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

Special Board Meeting and Study Session
January 25, 2023
6:00 p.m. Closed Session
6:30 p.m. Open Session

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

To join the webinar remotely:
https://galt-k12-ca.zoom.us/j/89862185038
Or One tap mobile :
US: +16694449171,,89862185038# or
+16699006833,,89862185038#
Or Telephone:
408-638-0968
Webinar ID: 898 6218 5038

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

Board of Education Meetings are recorded.

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

B.   Announce items to be discussed in Closed Session, Adjourn to Closed Session
1. STUDENT MATTER, Education Code §48918
    1. Student Expulsion No. 22/23-03
    2. Student Expulsion No. 22/23-04

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

D.   Board Meeting Protocol

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

F.   New Business

212.410   Board Action Regarding Student Expulsion No. 22/23-03

212.411   Board Action Regarding Student Expulsion No. 22/23-04

212.412   Board Consideration of Approval of 2021-22 School Accountability Report Card (SARC) for Fairsite Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and McCaffrey Middle School

G.   Governance Team Development

Attachments:
1. The Brown Act: What Every Board Member Should Know
2. CSBA: Professional Governance Standards
3. Overview of The Governance Core by Davis Campbell & Michael Fullan
4. CSBA: What It Takes To Lead
5. CSBA: Governing to Achieve
6. CSBA: Governance Best Practices Guide
7. School Funding
8. CSBA: FactSheet on Local Control and Accountability Plans (LCAP)
9. Summary of Local Control Accountability Plan (LCAP): May 25, 2022
10. Local Control Accountability Plan (LCAP)
11. 2022-23 GJUESD Testing Schedule

H.   Pending Agenda Items

I.   Adjournment

The next regular/organizational meeting of the GJUESD Board of Education: February 15, 2023

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

Board Meeting Agenda Item Information

Meeting Date: January 25, 2023	**Agenda Item:** Closed Session
Presenter: Lois Yount	**Action Item:** **Information Item:** XX

1. STUDENT MATTER, Education Code §48918
   - Student Expulsion No. 22/23-03
   - Student Expulsion No. 22/23-04

Galt Joint Union Elementary School District
BOARD MEETING PROTOCOL

SESSION INTRODUCTION

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

PUBLIC COMMENT

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

Email Public Comment

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

BOARD VOTE AND CONNECTIVITY

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

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

Board Meeting Agenda Item Information

Meeting Date:	January 25, 2023	**Agenda Item: 212.410** Board Action Regarding Student Expulsion No. 22/23-03
Presenter:	Donna Mayo-Whitlock	**Action Item:** XX **Information Item:**

Board Meeting Agenda Item Information

Meeting Date:	January 25, 2023	**Agenda Item: 212.411** Board Action Regarding Student Expulsion No. 22/23-04	
Presenter:	Donna Mayo-Whitlock	**Action Item:** **Information Item:**	XX

Board Meeting Agenda Item Information

Meeting Date: January 26, 2022	**Agenda Item: 212.412** Board Consideration of Approval of 2021-22 School Accountability Report Card (SARC) for Fairsite Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and McCaffrey Middle School
Presenter: Donna Mayo-Whitlock	**Action Item:** XX **Information Item:**

School Accountability Report Cards (SARCs), enacted under Proposition 98 and further defined in Education Code 35256, establish that each school's SARC is updated annually.

The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. SARCs must be posted to CDE by February 1st of each year.

While we are in the 2022-23 school year, the information in the SARCs reflects the required accountability reporting for 2019-20, 2021-22 and 2022-23.
1. The 2021–22 school year data for Tables 6 and 7-Teacher Preparation and Placement, Table 8-Teachers Without Credentials and Misassignments, Table 9- Credentialed Teachers Assigned Out-of-Field, and Table 10-Class Assignments are not available at this time. CDE anticipates that the 2021–22 school year data for those tables will be available after the February 1 posting due date and will not be editable.
2. Important Note: The CDE data populated in the "Elementary Average Class Size and Class Size Distribution" Field for the 2019-20 & 2020-21 school years are inaccurate. This has been corrected for the 2021-22 school year.
3. Fairsite opened as TK in the current 2022-23 school year and therefore does not have State data to populate any of the CDE Tables.
4. The Facility Inspection Tool (**FIT**) report ratings for each site are included in the SARCs. These inspections are completed annually. Maintenance, custodians, and site administrators receive copies of the reports and work through the year to repair any deficiencies noted.

Board Policy 0510 states, "The Board shall publicize the issuance of school accountability report cards and notify parents/guardians that a paper copy will be provided upon request." The school accountability report cards are accessible on the district's website, and that the information is updated annually. The Spanish translation is posted alongside the English.

Fairsite Elementary school
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Fairsite Elementary school
Street	902 Caroline Avenue
City, State, Zip	Galt, CA 95632
Phone Number	209-745-1546
Principal	Kuljeet Nijjar
Email Address	knijjar@galt.k12.ca.us
School Website	https://fs-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0141325

2022-23 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website Address	http://gjuesd-ca.schoolloop.com/

2022-23 School Overview

Fairsite Elementary School and Early Learning Center prepares our students and families to be Kindergarten-ready. Kinder Ready students are confident learners, are comfortable in a classroom setting, and have developed and demonstrated the following developmentally appropriate competencies:
Academic: literacy, math, social studies and science skills;
Language: expressive and receptive oral language skills, including communicating needs; asking and answering questions; vocabulary knowledge, including academic language; and listening comprehension;
Social: ability to focus on and respond to instruction, communicate clearly, engage and get along with peers, demonstrate age-appropriate problem-solving skills, and be prepared to learn;
Emotional: ability to identify and express feelings, act independently, and demonstrate appropriate behavior; and,
Physical: display age appropriate gross and fine motor skills

Our dedicated staff is committed to providing our youngest learners with a comprehensive "whole child' learning environment that maximizes educational opportunities throughout the instructional day. With ongoing professional development and goal setting; our staff is committed to providing our learners with high-quality programs for our 3 year and 4 year old preschool students and our Transitional Kindergarten students

By prioritizing communication and developing relationships with our families, we strive to provide our learning community with a variety of meaningful parent engagement activities that will help each learner reach their potential.

Our Early Learning Center, School Readiness Center provides families' supports and resources based on their needs and interests; services include developmental screenings, parenting classes, adult literacy classes, Migrant Education, and bilingual translation assistance.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	96

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned			3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			2.40	1.44	12115.80	4.41
Unknown			8.80	5.15	18854.30	6.86
Total Teaching Positions			172.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September 21, 2022 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All learners, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6 Benchmark Advance, adopted in 2017-2018	Yes	0
Mathematics	TK-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Fairsite School was built in 1955 and closed in 2009 as an elementary school. Until the 2021-22 school year Fairsite continued to offer State Preschool and a First 5 School Readiness program. In August of 2022 Fairsite reopened as an elementary school and now serves both Preschool, Transitional Kindergarten and School Readiness. Fairsite Elementary is comprised of 11 permanent classrooms, 14 portable classrooms, one multipurpose room, one MakerSpace/STEAM room, two staff workroom, two playgrounds and one extended day classroom.   School pride shows through the care of our facilities by staff, students and parents.

Cleaning Process
The principal works daily with one full-time and two part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

During the 2021-22 school year, renovations commenced to address much needed repair to exterior issues, indoor lighting and carpeting, landscaping and H-VAC. Renovations and repairs continue during the summer months.

Year and month of the most recent FIT report	11/9/2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	CEILING TILES HAVE WATER STAINS OR LOOSE, SINK CABINET HANDLE IS MISSING, FORMICA TRIM IS CHIPPING ON COUNTERTOP, FAUCET LEAKS AT FITTING, CARPET IS LIFTING, WATER DAMAGE TO WALL, FIRE SENSOR IS LOOSE FROM CEILING, FLOOR TILES ARE BROKEN, VENT COVERS ARE MISSING
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	EXTERIOR LIGHT COVERS ARE MISSING, MULTIPLE LIGHT BULBS ARE OUT, EXPOSED WIRES, EXTENSION CORDS CAUSING TRIP HAZARDS
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		FAUCET AND DRINKING FOUNTAIN HAVE NO, LOW OR HIGH FLOW, REST ROOM IS USED FOR STORAGE, MULTIPLE TOILETS ARE LOOSE AT THE BASE. ONE TOILET LEAKS AT FITTING, WATER DAMAGE TO WALLS.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	WATER DAMAGE TO EAVES BEAM, DRY ROT ON SIDING, PAINT IS PEELING ON FACIA BOARD, DAMAGED GUTTERS, RAMPS RUSTED.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	TRIP HAZARD ON WALKWAY, DOOR HAS HOLES RUSTED THROUGH AT BASE, WINDOW SCREENS ARE MISSING, DOOR PANIC BAR END CAPS ARE MISSING.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)				28.85		29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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.

2022-23 Opportunities for Parental Involvement

Bilingual Community Outreach staff coordinate efforts to increase home-school communication and engagement dual language learner families.

Dual Capacity Building: Academic Parent Teacher Teams (APTT) is a research-based family engagement and leadership opportunity for parents/caregivers that 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: Provide structured Developmental Playgroups for children ages 0-3 and their caregivers, 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
Parents representatives from each classroom support family engagement by prioritizing and planning school activities

English Classes for Parents: EL CIELO English Literacy Class meets twice a week in 2-hour sessions focused on building vocabulary as well as communication skills between home and school

Family Friday Events: the whole family is invited to attend monthly family events such as Math Night, Picnic on the Green, Fall Festival, Movie Night, etc.
These events are designed to promote family (adult caregivers) literacy and bring families together to network with each other.

Kindergarten Information Nights: TK/K teachers come to Fairsite preschool to share K expectations with parents and ideas for helping children prepare for Kindergarten

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.

Parent Listening Circles: Gives parents a meaningful opportunity to contribute to school decision-making

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C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate								8.9	7.8
Graduation Rate								84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions		1.83	2.45
Expulsions		0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions			0.00	1.67	0.20	3.17
Expulsions			0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan, Shelter In Place plan; emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County.

Student safety is a priority at Fairsite Elementary and Early Learning Center. All gates remain locked throughout the school day; opened 10 mins prior to class dismissal. Since the school office is located in the center of the school, visitors are required to enter the campus through Gate 4 which is located in the hallway between the School Readiness Center and the Health Office. All visitors are required to check in at the office and wear a visitor badge while on campus. Since parents are required to walk their children to class, they are on campus before school to monitor student safety traveling to and from campus and while they wait for the teachers to open the classroom doors. School employees are required to wear picture identification badges

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	$80,052
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

2021-22 Types of Services Funded

Supplemental programs and services at Fairste Elementary School that support and assist our learners and their families include:

School Readiness (SR) Center: This center located at Fairsite provides a variety of parenting resources and services to families that include developmental screenings, parenting classes, classes, English classes, migrant education services Staffed in the SR Center are the Bilingual Community Outreach Assistants and Coordinator who recruit families, coordinate community outreach and support the leadership development of dual language families

The Expanded Learning Opportunities Program: Galt Expanded Learning provides afterschool childcare and enrichment Monday through Friday from 11:30 pm - 6:00 pm. The program includes nutritious meals, physical exercise, literacy and math enrichment and STEAM opportunities in the MakersSpace

JumpStart Summer Program: Provides a 4-week summer program designed to support a smooth transition from Preschool and TK into kindergarten

All classrooms are staffed with 1-2 instructional assistants (IAs) to provide a lower adult to student ratio and support early literacy, math, as well as provide addition Social emotional learning support.

Fairsite offers a Pre-K/TK Dual Language Immersion (DLI) program. The Spanish/English's DLI program matriculates to Valley Oaks for Kinder-6th grade

Health services are under the supervision of a qualified school nurse. Dental, vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health assistant, are available to address health problems that interfere with the learning process.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,994	$51,591
Mid-Range Teacher Salary	$72,037	$79,620
Highest Teacher Salary	$95,393	$104,866
Average Principal Salary (Elementary)	$123,865	$131,473
Average Principal Salary (Middle)	$126,873	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$167,713	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Professional learning is an important part of the planned school program at Fairsite Elementary School and the Galt Joint Union Elementary School District. Our teachers and support staff are committed to using research-based instructional strategies.
The district provided three professional learning days for certificated staff in 2021-22 school years and three in the current year. Additionally, the district sets aside a portion of the professional learning days which allows teachers to plan and reflect on their new learning.

Professional development has supported the successful implementation of the California Common Core Standards with a focus on personalization. Teachers and support staff are encouraged to attend learning events that cater to their personal learning needs.
Staff learning events, strategic release days, and collaborative Wednesdays have been used for professional development opportunities.

California Teacher Induction Program:
New teachers and teachers seeking additional assistance are supported by Induction teacher mentors. They meet regularly with their experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

RULER Training:
Staff and administration participated in the RULER training provided by the Yale Center for Emotional Intelligence and facilitated by SCOE

Social Emotional Learning (SEL):
Staff and administration have participated in the Second Step SEL Curriculum Training

BeGLAD Training:
All preK teachers are participating in BeGLAD professional development that focuses on the areas of academic language acquisition and literacy.
The strategies specifically target and promote language skills, academic achievement, and cross-cultural skills.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3

Lake Canyon Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Lake Canyon Elementary School
Street	800 Lake Canyon Avenue
City, State, Zip	Galt, CA 95632
Phone Number	209.744.5200
Principal	Judith P Hayes
Email Address	jhayes@galt.k12.ca.us
School Website	https://lc-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34673480107946

2022-23 District Contact Information

District Name	Galt Joint Union Elementary School District
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website Address	http://gjuesd-ca.schoolloop.com/

2022-23 School Overview

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience.
As educators we know at the heart of creating sustainable academic achievement and ensuring the college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized.
Lake Canyon Elementary School's administration, staff, and parents have joined together to make increased student engagement a reality. We provide varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent.

Our vision is that through the ongoing implementation of this mission the students of Lake Canyon will be 100% prepared for next steps in their educational pursuits and will achieve civic, college, and career readiness.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	68
Grade 2	89
Grade 3	69
Grade 4	77
Grade 5	86
Grade 6	84
Total Enrollment	552

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.2
Asian	3.3
Black or African American	1.8
Filipino	1.4
Hispanic or Latino	52.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.2
White	35.3
English Learners	19.0
Foster Youth	0.0
Homeless	3.4
Migrant	8.0
Socioeconomically Disadvantaged	47.6
Students with Disabilities	15.4

A. Conditions of Learning	**State Priority: Basic**
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):
	• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
	• Pupils have access to standards-aligned instructional materials; and
	• School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.80	90.10	157.00	91.10	228366.10	83.10
Intern Credential Holders Properly Assigned	1.00	4.00	3.00	1.70	4205.90	1.50
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.60	11216.70	4.10
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.00	2.40	1.40	12115.80	4.40
Unknown	1.00	4.00	8.80	5.10	18854.30	6.90
Total Teaching Positions	25.30	100.00	172.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing September 21, 2022, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-6: Benchmark Advance/Adelante, adopted in 2017	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

School Facilities
Lake Canyon Elementary was originally constructed in 2005 and is comprised of 27 classrooms, one multipurpose room, one library, one staff lounge, and a playground. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process
The principal works daily with one full-time and two part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Year and month of the most recent FIT report	11/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		FORMICA IS CHIPPING ON COUNTERTOP, DRINKING FOUNTAIN IS LOOSE AT BASE, CEILING TILES HAVE A WATER STAINS/BROKEN, FAUCET LEAKS AT HANDLE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE, LIGHT PANELS OUT, LIGHT DIFFUSER IS BROKEN, EXTENSION CORD IS BEING PERMANENTLY USED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		TOILET LEAKS AT WALL, FAUCETS HAVE HIGH /LOW PRESSURE, SENSOR IS LOOSE FROM CEILING, TWO HAND DRYERS HAVE NO POWER, TOILET IS LOOSE AT BASE, EXHAUST FAN IS NOT WORKING.
Safety: Fire Safety, Hazardous Materials		X		EVACUATION MAP IS NOT POSTED, ACCESS TO FIRE EXTINGUISHERS BLOCKED, ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. FIRE EXTINGUISHER CASE IS BROKEN, DIGITAL LAB IS BLOCKING EMERGENCY EXIT, ONE STAIRWELL IS BEING USED AS STORAGE.
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	49	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	310	307	99.03	0.97	48.53
Female	162	161	99.38	0.62	49.69
Male	148	146	98.65	1.35	47.26
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	163	98.79	1.21	39.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	111	111	100.00	0.00	54.95
English Learners	55	55	100.00	0.00	16.36
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	136	136	100.00	0.00	37.50
Students Receiving Migrant Education Services	26	26	100.00	0.00	23.08
Students with Disabilities	50	50	100.00	0.00	12.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	310	307	99.03	0.97	39.41
Female	162	161	99.38	0.62	35.40
Male	148	146	98.65	1.35	43.84
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	163	98.79	1.21	30.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	111	111	100.00	0.00	49.55
English Learners	55	55	100.00	0.00	10.91
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	136	136	100.00	0.00	28.68
Students Receiving Migrant Education Services	26	26	100.00	0.00	19.23
Students with Disabilities	50	50	100.00	0.00	12.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	30.12	NT	28.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	83	100	0	30.12
Female	41	41	100	0	21.95
Male	42	42	100	0	38.1
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100	0	32.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	28	100	0	28.57
English Learners	13	13	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100	0	26.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100	0	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	98.8%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's education by monitoring homework through student planners and teacher communication through newsletters, email and phone calls. Intermediate-grade parents are encouraged to check assignments for the day on the Synergy Parent Portal. The parent portal allows parents to monitor their students' attendance, growth towards personalized goals, and grades online.

The school also seeks parental participation by encouraging parents to volunteer, and participate in our ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school. Parent Academies and workshops are offered every Trimester. In addition, parents are invited annually to participate in feedback sessions using a listening circle format.

The school also has local community partnerships with South County Services, Cosumnes Preserve Learning Program, Lions Club, Rotary, Visions Counseling, the Youth Development Network, First 5 Preschool, Kiwanis and many other national, regional, and local partners.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	597	574	278	48.4
Female	294	286	140	49.0
Male	303	288	138	47.9
American Indian or Alaska Native	1	1	1	100.0
Asian	19	18	4	22.2
Black or African American	14	10	2	20.0
Filipino	8	8	2	25.0
Hispanic or Latino	317	305	167	54.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	26	25	11	44.0
White	210	205	90	43.9
English Learners	114	110	56	50.9
Foster Youth	0	0	0	0.0
Homeless	21	21	14	66.7
Socioeconomically Disadvantaged	293	279	156	55.9
Students Receiving Migrant Education Services	45	45	27	60.0
Students with Disabilities	106	102	66	64.7

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.83	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.50	0.00	1.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.50	0.00
Female	0.34	0.00
Male	0.66	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.48	0.00
English Learners	0.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.94	0.00

2022-23 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus. School-wide digital and web-based surveillance cameras are in use school-wide to monitor outdoor areas and campus boundaries.

The current Lake Canyon School-wide Safety Plan was reviewed and approved by the Lake Canyon School Site Council and the GJUESD School Board in February of 2022. This extensive plan was highlighted at a spring 2022 Lake Canyon staff meeting to ensure all staff are fully aware and trained in all stated safety procedures.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	2	
1	42		3	2
2	45		2	3
3	40	4		2
4	51		3	2
5	37	1	2	1
6	55	1		3
Other	14	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	7		
1	43	1	3	2
2	43		2	2
3	45	1	2	2
4	43	2	2	2
5	40	1	2	1
6	60			3
Other	12	6	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4	1	
1	19	3		
2	19	4		
3	19	3		
4	31		2	
5	24	1	2	
6	20	2	2	
Other	17	4	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0.2
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,972	4,497	7,475	80,041
District	N/A	N/A	7,596	$80,052
Percent Difference - School Site and District	N/A	N/A	-1.6	0.0
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	12.5	-5.6

2021-22 Types of Services Funded

Personalized learning pathways developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. These personalized learning and strengths-based growth plans for every student will articulate and transition to high school learning pathways experience while closing the achievement gap.
Programs and services at Lake Canyon which support and assist our learners include:

- Through our many local, regional, and national partnerships, our students have access to opportunities in visual and performing arts, technology and engineering, and civic and service learning facilitated by experts in those fields.

- Through the implementation of Lake Canyon's House System there is constant encouragement for students to do their best. This system supports positive attitudes of students toward one another and toward the school. The House System connects every student with a team of caring staff and peers which supports a sense of belonging and opportunities for student leadership.

- The Lake Canyon behavior support system is built upon restorative justice ideals and positive behavior intervention supports.

2021-22 Types of Services Funded

- Our school currently has a team of instructional assistants who provide additional reading and math skills practice in small groups. We focus these supports and interventions primarily in our TK-3rd grades. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Instructional assistants are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches and site administration.

- Extended day academic services are offered two days a week after school. Teachers and instructional assistants support students with reading, science, and math.

- Wellness is prioritized through the implementation of a nationally recognized school-wide wellness plan which includes school-wide access to at least 100 minutes per week of physical education, fitness and sports-based interest clubs both during the school day and after school, and robust health and nutrition education.

- Free after school meals are offered to all students who attend small group cohorts in-person on campus.

- More than one hundred fifty families have been chosen to check out a Chromebook with Wi-Fi services for home use.

- The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. The BFLC normally facilitates our large after school club offerings based on access to student interests. Many of these opportunities utilize technology and innovations in education such as computer programming, coding, engineering and robotics. The BFLC is normally open Monday - Friday from 8:00 a.m. - 4:00 p.m. In addition, Lake Canyon offers an extended learning program serving around 100 students after school in an environment where students have access to a healthy snack, homework help, and enrichment activities.

- Our school social worker program helps to keep children supported through their school years. 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 student learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, and provides on-going workshops for parents and staff.

- Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, is available to address health problems that interfere with the learning process.

- 100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.

- 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.

- 100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

- 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,994	$51,591
Mid-Range Teacher Salary	$72,037	$79,620
Highest Teacher Salary	$95,393	$104,866
Average Principal Salary (Elementary)	$123,865	$131,473
Average Principal Salary (Middle)	$126,873	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$167,713	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth opportunities for all staff will be provided and valued as part of the school mission. Educators set annual professional growth goals in collaboration with school administrators. Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments.

New teachers and teachers seeking additional assistance are supported by Teacher Induction providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3

Marengo Ranch Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Marengo Ranch Elementary School
Street	1000 Elk Hills Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-547
Principal	Jennifer Porter
Email Address	jporter@galt.k12.ca.us
School Website	https://mg-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 6114185

2022-23 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website Address	http://gjuesd-ca.schoolloop.com/

2022-23 School Overview

At Marengo Ranch, we embrace a personal approach to learning.

We believe that every student has unique needs, strengths, talents, and interests.

It is our mission to ensure that all learners have opportunities to meet their personal goals, and to have the skills, tools, and confidence needed to achieve their dreams and aspirations for college, career, and beyond.

At Marengo Ranch, we are making it personal.

Principal's Message
Marengo Ranch Elementary School offers a safe, supportive environment for all students. We believe in personalized, focused learning for each and every student, and it is our goal to provide instruction and support that fits the needs, interests, strengths, and talents of all learners. Technology tools in the classroom are embedded in our instructional delivery system and allow our teachers to personalize the learning for their students. Online services and programs also provide rich opportunities for our students and families to learn beyond the walls of our classrooms. Web-based assessments provide immediate feedback on student growth so that staff members may make informed decisions about providing intervention or enrichment as needed. Marengo Ranch continues to be a school that believes in providing a positive, nurturing environment for our students. The emotional well-being of our students goes hand in hand with our academic focus. Character and strength development as well as student leadership are critical components to teach our "Monarchs" to be true leaders. Student leaders support activities for school spirit, volunteerism, service learning, and fundraising campaigns.

The staff at Marengo Ranch work together in professional learning communities and are continually seeking new, innovative ways to support academic success.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	52
Grade 2	69
Grade 3	73
Grade 4	80
Grade 5	67
Grade 6	89
Total Enrollment	495

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.4
Asian	1.6
Black or African American	1.2
Filipino	1.2
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.4
White	39.6
English Learners	10.7
Foster Youth	0.0
Homeless	1.0
Migrant	2.2
Socioeconomically Disadvantaged	38.8
Students with Disabilities	18.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.20	96.30	157.00	91.10	228366.10	83.10
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.70	4205.90	1.50
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.60	11216.70	4.10
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.40	1.40	12115.80	4.40
Unknown	1.00	3.70	8.80	5.10	18854.30	6.90
Total Teaching Positions	27.20	100.00	172.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	1.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing on Sept. 21, 2022, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, adopted in 2017	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past	Yes	0

School Facility Conditions and Planned Improvements

Built in 1997, Marengo Ranch Elementary is comprised of 18 permanent classrooms, 21 portable classrooms, one multipurpose room, one BFLC, one staff workroom, and three playgrounds. School pride shows through the care of our facilities by staff, students and parents. The facility is used by several community organizations on a year-round basis.

Cleaning Process
The principal works daily with two full-time and two part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Bond and Renovation
During the 2019 school year, construction commenced to address much needed renovation to the school's brick exterior issues. The construction project was completed in the winter of 2020.

