shall not be liable for the cost of any extra work or any substitutions, changes, additions, omissions, or deviations from the Drawings and Specifications unless the same shall have been properly requested under Section 4.5 and authorized by, and the cost thereof approved in writing by, Change Order or Construction Change Directive. No extension of time for performance of the Work shall be allowed hereunder unless request for such extension is properly made under Section 4.5 and such time is thereof approved in writing by Change Order or Construction Change Directive. The provisions of the Contract Documents shall apply to all such changes, additions, and omissions with the same effect as if originally embodied in the Drawings and Specifications.

7.1.2 **AUTHORITY TO ORDER MINOR CHANGES**

The Owner has authority to order minor changes in the Work not involving any adjustment in the Total Amount, an extension of the Date for Completion or a Milestone Deadline, or a change which is inconsistent with the intent of the Contract Documents. Such changes shall be effected by written Construction Change Directive and shall be binding on the Contractor. The Contractor shall carry out such written orders promptly.

7.2 CHANGE ORDERS ("CO")

A CO is a written instrument signed by the Owner and the Contractor, stamped (or sealed) and signed by Architect, and approved by the Owner's Governing Board and DSA, stating the agreement of Owner and Contractor upon all of the following:

- A. A change in the Work;
- B. The amount of the adjustment in the Total Amount, if any; and
- C. The extent of the adjustment of the Date for Completion or a Milestone Deadline, if any.

Unless expressly stated otherwise in the CO, any CO executed by Owner and Contractor constitutes and includes full and complete money and time (including, but not limited to, adjustments to money and time) for all costs and effects caused by any of the changes described within it. Unless expressly stated otherwise in the CO, in consideration for the money received for the changes described in the CO,

Contractor waives all Claims for all costs and effects caused by any of the changes, including, but not limited to, labor, equipment, materials, delay, extra work, overhead (home and field), profit, direct costs, indirect costs, acceleration, disruption, impaired productivity, time extensions, and any the costs and effects on Subcontractors and suppliers of any tier. However, if award of the Agreement was based on a proposed percentage fee, any requests by Contractor for additional compensation based on increased subcontractor costs, or increased material or equipment supplier costs, for which the Owner is responsible under the Contract Documents shall be solely based on the additional reasonable cost plus a markup using that percentage fee.

7.3 CONSTRUCTION CHANGE DIRECTIVES ("CCD")

7.3.1 **DEFINITION**

A CCD is a written unilateral order signed by the Owner, and if necessary by the Architect, directing a change in the Work and stating an adjustment, if any, in the Total Amount, Date for Completion, or a Milestone Deadline. The Owner may by CCD, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions pursuant to Section 7.1.1.

7.3.2 USE TO DIRECT CHANGE

A CCD shall be used in the absence of agreement on the terms of a CO. If Contractor disagrees with the terms of a CCD, then it shall nevertheless perform the work directed by the CCD, but it may pursue the Notice of Potential Change, COR and Claim procedures of Section 4.5 if Contractor believes it is entitled to changes in the Total Amount, Date for Completion, or a Milestone Deadline.

7.4 REQUEST FOR INFORMATION ("RFI")

7.4.1 **DEFINITION**

An RFI is a written request prepared by the Contractor asking the Owner to provide additional information necessary to clarify an item which the Contractor feels is not clearly shown or called for in the drawings or specifications, or to address problems which have arisen under field conditions.

7.4.2 **SCOPE**

The RFI shall reference all the applicable Contract Documents including specification section, detail, page numbers, drawing numbers, and sheet numbers, etc. The Contractor shall make suggestions and/or interpretations of the issue raised by the RFI. An RFI cannot modify the Total Amount, Date for Completion, a Milestone Deadline, Lease Term, or the Contract Documents.

7.4.3 **RESPONSE TIME**

Unless Owner expressly directs otherwise in writing, Contractor shall submit RFIs directly to the Architect, with copies forwarded to the Owner. Contractor shall submit a revised and updated priority schedule with each RFI. The Architect shall endeavor to follow the Contractor's requested order of priorities. The Owner and Contractor agree that an adequate time period for the Architect (or other designated recipient of the RFI) to respond to an RFI is generally fourteen (14) calendar days after the Architect's receipt of an RFI, unless the Owner and Contractor agree otherwise in writing. However, in all cases, the Architect shall take such time, whether more or less than 14 days, as is necessary in the Architect's professional judgment to permit adequate review and evaluation of the RFI. If Contractor informs the Architect that it needs a response to an RFI expedited to avoid delay to the critical path, then the Architect shall provide a response as quickly as reasonably possible. The total time required for the Architect to respond is subject to the complexity of the RFI, the number of RFI's submitted concurrently and the reprioritization of pending RFI's submitted by the Contractor, among other things. If Contractor

believes that the Architect's response results in a change in the Work that warrants additional money or time, or that Architect's response was unreasonably delayed and caused delay to the Work's critical path, then Contractor shall follow the procedures for additional money or time under Section 4.5. No presumption shall arise as to the timeliness of the response if the response is more than fourteen (14) days after the Architect's receipt of the RFI. Contractor shall review the Contract Documents before submitting an RFI to ensure that the information is not already in the Contract Documents. To compensate the Owner for time and costs incurred for each time the information was already in the Contract Documents, Owner may withhold \$100 from payments in addition to any other remedies which Owner may have the right to pursue.

7.4.4 COSTS INCURRED

The Contractor shall be invoiced by the Owner for any costs incurred for professional services, which shall be withheld from payments, if an RFI requests an interpretation or decision of a matter where the information sought is equally available to the party making such request.

7.5 REQUEST FOR PROPOSAL ("RFP") OR BID

7.5.1 **DEFINITION**

An RFP or a Bid is Owner's written request asking the Contractor to submit to the Owner an estimate of the effect, including credits, of a proposed change on the Total Amount and the Date for Completion or a Milestone Deadline.

7.5.2 **SCOPE**

An RFP or Bid shall contain adequate information, including any necessary drawings and specifications, to enable Contractor to provide the cost breakdowns required by section 7.7. The Contractor shall not be entitled to any additional money for preparing a response to an RFP, whether ultimately accepted or not.

7.6 CHANGE ORDER REQUEST ("COR")

7.6.1 DEFINITION

A COR is a written request prepared by the Contractor asking the Owner for additional money or time.

7.6.2 CHANGES IN PRICE

A COR shall include breakdowns per section 7.7 to validate any proposed change in Total Amount.

7.6.3 CHANGES IN TIME

Where a change in Date for Completion or a Milestone Deadline is requested, a COR shall also include delay analysis to validate any proposed change to the Date for Completion or Milestone Deadline, and shall meet all requirements in these General Conditions, including, but not limited to, Section 8.4. Any additional time requested shall not be the number of days to make the proposed change, but must be based upon the impact to the Work schedule as defined in section 3.9 and Division 1 of the Specifications.

7.7 PRICE OF CHANGE ORDERS

7.7.1 **SCOPE**

Any COR shall provide in writing to the Owner, the Architect and any construction manager, the effect of the proposed CO upon the Total Amount and the actual cost of construction, which shall include a complete itemized cost breakdown of all labor and material showing actual quantities, hours, unit prices,

wage rates, required for the change, and the effect upon the Date for Completion or Milestone Deadlines of such CO.

7.7.2 **DETERMINATION OF COST**

The amount of the increase or decrease in the Total Amount resulting from a CO, if any, shall be determined in one or more of the following ways as applicable to a specific situation:

- A. Mutual acceptance of a lump sum properly itemized and supported by sufficient substantiating data to permit evaluation;
- B. Unit prices stated in the Contractor's original bid, the Contract Documents, or subsequently agreed upon between the Owner and the Contractor;
- C. Cost to be determined in a manner agreed upon by the parties and a mutually acceptable fixed or percentage fee; *however*, if award of the Agreement was based on a proposed percentage fee, any requests by Contractor for additional compensation based on increased subcontractor costs, or increased material or equipment supplier costs, for which the Owner is responsible under the Contract Documents shall be solely based on the additional reasonable cost plus a markup using that percentage fee; or
- D. By cost of material and labor and percentage of overhead and profit. If the value is determined by this method, then the following requirements shall apply:

1. **Daily Reports by Contractor**.

- a) General: At the close of each working day, the Contractor shall submit a daily report to the Inspector of Record and any construction manager, on forms approved by the Owner, together with applicable delivery tickets, listing all labor, materials, and equipment involved for that day, the location of the work, and for other services and expenditures when authorized concerning extra work items. An attempt shall be made to reconcile the report daily, and it shall be signed by the Inspector of Record and the Contractor. If there is disagreement, then pertinent notes shall be entered by each party to explain points which cannot be resolved immediately. Each party shall retain a signed copy of the report. Reports by Subcontractors or others shall be submitted through the Contractor.
 - b) Labor: Show names of workers, classifications, and hours worked.
 - c) Materials: Describe and list quantities of materials used.
- d) <u>Equipment</u>: Show type of equipment, size, identification number, and hours of operation, including, if applicable, loading and transportation.
- e) Other Services and Expenditures: Describe in such detail as the Owner may require.

2. Basis for Establishing Costs.

a) <u>Labor</u> will be the actual cost for wages prevailing locally for each craft or type of workers at the time the extra work is done, plus employer payments of payroll taxes and insurance, health and welfare, pension, vacation, apprenticeship funds, and other direct costs resulting from Federal, State, or local laws, as well as assessments or benefits required by lawful collective bargaining agreements. The use of a labor classification, which would increase the extra work cost, will not be permitted unless

the Contractor establishes the necessity for such additional costs. Labor costs for equipment operators and helpers shall be reported only when such costs are not included in the invoice for equipment rental.

b) <u>Materials</u> shall be at invoice or lowest current price at which such materials are locally available and delivered to the Site in the quantities involved, plus sales tax, freight, and delivery.

The Owner reserves the right to approve materials and sources of supply or to supply materials to the Contractor if necessary for the progress of the Work. No markup shall be applied to any material provided by the Owner.

c) <u>Tool and Equipment Rental</u>. No payment will be made for the use of tools which have a replacement value of \$100 or less.

Regardless of ownership, the rates to be used in determining equipment rental costs shall not exceed listed rates prevailing locally at equipment rental agencies or distributors at the time the work is performed.

The rental rates paid shall include the cost of fuel, oil, lubrication, supplies, small tools, necessary attachments, repairs and maintenance of any kind, depreciation, storage, insurance, and all incidentals.

Necessary loading and transportation costs for equipment used on the extra work shall be included. If equipment is used intermittently and, when not in use, could be returned to its rental source at less expense to the Owner than holding it at the work Site, then it shall be returned unless the Contractor elects to keep it at the work Site at no expense to the Owner.

All equipment shall be acceptable to the Inspector of Record, in good working condition, and suitable for the purpose for which it is to be used. Manufacturer's ratings and modifications shall be used to classify equipment, and equipment shall be powered by a unit of at least the minimum rating recommended by the manufacturer.

- d) Other Items. The Owner may authorize other items which may be required on the extra work. Such items include labor, services, material, and equipment which are different in their nature from those required by the Work, and which are of a type not ordinarily available from the Contractor or any of the Subcontractors. Invoices covering all such items in detail shall be submitted.
- e) <u>Invoices</u>. Vendors' invoices for material, equipment rental, and other expenditures shall be submitted with the COR. If the costs are not substantiated by invoices or other documentation, then the Owner may establish the cost of the item involved at the lowest price which was current at the time of the Daily Report.
- f) Overhead, premiums and profit. For overhead, including direct and indirect costs, submit with the COR and include: home office overhead, off-Site supervision, CO preparation/negotiation/research for Owner initiated changes, time delays, project interference and disruption, additional guaranty and warranty durations, on-Site supervision, additional temporary protection, additional temporary utilities, additional material handling costs, and additional safety equipment costs.

7.7.3 FORMAT FOR PROPOSED COST CHANGE

The following format shall be used as applicable by the Owner and the Contractor to communicate proposed additions and deductions to the Contract.

1	EXTRA	<u>CREDIT</u>
A. Material (attach itemized quantity and unit cost plus sales tax, invoices, receipts, truck tags, etc., for force account work)		
B. Labor (attach itemized hours and rates, daily logs, certified payroll, etc.)		
C. Equipment (attach any invoices)		
D. Subtotal		
E. If Subcontractor performed Work, then add Subcontractor's overhead and profit to portions performed by Subcontractor, not to exceed fifteen percent (15%) of item D.		
F. Liability and Property Damage Insurance, Worker's Compensation Insurance, Social Security, and Unemployment Taxes, not to exceed twenty-five percent (25%) of Item B.		
G. Subtotal		
H. General Contractor's Overhead and Profit, not to exceed fifteen percent (15%) of Item G; and for work performed by subcontractors, not to exceed five percent (5%).		
I. Subtotal		
J. Bond not to exceed one percent (1%) of Item I.		
K. TOTAL		

It is expressly understood that the value of such extra work or changes, as determined by any of the aforementioned methods, expressly includes (1) any and all of the Contractor's costs and expenses, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project, and (2) any costs of preparing a COR, including, but not limited to, delay analysis. Any costs or expenses not included are deemed waived.

7.7.4 **DISCOUNTS, REBATES, AND REFUNDS**

For purposes of determining the cost, if any, of any change, addition, or omission to the Work hereunder, all trade discounts, rebates, refunds, and all returns from the sale of surplus materials and equipment

shall accrue and be credited to the Contractor, and the Contractor shall make provisions so that such discounts, rebates, refunds, and returns may be secured, and the amount thereof shall be allowed as a reduction of the Contractor's cost in determining the actual cost of construction for purposes of any change, addition, or omissions in the Work as provided herein.

7.7.5 ACCOUNTING RECORDS

With respect to portions of the Work performed by COs and CCDs on a time-and-materials, unit-cost, or similar basis, the Contractor shall keep and maintain cost-accounting records satisfactory to the Owner, which shall be available to the Owner on the same terms as any other books and records the Contractor is required to maintain under the Contract Documents.

7.7.6 **NOTICE REQUIRED**

Contractor shall submit a written Notice of Potential Change for additional money or time pursuant to section 4.5.1.

7.7.7 APPLICABILITY TO SUBCONTRACTORS

Any requirements under this Article 7 shall be equally applicable to COs or CCDs issued to Subcontractors by the Contractor to the same extent required of the Contractor.

7.8 WAIVER OF RIGHT TO CLAIM MONEY OR TIME

Failure to demand money based on costs, or time extensions, as part of a COR constitutes a complete waiver of Contractor's right to claim the omitted money or time. All money or time for an issue must be included in the COR at the time submitted.

ARTICLE 8 TIME

8.1 **DEFINITIONS**

8.1.1 DATE FOR COMPLETION AND MILESTONE DEADLINES

Unless otherwise provided, the Date for Completion is the last day of the period of time, including authorized adjustments, allotted in the Contract Documents for Completion of the Work; and a Milestone Deadline is the last day of the period of time, including authorized adjustments, allotted in the Contract Documents for completion of a specified portion of the Work, as described in the Agreement.

8.1.2 **NOTICE TO PROCEED**

Contractor shall not commence the Work until it receives a Notice to Proceed from Owner. The date of commencement of the Work is the date established in the Notice to Proceed. The date of commencement shall not be postponed by the failure to act of the Contractor or of persons or entities for which the Contractor is responsible.

8.1.3 **DAYS**

The term "day" as used in the Contract Documents shall mean calendar day unless otherwise specifically defined.

8.2 **HOURS OF WORK**

8.2.1 **SUFFICIENT FORCES**

Contractors and Subcontractors shall furnish sufficient forces to ensure the prosecution of the Work in accordance with the Construction Schedule.

8.2.2 Performance During Working Hours

Work shall be performed during regular working hours, except that if there is an emergency or when required to complete the Work in accordance with job progress, then work may be performed outside of regular working hours with the advance written consent of the Owner.

8.2.3 LABOR CODE APPLICATION

As provided in Article 3 (commencing at § 1810), Chapter 1, Part 7, Division 2 of the Labor Code, eight (8) hours of labor shall constitute a legal day's work. The time of service of any worker employed at any time by the Contractor or by any Subcontractor on any subcontract under this Contract, upon the work or upon any part of the work contemplated by this Contract, is limited and restricted to eight (8) hours during any one calendar day and forty (40) hours during any one calendar week, except as hereinafter provided. Notwithstanding the provision hereinabove set forth, work performed by employees of Contractors in excess of eight (8) hours per day and forty (40) hours during any one week shall be permitted upon this public work with compensation provided for all hours worked in excess of eight (8) hours per day at not less than one and one-half (1-1/2) times the basic rate of pay.

Contractor or subcontractor shall pay to the Owner a penalty of Twenty-five Dollars (\$25.00) for each worker employed in the execution of this Contract by the Contractor, or by any Subcontractor, for each calendar day during which such worker is required or permitted to work more than eight (8) hours in any calendar day and forty (40) hours in any one (1) calendar week, in violation of the provisions of Article 3 (commencing at § 1810), Chapter 1, Part 7, Division 2 of the Labor Code, unless compensation for the workers so employed by Contractor is not less than one and one-half (1-1/2) times the basic rate of pay for all hours worked in excess of eight (8) hours per day.

8.2.4 Costs for After Hours Inspections

If the work done after hours is required by the Contract Documents to be done outside the Contractor's or the Inspector of Record's regular working hours, then the costs of any inspections, if required to be done outside normal working hours, shall be borne by the Owner.

If the Owner allows the Contractor to do work outside regular working hours for the Contractor's own convenience, then the costs of any inspections required outside regular working hours, among other remedies, shall be invoiced to the Contractor by the Owner and withheld from payments. Contractor shall give Owner at least 48 hours notice prior to working outside regular working hours.

If the Contractor elects to perform work outside the Inspector of Record's regular working hours, then costs of any inspections required outside regular working hours, among other remedies, may be invoiced to the Contractor by the Owner and withheld from payments.

8.2.5 TIME FOR COMMENCEMENT BY SUBCONTRACTORS

Unless otherwise provided in the Contract Documents, all Subcontractors shall commence their Work within two (2) consecutive business days after notice to them by the Contractor and shall prosecute their Work in accordance with the progress of the Work.

8.3 **PROGRESS AND COMPLETION**

8.3.1 TIME OF THE ESSENCE

Time limits stated in the Contract Documents are of the essence of the Contract. By executing the Agreement the Contractor confirms that the Work can reasonably be completed by the Date for Completion and Milestone Deadlines.

8.3.2 NO COMMENCEMENT WITHOUT INSURANCE

The Contractor shall not knowingly, except by agreement or instruction of the Owner, in writing, commence operations on the Site or elsewhere prior to the effective date of insurance required by Article 11 to be furnished by the Contractor. The date of commencement of the Work shall not be changed by the effective date of such insurance.

8.3.3 EXPEDITIOUS COMPLETION

The Contractor shall proceed expeditiously to perform the Work, with adequate forces, labor, materials, equipment, services and management, and shall achieve Completion by the Date for Completion and the Milestone Deadlines.

8.4 EXTENSIONS OF TIME - LIQUIDATED DAMAGES

8.4.1 CONDITIONS ALLOWING FOR EXTENSIONS OF TIME TO COMPLETE THE WORK, ONLY (EXCUSABLE DELAY)

If Contractor exercises due diligence, but the critical path schedule of the Work is unavoidably delayed due to acts of God, acts of public enemy, acts of the Government, acts of the Owner or anyone employed by it, acts of another contractor in performance of a contract (other than this Contract) with the Owner, fires, floods, epidemics, quarantine restrictions, labor disputes, unusually severe weather, or delays of subcontractors due to such causes, then the Owner shall extend the time to Complete the Work if Contractor complies with Section 4.5 and Article 7. Owner shall take into consideration other relevant factors such as concurrent delays. Contractor has the burden of proving that any delay was excusable.

8.4.2 COMPENSABLE DELAY (TIME AND MONEY)

Compensable delays are those excusable delays (see above) for which Contractor is also entitled to monetary compensation. To be compensable, an excusable delay must be one for which the Owner is responsible, where the delay was unreasonable under the circumstances involved, and where the delay was not within the contemplation of the parties; *however*, Contractor shall not be entitled to monetary compensation when (a) Contractor could have reasonably anticipated the delay and avoided or minimized the cost impacts of it, (b) there was a concurrent delay which does not qualify for monetary compensation under this paragraph, (c) the cause of the delay was reasonably unforeseen by the Owner or the delay was caused by factors beyond the control of the Owner, including but not limited to a delay under Section 2.2.8 above or a delay caused by a utility company's failure to perform despite Owner's reasonable arrangements for such performance; or (d) any other defense available to Owner under law or equity applies. Contractor has the burden of proving that any delay was excusable and compensable, including an analysis that establishes non-concurrency.

8.4.3 NOTICE BY CONTRACTOR REQUIRED; PROCEDURES FOR DEMANDING ADDITIONAL TIME OR MONEY

For notice and other procedures related to requests by Contractor for additional time or money related to delay, Contractor shall comply with the Contract Documents, including but not limited to Sections 3.18 and 4.5, and Article 7.

8.4.4 EARLY COMPLETION

Regardless of the cause therefore, the Contractor may not maintain any Claim or cause of action against the Owner for damages incurred as a result of its failure or inability to Complete its Work on the Project in a shorter period than established in the Contract Documents, the parties stipulating that the periods set forth in the Contract Documents are reasonable time periods within which to perform the Work on the Project.

8.4.5 **LIQUIDATED DAMAGES**

Failure to Complete the Work within the time and in the manner provided for by the Contract Documents shall subject the Contractor to liquidated damages as described in Article 3 of the Agreement. For purposes of liquidated damages, the concept of "substantial completion" shall not constitute Completion and is not part of the Contract. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Work were not Completed within the specified times set forth are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer if there is delay include, but are not limited to, loss of the use of the Work, disruption of activities, costs of administration, supervision, and the incalculable inconvenience and loss suffered by the public.

Accordingly, the parties agree that the amount set forth in the Agreement shall be presumed to be the amount of damages which the Owner shall directly incur as a result of each calendar day by which Completion of the Work is delayed beyond the Date for Completion or a Milestone Deadline as adjusted by Change Orders.

If the Contractor fails to complete the Work by the Date for Completion or a Milestone Deadline as adjusted by Change Orders and liquidated damages therefore accrue, then the Owner, in addition to all other remedies provided by law, shall have the right to assess liquidated damages at any time, and to withhold liquidated damages (and any interest thereon) at any time from any and all Payments, which would otherwise be or become due the Contractor. In addition, if it is reasonably apparent to the Owner before the Date for Completion or a Milestone Deadline (as adjusted by Change Orders) that the Contractor cannot or will not complete the Work before those deadlines, then the Owner may assess and withhold, from Payments, the estimated amount of liquidated damages that will accrue in the future. If the withheld payments are not sufficient to discharge all liabilities of the Contractor incurred under this Article, then the Contractor and its sureties shall continue to remain liable to the Owner until all such liabilities are satisfied in full.

If the Owner accepts any Work or makes any payment under this Agreement after a default by reason of delays, then the payment or payments shall in no respect constitute a waiver or modification of any Agreement provisions regarding periods of time for Completion and liquidated damages.

8.5 GOVERNMENT APPROVALS

Owner shall not be liable for any delays or damages related to the time required to obtain government approvals.

ARTICLE 9 PAYMENTS AND COMPLETION

9.1 TOTAL AMOUNT

The Total Amount is stated in the Agreement or will be calculated after entering the Agreement (see Article 4 of the Agreement), it may be later adjusted by Change Orders and Construction Change

Directives, and it is the total amount payable by the Owner to the Contractor under the Contract Documents.

9.2 **COST BREAKDOWN**

9.2.1 **REQUIRED INFORMATION**

Within ten (10) days of the mailing, faxing or delivering of the Notice of Award of the Contract, Contractor shall furnish to Owner the name, address, telephone number, fax number, license number, and classification of all of its Subcontractors and of all other parties furnishing labor, material, or equipment for its Contract, along with the amount of each such subcontract or the price of such labor, material, and equipment needed for its entire portion of the Work; except that if the Contractor will be selecting its subcontractors after award of the Contract (as may be allowed in Article 12 of the Agreement), it shall provide this information to the Owner after selection of the subcontractors.

9.3 PROCEDURES FOR PROGRESS PAYMENTS (IF APPLICABLE)

9.3.1 **PROCEDURE**

On or before the fifth (5th) day of each calendar month during, Owner will make a Progress Payment to Contractor, as may be adjusted by the terms of the Contract Documents. As a prerequisite and condition of each such payment, Contractor shall submit to the Architect and Owner the following information and documentation by the first (1st) day of each calendar month:

- A. A certification that the as-built Record Drawings and Annotated Specifications are current;
- B. Material invoices, evidence of equipment purchases, rentals, and other support and details of cost as the Owner may require from time to time;
- C. Contractor's monthly reports, daily reports, and monthly schedule updates for all months of Work to date that Contractor has not previously submitted.
- D. For any post-Completion payments, all DVBE documentation required by the Agreement.

9.3.2 [Not Used]

9.3.3 WARRANTY OF TITLE

The Contractor warrants that title to all work covered by a Payment will pass to the Owner no later than the time of payment. The Contractor further warrants that upon submittal of the information and documents required by Section 9.3.1, above, all work performed by Contractor to date shall, to the best of the Contractor's knowledge, information, and belief, be free and clear of liens, claims, security interests, or encumbrances in favor of the Contractor, Subcontractors, material and equipment suppliers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Work. Transfer of title to Work does not constitute a waiver by Owner of any defects in the Work.

9.4 **REVIEW OF PAYMENT**

9.4.1 **OWNER ACCEPTANCE**

If Contractor timely submits the required information and documents pursuant to Section 9.3.1, above, the Owner will, by the fifth (5th) day of the month, determine the amount of the Payment due to Contractor pursuant to the Contract Documents and make such payment.

9.4.2 OWNER'S REVIEW

The review of the Contractor's required information and documents will be based, at least in part, on the Owner's observations at the Site and the data in the submissions. The review is also subject to an evaluation of the Work for conformance with the Contract Documents, to results of subsequent tests and inspections, to minor deviations from the Contract Documents correctable prior to Completion, and to specific qualifications expressed by the Owner. The Owner may reject the submissions, or elect to not make a Payment, if the submissions are not complete under section 9.3 or if the Term has been extended due to inexcusable delay. The issuance of a Payment will constitute a representation that the Contractor is entitled to payment in that amount, subject to any specific qualifications from Owner that accompany the Payment. However, Contractor's entitlement to payment may be affected by subsequent evaluations of the Work for conformance with the Contract Documents, test and inspections and discovery of minor deviations from the Contract Documents correctable prior to Completion. The issuance of a Payment will not be a waiver by the Owner of any defects in the Work performed to date, nor will it be a representation that the Owner has:

- A. Made exhaustive or continuous on-Site inspections to check the quality or quantity of the Work;
- B. Reviewed construction means, methods, techniques, sequences, or procedures;
- C. Reviewed copies of requisitions received from Subcontractors, material and equipment suppliers, and other data requested by the Owner; or
- D. Made an examination to ascertain how or for what purpose the Contractor has used money previously paid on account of the Total Amount.

9.5 **DECISIONS TO WITHHOLD PAYMENT**

9.5.1 REASONS TO WITHHOLD PAYMENT

The Owner may withhold from a Payment, in whole or in part, to such extent as may be necessary to protect the Owner due to any of the following:

- A. Defective or incomplete Work not remedied;
- Stop Payment Notices. For any stop payment notice, the Owner shall withhold the B. amount stated in the stop payment notice, the stop payment notice claimant's anticipated interest and court costs, and an amount to provide for the public entity's reasonable cost of any litigation pursuant to the stop payment notice. For any stop payment notice action the parties resolve before judgment is entered, Owner has the right to permanently withhold for any reasonable cost of litigation for that stop payment notice, even if it exceeds the amount originally withheld by Owner for the estimated reasonable cost of litigation. However, if (1) the Contractor at its sole expense provides a bond or other security satisfactory to the Owner in the amount of at least one hundred twenty-five percent (125%) of the claim, in a form satisfactory to the Owner, which protects the Owner against such claim, and (2) the Owner chooses to accept the bond, then Owner would release the withheld stop payment notice funds to the Contractor, except that Owner may permanently withhold for any reasonable cost of litigation. Any stop payment notice release bond shall be executed by a California admitted, fiscally solvent surety, completely unaffiliated with and separate from the surety on the payment and performance bonds, that does not have any assets pooled with the payment and performance bond sureties.

- C. Liquidated damages against the Contractor, whether already accrued or estimated to accrue in the future:
- D. Reasonable doubt that the Work can be Completed for the unpaid balance of any Total Amount or by the Date for Completion or a Milestone Deadline;
- E. Damage to the property or work of the Owner, another contractor, or subcontractor;
- F. Unsatisfactory prosecution of the Work by the Contractor;
- G. Failure to store and properly secure materials;
- H. Failure of the Contractor to submit on a timely basis, proper and sufficient documentation required by the Contract Documents, including, without limitation, monthly progress schedules, daily reports, monthly reports (including those required by Education Code section 17407.5(c)), shop drawings, submittal schedules, schedule of values, product data and samples, proposed product lists, executed change orders, and verified reports;
- I. Failure of the Contractor to maintain record drawings;
- J. Erroneous estimates by the Contractor of the value of the Work performed, or other false statements, whether in a request for payment or Contract adjustment, in connection with a payment or Contract adjustment, or in connection with Contractor's submissions to Owner prior to any payment or Contract adjustment;
- K. Unauthorized deviations from the Contract Documents;
- L. Failure of the Contractor to prosecute the Work in a timely manner in compliance with established progress schedules and Completion deadlines;
- M. Subsequently discovered evidence or observations nullifying the whole or part of a previously issued Payment;
- N. Failure by Contractor to pay Subcontractors or material suppliers as required by Contract or law, which includes but is not limited to Contractor's failure to pay prevailing wage and any assessment of statutory penalties;
- O. Overpayment to Contractor on a previous payment;
- P. Credits owed to Owner for reduced scope of work or work that Contractor will not perform, including deductive CO's and unspent contingencies or allowances;
- Q. The estimated cost of performing work pursuant to Section 2.4;
- R. Actual damages related to false claims by Contractor;
- S. Breach of any provision of the Contract Documents;
- T. Owner's potential or actual loss, liability or damages caused by the Contractor; and
- U. As permitted by other provisions in the Contract or as otherwise allowed by law, including statutory penalties Owner or other entities assessed against Contractor (see, e.g., Labor Code section 1813 (working hours) or Public Contract Code section 4110 (subcontractor listings and substitutions)).

Owner may withhold from a Payment up to 150% of disputed amounts. No interest shall be paid on any amounts withheld.

Owner may, but is not required to, provide to Contractor with the Payment written notice of the items for which Owner is withholding amounts from the Payment. To claim wrongful withholding by the Owner, or if Contractor otherwise disputes any amount being withheld, Contractor must submit an inquiry in writing to Owner within thirty (30) days of receipt of the Payment, and Owner shall respond within fifteen (15) days of receipt of the inquiry. If any disputed issues remain unresolved after Owner's response, then Contractor shall timely submit a Claim pursuant to Section 4.5.

For any withhold amount based on an estimate where the actual amount later becomes known and certain, no later than the final accounting for the Contract the Owner will release any amount withheld over that certain and known amount. If the certain and known amount exceeds the amount previously withheld, then Owner may withhold additional amounts from Contractor to cover the excess amount. If available funds are not sufficient, then Contractor shall pay Owner the difference.

9.5.2 PAYMENT AFTER CURE

When Contractor removes or cures the grounds for withholding amounts, payment shall be made for amounts withheld because of them. No interest shall be paid on any amounts withheld due to the failure of the Contractor to perform in accordance with the terms and conditions of the Contract Documents.

9.5.3 OVERPAYMENT AND/OR FAILURE TO WITHHOLD

Neither Owner's overpayment to Contractor, nor Owner's failure to withhold an amount from payment that Owner had the right to withhold, shall constitute a waiver by Owner of its rights to withhold those amounts from future payments to Contractor or to otherwise pursue recovery of those amounts from Contractor.

9.6 **PAYMENTS**

9.6.1 PAYMENTS TO CONTRACTOR

Each Payment shall be made by Owner pursuant to the Contract Documents, including Section 9.3.1 above. Payments shall be based only on the original Total Amount plus any fully executed and Board-approved Change Orders; they shall not include Notices of Potential Claims, COR's, Claims, or disputed amounts.

The Contractor shall not be entitled to have any payment made so long as any lawful or proper direction given by the Owner concerning the Work, or any portion thereof, remains uncomplied with. Payment shall not be a waiver of any such direction.

9.6.2 PAYMENTS TO SUBCONTRACTORS

No later than seven (7) days after receipt of payment from Owner, pursuant to Business and Professions Code section 7108.5, the Contractor shall pay to each Subcontractor, out of the amount paid to the Contractor, the amount to which said Subcontractor is entitled. The Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to Sub-subcontractors in a similar manner.

9.6.3 **PAYMENT INFORMATION**

The Owner will, on request, furnish to a Subcontractor, if practicable, information regarding the calculation of the Payments.

9.6.4 NO OBLIGATION OF OWNER FOR SUBCONTRACTOR PAYMENT

The Owner shall have no obligation to pay, or to see to the payment of, money to a Subcontractor except as may otherwise be required by law.

9.6.5 **PAYMENT TO SUPPLIERS**

Payment to material or equipment suppliers shall be treated in a manner similar to that provided in paragraphs 9.6.2, 9.6.3 and 9.6.4.

9.6.6 PAYMENT NOT CONSTITUTING APPROVAL OR ACCEPTANCE

The making of a Payment, or partial or entire use or occupancy of the Project, by the Owner shall not constitute acceptance or approval of any portion of the Work, especially any Work not in accordance with the Contract Documents.

9.6.7 **JOINT CHECKS**

Owner shall have the right, if necessary for the protection of the Owner, to issue joint checks made payable to the Contractor and Subcontractors and/or material or equipment suppliers. The joint check payees shall be responsible for the allocation and disbursement of funds included as part of any such joint payment. However, Owner has no duty to issue joint checks. In no event shall any joint check payment be construed to create any contract between the Owner and a Subcontractor of any tier, any obligation from the Owner to such Subcontractor, or rights in such Subcontractor against the Owner.