Year and month of the most recent FIT report	11/10/2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	WALL PAPER IS TORN/LOOSE, CARPET IS TORN AND LIFTING, RUBBER MOLDING IS MISSING, TRIM IS MISSING ON CUBBY HOLES, INTERIOR PART OF ONE VENT IS EXTREMELY DIRTY (UNABLE TO SEE IF THERE IS A FAN), CEILING TILE HAS A WATER STAIN, FORMICA IS MISSING ON CABINETS.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	MULTIPLE LIGHT PANELS/BULBS ARE OUT, OUTLET COVER IS BROKEN, ELECTRICAL ROOM IS USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	URINAL IS SPRAYING OUT OF BASIN CREATING A SLIP HAZARD, SOME FAUCETS HAVE HIGH/LOW PRESSURE, PAINT IS BUBBLING ON CEILING, EXTERIOR DRINKING FOUNTAIN HAS A LEAK, EXTERIOR DRINKING FOUNTAIN HAS A DRIP/LEAK.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	43	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	312	99.05	0.95	53.53
Female	148	148	100.00	0.00	59.46
Male	167	164	98.20	1.80	48.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	156	98.73	1.27	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	69.23
White	127	127	100.00	0.00	59.84
English Learners	27	27	100.00	0.00	14.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	123	100.00	0.00	43.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	63	96.92	3.08	36.51

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	316	313	99.05	0.95	42.81
Female	149	149	100.00	0.00	39.60
Male	167	164	98.20	1.80	45.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	156	98.73	1.27	35.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	128	128	100.00	0.00	51.56
English Learners	27	27	100.00	0.00	14.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	123	100.00	0.00	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	63	96.92	3.08	34.92

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	29.69	NT	28.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	64	100	0	29.69
Female	36	36	100	0	33.33
Male	28	28	100	0	25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100	0	24.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	28	100	0	35.71
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	0	20.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.3%	95.4%	95.4%	95.4%	95.4%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's education by monitoring schoolwork and homework each day, volunteering, and communicating with us.   Communication through our Parent Vue System, Facebook, Twitter, Blackboard Connect, and classroom connection systems such as Class Dojo and Bloomz provide many ways to keep families involved. The school also seeks parental participation in PTKC (Parent Teacher Kids Club), ELAC (English Learner Advisory Committee), and School Site Council. Events such as Family Bingo Night, Pancake Breakfast, and Family Dance Night are opportunities for parent involvement. Parents are enthusiastic about doing their part to create a positive school community.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	526	257	48.9
Female	246	243	119	49.0
Male	288	283	138	48.8
American Indian or Alaska Native	2	2	0	0.0
Asian	8	8	3	37.5
Black or African American	8	7	3	42.9
Filipino	6	6	0	0.0
Hispanic or Latino	274	269	141	52.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	24	24	11	45.8
White	210	208	99	47.6
English Learners	65	65	39	60.0
Foster Youth	1	1	0	0.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	224	220	131	59.5
Students Receiving Migrant Education Services	13	13	10	76.9
Students with Disabilities	127	126	69	54.8

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.04	1.83	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.69	0.00	1.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0.00
Female	0.81	0.00
Male	2.43	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.86	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.72	0.00

2022-23 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked throughout the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Yard supervisors monitor the campus and playground area before, during and afterschool.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	2	
1	44	3		3
2	40	4		2
3	41		3	2
4	51		3	2
5	46			1
6	48			3
Other	16	5		1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	8		2
1	35	3		2
2	36	2	2	2
3	38	2	2	2
4	45		2	2
5	42		3	1
6	42		2	1
Other	13	7	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	2	
1	17	3		
2	22		3	
3	23		3	
4	26		3	
5	31		2	
6	27		3	
Other	8	3		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0.2
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,880	5,360	7,520	80,925
District	N/A	N/A	7,596	$80,052
Percent Difference - School Site and District	N/A	N/A	-1.0	1.1
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	13.1	-4.5

2021-22 Types of Services Funded

Instructional assistants are employed to assist with foundational reading skill instruction and English Learner support in designated ELD blocks.

After school, extended day opportunities are regularly provided by classified and certificated staff to meet the needs of students.

Our Galt Expanded Learning Program provides after school enrichment and childcare for families.

A full-time school social worker supports student mental and social emotional health and provides individual and small groups counselling for at-risk students

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,994	$51,591
Mid-Range Teacher Salary	$72,037	$79,620
Highest Teacher Salary	$95,393	$104,866
Average Principal Salary (Elementary)	$123,865	$131,473
Average Principal Salary (Middle)	$126,873	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$167,713	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district traditionally offers three staff development days, plus three pre-service days at the beginning of the school year.

New teachers and teachers seeking additional assistance are supported by the Induction Program providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3

River Oaks Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	River Oaks Elementary School
Street	905 Vintage Oak Avenue
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-4614
Principal	Tina Homdus
Email Address	thomdus@galt.k12.ca.us
School Website	https://ro-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 6110654

2022-23 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website Address	http://gjuesd-ca.schoolloop.com/

2022-23 School Overview

Vision: We envision…
*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.

Mission:
Core Values (belief statements that guide us)
*Children come first.
*All children can learn.
*We focus on results. (meeting/exceeding growth targets)
*Our expectations and standards are high.
*Evaluation drives improvement.
*Collaboration and teamwork improves student achievement.
*We honor diversity.
*We act ethically and with integrity, and treat everyone with courtesy and respect.

A Message from the Principal:

The River Oaks staff takes great pride in creating a culturally sensitive school environment that is safe, nurturing, caring, and intellectually challenging. High standards have been set for behavior and academic personal growth. Students are recognized

2022-23 School Overview

and rewarded daily, weekly, and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers. We believe it is important for students and parents to have a voice and to feel a sense of ownership and pride in their school. Students have many opportunities to participate in extracurricular activities such as: Band, Choir, After School Expanded Learning Opportunities, and Running Clubs. Parents are encouraged to support their learners at home by listening to them read, providing quiet study areas, and assisting with homework when appropriate. Our families support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive PTA, English Language Advisory Committee, and School Site Council. All students are challenged to meet individual growth goals and to perform to the best of their abilities. Individual strengths and talents are recognized in all learners. There are many opportunities for students to use their strengths and talents at school. The teachers and support staff at River Oaks are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of state and local assessments drive instruction and the needs for enrichment and remedial interventions. We are proud to report that River Oaks has been recognized as a California Distinguished School in 1995, 2002, 2008, 2018, and 2020.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	65
Grade 2	73
Grade 3	69
Grade 4	90
Grade 5	67
Grade 6	92
Total Enrollment	542

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.6
Asian	6.5
Black or African American	0.6
Filipino	0.9
Hispanic or Latino	53.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.7
White	36.2
English Learners	20.3
Foster Youth	0.4
Homeless	4.8
Migrant	3.0
Socioeconomically Disadvantaged	54.8
Students with Disabilities	14.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	88.90	157.00	91.10	228366.10	83.10
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.70	4205.90	1.50
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.60	11216.70	4.10
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.70	2.40	1.40	12115.80	4.40
Unknown	2.00	7.40	8.80	5.10	18854.30	6.90
Total Teaching Positions	27.00	100.00	172.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing on September 21, 2022, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017-18	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

River Oaks Elementary opened in 1992 and is comprised of 18 permanent classrooms, 16 portable classrooms, one multipurpose room, one library, a staff lounge, and two playgrounds. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process
The principal works daily with the custodial staff of four to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

Year and month of the most recent FIT report	11/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		WALL PAPER IS TORN, CARPET IS TORN, FLOOR TILES ARE BROKEN, CEILING TILE HAS A WATER STAIN/HOLES, FORMICA TRIM IS MISSING ON COUNTERTOP, CABINET DOOR DOESN'T SHUT PROPERLY, LINOLEUM FLOORING IS CRACKING/HAS HOLES.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		ACCESS TO ELECTRICAL PANEL IS BLOCKED, LIGHT SWITCH IS BROKEN, EXTERIOR LIGHT COVER IS MISSING/BROKEN.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		TOILET HAS A LEAK CREATING A SLIP HAZARD, SOME FAUCETS LOOSE AT THE BASE OR LEAKING, EXHAUST FAN IS NOT WORKING.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	41	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	315	99.37	0.63	47.62
Female	163	163	100.00	0.00	52.15
Male	154	152	98.70	1.30	42.76
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	164	98.80	1.20	39.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	113	113	100.00	0.00	57.52
English Learners	54	53	98.15	1.85	20.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	45.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	184	182	98.91	1.09	41.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	48	96.00	4.00	20.83

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	315	99.37	0.63	41.40
Female	163	163	100.00	0.00	37.42
Male	154	152	98.70	1.30	45.70
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	164	98.80	1.20	29.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	113	113	100.00	0.00	55.75
English Learners	54	53	98.15	1.85	11.54
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	54.55
Military	--	--	--	--	--
Socioeconomically Disadvantaged	184	182	98.91	1.09	35.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	48	96.00	4.00	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	38.24	NT	28.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100	0	38.24
Female	32	32	100	0	40.63
Male	36	36	100	0	36.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100	0	25.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100	0	53.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100	0	34.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	98.5%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents have many different opportunities to become involved in the school. We have a very active and supportive PTA and English Learner Advisory Committee (ELAC) group that meet regularly to make decisions on how to best support the students and school. Annually, PTA organizes fundraising efforts, Harvest Festival, Family Movie Nights, Jog-a-Thon, Family Dances, and Holiday Store. Our ELAC organize and participate in the running of the holiday store each December.   Parents serving on our School Site Council Committee play an active role in site decision making through the Single School Plan. We encourage our parents to support the school and classrooms.

Key stakeholders work collaboratively to provide the following resources for families:

~Breakfast, lunch, after school and summer meals provided free to all students
~Scholarships and fundraising for field trips
~Support with health services
~Counseling/Social Worker
~Parenting Classes
~Free Family Events
~Support with technology and internet services
~Spanish communication

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	577	568	270	47.5
Female	290	286	127	44.4
Male	287	282	143	50.7
American Indian or Alaska Native	6	6	4	66.7
Asian	39	38	11	28.9
Black or African American	4	3	2	66.7
Filipino	5	5	1	20.0
Hispanic or Latino	306	303	157	51.8
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	10	9	3	33.3
White	204	201	91	45.3
English Learners	132	132	63	47.7
Foster Youth	3	3	2	66.7
Homeless	26	26	18	69.2
Socioeconomically Disadvantaged	334	330	178	53.9
Students Receiving Migrant Education Services	18	18	6	33.3
Students with Disabilities	106	103	62	60.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.51	1.83	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.69	0.00	1.67	0.20	3.17
Expulsions	0.00	0.17	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.69	0.17
Female	0.69	0.00
Male	0.70	0.35
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.98	0.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.49	0.00
English Learners	0.76	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring.

Our school Emergency Handbook outlines the plan of action for emergencies such as earthquakes, fires, floods, lockdowns, and chemical spills. Our school site has an evacuation plan and emergency drills are conducted monthly. We have a site crisis team that meets in August and September to review emergency procedures and protocols. We have an emergency phone tree system to call classrooms and staff. Staff are trained on emergency procedures in August and September each year. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office and wear a visitor badge while on campus.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	3	
1	45		3	2
2	47		4	2
3	42		3	2
4	53		3	2
5	47			2
6	37	1		3
Other	18	3	1	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	1	
1	36	4		2
2	37	2	1	2
3	42	1	3	2
4	48		2	2
5	38		3	1
6	42		2	1
Other	10	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	
1	21	1	2	
2	18	4		
3	21	1	2	
4	30		3	
5	32		1	
6	27		3	
Other	10	3		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	1.0
Nurse	..2
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	.2
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,808	5,428	7,380	78,435
District	N/A	N/A	7,596	$80,052
Percent Difference - School Site and District	N/A	N/A	-2.9	-2.0
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	11.2	-7.6

2021-22 Types of Services Funded

Supplemental programs and services at River Oaks that support and assist our learners include:

- Our school currently has a team of eight instructional assistants that provide additional reading and math skills practice in small groups. We focus these supports and interventions primarily in our TK-3rd grades. However, depending upon the need, our instructional assistants provide intervention in grades 4th-6th, as well. Instructional assistants are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches and site administration.
- Extended day services are offered two days a week after school. Teachers and instructional assistants support students with reading, science, and math.
- Free breakfasts lunches, and after school meals are offered to all students.
- Students are able to check out a Chromebook with Wi-Fi services for home use.
- The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom.
- Our school social worker program helps to keep children supported through their school years. 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 student learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, and provides on-going workshops for parents and staff.
- Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, is available to address health problems that interfere with the learning process.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,994	$51,591
Mid-Range Teacher Salary	$72,037	$79,620
Highest Teacher Salary	$95,393	$104,866
Average Principal Salary (Elementary)	$123,865	$131,473
Average Principal Salary (Middle)	$126,873	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$167,713	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district personnel offer trainings related to the Common Core Standards, Benchmark ELA/ELD, Eureka Math, RALLI for ELs, NGSS, technology, and personalizing learning. Teachers have three PD days on the calendar for the 2022-2023 school year, three professional development days during the 21-22 school year; one PD day during the 20-21 school year, three PD days during the 19-20 school year, and three PD days during the 18-19 school year. Monthly staff meetings, Take-Away Tuesdays and 5th Wednesdays are also dedicated to Professional Development opportunities.

New teachers and teachers seeking additional assistance are supported by BTSA mentor teachers and administration. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3

Valley Oaks Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Valley Oaks Elementary School
Street	21 C Street
City, State, Zip	Galt, CA 95632
Phone Number	209-745-1564
Principal	David Nelson
Email Address	dnelson@galt.k12.ca.us
School Website	https://vo-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 6033310

2022-23 District Contact Information

District Name	Galt Joint Union Elementary School District
Phone Number	209-744-4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website Address	http://gjuesd-ca.schoolloop.com/

2022-23 School Overview

Valley Oaks Vision Statement:

At Valley Oaks, we envision:
Students meeting and exceeding their individual growth goals based on Common Core State Standards
Students receiving personalized and challenging instruction
Students being encouraged by parents, staff, and community to do their best
Students learning in a positive and safe environment
Students and staff embracing and respecting diversity
Students developing life skills, critical thinking, and problem solving skills
Students using 21st century technology to enhance learning
Students and staff developing and celebrating their identified strengths
Students and staff are modeling the Four School Rules/Norms and Eight Great Character Traits
Students, parents and staff working as a team
Students giving to others and the greater community

2022-23 School Overview

Students and staff taking pride in their work EVERYDAY

Valley Oaks Mission Statement:

Education is the shared responsibility of everyone: Students, Teachers, Parents and the Community.
Valley Oaks Elementary is committed to: Growing And Learning Together

Principal's Message
Welcome to 21st century learning at Valley Oaks - where every student is guided on a path to their own bright future! We are integrating the California Common Core State Standards with constantly updated technology through the individual use of Chromebooks for every student in grades K-6, as well as software resources to bring the world into our classrooms. This allows classrooms to transform into blended personalized learning environments that integrate technology throughout academic content areas. Students participate daily in high quality early literacy instruction and deliberate practice of literacy skills, developing critical thinking skills, collaborating with peers while building their communication skills, often with creative and innovative service learning projects. We strive to provide an environment that addresses the social and emotional needs of students by creating positive relationships with staff and students, and instruction in social/emotional lessons. The staff continues to work collaboratively to offer rigorous and creative opportunities for our students to prepare them for college and career opportunities. Valley Oaks students know they are valued, can achieve, and are on the path to becoming independent and confident teenagers and young adults. Our students feel engaged and have a high sense of engagement while at school, as well as a high hope for themselves and their future.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	67
Grade 2	60
Grade 3	69
Grade 4	81
Grade 5	87
Grade 6	70
Total Enrollment	503

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.4
White	12.7
English Learners	50.7
Foster Youth	0.0
Homeless	6.2
Migrant	15.5
Socioeconomically Disadvantaged	82.9
Students with Disabilities	15.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	88.60	157.00	91.10	228366.10	83.10
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.70	4205.90	1.50
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.60	11216.70	4.10
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	3.80	2.40	1.40	12115.80	4.40
Unknown	2.00	7.60	8.80	5.10	18854.30	6.90
Total Teaching Positions	26.20	100.00	172.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.90	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The public hearing for the sufficiency of materials was held at the Sept 21, 2022 Galt Joint Union Elementary School District school board meeting and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The 2017-2018 school year marked the first year of K-6 ELA/ELD Adoption, Benchmark Advance, used by all students in all grades. Additionally, all students in grades TK-6 have access to personalized blended learning opportunities through his/her own Chromebook and personalized programs and applications.

Year and month in which the data were collected	September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017	Yes	0
Mathematics	Eureka Math, adopted in 2016-17	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vista, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Valley Oaks was built in 1966. Throughout the years additional classrooms have been added to address growth and class-size reduction. Presently, there are 35 classrooms, a multipurpose room (cafeteria, gym, stage), a library, an administration building, and three playgrounds. Recent modernization to the campus included an entire resurfacing of blacktop to all playgrounds. The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Funds from a recently passed general obligation bond are being used to help modernize, update, and provide safety improvements for Valley Oaks. In the summer of 2018 and during the 2018-2019 school year, significant modernization efforts were made to the Kindergarten/1st grade, 2nd grade, and 4th grade buildings - improvements which include new HVAC units, new roofs, new gutters/drains, new exterior structure repair and new paint. Additionally, the entire Multi-Use room, from Kitchen to gymnasium to stage area have all undergone significant modernization efforts, both in the exterior and interior, including new HVAC, fire sprinkler install, new LED lighting, new flooring throughout, new walls, doors, ceiling, complete bathroom remodel, complete kitchen remodel, and all underground/above ground infrastructure efforts to make all of it happen. Additionally, the roof, wood exteriors (soffits), gutters and drains, as well as exterior lighting have all been completely replaced. Those buildings that were not renovated have been repainted (Library and office) and spot painting has been done to all areas of the school. Ramps and doors were also repainted. Indoor areas that were in need also have been repainted.   During the 2022-2023 and 2023-2023 school years, four aging portable classrooms will be removed and a new 6-classroom permanent building will be built at Valley Oaks on the northeast side of the school. This will modernize classrooms for at least two grade levels, and provide additional rooms for the after school ASES/GEL programs.

Cleaning Process
The principal works daily with the two full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. An online work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

Year and month of the most recent FIT report	11/9/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		CEILING TILE IS BROKEN/TORN WATER STAINS, FORMICA TRIM IS CHIPPING AND MISSING ON COUNTERTOP, CARPET IS STAINED/TORN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		LIGHT PANEL/BULBS OUT, ELECTRICAL COVER IS MISSING, ELECTRICAL COVER IS BROKEN.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		DRINKING FOUNTAIN LEAKS AT HANDLE, FAUCET HAS A LOW FLOW AND A DRIP, SINK IS NOT DRAINING PROPERLY. REST ROOMS: DIRTY VENTS, EXHAUST FAN IS NOT WORKING, ONE FAUCET IS LOOSE AT BASE, TWO TOILETS ARE LOOSE AT BASE.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	**State Priority: Pupil Achievement**
	The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	308	293	95.13	4.87	31.06
Female	156	147	94.23	5.77	37.41
Male	152	146	96.05	3.95	24.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	266	255	95.86	4.14	30.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	36	33	91.67	8.33	36.36
English Learners	142	131	92.25	7.75	12.21
Foster Youth	0	0	0.00	0.00	0.00
Homeless	24	19	79.17	20.83	26.32
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	258	246	95.35	4.65	28.86
Students Receiving Migrant Education Services	50	45	90.00	10.00	31.11
Students with Disabilities	56	52	92.86	7.14	9.62

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	307	301	98.05	1.95	24.67
Female	155	153	98.71	1.29	26.32
Male	152	148	97.37	2.63	22.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	266	264	99.25	0.75	23.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	35	32	91.43	8.57	34.38
English Learners	142	140	98.59	1.41	11.51
Foster Youth	0	0	0.00	0.00	0.00
Homeless	24	24	100.00	0.00	8.33
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	257	253	98.44	1.56	23.02
Students Receiving Migrant Education Services	50	50	100.00	0.00	24.00
Students with Disabilities	56	52	92.86	7.14	7.84

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	18.39	NT	28.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	87	98.86	1.14	18.39
Female	48	47	97.92	2.08	10.64
Male	40	40	100	0	27.5
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	73	73	100	0	15.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	12	11	91.67	8.33	27.27
English Learners	39	39	100	0	2.56
Foster Youth	0	0	0	0	0
Homeless	11	11	100	0	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	74	98.67	1.33	17.57
Students Receiving Migrant Education Services	16	16	100	0	12.5
Students with Disabilities	16	16	100	0	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.1%	98.9%	100%	98.9%	98.9%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Valley Oaks Elementary School parents play an important role in their child's education through participation in Back to School Night, Parent/Teacher/Student Conferences, Valley Oaks Parent Teacher Organization (PTO), Open House, Family Science Night, Family Math Night, VO Annual Art Show, Children's Day (Dia del Nino), Environmental Living Programs (Sly Park), Outreach Parenting Programs (Nurturing Parenting), and Student Success Teams (SSTs). Decision-making committees, such as the School Site Council, and English Learner Advisory Committee (ELAC) meet regularly throughout the year.

The school also works with community programs such as Cosumnes River Preserve, the Galt Historical Society, Kiwanis Club, and the Galt Police Department. Local churches and service clubs donate service hours, backpacks and instructional supplies. For additional information on opportunities for parental or community involvement, please contact the principal, David Nelson, at 209-745-1564.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	526	245	46.6
Female	270	268	125	46.6
Male	269	258	120	46.5
American Indian or Alaska Native	4	4	2	50.0
Asian	2	2	0	0.0
Black or African American	3	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	456	447	206	46.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	2	2	1	50.0
White	69	66	34	51.5
English Learners	288	282	113	40.1
Foster Youth	1	0	0	0.0
Homeless	37	36	18	50.0
Socioeconomically Disadvantaged	449	439	206	46.9
Students Receiving Migrant Education Services	87	85	24	28.2
Students with Disabilities	99	95	47	49.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.67	1.83	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.48	0.00	1.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.48	0.00
Female	0.37	0.00
Male	2.60	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.90	0.00
English Learners	1.39	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.56	0.00
Students Receiving Migrant Education Services	2.30	0.00
Students with Disabilities	2.02	0.00

2022-23 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated annually, or as needed. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly (fire drills = 1x/month and multiple lockdown drills throughout the year), in accordance with California Education Code. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a visitor badge before coming on campus. Parents are encouraged to volunteer on campus, and must pass a Megan's Law background check in order to be in the classroom or go on field trips. Surveillance cameras are placed strategically around the entire campus to ensure student and staff safety. Security fencing and gates are installed around the entire school, with entrance to the school being limited to the front doors of the main office.

The School Safety Plan was last reviewed and approved at the local School Board of Education meeting on February 23, 2022. It was shared with VO staff shortly thereafter. It will be updated/reviewed by the School Site Council and the School Board of Education in February 2023.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35	1	3	2
1	27	1	3	1
2	41	4		2
3	40	4		2
4	45			1
5	37	1	3	1
6	43		3	1
Other	40	3		2

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	3	3	2
1	36	2	1	2
2	36	1	3	2
3	39	4		2
4	45		3	2
5	51			2
6	26		3	
Other	43	3		2

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4	1	
1	16	4		
2	19	2	1	
3	22		3	
4	26		3	
5	27		3	
6	22		3	
Other	12	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	503

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	.2
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,282	4,966	8,315	87,145
District	N/A	N/A	7,596	$80,052
Percent Difference - School Site and District	N/A	N/A	9.0	8.5
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	23.1	2.9

2021-22 Types of Services Funded

During the fiscal year 2022-2023, programs and services that are available at Valley Oaks that support and assist students include the TBP (Transitional Bilingual Program) for students who receive instruction in their primary language and the ASES/GEL After-School Program. Regular programs/activities such as multiple BFLC/Library clubs (including Homework Club, Lego Club, Arts/Crafts Club, Games Club, Minute to Win It club, Pokemon Club, Crochet Club, Yoga Club, Ballet Club, Sewing Club, Stop-Motion Club, BeyBlade Club, etc.), and Extended Day programs have returned and are being held during the school year.

Significant funding is set aside for Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA), who work mainly with students in K-3 grades, with some work in grades 4-6 - with a focus on early literacy instruction, reading practice, and mathematics. Bilingual Instructional Assistants also work with our Newcomer (new to the U.S.) and English Learner students.

A full time School Counselor supports students behavioral, social emotional and mental health. Our School Counselor is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with student learning as well as student welfare & attendance.

In the 2022-2023 school year, after school "Acceleration Blocks" are being offered to students/teachers as a way for teachers to work academically with small groups of students (no more than 8) in specific academic areas in which some students need some "acceleration".

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,994	$51,591
Mid-Range Teacher Salary	$72,037	$79,620
Highest Teacher Salary	$95,393	$104,866
Average Principal Salary (Elementary)	$123,865	$131,473
Average Principal Salary (Middle)	$126,873	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$167,713	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. In the 2021-2023 and 2022-2023 school years, three (3) Staff Development Days have been provided throughout the school year. In addition, professional development has been provided in the areas of crisis prevention training, suicide prevention/positive school climate, CPR/First Aid, and Mandated Reporting. In 2021-2022, professional development was provided in the areas of Synergy (student information system/grades/report cards), reading instruction (science of reading, SIPPS), Eureka Math review, NWEA MAP scores/report training, MAP Accelerator introduction, and staff Social/Emotional health. In 2022-2023, professional development has been and will be provided in the areas of Math training: Eureka Math, Math Talks, and Math Frameworks. There has been and will be ongoing training in early literacy instruction: SIPPS training/refreshers and whole-group SIPPS instruction, as well as Classroom Management workshops (Fred Jones), and a Writing workshop (Step Up to Writing). The district also offers Take-Away Tuesdays, where district teachers/staff present workshops on a wide variety of topics, and teachers are able to select or choose which training they want to attend.

New teachers and teachers seeking additional assistance are supported by induction providers and mentors. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Teachers who teach in bilingual settings are encouraged to attend a portion or all of a yearly conference for bilingual educators, called CABE, and meet regularly throughout the year to discuss the transitional bilingual program.

Furthermore, Valley Oaks has had direct access to district-level coaches/teachers on special assignments, who worked specifically with teachers and grade levels in the areas of reading instruction, writing instruction, Special Education, and ELD instruction/strategies. They have met with and learned from these coaches in a variety of ways (in-class coaching, release days for instruction and planning purposes, informal interactions - such as email or grade-level meetings).

After discussion and collaboration with staff and coaches, and through formal and informal data analysis, it was determined that to better increase our early literacy results, we needed Professional Development in the areas of SIPPS. In 2021-2022 and 2022-2023 refresher SIPPS courses were made available to all and new teachers attended SIPPS training courses, provided by the district coach. In 2021-2022 and 2022-2023, Professional Development was provided for new(er) teachers of early literacy in the area of SIPPS and Instructional Assistants who also teach students SIPPS in small groups received instruction, observation, and feedback regarding their SIPPS instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	

Vernon E. Greer Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Vernon E. Greer Elementary School
Street	248 W. A Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-2641
Principal	Stephanie Simonich
Email Address	ssimonich@galt.k12.ca.us
School Website	https://gr-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0119420

2022-23 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website Address	http://gjuesd-ca.schoolloop.com/

2022-23 School Overview

Vernon E. Greer Elementary School is committed to achieving academic excellence by implementing goal setting practices and capitalizing on learner talents and strengths to personalize learning. We strive to create a safe and welcoming environment which fosters the development of caring, responsible, and engaged learners that are prepared to meet the challenges of being citizens in a culturally diverse, technologically advanced, and scientifically progressive society. Our dedicated staff, supportive families, and generous community work collaboratively to build a bright future for all learners.