9.7 **COMPLETION OF THE WORK**

9.7.1 **CLOSE-OUT PROCEDURES**

As part of the Work, the Contractor shall:

- A. Deliver to the Owner (i) reproducible final Record Drawings and Annotated Specifications showing the Contractor's Work "as built," with the Contractor's certification of the accuracy of the Record Drawings and Annotated Specifications, (ii) all warranties and guarantees, (iii) operation and maintenance instructions, manuals and materials for equipment and apparatus, and (iv) all other documents required by the Contract Documents; and
- B. Provide extensive assistance in the utilization of any equipment or system such as initial start-up or testing, adjusting and balancing, preparation of operation and maintenance manuals and training personnel for operation and maintenance.

When the Contractor considers that the Work is Complete and submits a written notice to Owner requesting an inspection of the Work, the Owner shall review the Work and prepare and submit to the Contractor a comprehensive list of items to be Completed or corrected (the "Punch List"). The Punch List shall include all outstanding obligations of Contractor, including training, start-up, testing, and submission to Owner of all required documentation (e.g., written guarantees, warranties, invoices, as-built drawings, manuals, bonds, and the documents described in paragraph 9.3).

The Contractor and/or its Subcontractors shall proceed promptly to Complete and correct items on the Punch List. Failure to include an item on the Punch List does not alter the responsibility of the Contractor to Complete all Work (including the omitted item) in accordance with the Contract Documents, and to Complete or correct the work so long as the statute of limitations (or repose) has not run.

When the Contractor believes the Punch List Work is Complete and in accordance with the Contract Documents, it shall then submit a request for an additional inspection by the Owner to determine

Completion. Owner shall again inspect the Work and inform the Contractor of any items that are not Complete or correct. Contractor shall promptly Complete or correct items until no items remain.

After the Work, including all Punch List Work, is inspected and informally deemed by the Owner to be Complete, the Owner shall notify the Contractor, and the Owner's governing body may formally accept the Work as Complete at a meeting of the governing body. Warranties required by the Contract Documents shall commence on the date of Contractor's Completion of the Work (see Sections 3.5, 12.2.5, and 12.2.6). Owner may record a Notice of Completion as allowed by Civil Code section 9200 et seq.

9.7.2 COSTS OF MULTIPLE INSPECTIONS

More than two (2) requests by Contractor to make inspections to confirm completion as required under paragraph 9.7.1 shall be considered an additional service of Owner, and all subsequent costs will be invoiced to Contractor and withheld from remaining Payments.

9.8 PARTIAL OCCUPANCY OR USE

The Owner may occupy or use any Completed, or partially Completed, portion of the Work at any stage prior to acceptance, or prior to Completion if there is no formal acceptance. Occupancy or use of any portion of the Work, or the whole Work, shall not constitute approval or acceptance of it, nor shall such occupancy or use relieve Contractor of any of its obligations under the Contract Documents regarding that portion of, or the whole, Work.

The Owner and the Contractor shall agree in writing to the responsibilities assigned to each of them for payments, security, maintenance, heat, utilities, damage to the Work, insurance, the period for correction of the Work, and the commencement of warranties required by the Contract Documents. When the Contractor considers a portion complete, the Contractor may request an inspection of that portion and preparation of a Punch List by the Owner for that portion, as set forth for the entire Work under paragraph 9.7.1; however, such inspection and Punch List shall not act as any form of approval or acceptance of that portion of the Work, or of any Work not complying with the requirements of the Contract, and that portion shall be subject to subsequent inspections and Punch Lists.

Immediately prior to such partial occupancy or use, the Owner and the Contractor shall jointly inspect the area to be occupied or portion of the Work to be used in order to determine and record the condition of the Work.

9.9 FINAL PAYMENT

On or before the due date of the final Payment, as provided by the Contract Documents, Owner shall issue a Final Payment, if applicable under the Contract Documents.

ARTICLE 10 PROTECTION OF PERSONS AND PROPERTY

10.1 SAFETY PRECAUTIONS AND PROGRAMS

10.1.1 CONTRACTOR RESPONSIBILITY

The Contractor shall have responsibility for initiating, maintaining, and supervising all safety precautions and programs in connection with the performance of the Contract. Each Contractor shall designate a responsible member of its organization whose duties shall include loss and accident prevention, and who shall have the responsibility and full authority to enforce the program. This person shall attend meetings with the representatives of the various Subcontractors employed to ensure that all employees understand and comply with the programs. Contractor will ensure that his employees and Subcontractors cooperate and coordinate safety matters with any other contractors on the Project to form a joint safety effort.

10.1.2 SUBCONTRACTOR RESPONSIBILITY

Subcontractors have the responsibility for participating in, and enforcing, the safety and loss prevention programs established by the Contractor for the Project, which will cover all Work performed by the Contractor and its Subcontractors. Each Subcontractor shall designate a responsible member of its organization whose duties shall include loss and accident prevention, and who shall have the responsibility and full authority to enforce the program. This person shall attend meetings with the representatives of the various Subcontractors employed to ensure that all employees understand and comply with the programs.

10.1.3 COOPERATION

All Subcontractors and material or equipment suppliers, shall cooperate fully with Contractor, the Owner, and all insurance carriers and loss prevention engineers.

10.1.4 ACCIDENT REPORTS

Subcontractors shall promptly report in writing to the Contractor all accidents whatsoever arising out of, or in connection with, the performance of the Work, whether on or off the Site, which caused death, personal injury, or property damage, giving full details and statements of witnesses. In addition, if death or serious injuries or serious damages are caused, then the accident shall be reported immediately by telephone or messenger. Contractor shall thereafter promptly report the facts in writing to the Owner giving full details of the accident.

10.1.5 FIRST-AID SUPPLIES AT SITE

The Contractor will provide and maintain at the Site first-aid supplies for minor injuries.

10.2 SAFETY OF PERSONS AND PROPERTY

10.2.1 THE CONTRACTOR

The Contractor shall take reasonable precautions for the safety of, and shall provide reasonable protection to prevent damage, injury, or loss to:

- A. Employees on the Work and other persons who may be affected thereby;
- B. The Work, material, and equipment to be incorporated therein, whether in storage on or off the Site, under the care, custody, or control of the Contractor or the Contractor's Subcontractors or Sub-subcontractors; and
- C. Other property at the Site or adjacent thereto such as trees, shrubs, lawns, walks, pavement, roadways, structures, and utilities not designated for removal, relocation, or replacement in the course of construction.

10.2.2 CONTRACTOR NOTICES

The Contractor shall give notices and comply with applicable laws, ordinances, rules, regulations, and lawful orders of public authorities bearing on the safety of persons or property or their protection from damage, injury, or loss.

10.2.3 SAFETY BARRIERS AND SAFEGUARDS

The Contractor shall erect and maintain, as required by existing conditions and performance of the Contract, reasonable safeguards for safety and protection, including posting danger signs and other warnings against hazards, promulgating safety regulations, and notifying owners and users of adjacent sites and utilities.

10.2.4 USE OR STORAGE OF HAZARDOUS MATERIAL

When use or storage of explosives, other hazardous materials or equipment, or unusual methods are necessary for execution of the Work, the Contractor shall exercise utmost care and carry on such activities under supervision of properly qualified personnel. The Contractor shall notify the Owner any time that explosives or hazardous materials are expected to be stored on Site. Location of storage shall be coordinated with the Owner and local fire authorities.

10.2.5 FINGERPRINTING

At its own expense, Contractor shall comply with all fingerprinting requirements under law and Contract, including, but not limited to, the requirements of Education Code section 45125.2 and the Independent Contractor Student Contact Form which is a part of the Contract. Contractor shall hold harmless, defend and indemnify the Owner under section 3.16, for any costs, including attorneys' fees, Owner incurs from Contractor's failure to comply.

10.3 PROTECTION OF WORK AND PROPERTY

10.3.1 **PROTECTION OF WORK**

The Contractor and Subcontractors shall continuously protect the Work, the Owner's property, and the property of others, from damage, injury, or loss until the earlier of formal acceptance of the Work or 30 days after Completion of the Work. The Contractor and Subcontractors shall make good any such damage, injury, or loss, except such as may be solely due to, or caused by, agents or employees of the Owner.

10.3.2 **PROTECTION FOR ELEMENTS**

The Contractor will remove all mud, water, or other elements as may be required for the proper protection and prosecution of its Work. The Contractor shall at all times provide heat, coverings, and enclosures necessary to maintain adequate protection against weather so as to preserve the Work, materials, equipment, apparatus, and fixtures free from injury or damage.

10.3.3 SHORING AND STRUCTURAL LOADING

The Contractor shall not impose structural loading upon any part of the Work under construction or upon existing construction on or adjacent to the Site in excess of safe limits, or loading such as to result in damage to the structural, architectural, mechanical, electrical, or other components of the Work. The design of all temporary construction equipment and appliances used in construction of the Work and not a permanent part thereof, including, without limitation, hoisting equipment, cribbing, shoring, and temporary bracing of structural steel, is the sole responsibility of the Contractor. All such items shall conform to the requirements of governing codes and all laws, ordinances, rules, regulations, and orders of all authorities having jurisdiction. The Contractor shall take special precautions, such as shoring of masonry walls and temporary tie bracing of structural steel work, to prevent possible wind damage during construction of the Work. The installation of such bracing or shoring shall not damage or cause damage to the Work in place or the Work installed by others. Any damage which does occur shall be promptly repaired by the Contractor at no cost to the Owner.

10.3.4 CONFORMANCE WITHIN ESTABLISHED LIMITS

The Contractor and Subcontractors shall confine their construction equipment, the storage of materials, and the operations of workers to the limits indicated by laws, ordinances, permits, and the limits established by the Owner, and shall not unreasonably encumber the premises with construction equipment or materials.

10.3.5 SUBCONTRACTOR ENFORCEMENT OF RULES

Subcontractors shall enforce the Owner's and the Contractor's instructions, laws, and regulations regarding signs, advertisements, fires, smoking, the presence of liquor, and the presence of firearms by any person at the Site.

10.3.6 SITE ACCESS

The Contractor and the Subcontractors shall use only those ingress and egress routes designated by the Owner, observe the boundaries of the Site designated by the Owner, park only in those areas designated by the Owner, which areas may be on or off the Site, and comply with any parking control program established by the Owner such as furnishing license plate information and placing identifying stickers on vehicles.

10.3.7 PROTECTION OF MATERIALS

The Contractor and the Subcontractors shall receive, count, inspect for damage, record, store, and protect construction materials for the Work and Subcontractors shall promptly send to the Contractor evidence of receipt of such materials, indicating thereon any shortage, change, or damage (failure to so note shall constitute acceptance by the Subcontractor of financial responsibility for any shortage).

10.4 EMERGENCIES

10.4.1 EMERGENCY ACTION

In an emergency affecting the safety of persons or property, the Contractor shall take any action necessary, at the Contractor's discretion, to prevent threatened damage, injury, or loss. Additional money or extension of time claimed by the Contractor on account of an emergency shall be determined as provided in Section 4.5 and Article 7.

10.4.2 ACCIDENT REPORTS

The Contractor shall promptly report in writing to the Owner all accidents arising out of or in connection with the Work, which caused death, personal injury, or property damage, giving full details and statements of any witnesses. In addition, if death, serious personal injuries, or serious property damages are caused, then the accident shall be reported immediately by telephone or messenger to the Owner.

10.5 HAZARDOUS MATERIALS

10.5.1 DISCOVERY OF HAZARDOUS MATERIALS

If the Contractor encounters or suspects the presence on the Site of material reasonably believed to be asbestos, polychlorinated biphenyl (PCB), or any other material defined as being hazardous by section 25249.5 of the California Health and Safety Code, which (a) has not been rendered harmless, and (b) the handling or removal of which is not within the scope of the Work, then the Contractor shall immediately stop Work in the area affected and report the condition to the Owner and the Architect in writing, whether such material was generated by the Contractor, another contractor, or the Owner. The Work in the affected area shall not thereafter be resumed, except by written agreement of the Owner and the Contractor, if in fact the material is asbestos, polychlorinated biphenyl (PCB), or other hazardous material, and has not been rendered harmless. The Work in the affected area shall be resumed only in the

absence of asbestos, polychlorinated biphenyl (PCB), or other hazardous material, or when it has been rendered harmless by written agreement of the Owner and the Contractor.

10.5.2 HAZARDOUS MATERIAL WORK LIMITATIONS

If the presence of hazardous materials is suspected or discovered on the Site, then the Owner shall retain an independent testing laboratory to determine the nature of the material encountered and whether corrective measures or remedial action is required. The Contractor shall not be required pursuant to Article 7 to perform without consent any Work in the affected area of the Site relating to asbestos, polychlorinated biphenyl (PCB), or other hazardous material, until any known or suspected hazardous material has been removed, or rendered harmless, or determined to be harmless by Owner, as certified by an independent testing laboratory and/or approved by the appropriate government agency.

10.5.3 INDEMNIFICATION BY OWNER FOR HAZARDOUS MATERIAL NOT CAUSED BY CONTRACTOR

If the presence of hazardous materials on the Site is not caused by the Contractor, then Owner shall pay for all costs of testing and remediation, if any, and shall compensate Contractor for any delay or additional costs incurred in accordance with the applicable provisions of Articles 7 & 8 herein. Owner shall defend, indemnify and hold harmless the Contractor and its agents, officers, directors and employees from and against any and all claims, damages, losses, costs and expenses incurred in connection with or arising out of, or relating to, the performance of the Work in the area affected by the hazardous material, except to the extent the claims, damages, losses, costs, or expenses were caused by Contractor's active negligence, sole negligence or willful misconduct. By providing this indemnification, District does not waive any immunities.

10.5.4 INDEMNIFICATION BY CONTRACTOR FOR HAZARDOUS MATERIAL CAUSED BY CONTRACTOR

If the presence of hazardous materials on the Site is caused by Contractor, Subcontractors, materialmen or suppliers, then the Contractor shall pay for all costs of testing and remediation, if any, and shall compensate the Owner for any additional costs incurred as a result of the generation of hazardous material on the Project Site. In addition, the Contractor shall defend, indemnify and hold harmless Owner and its agents, officers, and employees from and against any and all claims, damages, losses, costs and expenses incurred in connection with, arising out of, or relating to, the presence of hazardous material on the Site, except to the extent the claims, damages, losses, costs, or expenses were caused by Owner's active negligence, sole negligence or willful misconduct.

10.5.5 TERMS OF HAZARDOUS MATERIAL PROVISION

The terms of this Hazardous Material provision shall survive the Completion of the Work and/or any termination of this Contract.

10.5.6 ARCHEOLOGICAL MATERIALS

If the Contractor encounters or reasonably suspects the presence on the Site of archeological materials, then the Contractor shall immediately stop Work in the area affected and report the condition to the Owner and the Architect in writing. The Work in the affected area shall not thereafter be resumed, except after Contractor's receipt of written notice form the Owner.

ARTICLE 11 INSURANCE AND BONDS

11.1. CONTRACTOR'S LIABILITY INSURANCE

11.1.1 LIABILITY INSURANCE REQUIREMENTS

- 11.1.1 Before commencement of the Work and within limits acceptable to the Owner, the Contractor shall purchase from and maintain in a company or companies lawfully authorized to do business in California as admitted carriers with a financial rating of at least A+, Class XII status as rated in the most recent edition of Best's Insurance Reports such commercial general liability insurance per occurrence for bodily injury, personal injury and property damage as set forth in the Agreement and automobile liability insurance per accident for bodily injury and property damage combined single limit as set forth in the Agreement as will protect the Contractor from claims set forth below, which may arise out of or result from the Contractor's operations under the Contract and for which the Contractor may be legally liable, whether such operations are by the Contractor, by a Subcontractor, by Sub-subcontractor, by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable:
 - 11.1.1.1 claims for damages because of bodily injury (including emotional distress), sickness, disease, or death of any person other than the Contractor's employees. This coverage shall be provided in a form at least as broad as Insurance Services Office (ISO) Form CG 0001 11188;
 - claims for damages arising from personal or advertising injury in a form at least as broad as ISO Form CG 0001 11188;
 - 11.1.1.3 claims for damages because of injury or destruction of tangible property, including loss of use resulting therefrom, arising from operations under the Contract Documents; and
 - claims for damages because of bodily injury, death of a person, or property damage arising out of the ownership, maintenance, or use of a motor vehicle, all mobile equipment, and vehicles moving under their own power and engaged in the Work; and
 - 11.1.1.5 claims involving blanket contractual liability applicable to the Contractor's obligations under the Contract Documents, including liability assumed by and the indemnity and defense obligations of the Contractor and the Subcontractors; and
 - 11.1.1.6 claims involving Completed Operations, Independent Contractors' coverage, and Broad Form property damage, without any exclusions for collapse, explosion, demolition, underground coverage, and excavating. (XCU)

If commercial general liability insurance or another insurance form with a general aggregate limit is used, then either the general aggregate limit shall apply separately to the project location (with the ISO CG 2501 or insurer's equivalent endorsement provided to the Owner) or the general aggregate limit shall be twice the required occurrence limit.

Any deductible or self-insured retention must be declared to and approved by the Owner. At the option of the Owner, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects the Owner, its Board of Trustees, members of its Board of Trustees, officers, employees, agents and volunteers; or the Contractor shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses.

11.1.2 SUBCONTRACTOR INSURANCE REQUIREMENTS

The Contractor shall require its Subcontractors and any Sub-subcontractors to take out and maintain similar public liability insurance and property damage insurance, in a company or companies lawfully authorized to do business in California as admitted carriers with a financial rating of at least A+, Class XII status as rated in the most recent edition of Best's Insurance Reports, in like amounts and scope of coverage.

11.1.3 OWNER'S INSURANCE

The Owner shall be responsible for purchasing and maintaining the Owner's usual liability insurance. Optionally, the Owner may purchase and maintain other insurance for self protection against claims which may arise from operations under the Contract. The Contractor shall not be responsible for purchasing and maintaining this optional Owner's liability insurance unless specifically required by the Contract Documents.

11.1.4 ADDITIONAL INSURED ENDORSEMENT REQUIREMENTS

The Contractor shall name, on any policy of insurance, the Owner and the Architect as additional insureds. Subcontractors shall name the Contractor, the Owner and the Architect as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. If the additional insureds have other insurance which is applicable to the loss, then such other insurance shall be excess to any policy of insurance required herein. The amount of the insurer's liability shall not be reduced by the existence of such other insurance.

11.1.5 WORKERS' COMPENSATION INSURANCE

During the term of this Contract, the Contractor shall provide workers' compensation insurance for all of the Contractor's employees engaged in Work under this Contract on or at the Site of the Project and, in case any of the Contractor's work is sublet, the Contractor shall require the Subcontractor to provide workers' compensation insurance for all the Subcontractor's employees engaged in Work under the subcontract. Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by the Contractor's insurance. In case any class of employees engaged in Work under this Contract on or at the Site of the Project is not protected under the Workers' Compensation laws, the Contractor shall provide or cause a Subcontractor to provide adequate insurance coverage for the protection of those employees not otherwise protected. The Contractor shall file with the Owner certificates of insurance as required under this Article and in compliance with Labor Code section 3700.

If the contractor fails to maintain such insurance, then the Owner may take out compensation insurance which the Owner might be liable to pay under the provisions of the Act by reason of an employee of the Contractor being injured or killed, and withhold from Payments the amount of the premium for such insurance.

11.1.6 BUILDER'S RISK/"ALL RISK" INSURANCE

11.1.6.1 COURSE-OF-CONSTRUCTION INSURANCE REQUIREMENTS

Unless provided by Owner at Owner's sole discretion, Contractor, during the progress of the Work and until final acceptance of the Work by Owner upon Completion of the entire Contract, shall maintain Builder's Risk/Course-of-Construction insurance satisfactory to the Owner, issued on a completed value basis on all insurable Work included under the Contract Documents. This insurance shall insure against all risks, including, but not limited to, the following perils: vandalism, theft, malicious mischief, fire, sprinkler leakage, civil authority, sonic boom, explosion, collapse, flood, earthquake (for projects not solely funded through revenue bonds, limited to earthquakes equivalent to or under 3.5 on the Richter

Scale in magnitude), wind, hail, lightning, smoke, riot or civil commotion, debris removal (including demolition) and reasonable compensation for the Architect's services and expenses required as a result of such insured loss. This insurance shall provide coverage in an amount not less than the full cost to repair, replace or reconstruct the Work. Such insurance shall include the Owner, the Architect, and any other person or entity with an insurable interest in the Work as an additional named insured.

The Contractor shall submit to the Owner for its approval all items deemed to be uninsurable under the Builder's Risk/Course-of Construction insurance. The risk of the damage to the Work due to the perils covered by the Builder's Risk/Course-of-Construction insurance, as well as any other hazard which might result in damage to the Work, is that of the Contractor and the surety, and no claims for such loss or damage shall be recognized by the Owner, nor will such loss or damage excuse the Complete and satisfactory performance of the Contract by the Contractor.

11.1.7 CONSENT OF INSURER FOR PARTIAL OCCUPANCY OR USE

Partial occupancy or use in accordance with the Contract Documents shall not commence until the insurance company providing property insurance has consented to such partial occupancy or use by endorsement or otherwise. The Owner and the Contractor shall take reasonable steps to obtain consent of the insurance company and shall, without mutual consent, take no action with respect to partial occupancy or use that would cause cancellation, lapse, or reduction of the insurance.

11.1.8 FIRE INSURANCE

Before the commencement of the Work, the Contractor shall procure, maintain, and cause to be maintained at the Contractor's expense, fire insurance on all Work included under the Contract Documents, insuring the full replacement value of such Work as well as the cost of any removal and demolition necessary to replace or repair all Work damaged by fire. The amount of fire insurance shall be subject to approval by the Owner and shall be sufficient to protect the Work against loss or damage in full until the Work is accepted by the Owner. Should the Work being constructed be damaged by fire or other causes during construction, it shall be replaced in accordance with the requirements of the drawings and specifications without additional expense to the Owner.

11.1.9 **OTHER INSURANCE**

The Contractor shall provide all other insurance required to be maintained under applicable laws, ordinances, rules, and regulations.

11.1.10 PROOF OF CARRIAGE OF INSURANCE

The Contractor shall not commence Work nor shall it allow any Subcontractor to commence Work under this Contract until all required insurance, certificates, and an Additional Insured Endorsement and Declarations Page have been obtained and delivered in duplicate to the Owner for approval subject to the following requirements:

(a) Certificates and insurance policies shall include the following clause:

This policy shall not be non-renewed, canceled, or reduced in required limits of liability or amounts of insurance until notice has been mailed to the Owner. Date of cancellation or reduction may not be less than thirty (30) days after the date of mailing notice.

(b) Certificates of insurance shall state in particular those insured, the extent of insurance, location and operation to which the insurance applies, the expiration date, and cancellation and reduction notices.

- (c) Certificates of insurance shall clearly state that the Owner and the Architect are named as additional insureds under the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by Owner and any other insurance carried by the Owner with respect to the matters covered by such policy shall be excess and non-contributing.
- (d) The Contractor and its Subcontractors shall produce a certified copy of any insurance policy required under this Section upon written request of the Owner.

11.1.11 COMPLIANCE

If any contractor fails to furnish and maintain any insurance required by this Article, then the Contractor shall be in default under the Contract. Compliance by Contractor with the requirement to carry insurance and furnish certificates, policies, Additional Insured Endorsement and Declarations Page evidencing the same shall not relieve the Contractor from liability assumed under any provision of the Contract Documents, including, without limitation, the obligation to defend and indemnify the Owner and the Architect.

11.2 PERFORMANCE AND PAYMENT BONDS

11.2.1 BOND REQUIREMENTS

Unless otherwise specified in the Contract Documents, prior to commencing any portion of the Work, the Contractor shall apply for and furnish Owner separate payment and performance bonds for its portion of the Work which shall cover 100% faithful performance of and payment of all obligations arising under the Contract Documents and/or guaranteeing the payment in full of all claims for labor performed and materials supplied for the Work. All bonds shall be provided by a corporate surety authorized and admitted to transact business in California. All bonds shall be submitted on the Owner's approved form.

To the extent, if any, that the Total Amount is increased in accordance with the Contract Documents, the Contractor shall cause the amount of the bonds to be increased accordingly and shall promptly deliver satisfactory evidence of such increase to the Owner. To the extent available, the bonds shall further provide that no change or alteration of the Contract Documents (including, without limitation, an increase in the Total Amount, as referred to above), extensions of time, or modifications of the time, terms, or conditions of payment to the Contractor will release the surety. If the Contractor fails to furnish the required bond, then the Owner may terminate the Contract for cause.

11.2.2 **SURETY QUALIFICATION**

Only bonds executed by admitted Surety insurers as defined in Code of Civil Procedure section 995.120 shall be accepted. The surety insurers must, unless otherwise agreed to by Owner in writing, at the time of issuance of the bonds, have a rating not lower than "A-" as rated by A.M. Best Company, Inc. or other independent rating companies. Owner reserves the right to approve or reject the surety insurers selected by Contractor and to require Contractor to obtain bonds from surety insurers satisfactory to the Owner.

ARTICLE 12 UNCOVERING AND CORRECTION OF WORK

12.1 UNCOVERING OF WORK

12.1.1 Uncovering Work for Required Inspections

If a portion of the Work is covered contrary to the Owner's request or to requirements specifically expressed in the Contract Documents, then Contractor must, if so required in writing by the Owner,

uncover it for the Owner's observation and replace the removed work at the Contractor's expense without change in the Total Amount, Date for Completion, or a Milestone Deadline.

12.1.2 Costs for Inspections not Required

If a portion of the Work has been covered which the Owner has not specifically requested to observe prior to its being covered, then the Owner may request to see such Work, and it shall be uncovered by the Contractor. If such Work is in accordance with the Contract Documents, then costs of uncover and replacement shall, by appropriate Change Order, be paid by the Owner. If such Work is not in accordance with Contract Documents, then the Contractor shall pay such costs, unless the condition was caused by the Owner or a separate contractor, in which event the Owner shall be responsible for payment of such costs to the Contractor.

12.2 **CORRECTION OF WORK; WARRANTY**

12.2.1 CORRECTION OF REJECTED WORK

The Contractor shall promptly correct the Work rejected by the Owner for failing to conform to the requirements of the Contract Documents, until the statutes of limitation (or repose) and all warranties have run, as applicable, and whether or not fabricated, installed or completed.. The Contractor shall bear costs of correcting the rejected Work, including additional testing, inspections, and compensation for the Owner's expenses and costs incurred.

12.2.2 REMOVAL OF NONCONFORMING WORK

The Contractor shall remove from the Site portions of the Work which are not in accordance with the requirements of the Contract Documents and are not corrected by the Contractor or accepted or approved by the Owner.

12.2.3 OWNER'S RIGHTS IF CONTRACTOR FAILS TO CORRECT

If the Contractor fails to correct nonconforming Work within a reasonable time, then Owner may correct it in accordance with Section 2.4. As part of Owner's correction of the Work, the Owner may remove any portion of the nonconforming Work and store any salvageable materials or equipment at the Contractor's expense. If the Contractor does not pay costs of such removal and storage within ten (10) days after written notice, then Owner may upon ten (10) additional days written notice sell such material or equipment at auction or at private sale and shall account for the proceeds thereof, after deducting costs and damages that should have been borne by the Contractor, including compensation for the Architect's and other professionals and representatives' services and expenses, made necessary thereby. If such proceeds of sale do not cover costs which the Contractor should have borne, then Contractor shall be invoiced for the deficiency or Owner may withhold such costs from payment pursuant to Section 9.5. If Payments then or thereafter due the Contractor are not sufficient to cover such amount, then Contractor shall pay the difference to the Owner.

12.2.4 COST OF CORRECTING THE WORK

The Contractor shall bear the cost of correcting destroyed or damaged construction of the Owner or separate contractors, whether Completed or partially Completed, caused by the Contractor's correction or removal of the nonconforming Work.

12.2.5 WARRANTY CORRECTIONS (INCLUDES REPLACEMENT)

Pursuant to the warranty in Sections 3.5 and 9.7.1, if within one (1) year after the Completion of the Work or within a longer time period for an applicable special warranty or guarantee required by the Contract Documents, any of the Work does not comply with the Contract Documents, then the Contractor shall

correct it after receipt of Owner's written notice to do so, unless the Owner has previously waived in writing such right to demand correction. Contractor shall correct the Work promptly, and passage of the applicable warranty period shall not release Contractor from its obligation to correct the Work if Owner provided the written notice within the applicable warranty period. Contractor's obligation to correct the warranty item continues until the correction is made. After the correction is made to Owner's satisfaction, a new warranty period of the same length as the original warranty period shall run on the corrected work. The obligations under this paragraph 12.2.5 shall survive acceptance of the Work under the Contract and termination of the Contract.

12.2.6 NO TIME LIMITATION

Nothing contained in this Section 12.2 shall be construed to establish a period of limitation with respect to other obligations which the Contractor might have under the Contract Documents. Establishment of the time period of one (1) year as described in Sections 3.5, 9.7.1, and 12.2.5 relates only to the specific warranty obligation of the Contractor to correct the Work after the date of commencement of warranties, and has, for example, no relationship to the time within which the obligation to comply with the Contract Documents may be sought to be enforced, or to the time within which proceedings may be commenced to establish the Contractor's liability with respect to the Contractor's obligations other than specifically to correct the Work.

12.3 NONCONFORMING WORK AND WITHHOLDING THE VALUE OF IT

If it is found at any time before Completion of the Work that the Contractor has varied from the Contract Documents in materials, quality, form, finish, or in the amount or value of the materials or labor used, then the Owner may, in addition to other remedies in the Contract Documents or under law and as allowed by law, accept the improper Work. The Owner may withhold from any amount due or to become due Contractor that sum of money equivalent to the difference in value between the Work performed and that called for by the Drawings and Specifications. The Owner shall determine such difference in value. No structural related Work shall be accepted that is not in conformance with the Contract Documents.

ARTICLE 13 MISCELLANEOUS PROVISIONS

13.1 **GOVERNING LAW**

The Contract shall be governed by the law of the place where the Project is located.

13.2 SUCCESSORS AND ASSIGNS

The Owner and the Contractor respectively bind themselves, their partners, successors, assigns, and legal representatives to the other party hereto and to partners, successors, assigns, and legal representatives of such other party in respect to covenants, agreements, and obligations contained in the Contract Documents. Neither party to the Contract shall assign the Contract as a whole or in part without written consent of the other. If either party attempts to make such an assignment without such consent, then that party shall nevertheless remain legally responsible for all obligations under the Contract.

13.3 WRITTEN NOTICE

In the absence of specific notice requirements in the Contract Documents, written notice shall be deemed to have been duly served if delivered in person to the individual, member of the firm or entity, or to an officer of the corporation for which it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the party giving notice. Owner shall, at Contractor's cost, timely notify Contractor of Owner's receipt of any third party claims relating to the Contract pursuant to Public Contract Code section 9201.

13.4 RIGHTS AND REMEDIES

13.4.1 DUTIES AND OBLIGATIONS CUMULATIVE

Duties and obligations imposed by the Contract Documents and rights and remedies available thereunder shall be in addition to and not a limitation of duties, obligations, rights, and remedies otherwise imposed or available by law.

13.4.2 **NO WAIVER**

No action or failure to act by the Owner, Inspector of Record, Architect or any construction manager shall constitute a waiver of a right or duty afforded them under the Contract Documents, nor shall such action or failure to act constitute approval of or acquiescence in a breach thereunder, except as may be specifically agreed to in a written amendment to the Contract.

13.5 TESTS AND INSPECTIONS

13.5.1 COMPLIANCE

Tests, inspections, and approvals of portions of the Work required by the Contract Documents will comply with Title 24, and with all other laws, ordinances, rules, regulations, or orders of public authorities having jurisdiction.

13.5.2 INDEPENDENT TESTING LABORATORY

The Owner will select and pay an independent testing laboratory to conduct all tests and inspections, including shipping or transportation costs or expenses (mileage and hours). Selection of the materials required to be tested shall be made by the laboratory or the Owner's representative and not by the Contractor. However, if Contractor requests that the Owner use a different testing laboratory and Owner chooses to approve such request, then Contractor shall pay any additional shipping or transportation costs or expenses (mileage and hours). If Owner pays such additional costs or expenses instead of Contractor, then Owner may invoice such costs or expenses to the Contractor or withhold such costs or expenses from Payments.

13.5.3 ADVANCE NOTICE TO INSPECTOR OF RECORD

The Contractor shall notify the Inspector of Record a sufficient time in advance of its readiness for required observation or inspection so that the Inspector of Record may arrange for same. The Contractor shall notify the Inspector of Record a sufficient time in advance of the manufacture of material to be supplied under the Contract Documents which must, by terms of the Contract Documents, be tested in order that the Inspector of Record may arrange for the testing of the material at the source of supply.

13.5.4 TESTING OFF-SITE

Any material shipped by the Contractor from the source of supply, prior to having satisfactorily passed such testing and inspection or prior to the receipt of notice from said Inspector of Record that such testing and inspection will not be required, shall not be incorporated in the Work.

13.5.5 ADDITIONAL TESTING OR INSPECTION

If the Inspector of Record, the Architect, the Owner, or public authority having jurisdiction determines that portions of the Work require additional testing, inspection, or approval not included under section 13.5.1, then the Inspector of Record will, upon written authorization from the Owner, make arrangements for such additional testing, inspection, or approval. The Owner shall bear such costs except as provided in section 13.5.6.

13.5.6 COSTS FOR RETESTING

If such procedures for testing, inspection, or approval under sections 13.5.1, 13.5.2 and 13.5.5 reveal failure of the portions of the Work to comply with requirements established by the Contract Documents, then the Contractor shall bear all costs arising from such failure, including those of re-testing, reinspection, or re-approval, including, but not limited to, compensation for the Architect's services and expenses. Any such costs shall be paid by the Owner, invoiced to the Contractor, and, among other remedies, can be withheld from Payments.

13.5.7 COSTS FOR PREMATURE TEST

If the Contractor requests any test or inspection for the Project and is not completely ready for the inspection, then the Contractor shall be invoiced by the Owner for all costs and expenses resulting from that testing or inspection, including, but not limited to, the Architect's fees and expenses, and the amount of the invoice can among other remedies, be withheld from Payments.

13.5.8 TESTS OR INSPECTIONS NOT TO DELAY WORK

Tests or inspections conducted pursuant to the Contract Documents shall be made promptly to avoid unreasonable delay in the Work.