At Vernon E. Greer Elementary, we strive to…

Ensure that every child has equal opportunity for success by understanding and providing support for unique challenges and barriers.

Provide balanced, integrated, and rigorous academic experiences which capitalize on talents, strengths, and interests.

Use goal setting practices to achieve personal growth towards meeting or exceeding grade level standards in preparation for college and career.

Balance informational and literary texts, and deepen mathematical knowledge in order to develop powerful users of mathematics that positively impact the world, while fostering reading, writing, listening, and speaking skills in all subject areas.

Develop crucial life skills through social and emotional learning opportunities.

Participate in professional development as models of lifelong learning.

Acknowledge talents, strengths, and interests when collaborating as a professional learning community.

Communicate and collaborate with families so learners reach their greatest potential.

We are very proud of the many hours parents and community members provide to us each month. Parents are encouraged and welcomed to participate in the education of their children by serving on school committees or as classroom volunteers. We

2022-23 School Overview

are thankful for a very active and supportive Greer "Pardners" in Education, English Language Advisory Committee, and School Site Council.

Individual strengths and talents are recognized. Teachers are committed to becoming strengths-based educators. Through strengths spotting activities, our primary learners identify talents that can be productively applied. Our intermediate learners complete the GALLUP Strength Survey to identify their top three talents. At Vernon E. Greer Elementary, educators are discovering their own talents and developing and applying strengths as they help learners do the same in learning and completing academic tasks to optimal levels of personal excellence.

The teachers and support staff at Vernon E. Greer Elementary are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of local and state assessments drive instruction.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	64
Grade 2	68
Grade 3	73
Grade 4	61
Grade 5	55
Grade 6	62
Total Enrollment	472

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.1
American Indian or Alaska Native	0.6
Asian	2.1
Black or African American	1.3
Filipino	1.9
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.2
White	32.4
English Learners	23.1
Foster Youth	0.0
Homeless	1.9
Migrant	4.2
Socioeconomically Disadvantaged	61.4
Students with Disabilities	14.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	92.20	157.00	91.10	228366.10	83.10
Intern Credential Holders Properly Assigned	1.00	3.90	3.00	1.70	4205.90	1.50
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.60	11216.70	4.10
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.40	1.40	12115.80	4.40
Unknown	1.00	3.90	8.80	5.10	18854.30	6.90
Total Teaching Positions	25.60	100.00	172.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September 21, 2022 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All learners, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017-2018	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	6th Glencoe/McGraw Hill- Science Focus, adopted in 2007 K-5 Pearson Scott Foresman- California Science, adopted in 2007	Yes	0
History-Social Science	6th Glencoe/McGraw Hill-Discovering our Past, adopted in 2006 K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Vernon E. Greer School facilities were originally constructed in 1992. Vernon E. Greer Middle school closed after the 2007-2008 school year. After renovations, Vernon E. Greer Elementary opened in 2008. The school is composed of 5 permanent classrooms, 26 portable classrooms, a multi-purpose room, a library, three playgrounds, a staff room, and an extended day classroom.

Measure K provided funding to remodel five classrooms and the primary restrooms. This project was completed in 2019. Funding was provided to repair and paint the exterior of all school buildings, replace air conditioning units, and install a new alarm system . These projects were completed in 2021-2022.

Cleaning Process
Administration works daily with the three full-time custodial staff to ensure that the school is maintained in order to provide for a clean and safe learning environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service. Highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Year and month of the most recent FIT report	11/9/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	CEILING TILES HAVE HOLES/WATER STAINS, CARPET IS TORN, FORMICA TRIM IS MISSING ON COUNTERTOP, SECTION OF WALL TRIM IS MISSING, DRINKING FOUNTAIN HANDLE IS BROKEN, WALL PAPER IS TORN, CEILING TRIM IS MISSING, FLOOR TILES ARE BROKEN IN HALLWAY, CARPET IS LIFTING, BLEACHER IS BROKEN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	MULTIPLE LIGHT PANELS OR BULBS OUT, ACCESS TO ELECTRICAL PANEL IS BLOCKED, FLOOR OUTLET COVERS ARE MISSING, ELECTRICAL COVER IS BROKEN, ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		DRINKING FOUNTAIN HAS A HIGH FLOW, TOILETS ARE LEAKING AT FITTING CREATING A SLIP HAZARD, FAUCETS ARE LOOSE AT BASE, ONE FAUCET HAS NO FLOW, DIRTY VENT, ONE STALL IS LOCKED/OUT OF ORDER, SINK CAP IS MISSING.
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	41	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	36	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	256	98.08	1.92	41.02
Female	129	126	97.67	2.33	45.24
Male	132	130	98.48	1.52	36.92
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	142	97.93	2.07	30.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	88	86	97.73	2.27	54.65
English Learners	50	49	98.00	2.00	18.37
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	152	98.06	1.94	33.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	36	87.80	12.20	22.22

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	256	98.08	1.92	35.55
Female	129	126	97.67	2.33	32.54
Male	132	130	98.48	1.52	38.46
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	142	97.93	2.07	23.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	36.36
White	88	86	97.73	2.27	51.16
English Learners	50	49	98.00	2.00	10.20
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	152	98.06	1.94	27.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	36	87.80	12.20	22.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	31.58	NT	28.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100	0	31.58
Female	33	33	100	0	36.36
Male	24	24	100	0	25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100	0	17.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	22	100	0	50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100	0	32.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.4%	94.8%	87.9%	94.8%	91.4%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Vernon E. Greer Elementary School parents and guardians play an important role in their child's education through participation in the following programs:

The School Site Council helps develop the School Plan for Student Achievement. The members monitor and evaluate the plan as well as other projects/plans that benefit the school. The SSC also facilitates communication between the school and community.

The English Learner Advisory Committee advises parents on the services available for learners who have limited English proficiency.

Greer "Pardners" in Education is a wonderful parent organization that helps provide family activities with a focus on the educational success and academic achievement for all learners.

Parent volunteers support the classroom by assisting with classroom projects, planning activities, and helping with the overall success of the classroom.

Community volunteers support the classroom. District policy requires volunteers over the age of 18 to submit birth dates and Social Security numbers for a security check through the police department.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	506	290	57.3
Female	250	244	132	54.1
Male	268	262	158	60.3
American Indian or Alaska Native	3	3	2	66.7
Asian	13	13	5	38.5
Black or African American	8	7	5	71.4
Filipino	9	9	6	66.7
Hispanic or Latino	295	292	178	61.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	19	17	9	52.9
White	170	164	84	51.2
English Learners	125	124	71	57.3
Foster Youth	0	0	0	0.0
Homeless	12	12	7	58.3
Socioeconomically Disadvantaged	328	320	198	61.9
Students Receiving Migrant Education Services	20	20	13	65.0
Students with Disabilities	82	80	44	55.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.15	1.83	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.58	0.00	1.67	0.20	3.17
Expulsions	0.00	0.19	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.58	0.19
Female	0.80	0.00
Male	0.37	0.37
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.02	0.34
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.22	0.00

2022-23 School Safety Plan

The Vernon E. Greer Elementary School Safety Plan was last updated in February 2021.

Student safety is a priority at Vernon E. Greer Elementary School. All gates remain locked throughout most of the school day with admittance to the campus only though the main office. Any visitor is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors to our school to ensure that students are safe on campus before, during, and after school. Eight yard supervisors work before school and throughout the school day to monitor student safety in crosswalks, on campus, on the playground, and in the cafeteria. Staff meetings are held for yard supervisors which provide on-going training and address safety issues. All district employees wear a picture identification badge so that they can be clearly identified. School safety rules are well established and are enforced by all staff members.

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school-wide "Emergency Handbook" outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and a shelter-in-place plan. These emergency drills are conducted regularly.

The district takes great effort to ensure that Vernon E. Greer Elementary School is clean, safe, and functional. To assist with this, the district provides three full time custodial staff to clean and maintain the school on a regular basis. In addition, school safety inspections are periodically conducted by the Schools Insurance Authority of Sacramento County.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5	2	
1	37	2	2	2
2	31	2	1	1
3	39		3	2
4	52		1	3
5	36	1	2	1
6	43		2	1
Other	25	3		1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6		
1	35	4		2
2	38	3		2
3	38	1	2	2
4	50		1	3
5	44	1	2	2
6	39	1	2	1
Other	10	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	2	
1	16	4		
2	17	4		
3	23		3	
4	30		2	
5	27		2	
6	30		2	
Other	11	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.2
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,582	5,053	7,529	79,108
District	N/A	N/A	7,596	$80,052
Percent Difference - School Site and District	N/A	N/A	-0.9	-1.2
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	13.2	-6.7

2021-22 Types of Services Funded

Supplemental programs and services at Vernon E. Greer Elementary School that support and assist our learners include:

Vernon E. Greer is honored to be the recipient of State funds which provide for an after-school program. The After School Education and Safety Program (ASES) is held Monday through Friday from 2:30 pm - 6:00 pm and provides homework help, strategic academic acceleration, and enrichment.

We have a cadre of eight instructional assistants that provide additional instruction in foundational reading skills. The instructional assistants focus supports and interventions in our TK-3rd grade classrooms. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Our paraprofessionals are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches.

The district provides funding for supplemental educational services (SES) related to our federal Program Improvement status.

The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom.

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 our students and staff, support to our families, works with attendance intervention, and provides ongoing workshops.

Full-time Mental Health services began in February 2022. We are very thankful to have a mental health clinician at our site.

Full-time counseling services began December 2022. We appreciate the support this provides.

Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, are available to address health problems that interfere with the learning process.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,994	$51,591
Mid-Range Teacher Salary	$72,037	$79,620
Highest Teacher Salary	$95,393	$104,866
Average Principal Salary (Elementary)	$123,865	$131,473
Average Principal Salary (Middle)	$126,873	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$167,713	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional learning is an important part of the planned school program at Vernon E. Greer Elementary School and the Galt Joint Union Elementary School District. Our teachers and support staff are committed to using research-based instructional strategies. The district provided three professional learning days for certificated staff during the 2022-2023 school year. Additionally, the district provided collaboration time following the professional learning days which allowed teachers were able to strategically make plans and reflect on their new learning.

Professional development has supported the successful implementation of the California Common Core Standards with a focus on personalization. Teachers and support staff are encouraged to attend learning events that cater to their personal learning needs. Our site leadership team plays an important part in the implementation of the personalization model and for increasing professional capacity. Staff learning events, strategic release days, and collaborative Wednesdays have been used for professional development opportunities.

New teachers and teachers seeking additional assistance are supported by Teacher Induction providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Fred Jones
18/20 grade-level teacher have completed the training to date.

Step Up to Writing
16/20 have signed up to complete the training in January 2023.

SIPPS
All new teachers that are responsible for implementing SIPPS will receive three mentor observation and feedback sessions.

RULER Training
Staff and administration are participating in SCOE Permission to Feel RULER training.

Attendance and Engagement
Staff and administration are participating in SCOE attendance and engagement training.

Mental Health and Wellness
Staff and administration are participating in SCOE mental health and wellness training.

CalHope Social Emotional Learning
Staff and administration are participating in the SCOE SEL trainings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3

McCaffrey Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	McCaffrey Middle School
Street	997 Park Terrace Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-5462
Principal	Carlos Castillo
Email Address	ccastillo@galt.k12.ca.us
School Website	https://mc-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0100040

2022-23 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website Address	http://gjuesd-ca.schoolloop.com/

2022-23 School Overview

Our Vision is:

McCaffrey Middle School will provide a 21st century personalized learning experience preparing each student to be college and career ready.

Our mission is:

1. to create a personalized learning environment where students are actively engaged,

2. to build upon a learner's individual strengths and knowledge preparing them for a changing 21st century,

3. to provide access to a rigorous curriculum delivered through a blended learning environment, and

4. to inspire active, responsible, lifelong learners.

5. to prepare students to produce authentic writing that demonstrates deepened content understanding.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	353
Grade 8	372
Total Enrollment	725

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.4
Asian	3.4
Black or African American	1.2
Filipino	1.1
Hispanic or Latino	61.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.1
White	29.5
English Learners	16.0
Foster Youth	0.1
Homeless	0.7
Migrant	7.6
Socioeconomically Disadvantaged	59.3
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.10	90.60	157.00	91.10	228366.10	83.10
Intern Credential Holders Properly Assigned	1.00	2.40	3.00	1.70	4205.90	1.50
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.40	1.00	0.60	11216.70	4.10
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.40	1.40	12115.80	4.40
Unknown	1.80	4.50	8.80	5.10	18854.30	6.90
Total Teaching Positions	40.90	100.00	172.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.00
Vacant Positions	0.00	2.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September of 2022, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, adopted in 2017	Yes	0
Mathematics	College Preparatory Math, adopted in 2015	Yes	0
Science	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
History-Social Science	7th-8th Glencoe/McGraw Hill, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; BFLC (Bright Future Learning Center) with a MakerSpace classroom; two technology labs; two music rooms; an ASB room; an athletic field that includes a new all weather track that was completed in November of 2020; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process
Three and one half custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Custodians have been given a cleaning schedule indicating what specific days and areas need to be cleaned. The schedule is also given to substitute custodians. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report	11/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces			X	CEILING TILES MISSING/WATER STAINED, LINOLEUM FLOORING HAS HOLES, FORMICA TRIM IS MISSING ON COUNTERTOPS, CARPET IS TORN, FLOOR TILES ARE BROKEN, FAUCET DRIPS AND LEAKS.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical			X	LIGHT PANEL/BULBS OUT, ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE, ACCESS TO ELECTRICAL PANEL IS BLOCKED, CORDS ARE CREATING TRIP HAZARDS. ELECTRICAL ROOM USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS, ELECTRICAL COVER IS MISSING/BROKEN, EXTERIOR LIGHT IS NOT WORKING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	EXHAUST FAN IS NOT WORKING, ONE URINAL LEAKS AT HANDLE CREATING A SLIP HAZARD, TOILET IS LOOSE AT BASE, FAUCET HAS NO/HIGH/LOW FLOW, DOOR HANDLE IS LOOSE, HAND DRYERS HAVE NO POWER, ONE SINK DRAIN LEAKS ONTO FLOOR CREATING A PUDDLE/SLIP HAZARD.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	32	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	731	713	97.54	2.46	51.47
Female	360	351	97.50	2.50	60.40
Male	370	361	97.57	2.43	42.66
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	457	448	98.03	1.97	47.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	68.75
White	211	202	95.73	4.27	57.92
English Learners	101	96	95.05	4.95	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	439	428	97.49	2.51	40.65
Students Receiving Migrant Education Services	56	55	98.21	1.79	43.64
Students with Disabilities	103	98	95.15	4.85	14.29

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	731	716	97.95	2.05	32.07
Female	360	353	98.06	1.94	30.97
Male	370	362	97.84	2.16	32.96
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	46.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	457	451	98.69	1.31	27.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	60.00
White	211	202	95.73	4.27	38.31
English Learners	101	99	98.02	1.98	8.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	439	430	97.95	2.05	22.84
Students Receiving Migrant Education Services	56	55	98.21	1.79	21.82
Students with Disabilities	103	99	96.12	3.88	11.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	28.73	NT	28.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	371	363	97.84	2.16	28.73
Female	201	197	98.01	1.99	26.4
Male	169	165	97.63	2.37	31.1
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100	0	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	226	222	98.23	1.77	21.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	114	110	96.49	3.51	41.82
English Learners	47	47	100	0	4.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	218	98.2	1.8	22.12
Students Receiving Migrant Education Services	28	28	100	0	10.71
Students with Disabilities	45	41	91.11	8.89	9.76

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94%	94.6%	94.6%	93.8%	94.6%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

At McCaffrey Middle School, parents are invited to attend parent conferences and other trainings. For example, McCaffrey Middle School has scheduled trainings that target the harmful effects of social media and fentanyl. Parents have also been invited to attend the English Learner Advisory Council (ELAC). The school has provided a bi-weekly newsletter to keep parents informed of events happening on campus. Throughout the school year parents are invited to attend Parent Lunch days with their students. Parents are also given the opportunity to provide input by participating in School Site Council.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	764	751	252	33.6
Female	374	368	120	32.6
Male	389	382	131	34.3
American Indian or Alaska Native	3	3	0	0.0
Asian	27	26	3	11.5
Black or African American	10	9	1	11.1
Filipino	8	8	4	50.0
Hispanic or Latino	475	467	161	34.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	16	16	6	37.5
White	223	220	76	34.5
English Learners	124	122	43	35.2
Foster Youth	2	2	1	50.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	467	457	161	35.2
Students Receiving Migrant Education Services	59	58	12	20.7
Students with Disabilities	106	106	44	41.5

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.69	1.83	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.06	0.00	1.67	0.20	3.17
Expulsions	0.00	0.39	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.06	0.39
Female	2.94	0.00
Male	5.14	0.77
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.05	0.63
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	2.69	0.00
English Learners	4.03	0.81
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.50	0.64
Students Receiving Migrant Education Services	8.47	1.69
Students with Disabilities	8.49	0.94

2022-23 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments which describes specific procedures for all types of emergencies. The plan is updated every fall. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked throughout the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Safety drills are practiced with Galt PD on a trimester basis to ensure students and adults know the course of action to take in an emergency situation.

The McCaffrey Middle School Safety Plan was last approved by the Board of Education on February 23, 2022 after being reviewed by stakeholder groups which included administrators, staff, and parents. This plan contains information gleaned from the California Healthy Kids Survey along with details on behavior standards, school rules and policies, and campus security.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	8	26	1
Mathematics	26	7	20	3
Science	27	4	26	
Social Science	27	6	24	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	20	1
Mathematics	25	9	16	4
Science	24	13	19	
Social Science	23	14	18	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	22	
Mathematics	20	21	13	
Science	22	15	17	
Social Science	23	15	17	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	725

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.2
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,861	5,463	7,397	83,655
District	N/A	N/A	7,596	$80,052
Percent Difference - School Site and District	N/A	N/A	-2.7	4.4
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	11.5	-1.1

2021-22 Types of Services Funded

McCaffrey Middle School has a variety of programs that support student academic achievement and mental health support. These programs are offered during the school day and also before and after school. The goal is to address the needs of each student and provide targeted services. Below are the programs that address the individual needs of each student.

- MAC (McCaffrey Advisory Committee)
- Two full-time school counselors support student academic, mental and social emotional health and provide individual and small groups counselling for at-risk students
- Expanded Learning: The afterschool program serves students until 6:00 pm daily, providing a nutritious meal, enrichment,physical exercise, and homework support
- Before and after school tutoring including an Acceleration Program in various content areas
- AVID (Advancement Via Individual Determination) program
- Instructional assistants that provide focused support for our English learners and students with special needs.
- Various clubs and sport programs
- MakerSpace Lab housed within the BFLC (Bright Future Learning Center)
- Partnership with the Salmon Project
- EAOP (Early Academic Outreach Program) through U.C. Davis
- ATOD is a peer to prevention program which aims to reduced student use of Alcohol, Tobacco and Other Drugs.
- Strategies for Change (now known as Well Space Health) is a counseling service providing mental health services and individual and group counseling for youth.
- Too Good for Violence is delivered through teacher volunteers in the fall of each year. This usually numbers around 11 classes. This service builds positive peer relations and prevents youth violence.
- Alternative Center

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,994	$51,591
Mid-Range Teacher Salary	$72,037	$79,620
Highest Teacher Salary	$95,393	$104,866
Average Principal Salary (Elementary)	$123,865	$131,473
Average Principal Salary (Middle)	$126,873	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$167,713	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The goal for Galt Joint Union Elementary School District is provide meaningful staff development that focuses on student academic achievement and supporting student mental health. This school year the staff at McCaffrey Middle School will attend three staff developments that focus on creating action plans that target positive school climate and culture and student academic achievement. These actions plan will be reviewed and updated through out the school year. The goal is to address the needs of each individual student.

McCaffrey Middle School places emphasis on student literacy and writing. To this end, staff have developed a Literacy Handbook with various strategies to support students with their reading and writing. These strategies are reviewed regularly in staff meetings with emphasis on collaborative discussions among teachers and recommitment to these best practices.

Another point of emphasis at McCaffrey Middle School relates to student writing analyses (SWAP). Staff members have the opportunity to participate in the analysis of student work with other department and team colleagues. The focus of the analyses is determine areas of strength and needs in students' writing and use this information to improve instructional strategies and implement changes to their practice.

AVID (Advancement Via Individual Determination) strategies are also practiced at McCaffrey Middle School. Teachers are provided professional development from colleagues on these strategies during staff meetings, grade level meetings, and in their classrooms.

Along with a literacy focus in all content areas, science teachers continue to be heavily involved as early implementers with NGSS. Language Arts teachers will continue to receive PD in the Amplify program as needed.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3

Board Meeting Agenda Item Information

Meeting Date:	January 25, 2023	**Agenda Item:**	Governance Team Development
Presenter:	Lois Yount	**Action Item:** **Information Item:**	XX

Attachments:

1. The Brown Act: What Every Board Member Should Know

2. CSBA: Professional Governance Standards

3. Overview of The Governance Core by Davis Campbell & Michael Fullan

4. CSBA: What It Takes To Lead

5. CSBA: Governing to Achieve

6. CSBA: Governance Best Practices Guide

7. School Funding

8. CSBA: FactSheet on Local Control and Accountability Plans (LCAP)

9. Summary of Local Control Accountability Plan (LCAP): May 25, 2022

10. Local Control Accountability Plan (LCAP)

11. 2022-23 GJUESD Testing Schedule

The Brown Act:
What Every Board Member Should Know

A Presentation to the
Galt Joint Union Elementary School District

January 25, 2023

Presented by

Christian M. Keiner

Agenda

- Role of the Brown Act & Application
- What is a Meeting?
- Permitted Communications and Social Media
- Agenda Requirements
- Public Rights at Meetings
- Closed Sessions
- Violations of the Brown Act

Highlighting important points relevant to District staff

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Intent of the Brown Act

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is good for them not to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

The Ralph M. Brown Act, Gov. Code, § 54950

Intent of the Brown Act

- To keep the public informed of the actions, debates and views of locally elected representatives; and

- To provide the procedural framework for local legislators to meet, debate, act and listen collectively to their constituents.

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Applicability

- Act applies to a "member of the legislative body of a local agency" which includes "[a]ny person elected to serve as a member of a legislative body who has not yet assumed the duties of office ..."

- Once elected, officials are expected to know the requirements of the Brown Act, even before taking office (Gov. Code, § 54952.1.)

- Only sets notice/logistical requirements; need to review other substantive requirements (consent calendar, public hearing, etc.)

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What is/is not a Meeting

- A "meeting" is:

    - Any congregation of a majority of members of a legislative body at the same time and place, including teleconference locations, to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the legislative body

    - There need **not be action** taken or planned, for a "meeting" to occur

    - Consensus reached by members?

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What is/is not a Meeting?

- A majority of the members of a Board shall not, outside a noticed meeting, **use a series of communications** of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the board's jurisdiction.

- This includes communications through:
  - Telephone, electronic mail, facsimile, internet;
  - Communication through an intermediary

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What is/is not a Meeting?

- An employee or official of a district may engage in separate conversations or communications outside of a meeting with other board members in order to answer questions or provide information regarding a matter that is within the district's jurisdiction, if that person does not communicate to board members the comments or position of any other board member.

- A board member may engage in conversations and communications with members of the public, interest groups, friends and family about a matter within the board's jurisdiction as long as that person is not used as an intermediary to communicate his/her comments or position to other board members.

Common Patterns

A ⟶ B ⟶ C ⟶ D

D ⟷ A ⟷ B

A ↕ C
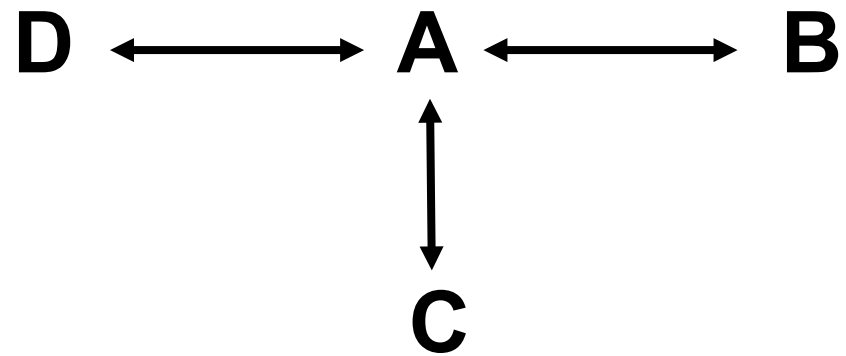
Permitted Communications

- Communications limited to providing information (i.e. superintendent's weekly report) or procedural or administrative matters do not constitute meetings or confidential communications

    - Receipt of written legal advice is not a meeting!

- Private briefings for less than a quorum of board members on background events concerning agenda items do not violate the Act *unless the comments or position of any other board member is disclosed*

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Social Media

- New rules (AB 992) allow:
  - Answering questions
  - Providing information
  - Soliciting information from the public
- Limitations:
  - Must be open and accessible to the public
  - No discussion or response between board members

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Social Media: What Is Prohibited

- A board member shall not <u>respond directly</u> to any communication regarding a matter that is within the subject matter jurisdiction of the legislative body that is made, posted, or shared by any other member.

- <u>Majority</u> may not use social media <u>to discuss</u> among themselves business of a <u>specific nature</u> that is within the subject matter jurisdiction of the board.

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Social Media: What Is Prohibited (cont.)

- "'Discuss among themselves' means <u>communications made, posted, or shared</u> on an internet-based social media platform <u>between members</u> of a legislative body, including comments or use of digital icons that express reactions to communications made by other members of the legislative body."
  - Includes communications made, posted, or shared between members of the Board, including comments or use of digital icons that express reactions to communications made by other members of the legislative body (e.g., emoji, like, etc.)

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Social Media Takeaways

- Board member members <u>may</u> use internet-based social media platforms open and accessible to the public to engage in separate conversations or communications to:
  - Answer questions from the public
  - Provide information to the public
  - Solicit information from the public

- Board members <u>may</u> use social media unrelated to board business.

- Board members <u>may not</u> directly respond to any communication "made, posted, or shared by" another member regarding board business

- Board members <u>must avoid</u> otherwise permissible use of social media which results in a discussion between majority of board members regarding business of a specific nature.

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Action on Non-Agenda Items – Regular Meetings

- Board may consider items not on agenda in two circumstances
  - Emergency Items
    - Majority vote
    - Limited application
  - Need to take immediate action (urgency item)
    - Arose after agenda posted
    - Requires 2/3 vote, unanimous if less than 2/3rds of Board present
- Sometimes better to use Special Meeting if sufficient advance notice

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Non-Agenda Items

- Board may also:
  - Ask for clarification
  - Make a brief announcement or brief report of activity
  - Request staff to "report back" or place item on future agenda
  - "Briefly respond to statements made or questions posed by persons exercising their public testimony rights" (Gov. Code § 54954.2.)

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Meetings – Public Rights

- Public may place items "directly related to school district business" on the agenda

  (EC 35145.5)

- Is Board obligated to speak to each agenda item?

- Check Board Bylaws for process by which Board member or members of public may request to place an item on the agenda

Meetings – Public Rights

- Public meetings are considered a limited public forum
  - The public has broad constitutional rights to comment on any subject relating to the business of the governmental body
  - Attempt to restrict the content of such speech must be narrowly tailored to effectuate a compelling state interest
  - Prohibiting members of the public from criticizing school district employees is unconstitutional
- Board need not permit disruptive conduct in a meeting
  - Penal Code section 403 prohibits acts that disturb or break up a lawful assembly or meeting
- Any person attending a public meeting may videotape, unless disruptive
- "Speaker cards" are encouraged, but cannot be required

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Closed Session

- Board may meet in closed session to discuss/take action on items within enumerated "exceptions" to the open meeting requirements;

- Prior to closed session, disclose in an open session the items to be discussed in closed session which may be a reference to items on the Board's agenda (Gov. Code § 54957.7.)

- Act provides sample "safe harbor" closed session item descriptions

- Common closed session matters: "Check the Box"

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Closed Session Procedure

- Who may attend?
  - Board
  - Administrators
  - Legal counsel
  - Board's negotiators
  - Parties specifically allowed

- Who may not attend?
  - Opposing party?
  - Other consultants?

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Closed Session Topics

- Most Common:
  - Personnel Actions – Appointment, Employment, Evaluation, Discipline/Dismissal/Release
  - Labor Negotiations

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Closed Session Topics

- Real Property Transactions

- Pending and Anticipated Litigation

- Tort Claims

- Student discipline hearings - require 24-hour notice of right to open session

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Personnel Exception

- Governing boards may meet in closed session to consider the appointment, employment, evaluation of performance, discipline, or dismissal of a public employee

  (Gov. Code, § 54957, subd. (b)(1).)

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Employment Contracts

- All contracts of employment with a superintendent, deputy superintendent, assistant superintendent, associate superintendent… or other similar chief administrative officer or chief executive officer of a local agency **shall be ratified in an open session of the governing body which shall be reflected in the governing body's minutes** (Gov. Code, §53262(a).)

- The Brown Act **prohibits a board from holding a special meeting** "regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits, of a "local agency executive."
(Gov. Code § 54956(b).)

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Complaints or Charges

- Governing boards may meet in closed session to hear complaints or charges brought against the employee by another person or employee unless the employee requests a public session

  (Gov. Code, § 54957, subd. (b)(2).)

- 24-Hour Notice Requirement:
  - Written notice of right to have complaints or charges heard in an open session
  - Delivered, personally or by mail, to the employee at least 24 hours before the closed session (Gov. Code § 54957(b)(2).)
  - Does not require notice of District limited changes

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Labor Negotiations

- May discuss salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and for represented employees, any other matter within the statutorily provided scope of representation (Gov. Code, § 54957.6(a))

- Prior to closed session, the Board must identify its negotiator(s) in open session

   Note: Compliance with Brown Act not required for discussions regarding negotiations with represented employees (Gov. Code, § 3549.1, Rodda Act).

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Real Property Transactions

- Limited to meeting with real property negotiators prior to sale or lease of property, to discuss confidential information concerning price or terms of payment during property negotiations

  (Gov. Code, § 54956.8)
  - General real property issues are <u>not</u> included within this exception

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Pending and Anticipated Litigation

- To confer with, or receive advice from legal counsel regarding pending or threatened litigation when discussion in open session would prejudice the position of the district in the litigation

  (Gov. Code, § 54956.9)

  – Includes consideration of tort claims

  – Must counsel be present? Not necessary

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Reporting Out

- Board must publicly report certain action taken in closed session
  - "Action taken" is defined in the Act
  - Must report the vote of every member present
  - Must provide copies of contracts, agreements or other approved documents to a requester at time session ends (if prior written request on file), otherwise next day
- Specific requirements for reporting out depending on type of action taken

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Confidentiality of Closed Session

- Board members or staff may not disclose confidential information from closed session

- Consequences:
  - Injunctive relief
  - Disciplinary action
  - Referral to grand jury
  - Expose the District to potential liability

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Violations

- Consequences for violation of the Brown Act:
    - Criminal liability exists if there is "intent to deprive public" (Gov. Code, § 54959)
    - Public can sue to stop violation of Act
    - Declaratory relief regarding past violation of the Act
    - Payment of attorneys' fees
    - Voiding of action taken in violation of the Act
    - Court may order taping of closed session

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PUBLIC OVERSIGHT OF LOCAL GOVERNMENT IS THE FOUNDATION OF AMERICAN DEMOCRACY.

Nowhere is this more evident than in our public schools, where local boards of education are entrusted by their diverse communities to uphold the Constitution, protect the public interest in schools and ensure that a high quality education is provided to each student. To maximize the public's confidence in local government, our local boards must govern responsibly and effectively.

CSBA

PROFESSIONAL GOVERNANCE STANDARDS

for School Boards

csba

THE CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA), representing nearly 1,000 local school districts and county boards of education, recognizes there are certain fundamental principles involved in governing responsibly and effectively. These principles — or Professional Governance Standards — reflect consensus among hundreds of board members, superintendents and other educational leaders throughout the state.

These Professional Governance Standards describe the three components vital to effective school governance:

1. the attributes of an effective **individual trustee,**

2. the attributes of an effective governing **board,** and

3. the **specific jobs** the board performs in its governance role.

The intent of these standards is to enhance the public's understanding about the critical responsibilities of local boards and to support boards in their efforts to govern effectively.

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① THE INDIVIDUAL TRUSTEE

In California's public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

TO BE EFFECTIVE, AN INDIVIDUAL TRUSTEE:

» Keeps learning and achievement for *all* students as the primary focus.

» Values, supports and advocates for public education.

» Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.

» Acts with dignity, and understands the implications of demeanor and behavior.

» Keeps confidential matters confidential.

» Participates in professional development and commits the time and energy necessary to be an informed and effective leader.

» Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.

» Understands that authority rests with the board as a whole and not with individuals.

② THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

TO OPERATE EFFECTIVELY, THE BOARD MUST HAVE A UNITY OF PURPOSE AND:

» Keep the district focused on learning and achievement for all students.

» Communicate a common vision.

» Operate openly, with trust and integrity.

» Govern in a dignified and professional manner, treating everyone with civility and respect.

» Govern within board-adopted policies and procedures.

» Take collective responsibility for the board's performance.

» Periodically evaluate its own effectiveness.

» Ensure opportunities for the diverse range of views in the community to inform board deliberations.

③ THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

EFFECTIVE BOARDS:

» Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.

» Adopt, evaluate and update policies consistent with the law and the district's vision and goals.

» Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.

» Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.

» Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.

» Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.

» Ensure that a safe and appropriate educational environment is provided to all students.

» Establish a framework for the district's collective bargaining process and adopt responsible agreements.

» Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

Overview of The Governance Core by Davis Campbell & Michael Fullan

Davis Campbell and Michael Fullan believe efficacy must be achieved with a system focus. The Governance Core provides strategies and tools for board members, superintendents, and school leaders to unify and face the complex challenges of school governance together. Practical and authentic, the Governance Core is based upon:

- A governance mindset
- A shared moral imperative
- A unified, cohesive governance system
- A commitment to system-wide coherence
- A focus on continuous improvement in the district

"Our vision is of a governance system, school board, and superintendent working together as a cohesive, unified team with a common vision driven by shared moral imperative. This is a dynamic, powerful role for school boards. It assumes that governance is a basic function of the district, an integral part of the system, setting the direction of the district, assuring the achievement of strategic goals and the moral imperative, holding the district accountable, and providing leadership to the community. Most important, it is a governance system that fulfills its responsibility to all the children and the community it serves."

~ Davis Campbell and Michael Fullan
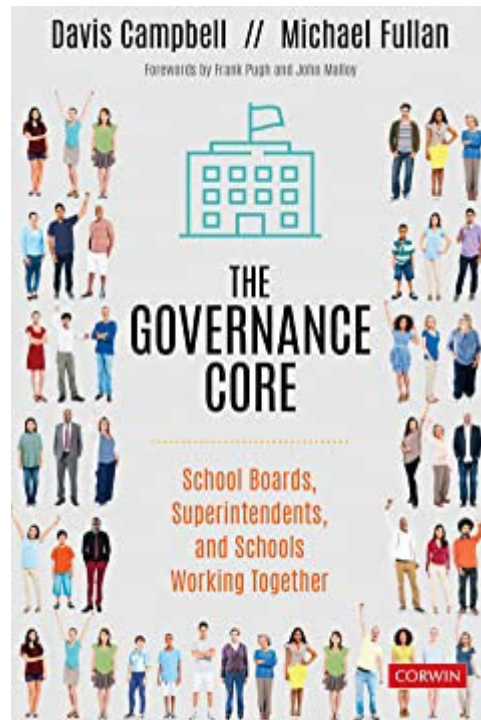
Extending Influence: Through the Governance Core

Co-authors of a new book highlight the strategies of effective, long-term superintendents in their dealings with board members
BY MICHAEL FULLAN AND DAVIS CAMPBELL/*School Administrator, April 2020*

Michael Fullan, global leadership director at New Pedagogies for Deep Learning in Toronto, Ontario, Canada, studied superintendents who integrated governance with day-to-day actions.

It's amazing to discover how little has been written about school system governance and the roles of trustees and superintendents as partners in reform at the district and state levels. We consider this to be a squandered opportunity as schools fail to progress in the way they should and could.

In a few cases, relationships between board of education members and superintendents are plagued by degrees of mutual conflict that inevitably render the school district ineffective, resulting in superintendent churn.

In many more cases, the district drifts along without dramatic events in governance but with limited progress on student growth. Nothing is more damning than the faint praise from a superintendent who states, "My board is great. They leave me alone."

A Pair of Notables

We wrote the book *The Governance Core* to place the spotlight on district governance, especially school communities where we found superintendent-trustee relationships to be strong and effective. We wanted to uncover and spell out the features of good governance and offer specific guidance for how it could be improved in a way that would benefit everyone, especially all students and families.

We were drawn to the work of two California superintendents, Marc Johnson and Laura Schwalm, notably both long-serving. We readily note here the difficulty of getting superintendents in the early stages of their careers to talk publicly about

how they relate to their trustees because of the real-time, public nature of the politics and personalities at play. Those with whom we talked and deemed to be on the right track covered much of the same ground that Johnson and Schwalm did. (See related story.)

The superintendents we studied took purposeful action to create trusting, cohesive relationships with their boards. The results, among other things, included much lower teacher turnover and greater student achievement.

Separating Politics
It helps to make the distinction between politics and governance. Politics is what happens around elections. It usually is partisan in nature. Governance is what should happen between elections. It consists of the day-to-day operation of the organization and should be for the benefit of all.

One of the key transitions for school board trustees is the transition from campaigning to governing. In the worst situations, politics carries over into daily administration, providing a constant distraction to the core business of the organization.

Governance differs from administration or curriculum and instruction. Instead, it is about the overall goals and direction of the district, its moral imperative and the main principles that guide the journey. Governance is a process for setting the direction of the organization, establishing the structure and ensuring financial and programmatic accountability. Generally, governance is about the what of the organization and administration is about the how.

If one cardinal rule of change management is emerging in system change, it is that direction must be jointly determined or otherwise treated as achieving unity of purpose. Effective superintendents work continuously at fostering unity of purpose with their boards of education, while simultaneously cultivating the same themes at all levels of the system.

Our vision is of a governance system, school board and superintendent working together as a cohesive, unified team with a common vision driven by a shared moral imperative. In essence, superintendents must take purposeful action in addressing governance, especially given the neglect of examining trustee-superintendent relationships.

Tenure as Causation?

We noticed the school districts that were most successful against the odds had superintendents with long tenures who had developed strong relationships with

their boards. Were they just lucky? Is correlation, not causation, at work?

In some situations, a superintendent might get stuck with an impossible board or individual member. In such cases, it is possible to be a victim of bad luck. But such a situation is likely to be very much in the minority. Our main premise is that the vast majority of school board members are committed and dedicated to improving the public education system.

In the book, we feature five superintendents who were highly successful at integrating governance and day-to-day actions. All had great relationships with their school boards. What these leaders had in common — beyond at least 10 years of tenure in highly complex, challenging districts — were these characteristics:

»They knew how to be purposeful;

»They knew how to establish and maintain an internal moral compass;

»They could focus, focus, focus;

»They maintained a districtwide coherence; and

»They showed they were great teachers and facilitators with the board and the district staff.

Davis Campbell, senior policy fellow at the University of California, Davis, with Christina Murdoch, executive director of the university's Superintendents Executive Leadership Forum.

Hidden Treasures

We have seen that core governance is about fostering cohesive conditions for implementing the moral imperative of all children learning. Further, this agenda includes internal cohesion at the board level, at the district and school levels and between the two levels. This requires superintendents to build teams and to participate as learners and forgers of purpose.

The moral imperative is front and center throughout the system. We find ourselves speculating that such a preoccupation and its relentless pursuit brings out the best in all people, including trustees. We believe that no matter the initial reason for joining the board, commitment to a shared moral imperative and a well-led

governance system will build a strong foundation for sustainable excellence for all children.

We end with a seemingly simple, easy-to-overlook but exceedingly powerful human phenomenon: manner. High-performing superintendents understand that the best way for everyone to understand the importance of manner is to model the behavior and demeanor they expect from their trustees and staff (this doesn't mean that anger over injustices has no place).

Everyone is watching the superintendent, but trustees even more so. The slightest innuendo can become magnified. Superintendents, much as the best classroom teachers operate, are better off if they demonstrate respect for everyone. Indeed, respecting those who might not appear to be fitting in may lead to hidden treasures of ideas, attitudes and energies.

MICHAEL FULLAN is global leadership director at New Pedagogies for Deep Learning in Toronto, Ontario, Canada. Twitter: @michaelfullan1. **DAVIS CAMPBELL**, retired executive director of the California School Boards Association, is a senior policy fellow at the University of California, Davis. They are co-authors of *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Corwin, 2019).

What It Takes To Lead

The role and function of California's school boards

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What It Takes To Lead

The role and function of California's school boards

This guide by the California School Boards Association provides answers to frequently asked questions about school board service. In particular, it may assist those:

› seeking a better understanding of school board members' responsibilities;

› seeking a better understanding of how public schools are overseen by school boards acting on behalf of the public;

› considering whom to encourage to run for the school board;

› considering whom to vote for in a school board election; or

› considering whether to run for the school board themselves.

Who are school board members?

School board members are locally elected public officials entrusted with governing public schools in the community. While school board members are elected as individuals, they serve as part of a governance team — one which includes each board member and the superintendent.

Why do we have school boards?

Citizen oversight of local government is the cornerstone of democracy in the United States. It's the foundation that has lasted through the turbulent centuries since our nation came into being. In the book, *Time for Curriculum*, Henry Brickell and Regina Paul note that we use citizen control for "…cities, counties, states, regions, the nation. We use it for sewers, police, roads, firefighting, rivers, libraries, airplanes, prisons, forests, the military – every government function; all staffed by experts, without exception; and all governed by civilians."

It's appropriate, then, that we entrust the governance of our schools to citizens elected by their communities to oversee both school districts and county offices of education. Today, nearly 100,000 citizens serve local communities throughout the nation as school board members, the largest category of elected public officials in the United States. School boards provide direction and oversight for the professionals who manage the day-to-day operations of the schools. They also provide accountability to the community.

What's unique about California's schools?

In California, the public schools serve more than six million students — a collective student body larger than the total population of many other states. Over 5,000 school board members govern the nearly 1,000 school districts and county offices of education in our state. Ours is the largest public school system in the nation, with the most diverse student body. While approximately 40 percent of the state general fund goes to support PreK-14 public education California still lags most other states in per-pupil funding, spending almost $2,000 less than the national average per pupil and ranking 41st in the nation when considering the cost of living and doing business in California. The state spends less of its overall economy (called effort) relative to the rest of the states.

California school districts vary widely, from isolated rural districts with fewer than 20 students to the largest urban district with over 700,000 students. There are "elementary districts" with grades kindergarten through 6 or 8, "high school districts" with grades 9 through 12 and "unified districts" with grades Pre-K through 12 — all overseen by local boards of education.

The school districts and county offices of education for which board members are responsible are multi-million dollar enterprises. Often they are the largest employer in a community, have the largest transportation and food service operations, and have the greatest number of facilities to maintain.

Serving as a school board member

What is the school board's role and what are its responsibilities?

It's easy to say that school boards "govern" their schools. But what does that mean in everyday practice? The role of the board is to be responsive to the values, beliefs and priorities of its community.

The board has five major governing responsibilities:

1. Setting the direction for public schools in the community

Of all the responsibilities of governing boards, none is more central to the purpose of local governance than ensuring that a long-term vision is established for the school system. The vision reflects the consensus of the entire board, the superintendent and district staff, and the community as to what the students need in order to achieve their highest potential. The vision should set a clear direction for the school district/COE, driving every aspect of the district's/COE's program.

2.   Establishing an effective and efficient structure

The board is responsible for establishing and maintaining an organizational structure that supports the district's/COE's vision and empowers the professional staff. Although the board doesn't implement policies or programs, the board is responsible for:

› employing the superintendent and setting policy for hiring other personnel*;

› overseeing the development and adoption of bylaws and policies;

› setting a direction for and approving adoption of the curriculum;

› establishing budget priorities*, adopting the budget and Local Control and Accountability Plan, and overseeing facilities issues*; and

› providing direction for and adopting collective bargaining agreements*.

3. Providing support

Through its behavior and actions, the board has a responsibility to support the superintendent and staff as they implement the established vision. This involves:

› acting with a professional demeanor that models the district's/COE's beliefs and vision;

› making decisions and providing resources that support mutually agreed upon priorities and goals;

› upholding district/COE bylaws and policies the board has approved;

› ensuring a positive personnel climate exists*; and

› being knowledgeable enough about district/COE efforts to explain them to the public.

4. Ensuring accountability to the public

The board represents the community and is accountable to the public for the performance of the schools in the community. The board establishes systems and processes to monitor results, evaluates the school system's progress toward accomplishing the district's vision and communicates that progress to the local community. In order to ensure personnel, program and fiscal accountability, the board is responsible for:

› evaluating the superintendent and setting policy for the evaluation of other personnel*;

› monitoring, reviewing and revising policies;

› serving as a judicial and appeals body;

› monitoring student achievement and program effectiveness and requiring program changes as indicated;

› monitoring and adjusting district finances*;

› monitoring the collective bargaining process*; and

› evaluating its own effectiveness through board self-evaluation.

5. Demonstrating community leadership

As the only locally elected officials chosen solely to represent the interests of students, board members have

* Area where county board responsibilities may differ from school board responsibilities.

a responsibility to speak out on behalf of children. Board members are advocates for students, the district's/COE's educational programs and public education. They build support within their communities and at the state and national levels.

The board has a responsibility to involve the community in appropriate, meaningful ways and to communicate clear information to the community about district/ COE policies, educational programs, fiscal condition and progress on goals. Governing boards must also ensure that the community and stakeholders have engaged in the LCAP development process. These five responsibilities are so fundamental to a school system's accountability to the public in our democratic society that they can only be performed by an elected governing body. Board members fulfill these roles by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

What makes an effective school board member?

How board members perform their role is as important as the role itself. Board members' relationships with each other, with the superintendent and other staff, and with the public have a profound impact on a board's effectiveness. These boardsmanship skills affect the board's ability to come to consensus about the direction of the school system, advocate with credibility, and establish a positive climate that encourages the best from staff.

While there is no ideal model of a board member, and while each serves with a unique style, background and perspective, there are some basic characteristics which effective board members have in common. Many of these qualities are acquired through experience and all are important to consider. Fundamental principles of effective governance are reflected in a series of Professional Governance Standards developed with input from board members and superintendents throughout California. Following adoption by the California School Boards Association's Delegate Assembly, the standards have been adopted locally by hundreds of district and county boards across the state. These standards recognize that to be an effective trustee, an individual board member:

› keeps learning and achievement for all students as the primary focus;

› values, supports and advocates for public education;

› recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community;

› acts with dignity, and understands the implications of demeanor and behavior;

› keeps confidential matters confidential;

› participates in professional development and commits the time and energy necessary to be an informed and effective leader;

› understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff; and

› understands that authority rests with the board as a whole and not with individuals.

Furthermore, working with the superintendent as a "governance team," the board must have a unity of purpose and must:

› keep the district/COE focused on learning and achievement for all students;

› communicate a common vision;

› operate openly, with trust and integrity;

› govern in a dignified and professional manner, treating everyone with civility and respect;

› govern within board-adopted bylaws, policies and procedures;

› take collective responsibility for the board's performance;

› periodically evaluate its own effectiveness; and

› ensure opportunities for the diverse range of views in the community to inform board deliberations.

Finally, effective board members focus on closing opportunity gaps. Given persistent gaps that have denied opportunity to many students based on their economic status, race and other factors, board members that are focused on closing these gaps can help to ensure that public schools truly serve all students. Effective board members look at all decisions through an equity lens, meaning that they are focused on allocating resources to students based on their needs and constantly consider how board actions can help to close or widen access to opportunity.

It is vitally important that voters carefully choose the citizens to oversee their schools to whom they entrust their children and their tax dollars. It is equally important that school board

candidates understand the depth of commitment required to effectively fulfill the school board role.

For example, school districts and COEs are governed by boards, not by individual trustees. Understanding the collective decision-making process is an important step in becoming an effective board member. Optional Board Bylaw 9230, Orientation, provides guidance on how newly elected board members will be oriented to their role on the board.

Becoming a school board member

How does someone become a school board member?

The vast majority of California school board members are locally elected. In only one case are county board members appointed by the county board of supervisors.

When a vacancy occurs on a board, the remaining members of the school board may order an election or appoint a board member to serve until the next regularly scheduled election in accordance with law. If the vacancy occurs within four months of the end of the board member's term, the board does not fill the vacancy.

Who is eligible to serve on a school board?

School boards are nonpartisan. Candidates for boards are not required to belong to a political party. In California, you may be elected or appointed to a governing board of a school district if you are:

› 18 years of age or older;
› a citizen of the state;
› a resident of the school district (or county for COE members)
› a registered voter; and
› not disqualified by the constitution or laws of the state from holding a civil office.

An employee of a school district may not be sworn into office as an elected or appointed member of that school district's governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment automatically terminates upon being sworn into office.

Any registered voter is eligible to be a member of the county board of education except the county superintendent of schools, any member of his or her staff, or any employee of a school district that is within the jurisdiction of that county board.

How many people serve on a school board?

While boards may consist of three, five or seven members, the majority of California school boards are composed of five members.

How long are school board terms?

School board members serve for terms of four years. Terms are usually staggered so there will be openings every two years.

When are elections held?

Most school board elections are held in conjunction with November general elections in even-numbered years. The best way to find out the date of the next election is to call the office of the superintendent of the local school district or county office of education.

How are board members elected?

Board members are elected in one of three ways:

› **At large:** Board members can live anywhere in the district and are elected by all the voters in the district.
› **By trustee area:** Board members have specific geographic trustee areas in which they must live and are elected only by the residents of that area. It is important to note that all county board members are elected by trustee area.
› **From trustee area:** Board members must live in particular geographic areas but are elected "at large" by all the voters in the district.

How does someone become a candidate for school board?

Candidates must fill out a "declaration of candidacy" form. In most cases, this must be picked up and filed at the county elections office. In a few counties, it's possible to get forms at the local school district administration office or the county office of education. According to the state Elections Code, declaration of candidacy forms must be filed during a period extending from 113 days to 88 days before the election is to be held. For November elections, candidate filing takes place for several weeks during the summer.

Candidates should consult the county elections office to determine whether or not filing fees or nominating signatures are required. Occasionally a school district election is influenced by a city charter and filing procedures may vary somewhat.

There may be a fee if a candidate wishes to have a candidate statement printed in the voter's guide distributed to all local voters. Some school districts and county offices pay for the printing of this statement for all candidates to their board.

Are there rules about school board campaigns?

School board campaigns range from simple to sophisticated, depending on the candidate and the community. One element all campaigns have in common, however, is the state requirement for reporting campaign finances. State law governs the reporting procedures to be followed. School board candidates who have over $1,000 in expenditures or receive contributions totaling $1,000 or more must report contributions and loans received, and expenditures and loan repayments, to the county elections office. School board campaigns range from simple to sophisticated, depending on the candidate and the community.

Once elected, school board members must abide by state requirements dealing with the filing of Statements of Economic Interest relating to conflict-of-interest regulations. These involve public disclosure of economic interests and require public officials, under certain circumstances, to disqualify themselves from making governmental decisions which could affect their financial interests. More information on this topic is available from the California Fair Political Practices Commission in Sacramento.

Where is more information available about the election process?

The county elections office has complete information about the local elections process. The superintendent's office in the local school district or county office of education should be able to provide the name and phone number of the county government office that handles elections. In many counties, candidate handbooks are available. Additional information is available in California's Education Code, Government Code and Elections Code.

Newly elected school board member resources

The California School Boards Association offers a variety of resources and training specific to the needs of school board members.

Professional development

www.csba.org/TrainingAndEvents/GovernanceBasics

CSBA's Orientation for New Trustees at the Annual Education Conference – This one-day, preconference orientation for new trustees prepares new board members for their first 100 days of service.

Institute for New and First-Term Board Members – This innovative two-day seminar is one of the best opportunities for newly elected and first-term trustees to learn about their unique role and responsibilities.

Professional development continues throughout your journey as a school board member. Visit **www.csba.org/TrainingAndEvents** for a full list of all CSBA trainings.