13.6 INTENTIONALLY LEFT BLANK

13.7 TRENCH EXCAVATION

13.7.1 TRENCHES GREATER THAN FIVE FEET

Pursuant to Labor Code section 6705, if the Total Amount exceeds \$25,000 and involves the excavation of any trench or trenches five (5) feet or more in depth, then the Contractor shall, in advance of excavation, submit to the Owner or a registered civil or structural engineer employed by the Owner a detailed plan showing the design of shoring for protection from the hazard of caving ground during the excavation of such trench or trenches.

13.7.2 EXCAVATION SAFETY

If such plan varies from the Shoring System Standards established by the Construction Safety Orders, then the plan shall be prepared by a registered civil or structural engineer, but in no case shall such plan be less effective than that required by the Construction Safety Orders. No excavation of such trench or trenches shall be commenced until said plan has been accepted by the Owner or by the person to whom authority to accept has been delegated by the Owner.

13.7.3 NO TORT LIABILITY OF OWNER

Pursuant to Labor Code section 6705, nothing in this Article shall impose tort liability upon the Owner or any of its employees.

13.7.4 No Excavation Without Permits

The Contractor shall not commence any excavation work until it has secured all necessary permits including the required CAL OSHA excavation/shoring permit. Any permits shall be prominently displayed on the Site prior to the commencement of any excavation.

13.8 WAGE RATES

13.8.1 WAGE RATES

Pursuant to the provisions of Article 2 (commencing at § 1770), Chapter 1, Part 7, Division 2, of the Labor Code, the governing board of the Owner has obtained the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which this public work is to be performed for each craft, classification, or type of worker needed for this Project from the Director of Industrial Relations ("Director"). These rates are on file with the Clerk of the Owner's governing board, and copies will be made available to any interested party on request.

13.8.2 HOLIDAY AND OVERTIME PAY

Holiday and overtime work, when permitted by law, shall be paid for at a rate of at least one and one-half (1½) times the above specified rate of per diem wages, unless otherwise specified. Holidays shall be defined in the Collective Bargaining Agreement applicable to each particular craft, classification, or type of worker employed.

13.8.3 WAGE RATES NOT AFFECTED BY SUBCONTRACTS

The Contractor shall pay and shall cause to be paid each worker engaged in the Work not less than the general prevailing rate of per diem wages determined by the Director, regardless of any contractual relationship which may be alleged to exist between the Contractor or any Subcontractor and such workers.

13.8.4 CHANGE IN PREVAILING WAGE DURING BID OR CONSTRUCTION

If during the period this bid is required to remain open, the Director of Industrial Relations determines that there has been a change in any prevailing rate of per diem wages in the locality in which this public work is to be performed, then such change shall not alter the wage rates discussed in the Notice to Bidders or the Contract subsequently awarded.

13.8.5 FORFEITURE AND PAYMENTS

Pursuant to Labor Code section 1775, the Contractor and any subcontractor under the Contractor shall as a penalty to the Owner, forfeit not more than two hundred dollars (\$200.00) for each calendar day, or portion thereof, for each worker paid less than the prevailing rate of per diem wages, determined by the Director, for such craft or classification in which such worker is employed for any public work done under the Agreement by the Contractor or by any Subcontractor under it. Minimum penalties shall apply, as also provided in Civil Code section 1775. The amount of the penalty shall be determined by the Labor Commissioner and shall be based on both of the following: (1) whether the failure of the contractor or subcontractor to pay the correct rate of per diem wages was a good faith mistake and, if so, the error was promptly and voluntarily corrected upon being brought to the attention of the contractor or subcontractor; and (2) whether the contractor or subcontractor has a prior record of failing to meet its prevailing wage obligations. The difference between such prevailing rate of per diem wage and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing rate of per diem wage shall be paid to each work by the Contractor or subcontractor.

13.8.6 MINIMUM WAGE RATES

Any worker employed to perform Work, which Work is not covered by any craft or classification listed in the general prevailing rate of per diem wages determined by the Director, shall be paid not less than the minimum rate of wages specified therein for the craft or classification which most nearly corresponds to the Work to be performed by them, and such minimum wage rate shall be retroactive to time of initial employment of such person in such craft or classification.

13.8.7 PER DIEM WAGES

Pursuant to Labor Code section 1773.1, per diem wages includes employer payments for health and welfare, pension, and vacation pay.

13.8.8 POSTING OF WAGE RATES

The Contractor shall post at appropriate conspicuous points on the Site, a schedule showing all determined minimum wage rates and all authorized deductions, if any, from unpaid wages actually earned and all other required job site notices as prescribed by regulation.

13.9 **RECORD OF WAGES PAID; INSPECTION**

13.9.1 APPLICATION OF LABOR CODE

Pursuant to section 1776 of the Labor Code:

- (a) Each Contractor and subcontractor shall keep accurate payroll records, showing the name, address, social security number, work classification, and straight time and overtime hours worked each day and week, and the actual per diem wages paid to each journeyman, apprentice, worker, or other employee employed by him or her in connection with the public work. Each payroll record shall contain or be verified by a written declaration that is made under penalty of perjury, stating both of the following:
 - (1) The information contained in the payroll record is true and correct.
 - (2) The employer has complied with the requirements of sections 1771, 1811 and 1815 for any work performed by his or her employees on the public works project.
 - (b) The payroll records enumerated under subdivision (a) shall be certified and shall be available for inspection at all reasonable hours at the principal office of the Contractor on the following basis:
 - (1) A certified copy of an employee's payroll record shall be made available for inspection or furnished to the employee or his or her authorized representative on request.
 - (2) A certified copy of all payroll records enumerated in subdivision (a) shall be made available for inspection or furnished upon request to a representative of the body awarding the contract and as may be required by the Labor Commissioner under Labor Code section 1771.4. The Contractor and each subcontractor shall furnish a certified copy of all payroll records directly to the Labor Commissioner monthly or more frequently, if so specified in the Agreement and in a format the Labor Commissioner prescribes.
 - (3) A certified copy of all payroll records enumerated in subdivision (a) shall be made available upon request by the public for inspection or for copies thereof. However, a request by the public shall be made through either the Owner or the Division of Labor Standards Enforcement of the Department of Industrial Relations ("DIR"). If the requested payroll records have not been provided pursuant to paragraph (2), the requesting party shall, prior to being provided the records, reimburse the costs of the preparation by the contractor, subcontractors, and the entity through which the request was made. The public may not be given access to such records at the principal office of the Contractor.

- (c) Unless required as of January 1, 2015, to be furnished directly to the Labor Commissioner under Labor Code section 1771.4(a)(3), the certified payroll records shall be on forms provided by the Division of Labor Standards Enforcement of the DIR or shall contain the same information as the forms provided by the division. The payroll records may consist of printouts of payroll data that are maintained as computer records, if the printouts contain the same information as the forms provided by the division and the printouts are verified in the manner specified in (a) above.
- (d) A Contractor or subcontractor shall file a certified copy of the records enumerated in subdivision (a) with the entity that requested such records within 10 days after receipt of a written request.
- (e) Except as provided in subdivision (f), any copy of records made available for inspection as copies and furnished upon request to the public or any public agency by the awarding body or the Division of Labor Standards Enforcement of the DIR shall be marked or obliterated to prevent disclosure of an individual's name, address and social security number. The name and address of the Contractor awarded the Contract or the subcontractor performing the Contract shall not be marked or obliterated. Any copy of records made available for inspection by, or furnished to, a multiemployer Taft-Hartley trust fund (29 U.S.C. Sec. 186(c)(5) that requests the records for the purposes of allocating contributions to participants shall be marked or obliterated only to prevent disclosure of an individual's full social security number, but shall provide the last four digits of the social security number. Any copy of records made available for inspection by, or furnished to, a joint labor-management committee established pursuant to the federal Labor Management Cooperation Act of 1978 (29 U.S.C. Sec. 175a) shall be marked or obliterated only to prevent disclosure of an individual's social security number.
- (f) Notwithstanding any other provision of law, agencies that are included in the Joint Enforcement Strike Force on the Underground Economy established pursuant to Section 329 of the Unemployment Insurance Code and other law enforcement agencies investigating violations of law shall, upon request, be provided non-redacted copies of certified payroll records. Any copies of records or certified payroll made available for inspection and furnished upon request to the public by an agency included in the Joint Enforcement Strike Force on the Underground Economy or to a law enforcement agency investigating a violation of law shall be marked or redacted to prevent disclosure of an individual's name, address, and social security number. An employer shall not be liable for damages in a civil action for any reasonable act or omission taken in good faith in compliance with this subsection.
- (g) The contractor shall inform the Owner of the location of the records enumerated under subdivision (a), including the street address, city and county, and shall, within five working days, provide a notice of a change of location and address.
- (h) The contractor or subcontractor has 10 days in which to comply subsequent to receipt of written notice requesting the records enumerated in subdivision (a). If the Contractor or subcontractor fails to comply within the 10-day period, he or she shall, as a penalty to the state or political subdivision on whose behalf the contract is made or awarded, forfeit one hundred dollars (\$100.00) for each calendar day, or portion thereof, for each worker, until strict compliance is effectuated. Upon the request of the Division of Labor Standards Enforcement of the DIR, these penalties shall be withheld from progress payments then due. A contractor is not subject to a penalty assessment pursuant to this section due to the failure of the subcontractor to comply with this section.

13.10 APPRENTICES

13.10.1 APPRENTICE WAGES AND DEFINITIONS

All apprentices employed by the Contractor to perform services under the Contract shall be paid the standard wage paid to apprentices under the regulations of the craft or trade at which he or she is employed, and shall be employed only at the work of the craft or trade to which he or she is registered. Only apprentices, as defined in section 3077 of the Labor Code, who are in training under apprenticeship standards and written apprenticeship agreements under Chapter 4 (commencing with § 3070) of Division 3, are eligible to be employed under this Contract. The employment and training of each apprentice shall be in accordance with the apprenticeship standards and apprentice agreements under which he or she is training.

13.10.2 APPRENTICE LABOR POOL

When the Contractor to whom the Contract is awarded by the Owner, or any Subcontractor under him or her, in performing any of the Work under the Contract or subcontract, employs workers in any apprenticeable craft or trade, the Contractor and Subcontractor shall apply to the joint apprenticeship committee administering the apprenticeship standards of the craft or trade in the area of the Site of the Project, for a certificate approving the Contractor or Subcontractor under the apprenticeship standards for the employment and training of apprentices in the area or industry affected. However, approval as established by the joint apprenticeship committee or committees shall be subject to the approval of the Administrator of Apprenticeship. The joint apprenticeship committee or committees, subsequent to approving the subject Contractor or Subcontractor, shall arrange for the dispatch of apprentices to the Contractor or Subcontractor in order to comply with this section. Every Contractor and Subcontractor shall submit the contract award information to the applicable joint apprenticeship committee which shall include an estimate of journeyman hours to be performed under the Contract, the number of apprentices to be employed, and the approximate dates the apprentices will be employed. There shall be an affirmative duty upon the joint apprenticeship committee or committees administering the apprenticeship standards of the crafts or trade in the area of the Site of the public work, to ensure equal employment and affirmative action and apprenticeship for women and minorities. Contractors or Subcontractors shall not be required to submit individual applications for approval to local joint apprenticeship committees provided they are already covered by the local apprenticeship standards. The ratio of work performed by apprentices to journeymen, who shall be employed in the craft or trade on the Project, may be the ratio stipulated in the apprenticeship standards under which the joint apprenticeship committee operates, but, except as otherwise provided in this section, in no case shall the ratio be less than one (1) hour of apprentice work for every five (5) hours of labor performed by a journeyman. However, the minimum ratio for the land surveyor classification shall not be less than one (1) apprentice for each five (5) journeymen.

13.10.3 JOURNEYMAN/APPRENTICE RATIO; COMPUTATION OF HOURS

Any ratio shall apply during any day or portion of a day when any journeyman, or the higher standard stipulated by the joint apprenticeship committee, is employed at the job Site and shall be computed on the basis of the hours worked during the day by journeymen so employed, except for the land surveyor classification. The Contractor shall employ apprentices for the number of hours computed as above before the end of the Contract. However, the Contractor shall endeavor, to the greatest extent possible, to employ apprentices during the same time period that the journeymen in the same craft or trade are employed at the job Site. Where an hourly apprenticeship ratio is not feasible for a particular craft or trade, the Division of Apprenticeship Standards, upon application of a joint apprenticeship committee, may order a minimum ratio of not less than one (1) apprentice for each five (5) journeymen in a craft or trade classification.

13.10.4 JOURNEYMAN/APPRENTICE RATIO

The Contractor or Subcontractor, if he or she is covered by this section upon the issuance of the approval certificate, or if he or she has been previously approved in the craft or trade, then shall employ the number of apprentices or the ratio of apprentices to journeymen stipulated in the apprenticeship standards. Upon proper showing by the Contractor that he or she employs apprentices in the craft or trade in the state on all

of his or her contracts on an annual average of not less than one (1) hour of apprentice work for every five (5) hours of labor performed by a journeyman, or in the land surveyor classification, one (1) apprentice for each five (5) journeymen, the Division of Apprenticeship Standards may grant a certificate exempting the Contractor from the 1-to-5 hourly ratio as set forth in this section. This section shall not apply to contracts of general contractors or to contracts of specialty contractors not bidding for work through a general or prime contractor, when the contracts of general contractors or those specialty contractors involve less than Thirty Thousand Dollars (\$30,000) or twenty (20) working days. Any work performed by a journeyman in excess of eight (8) hours per day or forty (40) hours per week, shall not be used to calculate the hourly ratio required by this section.

13.10.4.1 Apprenticeable Craft or Trade. "Apprenticeable craft or trade" as used in this Article means a craft or trade determined as an apprenticeable occupation in accordance with the rules and regulations prescribed by the California Apprenticeship Council. The joint apprenticeship committee shall have the discretion to grant a certificate, which shall be subject to the approval of the Administrator of Apprenticeship, exempting a Contractor from the 1-to-5 ratio set forth in this Article when it finds that any one of the following conditions is met:

- A. Unemployment for the previous three-month period in the area exceeds an average of fifteen percent (15%).
- B. The number of apprentices in training in such area exceeds a ratio of 1-to-5.
- C. There is a showing that the apprenticeable craft or trade is replacing at least one-thirtieth (1/30) of its journeymen annually through the apprenticeship training, either on a statewide basis or on a local basis.
- D. Assignment of an apprentice to any work performed under this contract would create a condition which would jeopardize his or her life or the life, safety, or property of fellow employees or the public at large or if the specific task to which the apprentice is to be assigned is of such a nature that training cannot be provided by a journeyman.

13.10.5 RATIO EXEMPTION

When exemptions are granted to an organization which represents Contractors in a specific trade from the 1-to-5 ratio on a local or statewide basis, the member Contractors will not be required to submit individual applications for approval to local joint apprenticeship committees, if they are already covered by the local apprenticeship standards.

13.10.6 APPRENTICE FUND

A Contractor to whom the Contract is awarded or any Subcontractor under him or her, who, in performing any of the work under the Contract, employs journeymen or apprentices in any apprenticeable craft or trade and who is not contributing to a fund or funds to administer and conduct the apprenticeship program in any such craft or trade in the area of the Site of the Project, to which fund or funds other contractors in the area of the Site of the Project are contributing, shall contribute to the fund or funds in each craft or trade in which he or she employs journeymen or apprentices on the Project in the same amount or upon the same basis and in the same manner as the other contractors do, but where the trust fund administrators are unable to accept the funds, contractors not signatory to the trust agreement shall pay a like amount to the California Apprenticeship Council. The Contractor or Subcontractor may add the amount of the contributions in computing his or her bid for the contract. The Division of Labor Standards Enforcement is authorized to enforce the payment of the contributions to the fund or funds as set forth in the Labor Code section 227.

13.10.7 PRIME CONTRACTOR COMPLIANCE

The responsibility of compliance with section 13.10 and section 1777.5 of the Labor Code for all apprenticeable occupations is with the Prime Contractor.

13.10.8 DECISIONS OF JOINT APPRENTICESHIP COMMITTEE

All decisions of the joint apprenticeship committee under this section 13.10 and Labor Code section 1777.5 are subject to Labor Code section 3081.

13.10.9 NO BIAS

It shall be unlawful for an employer or a labor union to refuse to accept otherwise qualified employees as registered apprentices on any public works on the grounds of race, religious creed, color, national origin, ancestry, sex, or age, except as provided in the Labor Code section 3077.

13.10.10 VIOLATION OF LABOR CODE

Pursuant to Labor Code section 1777.1, if a Contractor or Subcontractor willfully fails to comply with the provisions of this section 13.10 and Labor Code section 1777.5, among other things:

- (a) The Labor Commissioner may deny to the contractor or subcontractor, and to its responsible officers, the right to bid on, or be awarded or perform work as a subcontractor on, any public works project for a period of up to one year for the first violation and for a period of up to three years for the second and subsequent violation. Each period of debarment shall run from the date the determination of noncompliance by the Labor Commissioner becomes a final order.
- (b) A contractor or subcontractor who violates section 1777.5 shall forfeit as a civil penalty an amount not exceeding the sum of one hundred dollars (\$100) for each full calendar day of noncompliance. Upon receipt of a determination that a civil penalty has been imposed, the awarding body shall enforce the penalty, which includes withholding the amount of the civil penalty from the Payments then due or to become due.
- (c) In lieu of the penalty provided, the Labor Commissioner may for a first time violation and with the concurrence of an applicable apprenticeship program, order the contractor or subcontractor to provide apprentice employment equivalent to the work hours that would have been provided for apprentices during the period of noncompliance.
- (d) Any funds withheld by the awarding body pursuant to this section shall be deposited in the General Fund.
- (e) The interpretation and enforcement of section 1777.5 and this section shall be in accordance with the regulations of the California Apprenticeship Council.