Publications

Call to Order: A Blueprint for Great Board Meetings – This comprehensive resource includes content regarding the structure and leadership for board meetings as well as parliamentary procedure.

The Brown Act: School Boards and Open Meeting Laws – This guide to the Brown Act is a must-have for any board member.

The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research – This report synthesizes district improvement research and demonstrates how school boards can impact student outcomes.

To view all of CSBA's publications, visit **www.csba.org/CSBAStore.**

The CSBA website provides a wealth of resources and information for all board members. Visit us at **www.csba.org.**

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Governing to Achieve

A Synthesis of Research on School Governance
to Support Student Achievement

Christopher Maricle, California School Boards Association | August 7, 2014

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Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement

Christopher Maricle, California School Boards Association | August 7, 2014

Introduction

The California School Boards Association developed the Professional Governance Standards in 2000 through a collaborative process including hundreds of board members, superintendents and other educational leaders throughout the state of California. The intent of the standards was to enhance the public's understanding about the critical responsibilities of local boards and to support boards in their efforts to govern effectively.[1] Since that time, the body of research on school boards has grown. This report synthesizes and summarizes some common findings from the research as well as from the concepts and theories suggested by governance practitioners. The findings suggest an evidentiary basis for the Professional Governance Standards. In addition, the findings identify some new governance practices that have come to light in the decade since the standards were developed.

The purpose of this report is to describe the research-based activities of boards that contribute to raising student achievement in a framework that can serve as the foundation for informing boards and communities about how to strengthen local governance as an important step in improving education for all students in California.

Why school governance matters

There is wide consensus that students graduating from high school will need at least some post-secondary training to acquire the skills necessary to participate in the emerging economy of the 21st century. School boards bear the ultimate responsibility for ensuring that students leave our K-12 schools prepared for post-secondary success. A growing body of literature and research suggests that boards can add value to raising student achievement. Therefore, understanding the research on how boards contribute to school effectiveness should be a primary concern to board members, the communities that elect them, and the professional educators they support and direct.

Not only have our expectations for student outcomes evolved, the way in which we teach students is also undergoing major changes. Technology is bringing vast informational resources to some teachers and students, though not all have equitable access. The digital divide creates a significant challenge, and overcoming the inequity can translate into significant cost. Technology also brings the possibility of online learning, and alternative forms of instructional delivery. It has been predicted that 50% of all high school classes will be online by 2019, making the typical high school experience a blended learning experience, mixing the best of online and face-to-face learning. In addition to technology, recent advances in neuroscience, specifically on how the brain learns, are causing researchers and practitioners to talk about the structures we need for 21st century learning, and there are calls for teacher education to include neuroscience coursework. These changes are inspiring new conversations about the assumptions we have for learning. For decades, time and space for learning was fixed and student outcomes varied. Now, educators

are talking about keeping time and space flexible, but making student outcomes fixed: all students meet standards of performance. Because of their authority and responsibility to set goals and policies that guide districts, boards have a crucial role to play in transforming how K-12 schools will work in the 21st century.

Finally, our K-12 schools serve a deeper purpose. According to historian David Tyack:

> The founders of the nation were convinced that the republic could survive only if its citizens were properly educated … The common school … was a place for both young and adult citizens to discover common civic ground, and, when they did not agree, to seek principled compromise.[2]

Professor Benjamin Barber, director of the Democracy Collaborative at the University of Maryland contends that the founding fathers "agreed that the success of the new experimental Constitution depended as much on the character and competence of the citizenry as on the clarity and farsightedness of the Constitution."[3] Public schools are the place where we develop the character and competence of young people.

Schools teach students how democracy works. Schools also engage students in collaboration, preparing them for participating in public life. Schools model the democratic process because they are governed by locally elected boards. Our country desperately needs schools that are committed to modeling, teaching and engaging young people in the practice of democratic citizenship. Thus, the importance of a clear and coherent understanding of how local school governance can be most effective is directly related to one of our most important goals as a free society. Our ultimate goal must be that every student become, in the words of Michigan State College president John Hannah in 1944, "an effective citizen, appreciating his opportunities and fully willing to assume his responsibilities in a great democracy."[4] Locally, school boards must make decisions that will prepare the next generation not only to govern, but to want to govern.

Context: The evolution of K-12 education and governance

Though most school classrooms may look similar to the one's our grandparents knew, K-12 public education has experienced tectonic changes that have significantly shifted the work of school boards. Several major changes in the last sixty years that deeply impacted K-12 schools nationally include:

1. Teaching grew as a profession. The requisite knowledge and skills have become more specialized over the decades.

2. The business of schools became increasingly complex.

3. Federal and state government regulation dramatically increased. Federally, this included the National Defense Education Act of 1958, the Bilingual Act of 1968, Title IX in 1972, Education for All Handicapped Children in 1975 (renamed in 1991 as the Individual with Disabilities Act), leading up to No Child Left Behind Act in 2000.

4. School districts grew fewer in number and larger in size, reducing the total number of districts nationally by more than 50,000 in just 13 years. On any given day the 1970s, "three district disappeared forever between breakfast and dinner." (Figure 1)

5. As result of the growth of districts, the relative number of constituents represented by board members increased significantly. In the 1930s, school board members represented an average of about 200 people. By 1970, that number had jumped to an average of 3,000.[5]

6. More recently, the county is being changed by sweeping demographic and economic shifts. The U.S. Census Bureau estimated that by 2015, net international migration will account for more than half of our nation's population growth. At the same time, our country is experiencing a wide disparity in literacy and numeracy skills which are not evenly distributed across race, ethnic or socioeconomic subgroups. In addition to the skills gap, there have been major changes in the economy, including a dramatic decrease in manufacturing jobs.[6]

Fig. 1

Disappearing districts

89,000 — 1948
55,000 — 1953
31,000 — 1961
14,000 — 2007

At the state level, there are additional factors in California that impact school boards.

7. California communities are becoming increasingly diverse. More than 1.4 million English language learners made up 23% of California's K-12 student population in 2010-11.[7]

8. California has one of the lowest per-pupil spending rates among the 50 states.

9. Initiated after years of funding cuts triggered by a national recession, the implementation of Common Core is requiring changes in instructional pedagogy, learning materials and assessments. This initiative requires significant and ongoing investments in teacher professional development and technology hardware and infrastructure.

10. The state is changing its state assessments and revising its accountability system at the same time.

11. The Local Control Funding Formula and Local Control and Accountability Plans (approved in 2013) are changing the how district funding is allocated and how districts and boards must align budgets to outcomes.

In summary, districts became larger, the business of schools more complex and the profession of education more specialized. Government regulation became more prescriptive and the overall level of funding declined. There are several significant changes taking place simultaneously in the educational system, and there is a high degree of uncertainty. The population is increasing in size and diversity, the economy has been turbulent, and the job market is changing significantly.

Despite all these challenges, public opinion still supports local school boards. When asked, in a 2006 Phi Delta Kappa poll, who should have the greatest influence on what is taught in public schools, 55% of respondents chose school boards, 26% chose the state, and 14% chose the federal government. Despite this support, the public is not engaged in school governance. This is evidenced by the consistently low voter turnout at school board elections, especially off-cycle elections.[8]

Yet, if boards can help raise student achievement, and the research indicates that they can, then all stakeholders have a vested interest in the effectiveness of school boards. Students will be best served when community members, parents, staff and board members share an understanding of what effective boards do. There is room for hope—a growing body of research is clarifying how boards contribute to raising student achievement, and we turn now to that research.
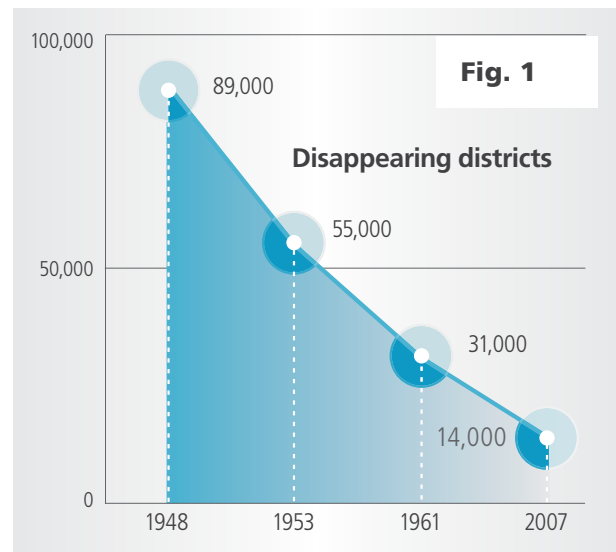
Executive Summary

Effective boards engage in three kinds of governing activities that are separate but inter-related, and all take place at board meetings. In addition, both in and outside of school board meetings, effective boards engage the community. The individual concepts summarized below are not difficult to understand. Collectively, however, they constitute a wide array of individual and group knowledge and skills that are practiced in very unique context—board meetings. These meetings address a wide variety of issues, with varying levels of detailed information in the public view of constituents with very different interests. Because the boards can only do their work at board meetings, there is a considerable time constraint. This makes the practice of governance difficult.

This report summarizes research on effective school governance that can provide boards with a framework to assess how the board can best improve its own performance, and to do so in ways that contribute to student achievement. Great governance happens when board members and superintendents implement these simple ideas with uncommon discipline.

Effective boards establish governance commitments

- **Embrace a common set of core beliefs** about public education, the ability of students and staff to perform at high levels, and the elements of good school governance.

- **Build and sustain productive partnerships** among board members and between the board and the superintendent.

- **Reach clear internal agreements** regarding board values, norms and protocols to organize board operations.

Effective boards adopt practices to increase their effectiveness

- **Improving their capacity to govern** by creating protected time and structure for their development as a board.

- **Understanding successful reform structures** by practicing systems-thinking, continuous learning, and extending leadership for learning.

- **Using data** to make decisions and monitor district performance.

Effective boards focus on core governing decisions

- **Set direction** by making student achievement a high priority, prioritizing all district improvement efforts and clarifying the board's expectations for performance.

- **Align all district resources and policies** to ensure improvement efforts are supported.

- **Establish a comprehensive framework for accountability** that includes board, superintendent and district performance and involves and is responsive to the needs and interests of parents and community members.

Effective boards engage the community

- Create a sense of **urgency** for reform.

- **Involve stakeholders** in vision and long-term planning.

- Develop and maintain district **partnerships**.

- Build **civic capacity** in the community to support district reform.

Chapter 1: Governance Defined

To guide this research effort, it is necessary to first unpack our definition of school governance. What is governance? What do school boards do? A working definition emerges from a combination of 1) general theories of governance and concepts of K-12 school governance, 2) the purpose and complexity of K-12 education, 3) the representative, fiduciary and instrumental roles of school boards, and 4) the scope and limits of school board authority.

Concepts of governance and school governance

Government, for-profit (corporate), and non-profit/philanthropic entities offer similar definitions for governance. For-profit governance has been described as "the framework of rules and practices by which a board of directors ensures accountability, fairness, and transparency in a company's relationship with its stakeholders." The International Federation of Accountants published a 2001 report entitled Governance in the Public Sector—A Governing Body Perspective which states "Governance is concerned with structures and processes for decision-making, accountability, control, and behavior at the top of organizations." A 2009 article in Australian Philanthropy defines governance as the "framework of rules, relationships, systems, and processes within and by which authority is exercised and controlled."

At first glance, the definitions above could be applied to school boards generally, but they do not account for the differences between school boards and other elected governing bodies or between schools and other for-profit and non-profit entities. A 2006 Wallace Foundation report posits a definition that applies to all levels of education from federal to local: "governance creates the framework through which high-quality leadership can be exercised throughout the educational system."[9]

The purpose and complexity of K-12 education

The governance of any organization must be partly defined by its desired ends. One of the over-arching purposes of K-12 schools is to ensure that all students are prepared for post-high school success. Achieving this is the work of education professionals with special training. The requisite knowledge and skills have become more specialized over the decades and boards have increasingly looked to the expertise provided by the superintendent and staff, since this expertise is neither required nor expected of board members. In addition, the business of schools has also become increasingly complex. It is "heavily statutorily regulated, usually unionized, responsible for large employment costs, policy-laden, and financially challenged."[10] As a result, boards have increasingly looked to the professional staff for research-based and field-tested practices that inform the board regarding what the district ought to do.

The roles of school boards

There are three distinct and sometimes conflicting roles that boards and board members must balance in their governing work.[11]

Representative role

School boards are elected or appointed to serve the community, so individually and collectively board members have a responsibility to ensure that their governing work is guided by the values and interests that the community has for its schools. Community input is critical; it informs the board what the community wants the district to do for its students. The representational role can be endangered by low voter turnout. In a recent election in Austin, Texas, school board election turnout was less than 3% of registered voters. With so few voters, local school board elections can be significantly shaped by special interest groups, who may exert a disproportionate influence on the outcome. A second challenge that communities face is a lack of clarity of the authority and role of local school boards, and the skills and characteristics that most often result in effective board service. The representational role of the board is strengthened when communities: 1) understand the role of the board, 2) help to identify high-quality candidates, and 3) participate in local elections.[12]

Instrumental role

There are some things that boards must do, regardless of public sentiment. California Education Code 35161 mandates that boards "shall discharge any duty imposed by law upon it" In this role, boards must ensure that the district is legally compliant with state and federal law, including ensuring that all district policies remain consistent with the California code as laws change. This can create a conflict for boards—when the local community supports a course of action that is inconsistent with legal requirements.

Fiduciary role

Boards have a fiduciary obligation to ensure the financial health and long-term stability of the district. Boards must hold the assets and resources of the districts in trust—literally acting in the district's best interests. The fiduciary role requires boards to balance costs for operations and change initiatives with district capacity. Therefore, one of the key responsibilities of the board is to monitor district revenues and expenditures throughout the year. The annual calendar for the board's budget oversight activity is established in law including budget adoption, first and second interim reports, unaudited year-end financial reports, and an annual audit. This role focuses the board on what the district is able to do.

These three roles, combined with purpose of K-12 education, create a framework of four perspectives within which boards govern:

• the community perspective: what stakeholders want the schools to do;

• the legal perspective: what the law says the schools must do;

• the professional perspective: what educators say the schools ought to do; and,

• the fiduciary perspective: what the schools are able to do.

School board authority

Boards of education in California's K-12 school districts and county offices of education receive their governing authority from state law. California law specifies what board must do, may do, and may not do. These are contained in multiple education and government codes too numerous to summarize or analyze here. There are, however, three specific codes that establish the general scope of school board authority.

Education Code 35160: "On and after January 1, 1976, the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established."

Education Code 35160.1(b): "It is the intent of the Legislature that Section 35160 be liberally construed to effect this objective."

Education Code 35161: "The board …

- may execute any powers delegated by law to it

- shall discharge any duty imposed by law upon it

- may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated."

Limits of authority

While California Code clearly provides broad authority for boards to act, it also very narrowly defines how and when boards exercise these governing powers. Boards are authorized to take action:

- only at meetings open to the public. [Education Code 35145, with some exceptions outlined in Government Code 54954.2]

- only on items listed on the board's agenda—posted 72 hours in advance. [Government Code 54954.2, with some exceptions for emergencies and other qualifying criteria.]

- only by a formal vote of the board majority. [Education Code 35163-4]

It is important to clarify that neither California Education Code nor Government Code grant any authority to individual school board members. The board's power is collective only, and only when they convene at publicly-noticed meetings that are open to the public.

The definition

By combining the concepts of governance, the purpose and complexity of K-12 education, the various roles of board members, and the scope and limits of school board authority granted in state law, a possible definition emerges.

Definition language	Definition elements (criteria)
School boards ensure success for all students	Boards ensure the ultimate purpose (mission and vision) of the district.
by making decisions	Boards are granted broad decision-making authority in California Education Code.
that fulfill legal mandates and	Boards have an enforcement role.
align district systems and resources to ensure long-term fiscal stability of the district.	Boards have a fiduciary role to hold the best interests of the district and students in trust.
Boards must act collectively and openly,	Boards have only collective authority. Meetings are open to the public (with certain exceptions permitted in law).
be guided by community interests, and	Boards have a representative role.
informed by recommendations of the superintendent and professional staff.	Boards rely on the professional judgment of educational leaders.

Chapter 2: Governance Commitments

Effective school boards create and abide by governing agreements to which they mutually commit. These agreements are achieved through deep discussions that result in mutual understanding and common ground in three critical areas: board core beliefs, board and board-superintendent partnerships, and board values, norms, and protocols.

Effective school boards commit to core beliefs

These commitments include establishing overarching values and beliefs they share about public education, governance, students and the district that help them transcend their individual differences to develop a cohesive board.

Public education

In order to support the district mission, it is important for board members to articulate a clear and coherent set of beliefs around the purpose of public education. Shared beliefs are a prerequisite for building shared vision for the district; these beliefs guide the district's mission.[13]

Governance

In order to be effective, school boards must develop a coherent understanding of what it means to govern. Board members should discuss thoroughly the purpose and functions of governance, and the value of "high-quality, citizen-owned and -led public education."[14] These conversations are critical because beliefs and values drive behavior. When board members have conflicting beliefs and understandings about governance, it can lead to confusion as board members practice their governing roles in different and sometimes contradictory ways. Creating clarity among all governing team members about the purpose, definition and practices of good governance is a key step to building and maintaining the trust that is necessary for board members to work effectively with each other and the superintendent.

Students and staff

Core beliefs about students have been correlated with high student achievement. Research has found that "board members in high-achieving districts had more elevating views of their students' potential."[15] This is consistent with CSBA's Professional Governance Standards, but constitutes a more prescriptive standard than keeping "learning and achievement for all students as the primary focus."[16] Boards that positively impact student achievement do more than simply focus on student achievement; they believe their students are capable of achieving it. In addition, the research findings were not limited to attitudes about students; board member beliefs and attitudes about the capacity of the district also matter. "Board members in high-achieving districts had … more confidence in district staff's capacity to effect gains."[17]

Effective school boards establish productive partnerships

Governance researchers and practitioners have reached similar conclusions on the importance of a positive and productive board-superintendent relationship.

- "Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust."[18]

- "Board members have numerous and complex relationships … the most important are the relationships board members have with one another and with the superintendent."[19]

- A strong school board-superintendent relationship is critical to achieving success"[20]

- "There is a significant correlation between the superintendent's relationship with the board president and board alignment with and support of goals."[21]

- "Exceptional boards govern in constructive partnership with the chief executive, recognizing that the effectiveness of the board and chief executive are interdependent."[22]

- The board nurtures the development of its members as a group; it tends to the board's collective welfare, and fosters a sense of cohesiveness."[23]

- Superintendents play a key role in ensuring good relations with their boards and among board members.[24]

The concept of partnership subtly shifts the concept of a 'governance team' where the board and superintendent lead together within their respective roles. This is still true, however, teams usually consist of equal members. Partnership is different; it includes people who are not on the same team. They have different roles with shared goals they mutually pursue. Partnership conveys the concept of mutual dependence, but not equality. Superintendents and board members are not the same, but each needs the other to be successful. Board members are usually not professional educators and have neither the special training nor the experience necessary for educational leadership. Superintendents do have these qualities, but they are not elected officials and cannot perform the governance functions that community-elected board members fulfill.

Effective school boards clarify values, norms and protocols

Values, norms and protocols help boards clarify their collective beliefs, how they will work together, and the procedures they will follow to manage board operations.

Values

Values are the principles and ideals that serve as the foundation of board culture. The board and superintendent must specifically articulate the values that will guide their working relationship. These values help answer the question: "What do you need from each other to function well as an effective group?" CSBA's Professional Governance Standards speak directly to the question of values, and specifically mention openness, trust, integrity, civility and respect.

Norms

Norms are the behavioral expectations that board members have for one another. While his concepts regarding organizational health are directed at executive teams, Patrick Lencioni's work is pertinent to boards. Lencioni proposes that the question "How do we behave?" is second only to the question "Why do we exist?" because any group of people responsible for the leadership of an organization must be

cohesive, and this cohesion cannot be achieved without clear agreements on the behavior members expect from each other.[25] Values answer the question: "What do we stand for and believe in?" Norms answer the question: "What does that look like as we interact with one another?

Protocols

Protocols are the board's operational procedures that clarify how the board does its work. Effective boards are intentional and specific in how they structure and organize their governing work so that they can fulfill essential governance duties and focus organizational priorities.[26] Protocols provide clarity and remove confusion. Without clear processes, "governance is difficult, maybe impossible."[27] Protocols are often the focus of board development work and clarify how the board will: communicate between meetings, prepare for meetings, conduct meetings, and interact with community members in and outside of meetings.

Failure to establish and abide by values, norms and protocols is a common source of difficulty for boards. Lack of clarity or commitment to these procedures can create confusion as well as anger or distrust among members. This often distracts the board from its real governing work and has a negative effect on board and district culture. Effective boards work hard to maintain clarity and commitment to the board's values, norms, and protocols.

Summary

Effective school boards establish governance commitments in three key areas: 1) They embrace a common set of core beliefs; 2) They are intentional about building and sustaining productive partnerships; and 3) They have clear agreements regarding board values, norms, and protocols. Reaching clarity around these issues is foundational to working effectively as a governing board. These agreements should be committed to writing, referred to regularly and reviewed periodically. This level of clarity creates the conditions for the smooth and effective functioning of the board, freeing the board to focus all of its energy on the most critical matters facing the district.

Chapter 3: Governing Practices

Governance research identifies three major areas of effective school board practices, including improving governance, focusing on the foundations of successful education reform, and using data.

Effective school boards focus on improving governance

Effective boards are intentional about developing their own capacity to govern through practices specifically designed to focus their attention on improving their board skills. These practices include board development and monitoring and evaluating board performance.

Board development

Board development can improve the board's ability to work together successfully [28] and translate into more effective leadership and governance.[29] However, school board members—and newly elected board members in particular—often receive little or no training for their governance work.[30] Board development includes learning about education trends and practices, but also focuses on learning about governance roles, knowledge and skills.[31] When boards are better educated about the work of governing, they are more likely to form an effective team.[32] Learning together about board roles has been identified as one of the key practices of boards in districts that effectively advance student achievement.[33] Similar findings are evident in governance research outside education. Exceptional non-profit boards build learning opportunities into their regular governing activities both in and out of the boardroom.[34] These learnings ensure that board members are well informed about the organization and the professionals working there, as well as the board's own roles, responsibilities, and performance.[35]

Monitoring and evaluating board performance

School board researchers conclude that boards in successful districts create mechanisms for accountability within and across the system,[36] including holding themselves accountable.[37] This is the second core aspect of strengthening a board's capacity to govern: to set governance performance targets, monitor performance toward those targets and conduct board evaluations. CSBA's Professional Governance Standards assert that an effective board periodically evaluates its own effectiveness. Eadie makes the point explicitly.

> "every truly high-impact board I have ever worked with has played an active, formal role in managing its own performance as a governing body, not only by taking accountability for the board's collective performance but also making sure that individual board members meet well-defined performance targets." [38]

To sustain their focus on improving governance, boards must create protected time for their developmental work and integrate these practices into the board calendar and meeting agendas.[39] A fundamental aspect of the board's development is the effectiveness of its meetings. Boards can only perform their governance work at board meetings, where they have limited time and often extensive issues that require their attention. So the effectiveness of these meetings is critical to effective governance. According to Donald McAdams, founder of the Center for Reform of School Systems, public board meetings can influence community perception about the district and its leadership. "Crisp, efficient, well-ordered meetings send the signal that the board knows its business and is taking its stewardship of the schools seriously." [40]

Effective school boards focus on the foundations of successful reform

Research and literature on the effectiveness of school districts and boards reveals three core elements of successful reforms that effective boards embrace as foundational to their change efforts: systems thinking, a culture of continuous learning, and distributed leadership.

Systems thinking

K-12 school districts and county offices are complex organizations with many interacting parts. Changes in any one part of the organization will have consequences, often unintended, in other parts of the institution. Embracing systems thinking means that boards are intentional about learning the dynamics of the systems they govern and recognizing how changes will impact the entire organization.[41] Approaching school governance with a systems thinking mindset includes the understanding that large, complex systems are inherently resistant to change without careful planning and strong implementation.[42] Because the systems are complex, the changes cannot be isolated; "improvement doesn't mean doing one thing exceedingly well, it is doing many aligned things well."[43] This alignment is not theoretical, but experiential. Systemic change requires support for the change in every school, with all elements of the system interconnected and involved, day after day.[44]

A culture of continuous learning

Boards maximize the performance of educators by creating a culture of continuous learning at all levels. In the field of K-12 teacher professional development, professional learning communities (PLC) have gained strong momentum and wide acceptance. One of the most important characteristics of PLC's is focusing on collective rather than individual development. The board, working with the superintendent, creates and sustains this ongoing development through goals, policies and resource decisions that create dedicated time and space for collaborative learning. This time is dedicated to collectively studying and addressing classroom challenges in instruction and assessment.[45] In a culture of high trust, it provides educators the freedom and confidence to openly share mistakes and constructively analyze classroom practice.[46] Building this culture of continuous learning requires boards to understand the characteristics of quality professional development and to invest in it through intentional changes in the allocation of people, time, and money.[47]

Distributed leadership

Boards and superintendents provide the top-level leadership that moves an education system towards fulfilling its mission. Recent research has revealed the importance of expanding leadership throughout the system. Capacity, accountability, and empowerment—giving adults as much power as possible to do their work—are the foundation of any successfully theory of change.[48] Others characterize this as a balance between districtwide direction and building-level autonomy, extending the relationship between the board and the superintendent to other district leaders, including central office staff, site principals and teacher leaders. Other researchers have described this empowerment as defined autonomy—giving authority and responsibility to principals within clear parameters for outcomes,[49] or as a balance between system-wide consistency and flexibility.[50] This is also described as building instructional and leadership capacity systemically and is predicated on the belief that sustained improvement can only be achieved when all the educators—principals and teachers together—are focused on improving learning.[51]

Effective school boards use data for their governing work

The use of data by boards is well-established. Research in the non-profit sector reveals that effective boards are well informed about the institution and the professions that serve there.[52] These boards are analytical and embrace a culture of inquiry by seeking information and pushing back on assumptions and conclusions.[53] Effective school boards also use data.

Data at the system level

School systems are complex and boards need a variety of data to have a complete picture of the system. The kinds of data boards need includes district- and school-level student outcomes data, demographic data, business operational data and perception data. Boards act strategically by not only focusing on the district-level data, but through the board's system-wide response to the data.