Pursuant to Public Contract Code section 6109, no contractor or subcontractor may bid on, be awarded, or perform work as a subcontractor on a public works project if ineligible to bid or work on, or be awarded, a public works project pursuant to section 1777.1 of the Labor Code.

13.11 ASSIGNMENT OF ANTITRUST CLAIMS

13.11.1 APPLICATION

Pursuant to Public Contract Code section 7103.5 and Government Code section 4552, in entering into a public works contract or a subcontract to supply goods, services, or materials pursuant to a public works

contract, the Contractor or Subcontractor offers and agrees to assign to the Owner all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act, (15 U.S.C. § 15) or under the Cartwright Act (Chapter 2 [commencing with § 16700] of Part 2 of Division 7 of the Bus. & Prof. Code), arising from the purchase of goods, services, or materials pursuant to the public works contract or the subcontract. This assignment shall be made and become effective at the time the Owner tenders Final Payment to the Contractor, without further acknowledgment by the parties. If the Owner receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under Chapter 11 (commencing with § 4550) of Division 5 of Title 1 of the Government Code, then the assignor may, upon demand, recover from the Owner any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the Owner as part of the bid price, less the expenses incurred in obtaining that portion of the recovery.

13.11.2 ASSIGNMENT OF CLAIM

Upon demand in writing by the assignor, the Owner shall, within one (1) year from such demand, reassign the cause of action assigned pursuant to this Article if the assignor has been or may have been injured by the violation of law for which the cause of action arose and the Owner has not been injured thereby or the Owner declines to file a court action for the cause of action.

13.12 **AUDIT**

Pursuant to and in accordance with the provisions of Government Code section 8546.7, or any amendments thereto, all books, records, and files of the Owner, the Contractor, or any Subcontractor connected with the performance of this Contract involving the expenditure of state funds in excess of Ten Thousand Dollars (\$10,000.00), including, but not limited to, the administration thereof, shall be subject to the examination and audit of the Office of the Auditor General of the State of California for a period of three (3) years after the final Payment under this Contract. Contractor shall preserve and cause to be preserved such books, records, and files for the audit period. During the progress of the Work and for three (3) years after the final Payment under the Contract, Owner shall also have the right to an audit, and Contractor must cooperate by producing all information requested within seven (7) days.

13.13 STORM WATER DISCHARGE PERMIT

If applicable, the Contractor shall file a Notice of Intent to comply with the terms of the general permit to discharge storm water associated with construction activity (WQ Order No. 920-08-DWQ). The Notice of Intent must be sent to the following address along with the appropriate payment (warrant to be furnished by the Owner upon request by the Contractor, allow warrant processing time.): California State Water Resources Control Board, Division of Water Quality, Storm Water Permit Unit, P.O. Box 1977, Sacramento, CA 95812-1977. The Contractor may also call the State Water Board's Construction Activity Storm Water Hotline at (916) 657-1146. The Notice of Intent shall be filed prior to the start of any construction activity.

ARTICLE 14 TERMINATION OR SUSPENSION OF THE CONTRACT

14.1 TERMINATION BY THE CONTRACTOR FOR CAUSE

Contractor may not terminate for convenience. Contractor may only terminate for cause if the Work is stopped by others for a period of one hundred eighty (180) consecutive days through no act or fault of the Contractor, a Subcontractor of any tier, their agents or employees, or any other persons performing portions of the Work for whom the Contractor is contractually responsible, <u>and</u> the Work was stopped by others for one of the following reasons: (A) Issuance of an order of a court or other public authority having jurisdiction which requires Owner to stop all Work; or (B) an act of government, such as a declaration of national emergency, making material unavailable which requires Owner to stop all Work. If such grounds exist, then the Contractor may serve written notice of such grounds on Owner and

demand a meet-and-confer conference to negotiate a resolution in good faith within twenty (20) days of Owner's receipt of such notice. If such conference does not lead to resolution and the grounds for termination still exist, then Contractor may terminate the Contract and recover from the Owner payment for Work executed and for reasonable verified costs with respect to materials, equipment, tools, construction equipment, and machinery, including reasonable overhead, profit, and damages for the Work executed, but excluding overhead (field and home office) and profit for (i) Work not performed and (ii) the period of time that the Work was stopped.

14.2 TERMINATION BY THE OWNER FOR CAUSE

14.2.1 **GROUNDS FOR TERMINATION**

The Owner may terminate the Contract if the Contractor:

- A. Refuses or fails to supply enough properly skilled workers or proper materials, or refuses or fails to take steps to adequately prosecute the Work toward Completion by the Date for Completion or a Milestone Deadline;
- B. Fails to make payment to Subcontractors for materials or labor in accordance with Public Contract Code section 10262 or Business and Professions Code section 7108.5, as applicable;
- C. Disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction;
- D. Violates Labor Code section 1771.1(a), subject to the provisions of Labor Code section 1771.1(f); or
- E. Otherwise is in breach of the Contract Documents.

14.2.2 NOTIFICATION OF TERMINATION

When any of the above reasons exist, the Owner may, without prejudice to any other rights or remedies of the Owner, give notice to Contractor of the grounds for termination and demand cure of the grounds within seven (7) days (a "Notice of Intent to Terminate"). If Contractor fails to **either** (a) completely cure the grounds for termination within seven (7) days **or** (b) reasonably commence cure of the grounds for termination within seven (7) days and reasonably continue to cure the grounds for termination until such cure is complete, then Owner may terminate the Contract effective immediately upon service of written Notice of Termination and may, subject to any prior rights of Contractor's surety on the performance bond ("Surety"):

- A. Take possession of the Site and of all material, equipment, tools, and construction equipment and machinery thereon owned by the Contractor;
- B. Accept assignment of subcontracts pursuant to section 5.4; and
- C. Complete the Work by whatever reasonable method the Owner may deem expedient.

14.2.3 PAYMENTS WITHHELD

If the Owner terminates the Contract for one of the reasons stated in section 14.2.1, then the Contractor shall not be entitled to receive further payment until the Work is Complete.

14.2.4 PAYMENTS UPON COMPLETION

If the unpaid balance of the Total Amount exceeds costs of Completing the Work, including compensation for professional services and expenses made necessary thereby, then such excess shall be paid to the Contractor. If such costs exceed the unpaid balance, then the Contractor shall pay the difference to the Owner. This payment obligation shall survive Completion of the Contract.

14.2.5 INCLUSION OF TERMINATION FOR CONVENIENCE

Any purported termination by Owner for cause under this section 14.2, which is revoked or determined to not have been for cause, shall be deemed to have been a termination for convenience effective as of the same date as the purported termination for cause.

14.3 SUSPENSION OR TERMINATION BY THE OWNER FOR CONVENIENCE

14.3.1 SUSPENSION BY OWNER

The Owner may, without cause, order the Contractor in writing to suspend, delay, or interrupt the Work in whole or in part for such period of time as the Owner may determine.

- 14.3.1.1 *Adjustments.* An adjustment shall be made for increases in the cost of performance of the Contract, including profit on the increased cost of performance caused by suspension, delay, or interruption. No adjustment shall be made to the extent:
 - A. That performance is, was or would have been so suspended, delayed, or interrupted by another cause for which the Contractor is responsible; or
 - B. That an equitable adjustment is made or denied under another provision of this Contract.
- 14.3.1.2 *Adjustments for Fixed Cost.* Adjustments made in the cost of performance may have a mutually agreed fixed or percentage fee.

14.3.2 TERMINATION BY THE OWNER FOR CONVENIENCE

- 14.3.2.1 The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause.
- 14.3.2.2 Upon receipt of written notice from the Owner of such termination for the Owner's convenience, the Contractor shall:
 - 1. Cease operations as directed by the Owner in the notice;
 - 2. Take actions necessary, or that the Owner may direct, for the protection and preservation of the Work; and
 - 3. Except for Work directed to be performed prior to the effective date of termination stated in the notice, terminate all existing subcontracts and purchase orders and enter into no further subcontracts and purchase orders.
- 14.3.2.3 In case of such termination for the Owner's convenience, the Contractor shall be entitled to receive payment for Work executed, and costs incurred by reason of such termination.

14.4 **NOT A WAIVER**

Any suspension or termination by Owner for convenience or cause under this Article 14 shall not act as a waiver of any claims by Owner against Contractor or others for damages based on breach of contract, negligence or other grounds.

14.5 MUTUAL TERMINATION FOR CONVENIENCE

The Contractor and the Owner may mutually agree in writing to terminate this Contract for convenience. The Contractor shall receive payment for all Work performed to the date of termination in accordance with the provisions of Article 9.

14.6 EARLY TERMINATION

Notwithstanding any provision herein to the contrary, if for any fiscal year of this Contract the governing body of the Owner fails to appropriate or allocate funds for future periodic payments under the Contract after exercising reasonable efforts to do so, then the Owner may upon thirty (30) days' notice, order work on the Project to cease. The Owner will remain obligated to pay for the work already performed but shall not be obligated to pay the balance remaining unpaid beyond the fiscal period for which funds have been appropriated or allocated and for which the work has not been done.

SCOPE OF WORK & CONSTRUCTION SCHEDULE

All work shown in the contract documents with Addendum No. _____

shall also be responsible to perform investigation of existing conditions.

Construction schedule: Contractor will develop, update and maintain a detailed
construction schedule utilizing the critical path method. Contractor shall be responsible to
coordinate the scope or work and facilitate access employees and customers. Contractor

Final Project Completion Due: July 19, 2024



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.524 Board Consideration of Approval of GJUESD Sunshine Proposal for the Fiscal Year 2024-25 with California School Employees Association (CSEA) 1. Article X: Transfers 2. Article XI: Promotional Opportunities
Presenter:	Lois Yount	Action Item: XX Information Item:

ARTICLE X

TRANSFERS

- A. A transfer is defined as a change in work location of a bargaining unit member from one work site to another work site within the same classification.
- B. Work site is the location where an employee is regularly assigned and performs their duties, or the location from which they perform duties throughout the District.
- C. A vacancy is defined as the creation of a new position by the District or when an existing position becomes vacant.
- D. A change in the unit member's assignment within the same job classification and within the same work site is not a transfer.

E. Involuntary Transfers

- 1. No Employee shall be involuntarily transferred for disciplinary reasons.
- 2. An employee shall be given written notice at least ten (10) workdays prior to the effective date of an involuntary transfer, except in unforeseeable circumstances. An employee provided less than ten (10) workdays notice shall receive compensation commensurate with one full day's pay for each workday below the ten (10) workday minimum.
- 3. A unit member shall not be involuntarily transferred more than once during a fiscal year.
- 4. When an involuntary transfer is necessary, the District shall first seek volunteers. If there are no volunteers the least senior person (s) shall be selected for the transfer.

F. Voluntary Transfers

- 1. Vacancies shall be posted by the District at each school site and at the District Office for not less than five (5) workdays prior to opening the vacancy to outside applicants. A transfer opportunity notice shall be provided to employees within the classification. The position shall not be posted for outside applications during the five (5) day period.
- 2. Any employee shall apply for a transfer by filing a written notice with the District Office within the above five (5) day period.
- G. In granting voluntary transfers, the District shall grant the transfer to the most senior applicant within the classification, unless the applicant is currently attempting to conform to a

Performance Improvement Plan (PIP) or has an overall rating of "needs improvement" on their most recent evaluation. Where the applicants have the same seniority date, a tie will be broken by lot. If a drawing by lot is required, the District shall notify the affected employees and the CSEA Chapter President who shall be present at the time of the drawing to verify.

ARTICLE XI

PROMOTION OPPORTUNITIES

- A. A vacancy is defined as the creation of a new position by the District or when an existing position becomes vacant.
 - 1. Vacancies shall be posted by the District at each school site and at the District Office for not less than five (5) workdays prior to opening the vacancy to outside applicants.
 - 2. Any employee may apply for a vacancy within the above five (5) day period.
- B. All qualified employee applicants shall be granted an interview.
- C. In screening for qualifications and in filling vacancies, the District shall base their decision on the following:
 - 1. The qualifications and recent training, and related experience of applicant as defined below:
 - a. Substitute experience or out of class in that classification
 - b. Employee experience with duties for a separate employer
 - c. Appropriate certifications
 - d. Training credentials
 - 2. The operational and educational needs of the District.
 - 3. The past two (2) evaluations of the applicant so long as the evaluation(s) occurred within the past three (3) years.
 - 4. If all of the above are equal, seniority will be the determining factor.
- D. 1. If an employee is promoted, he/she shall be placed on the lowest step in the higher Range which provides a raise of at least 2.5% over the former range and step. The new rate will become effective on the first day of work.
 - 2. Any employee promoted shall be on a trial basis for up to six (6) months. If not successful in the new position, the employee shall be reassigned to his original or to a comparable position.



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.525 Board Consideration of Approval of GJUESD Sunshine Proposal for the Fiscal Year 2024-25 with Galt Elementary Faculty Association (GEFA) 1. Article VII: Evaluation Procedures 2. Article XXIV: Term
Presenter:	Lois Yount	Action Item: XX Information Item:

ARTICLE VII

EVALUATION PROCEDURES

- A. The evaluation of teachers is a function of the teacher's immediate supervisor. Teachers who work at more than one (1) site shall be given a composite evaluation.
- B. Teachers shall be notified at the beginning of the school year if it is their evaluation year. During the first month of the school year, the principal and staff at each site shall meet to review the Certificated Evaluation procedures, tools, timelines, and expectations.
- C. The supervisor may observe a teacher at any time. An observation less than fifteen (15) minutes in duration shall be referred to as a "mini observation". In non-evaluation years, mini observations are supervisory in nature. During the teacher's evaluation year, the supervisor shall observe a teacher's class for a minimum of sixty (60) minutes, which shall take place over at least six (6) visits. In non-evaluation years, at least two (2) mini observations will occur and are supervisory in nature.
 - 1. Probation Teachers shall be evaluated annually. In addition to mini observations, the supervisor shall formally observe the teacher on at least two (2) occasions for a minimum of thirty (30) minutes each. On at least one of these occasions the teacher shall be given prior notice of the observation and a preobservation conference shall be held.
 - 2. Permanent Teachers with less than ten (10) years of service who have received an evaluation that indicates they have met all standards, shall be evaluated at least every other year. In addition to mini observations, the teacher may request one thirty (30) minute observation with notice.
 - 3. Permanent Teachers who have received an evaluation that indicates they have not met standards shall be evaluated annually. In addition to mini observations, the teacher may request one thirty (30) minute observation with notice.
 - 4. Permanent Teachers who have an assistance plan shall be evaluated annually. In addition to mini observations, the supervisor shall observe the teacher on at least one occasion for an entire lesson. The teacher shall be given prior notice of the observation and a pre-observation conference shall be held.

- 5. Permanent Teachers with ten (10) or more years of service who have received an evaluation that indicates they have met all standards, shall be evaluated at least every five (5) years. In addition to mini observations, the teacher may request on thirty (30) minute observation with notice.
- 6. Permanent Teachers with ten (10) or more years of service who have received evaluations that indicates they have met all standards, shall have the opportunity to opt for a self-reflection process which includes using the GJUESD Professional Learning Cycle (rubric). This evaluation process and the completed rubric will serve as the summary evaluation for the year and the completed document will be placed in the teacher's personnel file.
 - a. Teachers meeting the criteria for participation can opt for this option for multiple years.
 - b. For first year participants, this process will include four (4) mini observations conducted by a combination of peer (1-2) and administrator (2-3) or only include four (4) administrator mini observations.
 - c. For continuing participants, this process will include two (2) mini observations completed by the administrator.
 - d. Each time the process and rubric are completed and submitted as the summary evaluation, the five-year process commences.
 - e. At the end of each participating year, if the immediate supervisor (administrator) has documented concerns regarding the teacher's performance such as written feedback on mini observations, written feedback from formal observations, letters of reprimand, etc., the site administrator will notify the teacher that he/she is ineligible to continue participation in the self-reflection rubric and will be placed on the traditional evaluation cycle for the coming year. This new language becomes effective August 2020.
- 7. Permanent Teachers who have been referred to Peer

 Assistance and Review (PAR) are evaluated annually.

 In addition to mini observations, the PAR Action Plan determines the number and type of observations that will occur. These observations are monitored by the PAR panel, in accordance with Article XIV.

- D. The teacher shall be given a written report following any formal observation and an opportunity to discuss the observation with the evaluator no later than five (5) days after the observation. The teacher may attach any written comments to any written observation reports.
- E. The teacher evaluated shall be given a copy of the evaluation, and an opportunity to discuss it with the evaluator, and to attach any comments. The comments shall be attached within a ten-day period following receipt of the evaluation.
- F. Evaluation content shall not be subject to the Grievance Procedures.

ARTICLE XXIV

TERM

- A. This Agreement between the Galt Joint Union Elementary School District (GJUESD) and the Galt Elementary Faculty Association (GEFA) shall remain in full force and effect from July 1, 2023, up to and including June 30, 2026, and shall remain in effect until a successor agreement is negotiated and ratified by both parties.
- B. The Galt Elementary Faculty Association (GEFA) and the Galt Joint Union Elementary School District (GJUESD) agree that issues that may arise during the contract term may be discussed and resolved via consensus and/or the creation of limited-term Memorandum(s) of Understanding (MOU). Either party may reopen salary and benefits and two (2) additional Articles each contract year within the stated term.
- C. 1. The Communications Committee shall consist of the GEFA President, Vice President and Bargaining Chairperson. This committee shall meet with the Superintendent and/or a designated representative (s) once a month.
 - 2. The Communications Committee and the District representatives can mutually agree to modify the frequency and attendees of the meetings. The District will provide substitute coverage for the affected teachers.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA95632 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date:	June 18, 2024	Agenda Item: 232.526 Board Consideration of Approval of Board Policies
Presenter:	Lois Yount	Action Item: XX
	Cabinet	Information Item:

- 1. BP 3516 Emergency and Disaster Preparedness Plan
- 2. BP 4118 Dismissal/Suspension/Disciplinary Action
- 3. BP 4140/4240/4340 Bargaining Units
- 4. BP 4157/4257/4357 Employee Safety
- 5. BP 4218 Dismissal/Suspension/Disciplinary Action
- 6. BB 9320 Meetings and Notices
- 7. BB 9323.2 Actions by the Board
- 8. BP 5144 Discipline
- 9. BP 6141.2 Recognition of Religious Beliefs and Customs
- 10. BP 6175 Migrant Education
- 11. BP 3550 Food Service/Child Nutrition Program
- 12. BP 3551 Food Service Operations/Cafeteria Fund
- 13. BP3553 Free and Reduced Price Meals
- 14. BP 3555 Nutrition Program Compliance
- 15. BP 5126 Awards for Achievement
- 16. BP 4111/4211/4311 Recruitment and Selection

Galt Joint Union Elementary School District

CSBA POLICY GUIDE SHEET First Reading: May 15, 2024

Adoption Consideration: June 18, 2024

1. Board Policy 3516 - Emergency and Disaster Preparedness Plan

Policy updated to reflect **NEW LAW (SB 323, 2023)** which requires school emergency and disaster preparedness plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973.

2. Board Policy 4118 - Dismissal/Suspension/Disciplinary Action

Policy updated to generalize the material related to the basis for disciplinary action, and reflect **NEW COURT DECISION** (Visalia Unified School District v. PERB) which held that service as a union officer constitutes protected activity under the Educational Employment Relations Act for purposes of complaints of retaliation for union activities, and that retaliation solely for engaging in protected activities is prohibited. Additionally, policy updated to amend the list of what may be considered disciplinary actions to more closely align with law, and to add new section "Compulsory Leave of Absence" for consistency with law and the accompanying administrative regulation.

3. Board Policy 4140/4240/4340 - Bargaining Units

Policy updated to clarify use of "employee organization," "recognized employee organization," "exclusive representative," and "bargaining unit". Additionally, policy updated to clarify Public Employee Relations Board opinions regarding when a district may restrict the wearing of union buttons, insignia, or other pictorial or written messages by employees, when a district may limit an employee organization's ability to communicate with its members, and what constitutes "reasonable restrictions" by a district. In addition, policy updated to remove outdated material related to COVID-19, and reflect **NEW LAW (AB 243, 2023)** which extends the Safe at Home address confidentiality protection to victims of child abduction and members of their households. Policy also updated for clarity, precision, organization, and consistency

4. Board Policy 4157/4257/4357 - Employee Safety

Policy updated to reference **NEW LAW (SB 553, 2023)** which requires, starting July 1, 2024, districts to establish, implement, and maintain at all times and in all work areas a workplace violence prevention plan with specified components.

5. Board Policy 4218 - Dismissal/Suspension/Disciplinary Action

Policy updated to add that the Governing Board expects all employees to serve as positive role models at school and in the community for consistency with expectations for certificated staff, generalize the material related to the basis for disciplinary action, and reflect **NEW COURT DECISION** (Visalia Unified School District v. PERB) which held that service as a union officer constitutes protected activity under the Educational Employment Relations Act for purposes of complaints of retaliation for union activities, and that retaliation solely for engaging in protected activities is prohibited. Additionally, policy updated to amend the list of what may be considered disciplinary actions to more closely align with law, clarify that if a timely request for a hearing is submitted, a third-party hearing officer is required to conduct the hearing if the Board has delegated such authority, and to add new section "Compulsory Leave of Absence" for consistency with law and the accompanying administrative regulation.

6. Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that a study session, retreat, public forum, or discussion meeting of the Governing Board must either be held as a regular or special Board meeting. Additionally, bylaw updated to reflect **NEW LAW (AB 557, 2023)** which extended and modified the ability of a Board member to join

a meeting by teleconference due to just cause or emergency circumstances or during a proclaimed state of emergency. In addition, bylaw updated to remove outdated COVID-19 related requirements. Bylaw also updated for clarity, precision, organization, and consistency.

7. Board Bylaw 9323.2 - Actions by the Board

Bylaw updated to add that the Governing Board may take action on a request by a Board member to participate by teleconference due to emergency circumstances if it is not on the posted agenda so long as there was not sufficient time to place it on the agenda. Additionally, bylaw updated to remove language related to the authority of the district attorney's office or an interested person to file a civil action asking the court to order the Board to stop or prevent a Brown Act violation and replace it with language requiring the district attorney's office or interested person to first present a demand to "cure and correct" the alleged violation and, when such occurs, for the Board to consult with legal counsel on if and how to respond.

8. Board Policy 5144 - Discipline

Policy updated to reflect **NEW LAW (SB 291, 2023)** which, beginning with the 2024-25 school year, prohibits a school staff member from denying a student's recess unless the student's participation poses an immediate threat to the physical safety of the student or one or more of the student's peers. Additionally, policy updated to clarify that the Governing Board may, but is not required, to review approved discipline rules for consistency with Board policy and state law. In addition, policy updated to include interventions and supports to students as a priority in determining appropriate discipline.

9. Board Policy 6141.2 - Recognition of Religious Beliefs and Customs

Policy updated to reflect NEW GUIDANCE from the U.S. Department of Education regarding constitutionally protected prayer and religious expression in public schools and Appendix F of the California Department of Education's History and Social Science Framework which offers guidance and support for educators regarding the recognition of religious beliefs and customs. Additionally, policy updated to add that instruction regarding the role of religion in society be consistent with adopted instructional materials and state standards. In addition, policy updated to reflect U.S. Supreme Court decision (Kennedy v. Bremerton) which held that the employee, a football coach, did not coerce students to pray when the employee knelt at midfield after games to offer a quiet personal prayer, rejected the district's argument that any visible religious conduct by a teacher or coach amounted to impermissible coercion on students, and concluded that the coach was acting in a private capacity and not in the capacity of an employee of the district when the prayer was offered during a time when school employees were free to attend to personal matters. Policy also updated to reflect **NEW COURT DECISION** (Fellowship of Christian Athletes v. San Jose Unified School District) in which the Ninth Circuit U.S. Court of Appeals held that it would be discrimination for a district to fail to recognize a student club with religiously based leadership requirements upon a finding that multiple student clubs imposed certain requirements for membership or leadership positions—i.e., discriminated against certain students—but that the district only objected to the Fellowship of Christian Athletes' requirements because of the religious basis of the requirements.

10. Board Policy 6175 - Migrant Education

Policy updated to reference this group of highly mobile students as "students who are migratory" to align with language found within the Education Code and the California Department of Education's 2023-24 federal program monitoring instrument.

11. Board Policy 3550 - Food Service/Child Nutrition Program

Policy updated to reflect **NEW LAW (SB 348, 2023)** which (1) clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded

free or reduced-price meal, (2) defines a "nutritionally adequate breakfast and lunch," and (3) requires that students be provided with adequate time to eat. Additionally, policy updated to reflect **NEW LAW** (AB 95, 2023) which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. In addition, policy updated to reflect **NEW LAW** (SB 114, 2023) which establishes school food best practices such as serving freshly prepared onsite meals using minimally processed, locally grown, and sustainable food, giving priority to California-grown or produced foods, and increasing plant-based or restricted diet food options for students. Policy updated to reflect California Department of Food and Agriculture guidance about school gardens.

12. Board Policy 3551 - Food Service Operations/Cafeteria Fund

Policy updated to reflect **NEW LAW (SB 348, 2023)** which clarifies that (1) the establishment of a cafeteria fund does not preclude the district from using other funds for the purpose of purchasing school meals, and

(2) districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal. Additionally, policy updated to reflect **NEW LAW (AB 95, 2023)** which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided and **NEW LAW (SB 114, 2023)** which establishes school food best practices such as giving priority to using California-grown or produced, sustainably grown, or whole or minimally processed foods, increasing plant-based or restricted diet food options for students, and preparing fresh meals onsite.

13. Board Policy 3553 - Free and Reduced Price Meals

Policy updated to reflect **NEW LAW (SB 348, 2023)** which clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, regardless of the student's eligibility for a federally funded free or reduced-price meal, and **NEW LAW (AB 95, 2023)** which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. Additionally, policy updated to clarify that meals served under the school nutrition program meet district-adopted guidelines, in addition to state and federal nutrition standards. In addition, policy updated to more closely align with code language.

14. Board Policy 3555 – Nutrition Program Compliance

Policy is required for any district whose child nutrition programs (i.e., National School Lunch Program, School Breakfast Program, Special Milk Program, and/or other child nutrition program) receive state or federal funding. During the California Department of Education

S (CDE) Administrative Review of the district's child nutrition programs, CDE will review whether the district has a written procedure that comples with requirements pertaining to civil rights and nondiscrimination.

15. Board Policy 5126 - Awards for Achievement

Policy updated to add that a budget be established for the purpose of student awards, and that no fee or other cost be charged to any student in relation to any requirements in qualifying for or receiving any district achievement awards. Additionally, policy updated to separate out the State Seal of Biliteracy material from district established awards for biliteracy, and to clarify that the Governing Board may prohibit the district committee which administers the district's scholarship and loan fund from accepting any donation under conditions it finds incompatible with the fund's intents and purposes as specified in Board Policy 3290 - Gifts, Grants and Requests.

16. Board Policy 4111/4211/4311 - Recruitment and Selection

Policy updated to reflect **NEW GUIDANCE** from the California Department of Education and the Commission on Teacher Credentialling related to the benefit to students when district staff reflects the racial, ethnic, linguistic and cultural diversity of the district, and when the district's recruitment and selection process seeks to establish and maintain a diverse staff. Additionally, policy updated to include that the pay scale for an open position be included in the job posting. In addition, policy updated to include that discrimination against a person in hiring based on the person's use of cannabis off the job and away from the workplace is prohibited, and reflect **NEW LAW (SB 700, 2023)** which prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information, In addition, policy updated to provide that the district retains the right to maintain drug-free schools and to prohibit employees from possessing, being impaired by, or using cannabis while on the job. Policy also updated to include that, in addition to Governing Board approval and district needs, the provision of incentives to recruit teachers be in accordance with any applicable collective bargaining agreement.

Policy 3516: Emergencies And Disaster Preparedness Plan

Original Adopted Date: 02/27/2008

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

2. Policy 4118: Dismissal/Suspension/Disciplinary Action

Original Adopted Date: 09/22/2021 | Last Revised Date: 11/28/2022

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance.

The Superintendent or designee shall ensure that disciplinary actions are appropriately documented and taken in a consistent, nondiscriminatory manner. In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, suspension or leave without pay, or dismissal.

Suspension/Dismissal Procedures

The Superintendent shall notify the Board whenever there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of the Board's intention to suspend or dismiss the employee at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during

the instructional year of the school site where the employee is physically employed and may be served personally or by registered mail to the employee's last known address. (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter. (Education Code 44941, 44941.1, 44943, 44944)

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from assigned duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1)

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944. (Education Code 44944)

Compulsory Leave of Absence

Upon being informed that a certificated employee has been charged with a mandatory leave of absence offense, the Superintendent or designee shall immediately place the employee on a compulsory leave of absence. (Education Code 44940, 44940.5)

3. Policy 4140/4240/4340: Bargaining Units Status: DRAFT

Original Adopted Date: 02/27/2008 | Last Revised Date: 09/20/2023

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative for the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with the exclusive representative and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons, insignia, or other pictorial or written messages that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

A bargaining unit of certificated or classified supervisory employees may only be recognized if the bargaining unit includes all certificated or classified supervisory employees, respectively, and is not represented by the same employee organization that represents district employees who are supervised by the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, employees who serve in a management, senior management, or confidential position may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. However, an employee organization representing management, senior management, or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Education Code 45100.5, Government Code 3543.4)

Management employee means an employee in a position having significant responsibilities for formulating district policies or administering district programs. (Government Code 3540.1)

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. (Government Code 3540.1)

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550, 3551.5)

District Communications to Employees

The Superintendent or designee may communicate with district employees regarding their rights to join and/or support or to refrain from joining or supporting an officially recognized employee organization. Such communications shall be factual and accurate and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

The district may disseminate written documents, recorded messages, or other mass communications to actual or perspective employees represented by an exclusive representative concerning their rights to join and/or support, or refrain from joining and/or supporting, an employee organization only after the Superintendent or designee meets and confers with the exclusive representative concerning the content of the mass communication. If the district and exclusive representative do not come to agreement on the content of the mass communication and the district still chooses to disseminate it, the Superintendent or designee shall request that the exclusive representative provide a communication of reasonable length to the district that shall be disseminated to the employees at the same time as the district's own mass communication. (Government Code 3556)

Access to New Employee Orientations

The district shall permit each exclusive representative access to new employee orientation or onboarding process where newly hired employees represented by the exclusive representative are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide the exclusive representative at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided where there is an urgent need critical to the district's operations that was not reasonably foreseeable. (Government Code 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, the structure, time, and manner of access to the new employee orientation shall be subject to compulsory interest arbitration. The district and the exclusive representative may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The arbitrator's decision shall be issued within 10 days and shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, unless the district and the exclusive representative have agreed otherwise, when the district has not conducted an in-person orientation within 30 days of hiring a new employee, the Superintendent or designee shall permit the exclusive representative to schedule an in-person meeting during employment hours at the new employee's worksite, during which the new employee shall have the opportunity to attend and shall be relieved of other duties for the purpose of attending the meeting. The district shall provide appropriate space at the worksite within seven calendar days of receiving a request from the exclusive representative. (Government Code 3556, 3557)

During this meeting, the exclusive representative shall be permitted to communicate directly with the new employees for up to 30 minutes of paid time. (Government Code 3556)

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), of all employees represented by the exclusive representative on file with the district. An employee's personal email address shall only be disclosed if it used by the employee to conduct district business.

Such information shall be provided within 30 days of hire or by the first pay period of the month following hire for all

new employees represented by the exclusive representative, unless the exclusive representative has agreed to a different interval for the provision of the information. Additionally, the Superintendent or designee shall provide the exclusive representative with the same information for all employees represented by the exclusive representative every 120 days, unless more frequent disclosure is required by agreement with the exclusive representative. (Government Code 3558, 7928.300)

However, the Superintendent or designee shall not disclose: (Government Code 3558, 6205-6210, 6215-6216, 7928.300)

- 1. The home address and any phone numbers on file for employees performing law enforcement-related functions
- 2. The home address, home telephone or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6205-6210 and 6215-16
- 3. The employee's home address, home telephone and personal cell phone numbers, and personal email address of an employee not performing law enforcement related functions if the employee has submitted a written request to the district to keep such information private. In such instances, the Superintendent or designee shall also remove the employee's home address, home telephone number, and personal cell phone number from any mailing list maintained by the district unless the list is only used by the district to contact the employee.

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

The Superintendent or designee shall review the list of contact information for district employees at the beginning of each school year, or more often as appropriate.

Communications with Employees by Employee Organizations

Subject to reasonable regulation by the district, employee organizations shall have access, at reasonable times, to the work areas of employees represented by the employee organization and to district facilities for the purpose of meeting with employees represented by the employee organization. Access may be limited in instances where it would be disruptive to district operations. (Government Code 3543.1)

Additionally, subject to reasonable regulation by the district, employee organizations shall have the ability to use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees represented by the employee organization. (Government Code 3543.1)

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount that has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

When an employee organization has certified to the district that it has and will maintain individual employee authorizations for payroll deductions, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and the employees to whom they apply and shall not handle or process employee written authorizations for the employees represented by such employee organization. The district also shall not require a copy of the written authorization to be submitted by the employee organization, except when there is a dispute about the existence or terms of the written authorization. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization that represents the employee rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the

information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

When an employee organization has declined to certify that it will handle and process written authorizations from employee(s) represented by the employee organization and makes a request for payroll deductions, the district shall request a copy of the written authorization for an employee before making the payroll deductions for that employee. (Education Code 45060, 45168)

4. Policy 4157/4257/4357: Employee Safety Original Adopted Date: 02/27/2008

Status: DRAFT

The Governing Board is committed to maximizing employee safety and believes that workplace safety is the responsibility of every employee. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

All employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions that may occur. If an employee is unable to correct an unsafe condition, the employee shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall establish and implement a written injury and illness prevention program that includes a workplace violence prevention plan and that provides employees with access to such program in accordance with law. (Labor Code 6401.7; 8 CCR 3203)

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

- 1. Making a report or complaint
- 2. Instituting proceedings or causing proceedings to be instituted
- 3. Testifying with regard to employee safety or health
- 4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7
- 5. Requesting access to injury or illness reports and records
- 6. Exercising any other right protected by the Occupational Safety and Health Act

Policy 4218: Dismissal/Suspension/Disciplinary Action

Original Adopted Date: 11/28/2022 | Last Revised Date: 06/21/2023

The Governing Board expects all employees to perform their jobs satisfactorily, to exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner. In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for engaging in protected activities, or for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension or leave without pay, reduction of wages, or dismissal.