Data guides decision-making and accountability

The National School Boards Association's framework of eight interrelated board actions that lead to raising student achievement includes continuous improvement: "Good data empowers the board and staff to refine, strengthen, modify, correct, and/or eliminate existing programs and practices to get better results."[54] This is echoed in the Center for Public Education's eight research-supported characteristics of board effectiveness: "Effective boards are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement."[55] The Lighthouse Study identified seven areas of board performance that lead to improvements in student achievement, including using data to set expectations, monitor improvement and apply pressure for accountability.[56] The board, with the superintendent, works to reach agreement on what the data means qualitatively—the story behind the data. Boards also determine which data will be used to share progress toward district goals.[57]

Data use guided by policy

Data collection and analysis is an intensive task, and not all data is worth gathering. The processes for the use of data and data dashboards should be guided by board policy that clarifies its purpose, content, cycle of review, and sample displays as exhibits to accompany the policy.[58] Boards need to work with their superintendent to develop a clear and focused plan for collecting data that is necessary for monitoring district performance, and provide sufficient funding for the data functions that the board requests.[59]

Summary

The research on effective K-12 school governance surfaces three practices of governance that are correlated with board effectiveness. First, effective school boards commit to improving their capacity to govern. They create protected time for their developmental work and model the culture of continuous learning by concentrating their efforts on learning about governance, setting performance targets, and monitoring and evaluating their performance. Second, effective boards focus on the foundations of successful reform of employing systems-thinking in their governance work, building a culture of continuous learning and extending leadership for learning throughout the system. Finally, boards use data to make decisions and monitor district performance. They study demographic, operational, outcome, and perception data. Boards use this data to reach agreement on the relative strength of the district's systems so they can set goals to address areas where growth or improvement is desired.

Chapter 4: Governing Actions

Effective boards set direction

Non-profit sector governance research has established setting direction as a core board responsibility. Boards establish a vision for organizational direction and help to ensure a strategic approach to the organization's future.[60] This important work takes time and requires the board to align board meeting agendas to strategic priorities.[61] These research findings on non-profit boards translate well to the school board context: setting direction is also a critical activity of effective school boards. Specifically, effective school boards:

- make student learning a priority,

- prioritize goals to ensure that the most important changes are addressed first, and

- clarify expectations for outcomes.

Making student learning a high priority

School districts successful in raising student achievement have board members for whom improving student learning is a high priority.[62] Research on districts that successfully raised student achievement found that board members were knowledgeable about learning conditions in the district, could articulate specific initiatives that the district was implementing, and could clearly describe the work of staff related to the goals.[63] Other research has described the importance of the school board playing an active role in leading innovation and change in order to raise student achievement.[64] A 2012 report based on case studies of thirteen large U.S. districts concluded that boards are most effective when their strategic role includes setting high-level goals for improving student achievement.[65] This focus on student learning is founded on what board members believe about students. The ability of the board to have an explicit agenda for student learning:

> *"rests, in part, on a fundamental belief that all children can learn. Where policymakers and decision makers at all levels bring this to the table, there is a greater likelihood that the board will act in the best interests of the young people served by the district."*[66]

Prioritizing goals

Setting priorities means deciding which goals matter most. If the top two most important changes require most of the districts resources, then other changes, however desirable, will have to wait. Goals and priorities express the school organization's core beliefs. Effective boards recognize that "mission, vision and values are the bedrock upon which the board conceives and articulates change."[67] Effective boards define clear goals to move the organization toward the vision.[68] This focus on student learning also means deciding what not to do and limiting administrative initiatives to those identified by the board as key priorities.[69] The board needs to hone its focus in order to prevent goal-creep—the tendency of the district to take on too many changes—and resist allocating precious resources to too many goals, thus underfunding all of them.

Clarifying expectations for outcomes

A critical element of the board's strategic direction work is setting clear expectations for results.[70] The clarity of these expectations is expressed through the data that the board will use to determine if they have been met. Boards use data to define what must change and to measure if and to what extent change has been achieved. In districts making significant progress in raising student achievement, board members received a variety of information that allowed the board to identify student needs and to set goals based on the data.[71]

Effective boards align the system

Effective boards focus on systemic alignment to ensure that all aspects of district operations are pursuing the same goals in a coherent manner. This alignment has two fundamental components: resources and policies.

Aligning resources

The importance of the district budget as a direction-setting tool cannot be overstated. Boards fund the changes they seek by allocating resources for all the things that money pays for: buildings, technology, instructional materials, services, and most importantly, people. Boards know that the largest percent of a district budget is spent on salaries and benefits, often constituting more than 80% of all district expenses. Therefore, boards need to ensure that the allocation of staff supports the district's operations and aligns with the district's priorities. For example, if establishing district partnerships with other organizations is a priority for the board as a long-term strategic effort, that effort may require the dedicated time of key staff.[72]

A study of three Texas school boards characterized this alignment work as building efficacy—the power to produce a desired effect. Specifically, school leaders committed a very high level of knowledge, skills, resources, and support to change efforts. When responding to the challenge of limited resources, priority was given to using funds in ways that most directly supported instruction.[73] The importance of resource allocation is well stated by Schmoker: "The key is to marry a priority on learning to an obsession with funding and the school calendar."[74]

Aligning policies

The board's strategic direction includes creating and improving district structures through policies that drive district operations and performance. Effective school boards spend less time on operational issues and more time focused on policies to improve student achievement.[75] A majority of district policies are often driven by changes in state law. These are usually brought to the board by the administration as recommendations to ensure the policy language remains consistent with the law. These polices might be considered operational because they ensure stability and consistency in the district's systems for learning, business operations, transportation and facilities, and more.

However, boards can also create policies to drive change. These reform policies are proactive; they are designed to make significant changes in the district.[76] For example, in addition to setting a goal for establishing Professional Learning Communities (PLCs) the board could also develop a district policy that establishes the purpose of PLCs in the district, expectations for teacher participation in PLCs, and how the effectiveness of PLCs will be assessed.[77] By placing the practice of PLCs in policy, the board elevates PLCs to a higher level of strategic direction. In the Lighthouse study, board members in effective districts believed that providing guidance for district improvement efforts in written policies would sustain the initiatives in the event that key district leaders or board members left their positions.[78]

Ensuring accountability

The accountability expected from governing boards is commonly understood as monitoring organizational performance and reporting results to stakeholders. In the non-profit sector, exceptional boards are results-oriented, measuring the effectiveness, efficiency and quality of programs and services.[79] It has been suggested that focusing directly on accountability does not create the incentive and intrinsic motivation that lead to successful reform in K-12 school districts.[80] However, this does not relieve boards of their statutory authority and responsibility for oversight. K-12 school and governance research suggests three aspects of accountability that can increase a school board's effectiveness:

- accountability as a framework

- accountability as a cycle

- accountability as shared responsibility

Accountability as a framework

Effective boards establish districtwide accountability systems to measure the performance of the board, superintendent and the district:

- **Board performance**: Effective boards hold themselves accountable,[81] periodically evaluating their own performance.[82] Examples include regularly reviewing their governance functions, monitoring progress toward board performance goals, and the evaluating the effectiveness of board meetings.

- **Superintendent evaluation:** Holding the superintendent accountable for results is a critical practice of effective boards.[83] This process is often considered a board's most important accountability tool. Unfortunately, it sometimes receives insufficient attention because boards either do not recognize its importance, feel uncomfortable evaluating their superintendent, or do not feel competent to conduct the evaluation. Three key elements of an effective process include 1) working with the superintendent to set very clear performance targets, 2) monitoring performance regularly (not just annually), and 3) focusing the process on improving performance as well as improving the board-superintendent relationship.

- **District performance:** This includes monitoring improvements in student achievement and other district goals, as well as the district's operations and fiscal performance. Student achievement data should include indicators for achievement (where are they now) and improvement (how far have they come).

In each of these areas, the school board has the ultimate authority and responsibility for establishing and monitoring key indicators of success.[84] Specifically, effective boards use quantitative and qualitative data to: 1) set expectations, 2) monitor improvement, and 3) apply pressure for accountability.[85] Without clear expectations, professional staff has no way of knowing which information will be considered most important by the board.[86]

Accountability as a cycle

Effective boards use the accountability framework not only to provide district oversight, but also to organize their governing work. Accountability is not an annual event; it is an ongoing cycle of reporting and review. Boards work with superintendents to determine how frequently data should be provided, and these reports are embedded into the board's regular meetings so that some accountability measures are

reported on a regular basis, if not at every meeting.[87] To ensure board and community understanding, these reports should be in consistent formats that are easy to understand.[88]

Accountability as shared responsibility

According to a 2011 study,[89] community members have different views and definitions of accountability. Organizational leaders generally see accountability as primarily focused on using quantitative measures to improve performance and find technical solutions to problems. They believe that transparency is the basis of building community trust in the organization. In contrast, members of the public describe accountability as individuals at all levels behaving responsibly, ensuring fairness, acting honorably, listening to the public, and responding to public concerns with courtesy and respect. They also described it as shared responsibility—they do not believe that educational leaders bear the accountability burden alone. "They see it as a shared duty, and many seemed as frustrated by the irresponsibility of neighbors and fellow citizens as they were by irresponsibility among the powers that be."

A follow up study in 2013[90] concluded that the public believes that most schools should do better and that some recent accountability reforms, including raising standards and education requirements, are good reforms. The study also reported some parent perspectives on school accountability that boards should consider.

- **The critical role of parent accountability:** Parents believe that their primary responsibility is to instill the "values and habits of behavior that will help their children lead responsible and successful lives."

- **The impact of the larger culture:** Parents say that schools cannot be successful without greater social support.

- **The over-emphasis on testing:** Parents indicated that testing needs "to be put in context with other important elements of teaching and learning."

- **The vital role of schools in communities:** Parents strongly reject the strategy of closing schools as ways to improve accountability.

- **The benefit of choice:** Parents were not united in weighing the sometimes conflicting goals of giving parents more choices or having good neighborhood schools everywhere.

- **Ongoing conversations:** Good communication is the goal, not more data. Parents want two-way communication. More information may be valuable, but it does not ensure that communication is taking place.

These findings about accountability suggest that as boards develop district accountability structures, it is important to engage parents and community members in determining how the district will demonstrate good accountability and what that means.

Summary

Effective boards set direction by making student achievement a high priority, prioritizing all district improvement efforts and clarifying the board's expectations for performance. They align all district resources and policies to ensure that the improvement efforts are supported. Effective boards also establish a comprehensive framework for accountability that includes board, superintendent and district performance and they review accountability results as a regular activity at board meetings. Finally, effective boards ensure that the district accountability system involves and is responsive to the needs and interests of parents and community members.

Chapter 5: Engaging Community

Evolving context and perceptions of community engagement

As noted earlier, a decades long reduction in the number of school districts across the county increased the relative number of constituents that boards are elected to represent. The populations of school districts have increased significantly. Also, California communities are becoming increasingly diverse. More than 1.4 million English language learners made up 23% of California's K-12 student population in 2010-11 and there are about 60 different spoken languages in the schools. In addition, the rapidly growing access to information and digital devices is impacting concepts and practices of community engagement while simultaneously creating a digital divide that must be bridged.

Recent research on community engagement and participative democracy offers valuable insights regarding how community members value and perceive engagement efforts. A 2009 report suggests that at least two critical elements of increasing engagement include maximizing the relevant and credible information community members need and increasing their capacity to engage with information.[91] However, data alone does not always address people's concerns, particularly if community members come to the table of engagement with a history of skepticism or distrust. In addition, while many agree that public engagement is essential to school improvement, a shared understanding of what that engagement should look like is often lacking.[92] Community engagement has to be a two-way conversation based upon a shared understanding of what the problems are. When conversations are framed thoughtfully, community participants assert that K-12 education is important to them. They believe they have insights worth sharing and that schools do not bear the responsibility for educating children alone.

Effective boards create clear community engagement processes

Effective boards clarify their expectations for community engagement through district policy.[93] Information is essential to effective engagement, and district and board leadership is essential to ensuring that these discussions are respectful and productive.[94] Researchers identify some common mistakes that districts and boards make in stakeholder engagement. One is for leaders to assume that good works speak for themselves and as a result, to under-invest in community relations. Another is to communicate only in times of need or crisis. Finally, approaches to stakeholder engagement are often limited and superficial.[95]

In contrast, research by the Public Education Network,[96] a national organization working to improve public schools and build citizen support for quality public education, identifies the characteristics of effective engagement between districts, boards, and community members. Such effective engagement is:

1. Strategic: focusing on student achievement with enough specificity to give participants confidence that the engagement will lead to real change.

2. Systemic: ensuring participants understand the inter-connectedness and complexity of the school system.

3. Structured: establishing processes that capture participants' insights regarding outcomes and courses of action, which can create momentum and lead to accountability.

4. Cyclical: ensuring engagement efforts are ongoing. An iterative process can provide continuous support and pressure for implementing change.

Research conducted by Public Agenda, a nonprofit, nonpartisan organization dedicated to strengthening democracy, identifies two key strategies that support such effective stakeholder engagement.[97]

1. **Provide consistent opportunities for meaningful dialogue.**

This may include learning about community perceptions of previous attempts at communication and reform. Information provided by the district in these conversations should be easy to access and understand. Districts should clarify who is responsible for receiving and responding to stakeholder inquiries and ensure that outreach efforts include a wide range of constituents and a variety of approaches.

2. **Invest more in existing resources.**

    (a) Invest in teachers. Teachers are often underutilized for community outreach and communication. Teachers can serve as the first point of contact for parents, students and community members. They are often in the best position to build strong, individual relationships with stakeholders, and to become a trusted source of information. For example, teachers of students who are not proficient in English often have the language skills to communicate with non-English speaking community members.

    (b) Work with community-based organizations. These organizations often have deep experience working with communities. If boards and districts can identify shared interests with local community outreach organizations, the district may be able to increase its capacity for effective engagement through partnerships.

    (c) Re-invigorate existing local school councils. In surveys, district staff and community organizers agree that these councils are an under-used resource.

Effective boards use engagement processes to support school improvement

In effective districts, these processes for community engagement established by the board are the means through which boards: 1) create a sense of urgency for district improvement; 2) encourage participation; 3) develop partnerships; and 4) build civic capacity.

Effective boards create a sense of urgency

CSBA's Professional Governance Standards[98] assert that effective boards "provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels." In districts that successfully raise student achievement, boards take responsibility for informing the local community about the status of student achievement, identifying problems, and offering a compelling case for the urgent need for change. This role of sharing data that identifies problems and creates a sense of urgency about the need for change can be a difficult shift for board members, who are accustomed to building confidence in the school system by articulating its strengths and accomplishments.[99]

Research indicates that while data might highlight critical need, the sharing of data alone may not garner support for change.[100] Gaining support for district change requires building trust with parents and community leaders, anchored in a shared concern for the children in their community.[101] Beyond establishing the need for change, effective districts build consensus with stakeholders that the change will be a top priority for the district and will focus on improving student achievement.[102]

Effective boards involve community in vision and planning

Effective boards create opportunities to hear the views of a diverse range of community members. These opportunities, provided during regular board meetings as well as in other public venues, solicit stakeholder input for the district's vision,[103] and long-range planning processes.[104] Ensuring that these processes include all community voices—particularly from community members who may not have been previously included such as non-English speaking groups—can be challenging and may require complex processes.[105] These major efforts to gain community support are considered necessary for implementing district improvement. In studies of districts that have made significant progress in raising student achievement, researchers found that boards not only involved the community, they "believed in them as part of the larger team."[106]

Effective boards build community partnerships

Establishing partnerships is identified as a key activity of effective boards.[107] Boards use district policies to define roles and responsibilities for community partnerships, establish expectations for the participation of district leadership in partnership efforts, and allocate resources to support these efforts. Surveys reveal that schools often construe partnerships too narrowly, focusing on a limited range of student-centered efforts. In addition, out of 817 partnerships among 443 schools, 366 of these (45%) involved for-profit local and national businesses. Each of the other types of agencies accounted for less than 10% of partnerships. (Figure 2). These results indicate that schools have room to broaden their efforts to include family-, school- and community-centered partnerships and to widen their circle of potential partners.[108]

Fig. 2

Partner organizations

- University/college (77) — 9%
- Health care (68) — 8%
- Government & military (62) — 8%
- Service & volunteer (49) — 6%
- Faith-based (47) — 6%
- Senior citizens (25) — 3%
- Cultural & recreation centers (20) — 2%
- Small & large local businesses (366) — 45%
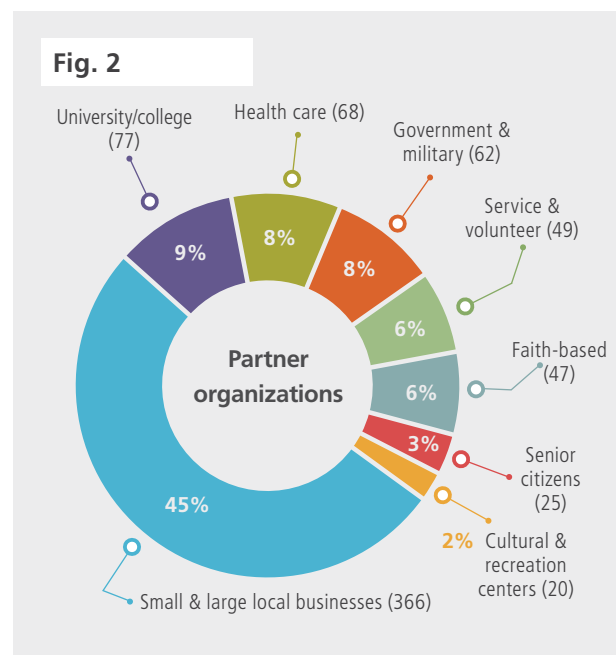
Effective boards build support and civic capacity

Building community support for the beliefs, commitments, and reform policies that the board has established to raise student achievement can help districts avoid the abandonment of reform efforts that can follow transitions in board and district leadership.[109] A 2012 study of boards supports this view: "the best outcomes occur when both district leadership and voters understand that successful reform requires a long-term commitment." When the board, superintendent, and district as a whole reach an understanding with the community about why reforms are needed, the progress being made toward reform goals, and the importance of sustaining reform efforts—community members are more likely to identify potential can-

didates who can sustain the reforms.[110] A report by the Academic Development Institute recommends that districts create "recruitment pipelines" that introduce stakeholders to board member responsibilities and the role and work of the board.[111] Effective and shared board self-evaluation processes contribute to these efforts. When boards evaluate their performance and share the results, "it tends to attract the attention of qualified board candidates."[112]

Summary

Effective school boards build and maintain strong relationships in their local communities by clarifying the purpose of community engagement, and ensuring that engagement processes are strategic, systemic, structured and cyclical. Through the engagement process, effective boards build a sense of urgency for reform, and involve stakeholders in establishing a vision and long-term plan. Effective boards also create structures and processes for establishing and maintaining partnerships, and build the capacity of the community to support district reform through transitions in leadership as well as to attract future leaders to the work of school governance.

Chapter 6: Discussion

Governing schools is hard work. Board oversight and decision-making is complicated, involving a great deal of information, often at a very technical level. In addition, board members have a difficult task of understanding and representing often extremely large and diverse groups, who differ in culture, language, expectations and interests. Finally, boards have limited time; they can only act during board meetings and the volume of work is considerable. Given the challenges, one of the most important decisions boards make on a regular basis is how to spend their very limited time. This research synthesis confirms what we have known about effective governance, reveals strategies for strengthening governance in the short- and long-term, and highlights the importance of participating in future governance research.

Confirming what we know about governance

This synthesis of research supports several basic tenets of effective governance that have long been embedded in governance training programs. Specifically, effective boards make governance agreements as the foundation of their work (chapter 2); focus their governing work on three key kinds of decisions: setting direction, aligning the system and ensuring accountability (chapter 4); and effectively engagement the local community. These are found in CSBA's training programs and in the literature of other state associations as well as the National School Boards Association.

Strengthening governance now

The research supports governance practices that have emerged more recently. Two of these are practices in which boards can invest now to improve their effectiveness almost immediately.

Focus on increasing their capacity to govern is something boards can do tomorrow. By developing a sense of mindfulness—being attentive to how well the board is fulfilling its governance commitments both during and outside of meetings—board members become attuned to how deliberations on difficult issues can lead the board to unintentionally violate those agreements, potentially damaging trust and respect among members, and making difficult topics even more difficult.

Using data has been a growing practice for school boards for many years. However, as schools have become more complex, the amount of data has multiplied. Without clarity for district staff on which data is the most important to bring to the board, district staff often very naturally over-inform the board. They can bring all the data. Boards can increase the focus and efficiency by working with the superintendent to determine which data the board needs for its governing work. Once agreed upon, that data can be formatted in easy to read layouts that can replace lengthy written reports. Because of the importance of data for monitoring and setting direction, determining what data the board needs and how and when it will be shared is high-leverage governing activity.

Developing the accountability framework has long been a core governance activity. Assembly Bill 97, signed by Governor Brown on July 1, 2013, reinforced this board responsibility by requiring boards to adopt Local Control Accountability Plans. Local boards have a historically unique opportunity to use those regulations as the floor—not the ceiling—of accountability. Developing a comprehensive framework for local accountability can be a powerful strategy for ensuring accountability and organizing the board's governing work.

Strengthening governance in the long term

Understanding the foundations of successful reform has been identified as an important attribute of effective governance. In the research on effective school and district reform, boards are not expected to have a level of understanding equal to that of the superintendent. But they do need to pass budgets that fund these reforms. To do this, boards need to have a basic understanding of the research basis of reforms—so that they can support them. If board members can reach agreement on the characteristics of effective reform, it will make the adoption of goals and the adoption of budgets that fund those goals easier. It will also increase the board's ability to build a sense of urgency in the community, as well as attract strategic partnerships and build civic capacity (see below).

Building partnerships is a high-level governing activity. Because they are elected—i.e., they have often run a campaign—board members have political capital and influence. Board members can leverage this influence to help establish and maintain district partnerships. Because they have fiduciary responsibilities, attracting resources to the district fits well into their governance role. Boards create policies and allocate resources to build partnerships which ideally are long-term, mutually beneficial, and support strategic district priorities.

Building civic capacity is a long-term strategic investment of board time and attention. Increasing community understanding of long-term district efforts and of the board's governing work can lead to better informed citizens. So informed, the community can help identify and elect future board members who will support and sustain the reforms and sustain effective governance practices.

Participation in future research

Everyone—board members, administrators, teachers, students, parents, and community members—benefit when school boards govern effectively. The effectiveness of boards has been studied, but K-12 education needs more and it cannot be done without board members. Research on K-12 governance and its effect on student achievement necessarily draws upon student achievement data, board action, and board member perception. Researchers need board members to participate in this research. Without the input of board members, researchers will find it difficult, if not impossible, to identify correlations between board member attitudes, preparation, or action and student achievement. Participating in school board research is a critical long-term strategy for strengthening school board governance and protecting local control.

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GOVERNANCE
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Guide

**GOVERNANCE
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Managing
board
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GOVERNANCE IN A TIME OF CHAOS
Managing board meetings in turbulent times

School boards continue to face unprecedented challenges in the pandemic era, not just in schools and in the community, but in the boardroom as well. Many governance teams are struggling to manage meetings as tensions boil over on issues like COVID-19 mitigation strategies, independent study, learning recovery, ethnic studies and critical race theory. In 2021, we have seen a marked increase in political division at school board meetings, open hostility toward board members, mass protests, disruptions that forced the board to pause or abandon meetings, and physical abuse and death threats against trustees and their families.

This document offers information and guidance about handling chaotic board meetings, including disruptive protests — as well as specific tips related to questions about face coverings and equity. We begin with some general information on how to hold productive board meetings and set policy for these difficult times so boards can better perform their essential duties for students, families and communities.

1

Basic principles

1. THE MEETING MUST PROCEED

» The board must be able to conduct its business. A board meeting is not a meeting of the public, but rather a meeting to conduct the public's business

» Board members have a responsibility to conduct board business in an open and transparent manner, but should take appropriate action when disruptions are keeping the board from being able to proceed with business.

» Any action to stop disruption must be based on the disruptive actions of individuals, not on the viewpoint they are expressing.

2. FOCUS ON STUDENTS, MISSION AND VISION

» For board members and administrators who face ongoing disrupted meetings, a disproportionate amount of attention can get paid to the disruption. Board members and administrators should keep in mind that their work should always center on students' needs and the mission and vision of the school district or county office of education.

» People will disagree about the methods by which goals are met, but the mission and vision — what the district seeks to do for the children it serves — is usually not a point of contention.

» At the end of the day, we must all remember that what makes school district governance so difficult is that we are working to meet the needs of children. The success of our students is something on which we can all agree.

3. SAFETY IS A PRIORITY

» While we want constituents to be free to voice their opinions in accordance with board rules, board members must recognize they have an obligation to keep those in attendance — including fellow board members, staff and others — safe. The best way to do this is to ensure meeting rules are followed, order is maintained, and clarity is provided regarding how the meeting will proceed.

4. THE PUBLIC HAS THE RIGHT TO FREE SPEECH

» Free speech and the ability of community members to address their elected board members are critical to the success of any democratic government.

» We must recognize that people communicate differently. While board members should never feel they are being threatened, it is helpful to recognize that some people will raise their voice to make a point. It's important not to match emotion with emotion.

» Reasonable people can disagree. As long as constituents are following board rules, the meeting is safe, and it can proceed. Having a large number of attendees exercising their right to speak to the board is a good thing.

2
Key topics

FACE COVERINGS

Most school boards are addressing issues related to face coverings at this time. There is a lot of misinformation out there regarding the usefulness of face coverings, including claims that masks can actually be harmful to children.

Below are some ideas for communicating about face coverings

» Acknowledge that most would prefer not to wear face coverings and that we look forward to a time when they are no longer necessary.

» Continue to explain to all what process, procedures and policies are being used to make decisions about face coverings in an effort to be transparent, including the legal requirements the board is following and does not have discretion to disregard. Use the opportunity to explain how the board's governance works and where community members can receive information about future and past board meetings. Invite them into the process.

» Continue to acknowledge that, as a board, you are doing the best job you can on behalf of all members of the district and COE community to implement a statewide public health directive.

EQUITY

In recent months, we have seen an increasing number of parents and other community members engage with their local board members about issues of equity and protesting critical race theory (CRT). Some also believe the state of California's recent notices to schools about ethnic studies are tied to CRT.