A probationary classified employee may be dismissed without cause anytime before the probationary period expires.

Permanent classified employees shall be subject to disciplinary action only for cause as specified in the accompanying administrative regulation. (Education Code 45113)

Procedures for Serious Disciplinary Proceedings

The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee. The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly review process. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter. (Education Code 45113, 45116)

If the employee fails to request a hearing within the time specified in the notice, the employee is deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board or by a third-party hearing officer, in accordance with law. (Education Code 45113, 45312)

A classified employee who timely requests a hearing may only be suspended, demoted, or dismissed pending the outcome of the hearing in accordance with Education Code 45113 and as specified in the accompanying administrative regulation.

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

5.

The hearing shall be held in closed session unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the employee in which disciplinary action was ultimately sustained, and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegations may be made orally at the hearing and shall be noted on the record.

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

Except for an allegation of egregious misconduct in which a minor is involved, the Board may delegate the authority to determine whether sufficient cause exists for disciplinary action to an impartial third-party hearing officer. When a matter is heard by a third-party hearing officer, the Board shall review the determination and adopt or reject the recommended decision. (Education Code 45113)

When any matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45113)

Compulsory Leave of Absence

Upon being informed that a classified employee has been charged with a mandatory leave of absence offense, the Superintendent or designee shall immediately place the employee on a compulsory leave of absence. (Education Code 44940, 44940.5, 45304)

6. Bylaw 9320: Meetings And Notices

Original Adopted Date: 12/16/2009 | Last Revised Date: 06/21/2023

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with applicable open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide the opportunity for members of the public to directly address the Board. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, the Superintendent or designee may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Regular Meetings

Unless otherwise determined by the Board, the Board shall hold one regular meeting(s) each month starting at 7:00p.m. on the third Wednesday of the month at Galt City Hall Chamber, 380 Civic Drive, Galt, CA 95632

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's website. (Government Code 54954.2)

Consistent with Government Code 54957.5 and Board Bylaw 9322 - Agenda/Meeting Materials, whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours.

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

At least 24 hours before the time of the meeting, written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's website, and, at least 24 hours before the time of the meeting, in a location

freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. (Government Code 54956.5)

The Board may meet in closed session during emergency meetings so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships. Any such meeting, regardless of title or topic, shall be held as a regular or special meeting, as appropriate, and shall comply with all other requirements for regular or special meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

- 1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
- 2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
- 3. An open and noticed meeting of another body of the district
- 4. An open and noticed meeting of a legislative body of another local agency
- 5. A purely social or ceremonial occasion
- 6. An open and noticed meeting of a standing committee of the Board established pursuant to Board Bylaw 9130
 Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

Location of Meetings

Unless the Board is holding a teleconference meeting during a proclaimed state of emergency, all meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

- 1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
- 2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
- 3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
- 4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
- 5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
- 6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
- 7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
- 8. Attend conferences on nonadversarial collective bargaining techniques
- 9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

All meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

If a fire, flood, earthquake, or other emergency renders the posted regular or special meeting location unsafe and the deadline for posting the location has passed, the meeting shall be held at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of meetings pursuant to Government Code 54956 by the most rapid available means of communication.

Traditional Teleconferencing

A Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met: (Government Code 54953)

- 1. All votes taken during the meeting are by rollcall
- 2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency
- 3. The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference
- 4. The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting
- 5. At least a quorum of the members is within the district boundaries.

Teleconferencing by Individual Board Member Due to Just Cause

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

- 1. Including the location of the Board member participating by teleconference in the agenda
- 2. Making the location of the Board member participating by teleconference open and accessible to the public
- 3. Posting the agenda at the location of the Board member participating by teleconference

A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

- 1. All votes taken during the meeting are by rollcall
- 2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

- 3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
- 4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual
- 5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person
 - The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district
- 6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, "just cause" may exist for any of the following: (Government Code 54953)

- 1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely
- 2. A contagious illness prevents a Board member from attending in person
- 3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
- 4. A Board member is traveling while on official business of the Board or another state or local agency

Teleconferencing by Individual Board Member Due to Emergency Circumstances

Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)

If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)

- 1. Including the location of the Board member participating by teleconference in the agenda
- 2. Making the location of the Board member participating by teleconference open and accessible to the public
- 3. Posting the agenda at the location of the Board member participating by teleconference

For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

- 1. All votes taken during the meeting are by rollcall
- 2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda
- 3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
- 4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual
- 5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person
 - The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district
- 6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

Teleconference Meetings During a Proclaimed State of Emergency

The Board may conduct a Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

- 1. For the purpose of determining whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency
- 2. When the Board has been determined, pursuant to Item #1 above, that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

- 1. Including the location of Board members in the agenda
- 2. Making the locations of Board members open and accessible to the public
- 3. Posting the agenda at the locations of Board members

For the Board to hold such meeting, all of the following are required: (Government Code 54953)

- 1. All votes taken during the meeting are by rollcall
- 2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government Code 54953)

The Board may continue to conduct all meetings by teleconference throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953)

Pylaw 9323.2: Actions By The Board

Original Adopted Date: 02/27/2008

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164, 35165)

An "action" by the Board means: (Government Code 54952.6)

- 1. A collective decision by a majority of the Board members
- 2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision
- 3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

Action on Non-Agenda Items

The Board may take action on a subject not appearing on the posted meeting agenda only after publicly identifying the item and if any one of the following conditions are met: (Government Code 54954.2)

- 1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
- 2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted
- 3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier
- 4. Until December 31, 2025, when a Board member requests to participate by teleconference due to emergency circumstances pursuant to Government Code 54953 so long as the timing of the request did not allow for sufficient time to place it on the agenda

Challenging Board Actions

Before seeking to file a civil action to stop or prevent a Brown Act violation or to invalidate a prior action taken by the Board, the district attorney's office or interested person shall first present a demand to "cure and correct" the alleged violation to the district. If the district receives a proper demand from the district attorney's office or any interested person to "cure and correct" an alleged violation of the Brown Act, the Board shall consult with legal counsel on if and how to respond as provided by law. (Government Code 54960-54960.5)

8. Policy 5144: Discipline Status: DRAFT

Original Adopted Date: 02/27/2008 | Last Revised Date: 06/21/2023

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including,

but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

9. Policy 6141.2: Recognition Of Religious Beliefs And Customs

Original Adopted Date: 02/27/2008

The Governing Board recognizes that students' education would be incomplete without an understanding of the role of religion in society. As appropriate for a particular course, teachers may objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with culture, literature, or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the diversity of religions and customs in the world and be consistent with the adopted instructional materials and state standards, as applicable.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is forbidden in public schools. The Superintendent or designee shall ensure that instruction about religion does not promote or denigrate the beliefs or customs of any particular religion or sect, nor that a preference be shown for one religious viewpoint over another. Staff members shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces, and treat all religions and religious conviction, including nonbelief, with fairness and respect.

Staff shall not endorse, encourage, or solicit religious or anti-religious expression or activities among students during class time.

Staff shall not coerce students in prayer or other religious activities as part of their official duties. However, Staff are not prohibited, when acting in their private capacity, from encouraging students' participation in personal prayer or other religious activity. Additionally, staff shall not prohibit or discourage any student from praying or otherwise expressing the student's religious belief so long as this does not disrupt the classroom or other school sponsored activity.

Students may express their beliefs about religion in their homework, artwork, and other class work if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards, relevance, and other legitimate pedagogical objectives.

While teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is not allowed in the district. School-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. School and classroom decorations may express seasonal themes that are not religious in nature. The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and temporary in nature.

Classroom methods in instruction about religion shall not include religious role-playing activities or simulated religious devotional acts.

Music, art, literature or drama programs having religious themes are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of cultural and religious heritage.

District schools shall not prohibit religious activities if the same or similar non-religious activities are permitted.

10. Policy 6175: Migrant Education Program

Original Adopted Date: 11/18/2009

The Governing Board desires to provide a comprehensive program for students who are migratory that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for students who are migratory.

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible students who are migratory and in the provision of migrant education services. The Superintendent or designee shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

The district shall give first priority for services to students who are migratory who are failing, or are most at risk of failing, to meet state academic standards or have dropped out of school. (20 USC 6394)

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

The Superintendent or designee shall ensure that each student who is migratory is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. In addition, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

11. Policy 3550: Food Service/Child Nutrition Program

Original Adopted Date: 02/27/2008 | Last Revised Date: 10/19/2022

The Governing Board recognizes that adequate, nourishing food is essential to student health and well-being, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to and participation in the district's food service programs and maintain fiscal integrity of the programs in accordance with law.

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. A nutritionally adequate breakfast or lunch is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program or National School Lunch Program.

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

Foods and beverages available through the district's food service program shall:

- 1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease
- 2. Meet or exceed nutrition standards specified in law
- 3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
- 4. Be served in age-appropriate portions

At the beginning of each school year, the Superintendent or designee shall communicate information related to the district's food service programs to the public through available means, including, but not limited to, the district's website, social media, flyers, and school publications.

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and providing plant-based or restricted diet food options for students.

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals, positively impact students' knowledge related to food and nutrition, support the district's nutrition education program, and increase students' consumption of these foods and participation in school meals.

To the extent possible, the school meal program shall be coordinated with the nutrition education program, instructional program for teachers, parents/guardians and food service employees, available community resources, and other related district programs.

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee may invite students and parents/guardians to participate in the selection of foods of good nutritional quality for school menus.

Students shall be allowed adequate time and space to eat meals. (Education Code 49501.5)

To the extent possible, school, recess, and transportation schedules shall be designed to promote participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school cafeterias and facilities for food preparation and consumption.

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation and service process.

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food service program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by CDE.

12. Policy 3551: Food Service Operations/Cafeteria Fund

Original Adopted Date: 02/27/2008 | Last Revised Date: 12/20/2023

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

At the Board's discretion, district funds other than the cafeteria fund may be used for the purchase of school meals.

The Superintendent or designee shall ensure that food service director(s) possess the qualifications required by 7 CFR 210.30 and California Department of Education (CDE) standards.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by CDE. (42 USC 1776)

Meal Sales

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. After such school meals have been made available to a student, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431, 49501.5)

As permitted by law, adult meals and other nonprogram foods, such as smart snack compliant food and beverages sold in vending machines, may be sold to students. (Education Code 38082, 49431, 49501.5)

Meals may be sold to district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are authorized by the Superintendent or designee to be on campus. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

Cafeteria Fund and Account

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and for reasonable and necessary indirect program costs as allowed by law.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

Procurement of Foods, Equipment, and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and to providing plant-based or restricted diet food options for students.

When soliciting for bids and contracts for the purchase of an agricultural food product, the district shall specify in the solicitation that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies. A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, the quality of the domestic product is inferior to the quality of the nondomestic product, or the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception for three years from the date of purchase. (Food and Agriculture Code 58596.3)

Furthermore, the district shall accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price for domestic product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by CDE to ensure compliance of the district's food service program with federal requirements.

13. Policy 3553: Free And Reduced Price Meals

Original Adopted Date: 02/27/2008 | Last Revised Date: 10/19/2022

The Governing Board recognizes that adequate nutrition is essential to the development, health and well-being, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of all students in the district's food service program.

Each school day, the district shall make available, free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch for any student who requests a meal. (Education Code 49501.5)

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

To provide optimal nutrition and ensure that schools receive maximum federal meal reimbursement, the Superintendent or designee shall assess the eligibility of district schools to operate a federal universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a. The Superintendent or designee shall submit an application to operate a federal universal meal provision to the California Department of Education (CDE) on behalf of any district school that meets the definition of a "high poverty school." (Education Code 49564.3)

The Superintendent or designee shall ensure that meals served under the school nutrition program meet applicable state and/or federal nutritional standards, as specified in law and district-adopted guidelines.

The Board shall approve, and shall submit to CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals are not treated differently from other students and that meets other requirements specified in Education Code 49557.

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be disclosed except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

The Board authorizes designated employees to use records pertaining to an individual student's eligibility for the free and reduced-price meal program for the following purposes: (Education Code 49558)

- 1. Disaggregation of academic achievement data
- 2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576
- 3. Facilitation of targeted educational services and supports to individual students based on the local control accountability plan

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist that other educational agency in ensuring that the student continues to receive school meals.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding

formula (LCFF) calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the LCFF and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. The Superintendent or designee also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

14. Policy 3555: Nutrition Program Compliance

Original Adopted Date: Pending

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate on any basis prohibited by law.

Compliance Coordinator

The Board shall designate a compliance coordinator for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures, to ensure compliance with the laws governing the district's nutrition programs.

The responsibilities of the compliance coordinator include, but are not limited to:

- 1. Providing the name of the compliance coordinator, the Section 504 coordinator, and Title IX coordinator, if different from the compliance coordinator, to the California Department of Education (CDE) and other interested parties
- 2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff
 - The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.
- 3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs
- 4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants
- 5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below
- 6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency
- 7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities
- 8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet
- 9. Implementing procedures to process and resolve civil rights complaints, including alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability, and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary
- 10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

Notifications

The compliance coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster, or a substitute poster approved by USDA's Food and Nutrition Service, is displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

The compliance coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their rights and responsibilities and steps necessary to participate in the nutrition programs, including program requirements and program availability. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be filed anonymously or by a third party.

In addition, the compliance coordinator shall ensure that all forms of communication available to the public regarding program availability shall contain, in a prominent location, the most current version of the nondiscrimination statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district.

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, menus, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, sexual orientation, gender identity, age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at any of the following: (5 CCR 15582)

Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410

Phone: (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech

disabilities), (800) 845-6136 (Federal Relay Service - Spanish)

Fax: (833) 256-1665 or (202) 690-7442 Email: program.intake@usda.gov

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

Complaints Regarding Noncompliance with Program Requirements

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses in relation to any child nutrition program specified in Education Code 49550-49564.5 shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints against a program operator that is not an educational agency shall be filed with or referred to CDE. (5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's duly authorized representative by phone, email, or letter. The

complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

- 1. A statement that the district has violated a law or regulation relating to its child nutrition program
- 2. The facts on which the statement is based
- 3. The name of the district or the school against which the allegations are made
- 4. The complainant's contact information
- 5. The name of the student if alleging violations regarding a specific student

The district shall investigate and prepare a written report pursuant to 5 CCR 4631. (5 CCR 15583)

Unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 60 days of the district's receipt of the complaint. (5 CCR 15583; 5 CCR 4631)

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632)

15. Policy 5126: Awards For Achievement

Original Adopted Date: 02/27/2008

The Governing Board encourages excellence as a goal for all students and wishes to publicly recognize students for exemplary achievement in academic, artistic, extracurricular, athletic, and community service activities.

No fee or other cost shall be charged to any student in relation to any requirements in qualifying for or receiving any district achievement awards.

District/School Awards

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, plaque, or monetary gift. The Board shall establish a budget for this purpose. (Education Code 44015)

The Superintendent or designee shall develop criteria for the selection of student award recipients.

Status: DRAFT

16. 4111/4211/4311: Recruitment And Selection Original Adopted Date: 02/27/2008

Status: DRAFT

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals, and believes that students benefit when district staff reflects the racial, ethnic, linguistic, and cultural diversity of the district.

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

Additionally, the Superintendent or designee shall, through the recruitment and selection processes and procedures, seek to establish and maintain a diverse staff, including the active recruitment from institutions and organizations that serve populations underrepresented among district employees.

When a vacancy occurs, the Superintendent or designee shall review, as appropriate, the job description for the position to ensure that it accurately describes the major functions and duties of the position. The Superintendent or designee shall also disseminate job announcements to ensure a wide range of candidates.

When posting an employment opportunity, the Superintendent or designee shall include the pay scale for the open position. (Labor Code 432.2)

The Superintendent shall develop and maintain appropriate hiring procedures to identify the best possible candidates for a position. In doing so, an interview committee may be established to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential and consistent with law.

No inquiry shall be made about any information prohibited by state or federal nondiscrimination laws.

Unless otherwise provided for in law, the district may not discriminate against a person in hiring based on the person's use of cannabis off the job and away from the workplace, including that the district may not request information from an applicant related to the applicant's prior use of cannabis, apart from the applicant's criminal history, or penalize an applicant based on a drug screening which finds that the applicant has nonpsychoactive cannabis metabolites in the applicant's hair, blood, urine, or other bodily fluid. (Government Code 12954)

However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

The Superintendent or designee shall not inquire, orally or in writing, about an applicant's salary history information, including compensation and benefits. Additionally, the Superintendent or designee shall not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. (Labor Code 432.3)

Incentives

With Board approval and in accordance with district needs and any applicable collective bargaining agreements, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction, and mentoring.