Below are some ideas related to communicating about a district's equity work

» Acknowledge that students come to school with different needs and that the district works to meet the needs of all students where they are. Consider leaning into the district's mission and vision statements and efforts to ensure all students receive a top-notch education.

» Remind community members of important policies, procedures and processes the board uses to make decisions — and that it does so with full transparency. Encourage community members to continue engaging with the board as it conducts its work.

3
Preparing for difficult board meetings and communicating after meetings

BEFORE THE MEETING

» Review your district's/COE's policies for board meetings and consider whether there is a need for the superintendent to seek legal counsel.

» Consider the following policies before the meeting:

› Public comment or participation at board meetings

› Rules of order or engagement at board meetings

» Anticipate the worst and prepare board members and the superintendent for possible scenarios at the meeting. The superintendent and the board president should develop plans for action in response to each scenario.

» The superintendent or legal counsel, as appropriate, should remind board members of the district's/COE's chain of command for communications regarding public concerns or complaints.

» The board president should prepare to maintain order during the meeting or recess or clear the room where necesssary to address disruptive behavior of the public.

» The superintendent should notify local law enforcement or collaborate with school security officials of a potential concern at the meeting and have a plan if there is disruption.

» Establish safe entry and exit points for board members and staff to not have to engage or confront hostile individuals.

» Assign members of the leadership team to monitor social media during the meeting and address misinformation in the moment.

» If possible, the superintendent should share a news release and/or communication to staff and families prior to the meeting to dispel circulating rumors or misinformation.

» Invite media members present at the meeting to interview the superintendent or board president after the meeting. Prepare with key messages in advance.

» Coach the superintendent and board members to be intentional in not confronting or becoming emotional with the public. Stick to the facts with responses and lean on the tenets of your district/COE strategic plan.

AFTER THE MEETING

» The superintendent and board president should follow up the meeting with a prompt news release with key messages for both internal and external stakeholders so the district is the first to communicate out.

» Consider whether there is any negative impact to students, staff or families from the meeting. If so, take action to address the impact.

» Encourage the superintendent to follow up with individuals with personal emails or calls to build and maintain trust.
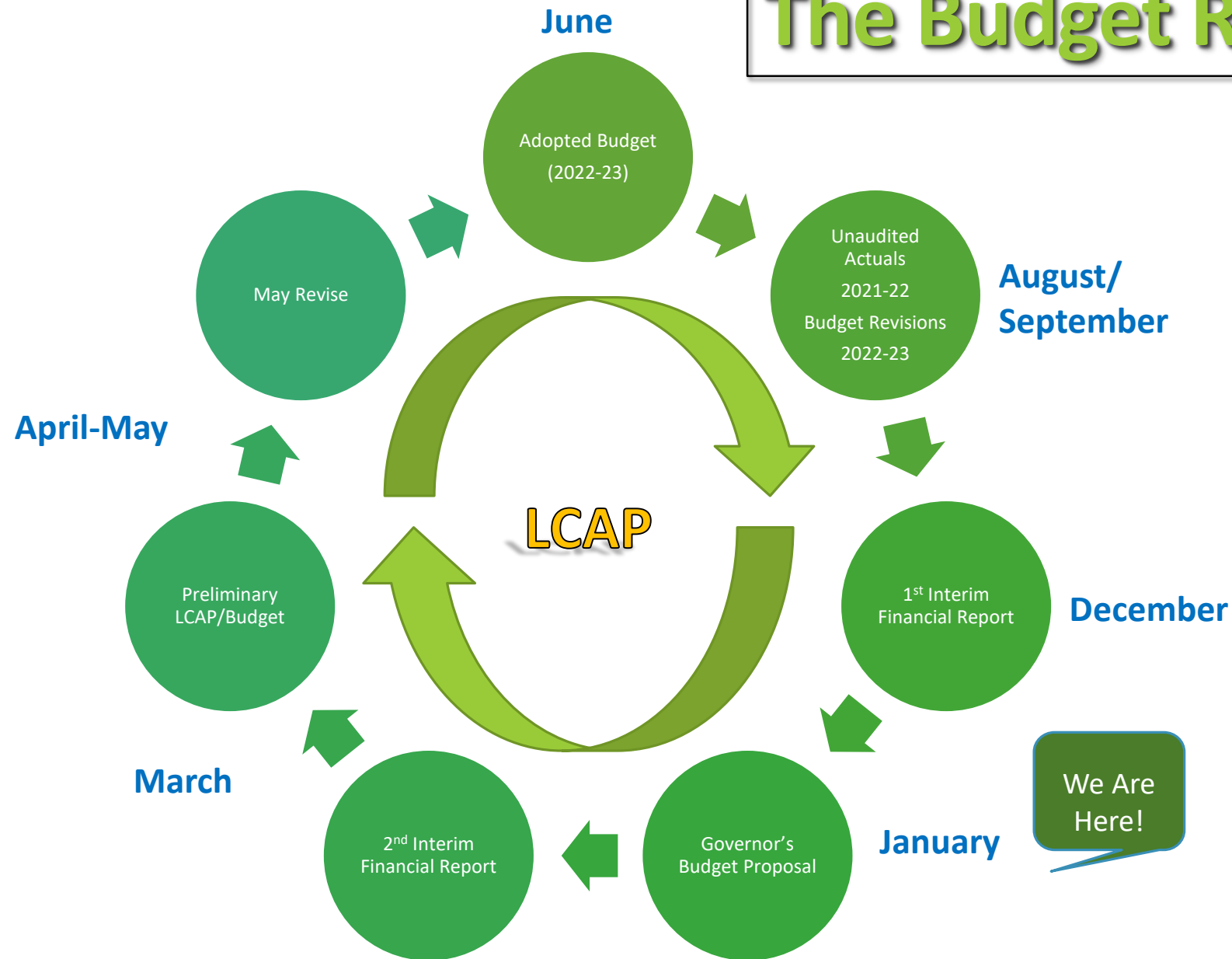
The Local Control Funding Formula (LCFF) Guide

Understanding California's Education Funding System

LCFF Overview

In 2013, Governor Brown signed the Local Control Funding Formula into law, along with a new accountability system, based on two principles to 1) provide resources more equitably to students with learning and socio-economic barriers, and 2) provide greater flexibility for educators to serve and respond to their students' needs.

How LCFF Works

- LCFF provides a **base grant** for each student, which varies by grade level, providing an additional dollar amount per student in grades K-3 to cover costs associated with class size reduction and per student in grades 9-12 to reflect the cost of providing career and technical education.

  - **Supplemental grant** is provided to school districts based on how many low-income, English-learners, and foster youth they serve, generating 20 percent more funding above the base grant.

  - **Concentration grant** is provided to school districts where at least 55 percent of students are high-need, generating an additional 65 percent of the base grant for each student above the 55 percent threshold.

  - **TK Add-on** is new for the 2022-23 fiscal year and is an additional dollar amount per student in Transitional Kindergarten (TK).

- **Unduplicated pupil percentage (UPP)** are LEA's enrolled students who are English learners, free or reduced reduced-price meal program eligible, or foster youth

Local Accountability & Engagement

All school districts must adopt a *Local Control & Accountability Plan* (LCAP), a 3-year plan for how districts will use state funds to serve all students, with the consultation and input of parents, students, teachers, staff, and community. LEAs are required to increase/improve services for the students who generate additional resources in proportion to the amount of new funding the LEA receives.

Late Summer-Fall	Winter	Spring	Spring	July 1	October 8
District engages the community to solicit input on the LCAP. Assess student needs using the CA School Dashboard. *Suggested*	District creates first draft of updated LCAP, includes community input. Analyze data from CA School Dashboard. *Suggested*	District presents proposed plan to parent advisory committees for feedback and input. *Suggested*	District responds in writing to feedback from parent advisory committees and incorporates feedback into plan. *Suggested*	School board adopts plan by July 1st in a public hearing. *Required by Statute*	County office of education must approve district LCAPs by October 8th. *Required by Statute*

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8 State Priorities

In the Local Control and Accountability Plan (LCAP), school districts, in consultation with their communities, must develop goals and specific actions, as well as measurable student outcomes, for each of the eight statewide priorities and any additional locally defined priorities.

CONDITIONS OF LEARNING

Priority 1 – Basic Services: Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards and safe, properly maintained school facilities.

Priority 2 – Implementation of State Standards: Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including California's State Standards for English language arts and math, and Next Generation Science Standards and English Language Development Standards.

Priority 7 – Course Access: Ensuring all students have access to a broad course of study in all required subject areas including math, social science, science, visual and performing arts, health, P.E., and CTE, that prepare them for college and careers.

COMMUNITY ENGAGEMENT

Priority 5 – Student Engagement: Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Priority 3 – Parent Involvement: Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that target the needs of their students.

Priority 6 – School Climate: Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

PUPIL OUTCOMES

Priority 4 – Student Achievement: Improving achievement and outcomes for all students as measured in multiple ways such as test scores, English proficiency and college- and career-readiness.

Priority 8 – Other Student Outcomes: Measuring other important indicators of student performance in all required areas of study.

LCAPs must include services that target each major student subgroup, including:

✓ Racial/ethnic subgroups

✓ Low-income students

✓ English learners

✓ Students with disabilities

✓ Foster youth

✓ Homeless youth

California School Dashboard
State & Local Indicators of Success

State Indicators
1. Academic Performance (Grades 3-8, 11)
2. College & Career Preparation
3. High School Graduation Rate
4. English Learner Progress
5. Chronic Absenteeism
6. Suspension Rate

Local Indicators
1. Basic Conditions of Learning
2. Implementation of Academic Standards
3. School Climate Surveys
4. Parent Involvement & Engagement
5. Access to Broad Course of Study

Who Holds Districts Accountable?

District staff, parents, student community stakeholders: provide input and feedback on district's priorities.

District Board of Education: adopt LCAP/Annual Update and budget, requests technical assistance.

County Office of Education: approves or disapproves LCAP and provides technical assistance.

California Collaborative for Educational Excellence (CCEE): provide technical assistance and support to school districts, county superintendents of schools, and charter schools.

State Superintendent of Instruction (SPI): intervene in districts that fail to improve outcomes for 3 or more student subgroups in 2 or more priorities in 3 out of 4 consecutive school years.

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Proposition 98 . . .

- Is a constitutional formula that determines how much the state must spend on K–12 educational agencies and community colleges every year
- Uses three distinct formulas to calculate the annual minimum guarantee, and the state must use the formula that yields the highest funding amount
- Establishes a minimum level of education funding, not a maximum, as the state has the discretion to spend more on K–14 education than what the formula determines
- Can be "suspended"—meaning, the state can provide less funding than what it is constitutionally obligated to provide, but this requires a two-thirds vote of the Legislature and signature by the Governor
- Does not determine how the state divides the education funding pie. This decision is made annually through the State Budget process
- Has protections to stabilize education funding over time
  1. When the state "suspends" Proposition 98 or uses Test 3, Proposition 98 obligates the state to get education funding back to where it should be—this is called the "maintenance factor"
  2. When the state underestimates the minimum guarantee, it must make it up through a "settle up" payment. If the state overestimates the minimum guarantee, it can choose to adjust the funding level or maintain it, essentially "over-appropriating" the minimum guarantee
  3. In most years (Test 2 and Test 3), the minimum guarantee builds upon prior-year funding levels so as to avoid being less than the preceding year

The Proposition 98 Tests

Test 1: Fair Share

K–12's and community college's share of the state General Fund is at least what it was in 1988–89, approximately 38%—usually operative in years of rapid General Fund and property tax revenue growth

Proposition 98
38%

General Fund
62%
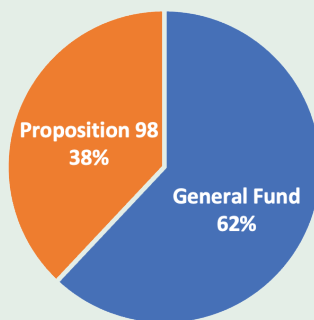
Test 2: Business as Usual

Prior-year funding for K–12 and community colleges adjusted for average daily attendance (ADA) and changes in per capita personal income (PCPI)—usually operative in normal or robust economic times
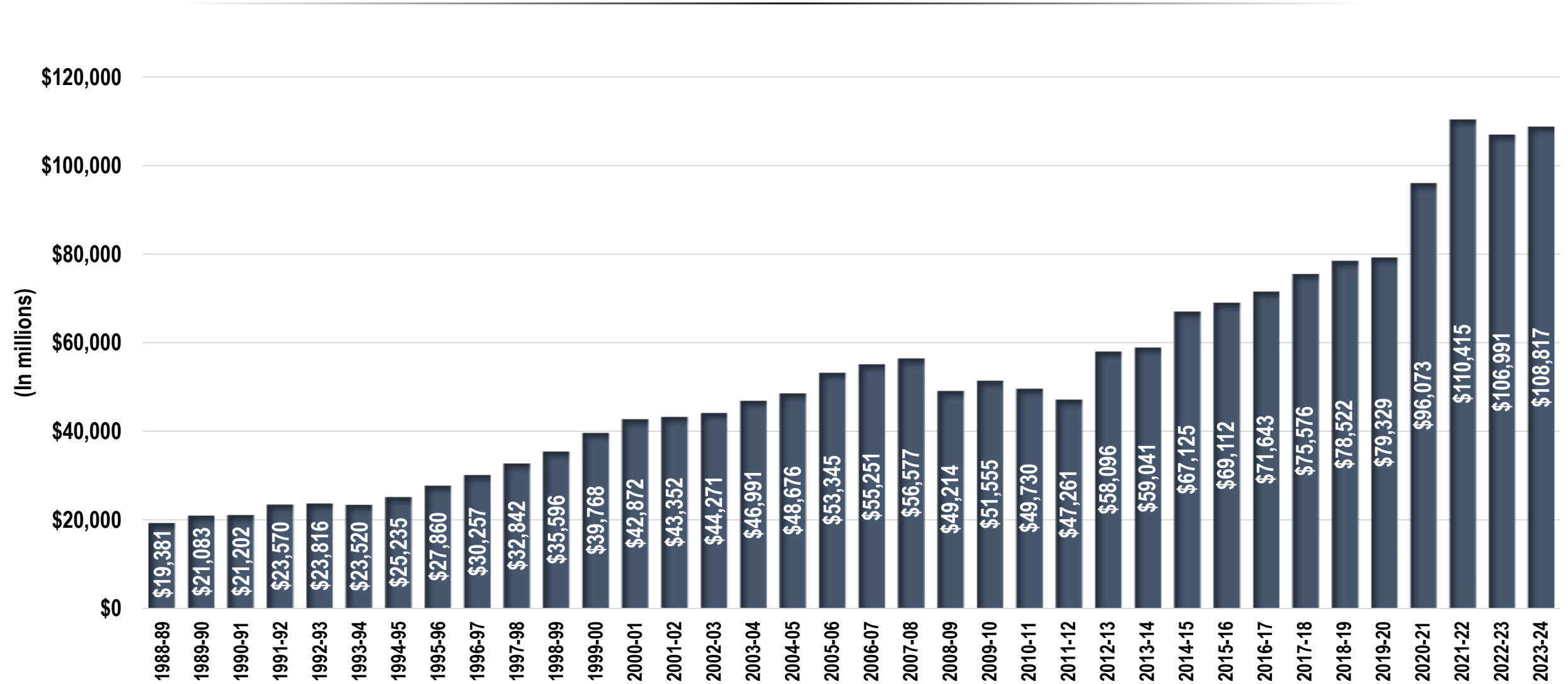

ADA

PCPI

Prior-Year Funding

Test 3: Sharing the Pain

Prior-year funding for K–12 and community colleges adjusted for ADA and changes in per capita General Fund revenue + 0.5%—usually operative in lean economic times
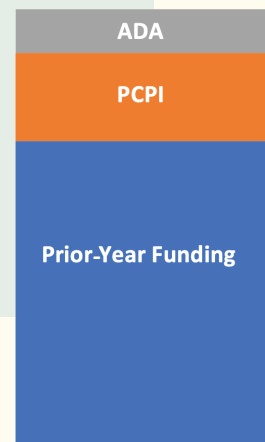
ADA

Per Capita General Fund + 0.5%

Prior-Year Funding

Proposition 98 Minimum Guarantee

Introduction

Local school boards have long been the American model of school governance, but in recent decades, centralization has steadily increased at the state and federal levels. By 2009, California channeled over $4.5 billion in school funding through more than 40 separate state categorical programs, limiting the ability of school boards to make decisions about educational programs that aligned with local needs and priorities.

In 2013, the state replaced most categorical programs with the Local Control Funding Formula (LCFF). The core principles of the current school finance model are local flexibility, accountability, and equity. District Local Control and Accountability Plans (LCAPs) specify how the needs of all numerically significant student groups will be met, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students identified for special education services, foster youth, and homeless youth. They are intended to be developed in consultation with a wide array of stakeholders, and are revisited annually to measure progress. In 2017, the state introduced the California School Dashboard, which helps education leaders and others understand how well districts and schools are performing in terms of student outcomes on multiple measures for the eight state priorities.

The LCFF statute (Education Code 52060) refers explicitly to governing boards in developing and adopting their district LCAPs, but does not specifically define their role. Exploratory case studies about LCFF and LCAPs highlight the need for a closer examination of what board members perceive to be their role in the LCAP development process, their reported levels of involvement, and what assistance they might need in order to understand and carry out their role as part of a governance team.

To address some of the questions raised, CSBA conducted a survey of nearly 200 board members serving in the Association's Delegate Assembly (DA). The DA provides a geographically representative sample of districts throughout the state, and the student demographics and enrollment size of those included generally reflect the characteristics of the full range of California school districts. Given their leadership roles within CSBA, it is possible that Delegates' overall engagement differs from their peers. However, the sample size—approximately one fifth of California districts—and array of district characteristics boost our confidence that these survey responses accurately represent board member experience across the state.

Board Member Involvement in the LCAP Process

In contrast to the findings from recent case study research, the majority of board members described contributing to key aspects of the LCAP development and review process. More than three quarters indicated that they were actively involved in establishing the LCAP vision and goals:

» 78 percent reported being very or somewhat involved in developing the vision and goals associated with the LCAP.

One fundamental role of boards is to align and approve resources, and participating board members fulfilled this role in relation to the LCAP as well:

» Almost all, 91 percent, reported being either very or somewhat involved in aligning and approving resources to support their district's LCAP goals.

More than two thirds also reported that they recommended changes to their district's LCAP drafts, indicating that they played a more active role in its development than simply approving the recommendations of the district administration:

» 68 percent reported being very or somewhat involved in recommending modifications to the draft LCAP.

In addition, almost two thirds of these board members played a role in engaging the community with respect to the LCAP:

» 63 percent reported being very or somewhat involved in engaging with the community around the LCAP.

Both of these findings further indicate that many school boards are engaged beyond mere approval of staff proposals.

To a large extent the involvement in the LCAP process that board members reported in this survey was consistent with the research on the role of effective school boards. This research has found that effective school boards—defined as those in districts that successfully implement policies that lead to improving student outcomes—set the district vision and goals and allocate the resources necessary for achieving those goals. Moreover, effective boards empower the district staff to determine and implement strategies that advance these goals, while monitoring these strategies for appropriateness and effectiveness. In practice, the board might delegate drafting the LCAP to central office staff, in consultation with the school board and broader community, but their role includes two key elements of LCAP development: goal-setting and resource allocation (see link to the school board research report at the end of this document).

Board Members Would Like More Guidance about Their Role in LCAP Development

The advent of the LCFF shifted responsibility for determining how education funds are used away from a centralized, top-down approach from state policy makers to one that is more locally focused. Approximately three quarters of board members surveyed indicated an interest in information and guidance with respect to clarifying their role in the LCAP process that could support their work on behalf of the students in their communities:

» 73 percent reported that a clear definition of the board role in the LCAP process would help them be more involved in the LCAP.

In the absence of clearly defined roles, superintendents and central office administrators appear to hold a wide range of interpretations about how board members should engage in each step of the process.

In fact, survey responses indicated that not all board members have been encouraged by their superintendents to be involved in the LCAP process, despite language within the LCFF statute that refers specifically to governing boards:

» Only 39 percent said they were strongly encouraged by their superintendent to participate in the LCAP process, while 20 percent said they were not encouraged at all.

This underscores that both superintendents and boards are continuing to negotiate their roles in collaborating on the implementation of the LCFF approach and need guidance in this area.

Nonetheless, for the roles that board members currently play, they described district staff as helpful:

» 77 percent reported that they were receiving enough information from local staff to fulfill their current roles; 49 percent to a great extent and an additional 28 percent to some extent.

This finding speaks well of the staff–board relationship in the majority of these districts and is in keeping with the traditional delegation of administrative tasks to staff rather than board members.

In order to help them engage more effectively, board members indicated that it would be useful to learn how districts similar to their own successfully engage in the LCAP process:

» 78 percent reported that more resources on best practices for districts like theirs would help them fulfill their LCAP roles.

With greater guidance about their roles, more encouragement from superintendents, and examples of other districts' approaches, our findings suggest that boards and staff could readily improve the collaborative development of effective LCAPs.

California School Dashboard: A New Area of Need

The California School Dashboard is designed to help districts and schools track data on the effectiveness of their LCAP plans on a number of measures. The still-evolving Dashboard provides data intended to inform decisions that will lead to improved student outcomes for each of the eight state priorities. Although it was piloted in 2017, additional changes will be implemented over the next several years.

Reflecting these factors, many participants indicated that they need help understanding and using the Dashboard:

» 49 percent reported needing some or much more help in understanding the Dashboard data to fulfill their LCAP roles.

In particular, their responses indicated that they are not sure how to communicate the Dashboard to their communities and would welcome tools to help them do this:

» 65 percent reported needing some or many more tools from CSBA for communicating with their community about the Dashboard and how it informs the LCAP.

Given that this survey was administered less than two months after Dashboard data became available to districts, our findings likely reflect the newness of the instrument. It is reasonable to believe that board members have developed greater familiarity with the Dashboard but still need assistance. Furthermore, given that additional changes will be introduced in the 2017–18 school year, board members will need ongoing updates.

Conclusion

These responses add important information about board members' engagement in the implementation of LCFF and LCAPs. The vast majority of board members surveyed described being engaged in key stages of the LCAP development process. At the same time, board members clearly indicated that they would welcome information and guidance that could help them better understand and carry out this role more effectively. CSBA will continue to offer professional learning opportunities for board members, and guidance related to the LCAP development process to

support decisions that lead to the statute's ultimate goal: ensuring that all California students have the opportunities and supports they need to succeed.

CSBA Resources

» California School Dashboard (coming Fall 2017)

» The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research (May 2017)

» Promising Practices for Developing and Implementing LCAPs (November 2016)

» Strengthening the LCAP: Recommendations for Improving the Template, Process and State Supports (June 2016)

» Increasing LCAP Transparency and Reaffirming California's Commitment to Local Control: Experiences of District and County Leaders (June 2016)

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The survey was conducted during the May 2017 CSBA Delegate Assembly meeting, attended by 235 board members (possible respondents). Responses ranged from 185 to 197, depending on the question. While possible respondents included 20 county office of education board members, we can assume that the overwhelming majority of respondents were district board members and therefore refer to them as such throughout the fact sheet.

Galt Joint Union Elementary School District
Local Control Accountability Plan (LCAP) Progress Update and Timelines

2022-2023

We are approaching the third year of a three-year LCAP cycle. Our goals remain the same. We will refine actions based on local and state data and feedback from stakeholders. School district committees and other stakeholders will have opportunities to contribute to the revised LCAP actions. Stakeholders include District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Parent Advisory Committee for Special Education (PAC), Employee Labor Unions, and the GJUESD Administrative team.

Next steps include the following:
1. February-May Feedback from Stakeholders
2. By June 2, 2023 Public Posting for Feedback
3. June 20, 2023 Board Meeting for Public Hearing
4. June 21, 2023 Board Consideration to Approve the LCAP and Budget

Differentiated Assistance (DA)
A district is identified for DA when a student group fares "Very Low" or, in some cases, "Very High" in two or more areas (i.e., both ELA and Math in academics or the English Learner Progress Indicator; Chronic Absenteeism; Graduation Rate; Suspensions).

The district has been identified for the following student groups and indicators:
1. ***Students with Disabilities (SWD):*** *Academics, Chronic Absenteeism*
2. ***Homeless:*** *Academics, Chronic Absenteeism*

Indicator	All Students	SWD	Homeless
Academic (ELA)	Low 10 points below standard	Very Low 80.3 points below standard	Very Low 77.1 points below standard
Academics (Math)	Low 39.8 points below standard	Very Low 100.1 points below standard	Very Low 97.8 points below standard
Chronic Absenteeism	Very High 46.2% of students chronically absent	Very High 53.8% of students chronically absent	Very High 61.3% of students chronically absent

LCAP Actions/Services

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

An explanation of why the LEA has developed this goal.
GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data-driven decision-making drives the work. *Achievement Gap:* Student data indicates the COVID-19 pandemic has undone months of academic gains, widening the achievement gap and leaving struggling learners even further behind. *Student Engagement:* School MTSS teams report that student engagement and motivation have decreased over the last two years due to distance learning and post-pandemic conditions.

Local Assessment Data Results:
- The percentage of students meeting all District Reading Assessments (DRA) is expected to increase by 10% each year until we reach 80%. When comparing DRA data from spring 2021 to winter 2022, a decrease in the percent of TK-3 students is reflected for each grade level: TK/K= 63% to 52%, 1st Grade= 51% to 49%, 2nd Grade = 51% to 47%, and 3rd Grade is at 59%. Spring 2021 DRA data for student groups were not collected; however, winter 2022 DRA data reflects the following: All = 51%, White = 50%, Hispanic = 48%, Socioeconomically Disadvantaged = 45%, Students with Disabilities = 36% and English Learners = 44%.

- Our goal is for all students to be at the 60th percentile as measured by Measures of Academic Progress (MAP). We expect the percentage of students at the 60th percentile to increase by 5% each year. When comparing Math MAP data from spring 2021 to winter 2022, six of the eight grade levels showed gains; however, only five of the eight met the expected growth target: 2nd = 30% to 40%, 3rd = 27% to 42%, 4th = 26% to 31%, 5th = 25% to 32%, and 6th = 24% to 29%. When looking at student groups, only three student groups met the expected growth target: Hispanic = 18% to 27%, Socioeconomically Disadvantaged = 17% to 22%, and Students with Disabilities = 13% to 22%.

- Measures of Academic Progress (MAP) results for Reading: When comparing Reading MAP data from spring 2021 to winter 2022, six of the eight grade levels showed gains; however, only four of the eight met the expected growth target: 2nd = 28% to 42%, 3rd = 35% to 46%, 5th = 38% to 46%, and 6th = 36% to 41%. When looking at student groups, only one student group met the expected growth target: Students with Disabilities = 16% to 25%.

GOAL 1 Actions and Services:

1. Pre-Kindergarten Program: Prioritize the enrollment of English learners, low socio-economic, foster and learners with special needs in the 3-4 year old Preschool and Transitional Kindergarten.

2. School Readiness Services: Fairsite provides direct services to high needs families through a comprehensive School Readiness and home visitation program (health screenings, parent education, literacy).

3. Early Prevention and Intervention: Enhance coordination of special education services and early preventative practices such as mainstreaming and full inclusion preschool, vision, and hearing.

4. High Quality Certificated TK-8 Staffing: Attract and retain TK-8 certificated staffing for regular and special education classrooms.

5. Specialized Certificated Support: Provide specialized support for newly hired teachers with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth.

6. Administrative Staffing for Instructional Quality: School administration staffing to prioritize high quality instructional programs at the site and district level.

7. Class Size Reduction: Further reduce TK-3 class size to 20:1 to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics, and English Language Development.

8. AVID Program at Middle School: Further support the implementation of an AVID program at the middle school targeting high needs students with a focus on college pathways.

9. Expanded Learning After School and Summer Programs: Prioritize academic support after school and summer acceleration opportunities for high need students, including learners with disabilities at elementary and middle school.

10. Instructional Assistant (IA) Support: Provide IA support for high needs students in early reading with additional personalized bilingual IA support for English learners in grades TK-3 and newcomers in grades 4th-8th.

11. Mainstreaming and Inclusive Practices: Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional coaching and training for staff focusing on inclusive practices and co-teaching.

12. Bilingual Education and Dual Language Immersion (DLI) Development: Continue to offer the current district K-3 Transitional Bilingual Program while developing a PreK-8 Dual

Language Immersion Program. BCLAD staff will participate in DLI professional development.

13. <u>English Learner Newcomer Support:</u> Maximize services for English learners with a specific focus on grade 4th-8th newcomers.

14. <u>Academic Conferences</u>: Continue to hold academic conferences with grade-level teams to analyze and review student data, deliver coordinated professional learning with content connections for MTSS, and plan for strategic/intensive support. Academic/Data and MTSS TOSAs will support data analysis and planning for equitable student support.

15. <u>Professional Learning:</u> Certificated and classified staff participates in professional learning to guide their work with content standards, English language acquisition, student engagement and equitable classroom practices. Outside consultants from CORE Learning, Eureka and College Preparatory Mathematics will be used. Through a partnership with SCOE and Yale University, school-based teams will receive coaching and participate in a systemic approach to implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students (Yale RULER Training). Outside consultants will be used to strengthen administrative leadership capacities. District and site administration will work within a leadership framework designed to build relationships and actions to increase student and staff learning and well-being.

16. <u>Home Learning Academy:</u> Bright Future Home Learning Academy provides in-person and online learning for students, enrichment opportunities, and a learning hub for academic support.

17. <u>Core Curriculum Sufficiency:</u> Continue to ensure that all students have access to materials aligned to California content standards and that all teachers have the needed instructional resources, supplemental resources and curriculum for learners receiving special education services.

18. <u>Supplemental Curriculum and Online Resources for High Needs Learners:</u> Increase equity and access to resources for English learners, low income, homeless and foster youth. Continue to support individual learning pathways through online learning courseware.

19. <u>Access to Technology:</u> 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 the availability of wifi for students with little or no internet access at home.

20. <u>Parent Engagement and Leadership Development:</u> Increase parent engagement, leadership development, and participation in their children's education, improve home-school communication and provide parent education for College and Career Readiness.

21. <u>Additional Transportation Services:</u> Provide transportation support services to increase student access for additional middle school routes, after-school programs, and summer learning opportunities.

LCAP Actions/Services

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

An explanation of why the LEA has developed this goal.
A key component of student success requires an intentional focus on students' Social Emotional Learning (SEL). SEL creates a process through which students acquire and effectively apply knowledge, a positive outlook, and the skills needed for goal setting, positive relationships and responsible decisions. The COVID-19 pandemic has exacerbated pre-existing student mental health problems due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Chronic Absenteeism: The District's Chronic Absenteeism rate for 2021-22 is 28% using the District's Student Information System (SIS) data from 8/11/2021 to 5/3/2022. The 2019 California Dashboard indicates that Chronic Absenteeism increased for every significant sub-group and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance at all schools is below 95%.

Suspensions: The District's suspension rate for 2021-22 is 2% using the data from the District's SIS data from 8/11/2021-5/3/2022. The 2019 California Dashboard indicates that Suspensions increased for most student groups, which scored in the ORANGE (Low) Performance level.

April 2022 CalSCHLS student survey data grades 5-8: Goal 80%

|	Grade 5	Grade 6	Grade 7	Grade 8
Percentage of students that participated in the survey	54%	50%	61%	69%
Students feel connected to school	70%	67%	63%	55%
Students are academically motivated	81%	76%	67%	63%
Students have a caring adult in school	70%	65%	58%	54%
Students have social and emotional learning supports	74%	71%	67%	64%
My school has an anti-bullying climate	75%	70%	43%	38%
I feel safe at school	72%	73%	60%	61%
Positive student well-being	69%	63%		
Positive life satisfaction			66%	65%

GOAL 2 Actions and Services:

1. Strengths-based Education: Support employees, parents and students in using strengths-based talent information and motivation data to address whole child social-emotional learning and motivation. Expand opportunities for our unduplicated learners through SEL, strengths-based learning and youth development opportunities and training for staff.

2. Support for High Needs Students, Individual Growth, and Safe Schools: Sustain additional site-based administration to identify and provide support for unduplicated students for individual growth through ongoing monitoring of individual growth targets, assessments and service coordination as they transition from elementary, middle school, and high school.

3. Mental Health Counseling Services: Sustain a Social Worker or Counselor in every school to provide mental health services, social-emotional, behavior, and academic support within the MTSS framework for high-risk students to help ensure whole learner growth. A School Resource Officer (SRO) will support student safety and well-being with a focus on prevention. The SRO may meet with and counsel students, refer students to outside social services as necessary, participate in parent conferences, and play a role in reducing chronic absenteeism.

4. Expanded Learning and Enrichment: Expanded Learning Programs will support Bright Future Learning Centers at all school sites as learning hubs and offer a variety of expanded learning and culturally relevant enrichment opportunities and clubs (sports, music, arts, STEAM, etc.) aligned to students' personalized learning goals and the California Social Emotional Learning Principles.

5. Multi-Tiered Systems of Support (MTSS): Each site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social-emotional learning support for all students. MTSS team meetings, professional development, Positive Interventions and Supports (PBIS) and school & community collaboration are key elements. A Teacher On Special Assignment will provide additional support for site MTSS teams and standardize district practices.

6. Positive Behavior Interventions and Supports (PBIS): Registered Behavior Technicians (RBTs) will consult with site PBIS teams to increase the integrity and effectiveness of the campus PBIS programs. With guidance from the Behavior Analyst, RBTs will work with teams to identify positive interventions and supports to incorporate campus and classroom systems.

7. Student Arts & Mentoring Program: MTSS Tier 2 support: Focus on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other documented effects of the COVID-19 pandemic on already at-risk youth (Healthy HeARTS and Minds).

8. Social-Emotional Learning (SEL): All schools will implement the Second Step SEL curriculum with students. Using the RULER approach (Recognizing, Understanding, Labeling, Expressing, Regulating), each site will implement at least one SEL tool to implement with staff.

LCFF Priorities/Whole Child Resource Map

This map specifies Local Control Funding Formula (LCFF) priorities.

Each ray in the circle represents one LCFF priority. The star in the middle of the circle represents the whole child (from Cradle to Career) surrounded by those who want to ensure that ALL students are healthy, safe, engaged, challenged, and supported.
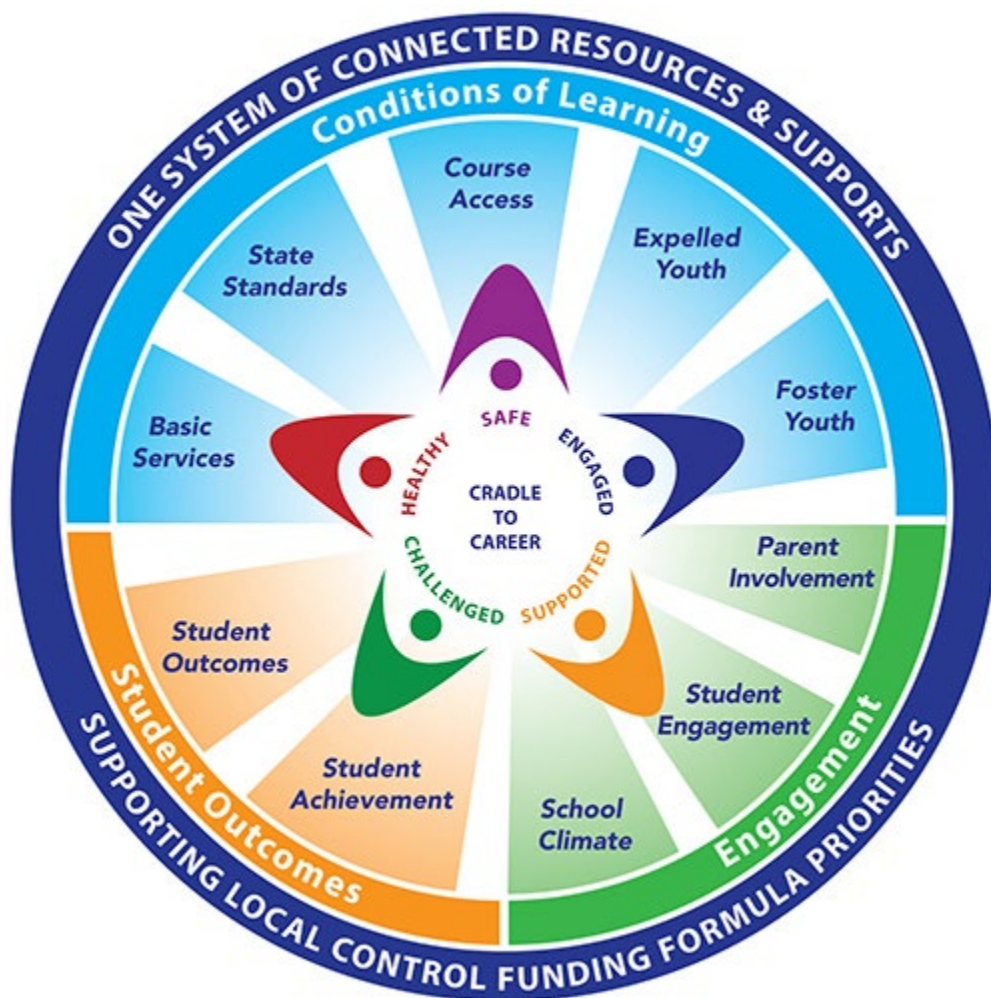
LCFF Budget Overview for Parents

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

CDS Code: 34-67348

School Year: 2022-23

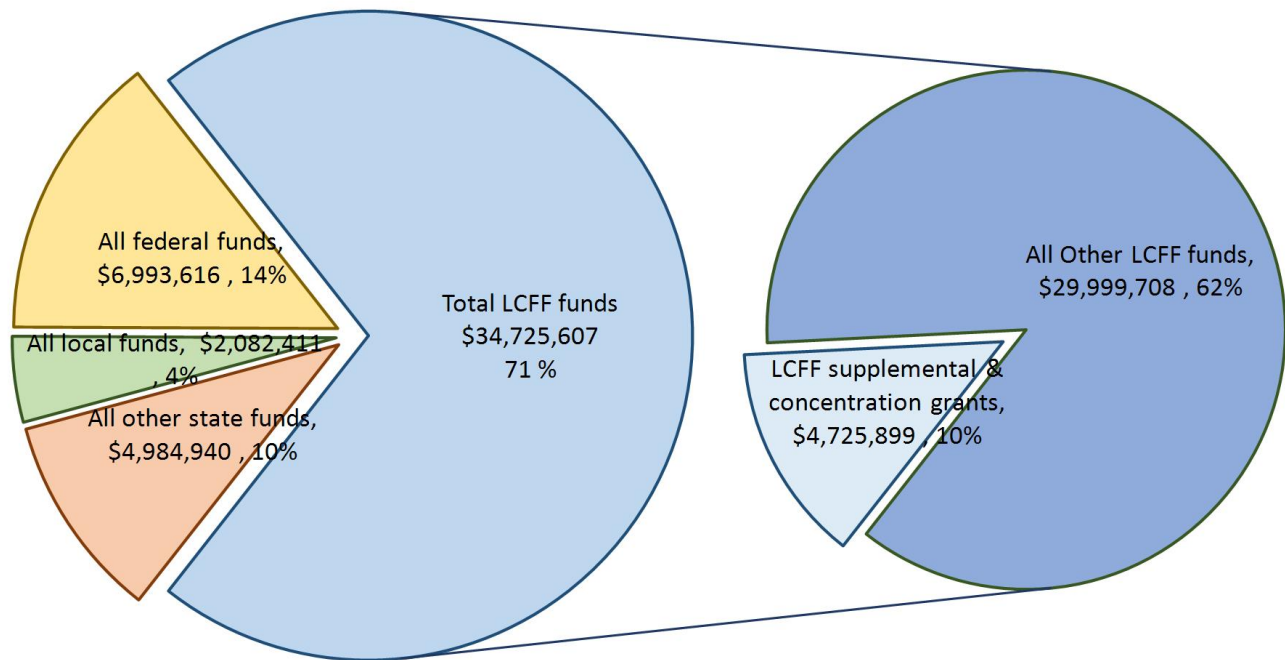LEA contact information:

Lois Yount

Superintendent

lyount@galt.k12.ca.us

(209) 744-4555

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $6,993,616 , 14%

All local funds, $2,082,411 , 4%

All other state funds, $4,984,940 , 10%

Total LCFF funds $34,725,607 71 %

All Other LCFF funds, $29,999,708 , 62%

LCFF supplemental & concentration grants, $4,725,899 , 10%
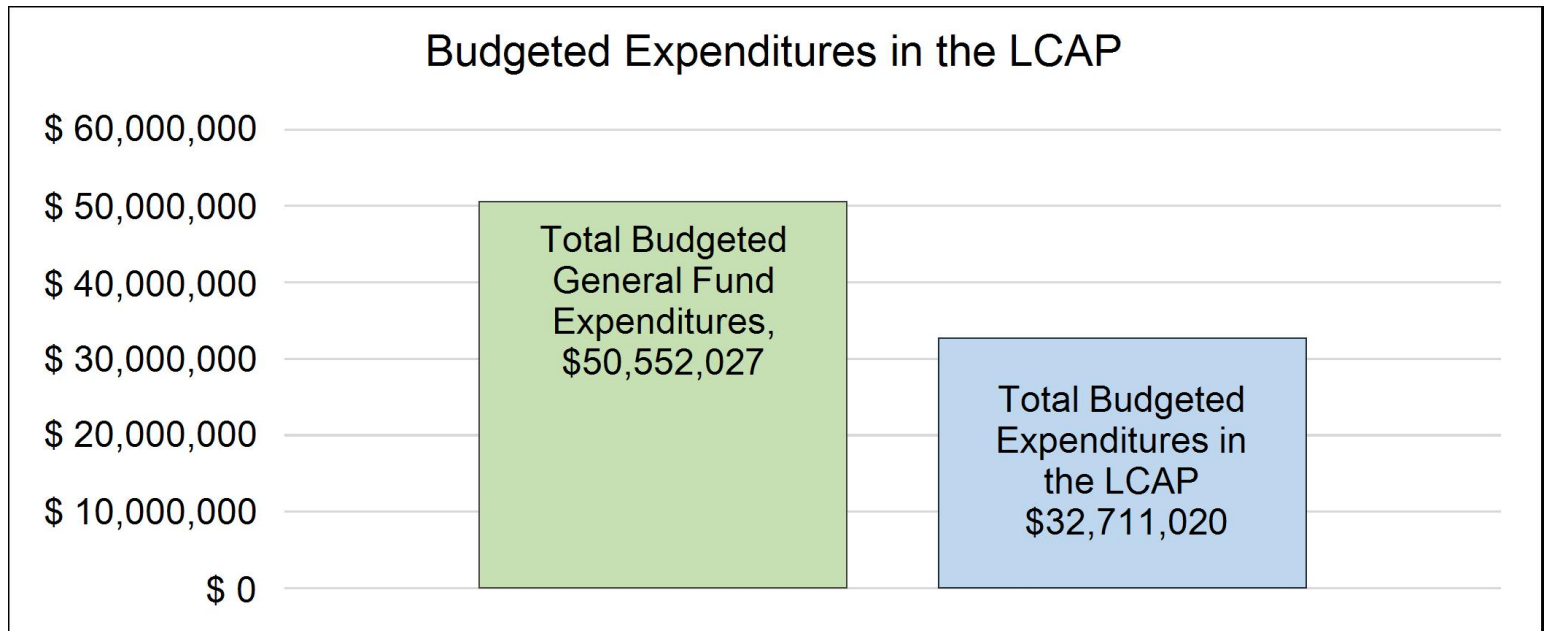
This chart shows the total general purpose revenue Galt Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Galt Joint Union Elementary School District is $48,786,574, of which $34,725,607 is Local Control Funding Formula (LCFF), $4,984,940 is

other state funds, $2,082,411 is local funds, and $6,993,616 is federal funds. Of the $34,725,607 in LCFF Funds, $4,725,899 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 60,000,000	
$ 50,000,000	Total Budgeted General Fund Expenditures, $50,552,027
$ 40,000,000	
$ 30,000,000	Total Budgeted Expenditures in the LCAP $32,711,020
$ 20,000,000	
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Galt Joint Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Galt Joint Union Elementary School District plans to spend $50,552,027 for the 2022-23 school year. Of that amount, $32,711,020 is tied to actions/services in the LCAP and $17,841,007 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP:
1. Business and Human Resource Services
2. Superintendent and Cabinet
3. General and Special Education Transportation
4. Informational Technology Department and Infrastructure
5. Administrative and Operational Supplies
6. Routine Maintenance and Operations
7. Utilities/Insurance

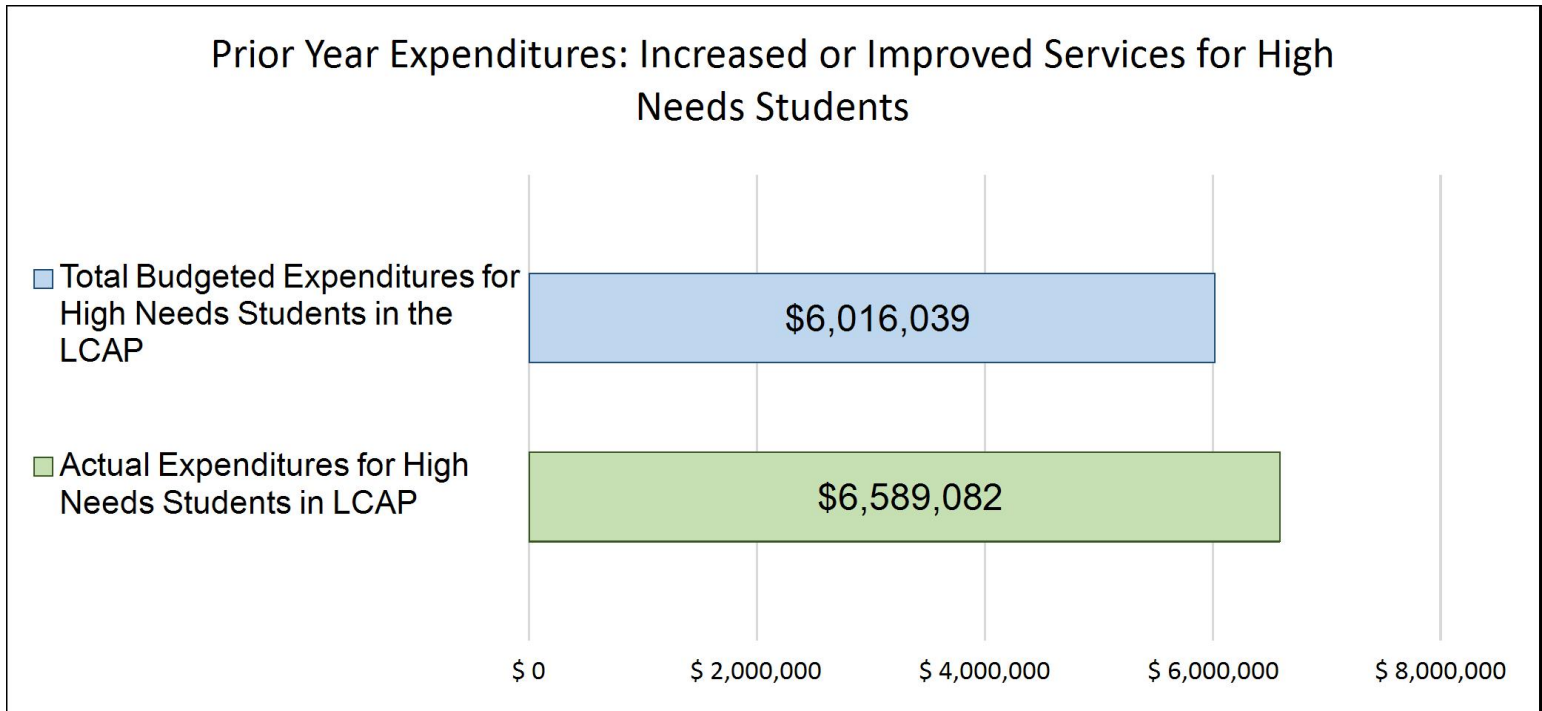# Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Galt Joint Union Elementary School District is projecting it will receive $4,725,899 based on the enrollment of foster youth, English learner, and low-income students. Galt Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Galt Joint Union Elementary School District plans to spend $5,611,312 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

This chart compares what Galt Joint Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Galt Joint Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Galt Joint Union Elementary School District's LCAP budgeted $6,016,039 for planned actions to increase or improve services for high needs students. Galt Joint Union Elementary School District actually spent $6,589,082 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us 209-744-4545

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Numerous virtual stakeholder feedback sessions (DAC, DELAC, GEFA, CSEA, Board of Trustees, site SSCs & ELACs, etc.) and school community surveys provided direction for the district as the new three year LCAP was being developed. The 2021-22 LCAP included ESSER III funds to provide a well-rounded strategic plan. Themes emerged from stakeholder feedback that were incorporated into the LCAP. All feedback sessions were conducted in both English and Spanish. Parent/caregiver stakeholders participating in the meetings represented all of our unduplicated learner groups including English learners, low socioeconomic students, foster youth, and special education.

Key actions that were influenced by stakeholder input and also utilized funds provided through the Budget Act of 2021:

1.Motivation, Goal Setting, Hope Building
- Continue with Instructional Assistants (IAs) for small group support (more IAs for reading groups).
- Continue with GLEE or Bright Future Home Learning Academy (add online curriculum for students).
- Instructional Assistants for math support.
- Summer programs at all sites.

2.Social Emotional Learner Supports and Opportunities: learner, staff, family
- Yale University "RULER Training" is a systemic social and emotional learning approach with site-based teams implementing the principles of emotional intelligence.
- Infuse more art into the school experience: Healthy Hearts and Minds Mentoring Program with artists in residency and mental health experts.
- At every school, social workers or counselors provide mental health services, social emotional, behavior, and academic support for high-risk students.

3.Scheduling and Calendar Considerations: Summer/School Year
- Expanded learning opportunities with transportation.
- Clubs will be offered in a summer program.

4.Programs, Clubs, Interventions, Training
- Expand after school and summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In alignment with Goal area #2: Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments, the additional funding was used to support student mental health services with social workers or counselors at every site (two counselors at the middle school) and targeted wrap-around support services for unduplicated students and their families with the transition from elementary to middle school.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Numerous virtual stakeholder feedback sessions (DAC, DELAC, GEFA, CSEA, Board of Trustees, site SSCs & ELACs, etc.) and school community surveys provided direction for the district as the 2021 LCAP was being developed.
This feedback from Spring 2021 advisory committees also helped to shape the ESSER III Expenditure Plan.
The feedback from these various groups supported the development of the District's LCAP goals and the ESSER III Expenditure Plan:

Safe In-Person Learning
- Increase student safety at the middle school with additional yard supervisors
- Increase outdoor learning spaces & shade structures

Lost Instructional Time
- Additional Instructional Assistants for intervention and small group support

- Professional development for classified and certificated staff
- Additional curriculum
- Technology
- Extended Day (Acceleration Blocks)
- Robust summer program

Other (Social Emotional Learning and Mental Health Supports)
- Expand after school enrichment (Sports, SEL, STEAM)
- Environmental education
- Arts education

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation Highlights:
1. Strategies for Continuous and Safe In-Person Learning
- Increased administrators at school sites to support student health & safety and supervision
- HVAC units have been upgraded and routinely serviced
- Installing sinks in all classrooms
- Contracted nursing services and additional health staff have supported COVID-19 testing and contact tracing

2. Addressing the Impact of Lost Instructional Time
- Chromebooks and hotspots continue to be purchased based on student need
- Online personalized learning tools (MAP Accelerator and other online programs)
- TOSAs provide support services for English learners, data entry and reporting, and supporting the district literacy plan
- Acceleration blocks are providing after school targeted support to small groups of students
- Class sizes have been further reduced in grades TK-2 to accelerate learning loss

3. Use of Remaining Funds
- Bright Future Home Learning Academy provides a safe long-term independent study program for approximately 100 students
- Additional counselor at the middle school provides mental health services and social emotional support
- Registered Behavior Technicians work with the District's Behavior Analyst to identify positive interventions and supports for individual students
- The District is in the process of developing of a PreK-8 Dual Language Immersion Program beginning with Pre-K

Implementation Challenges:

- Filling some of the positions created with new funding has been challenging. Positions difficult to fill include: yard supervisors, instructional assistants, and certificated staff to meet students' needs in the acceleration blocks after school.
- Prior to March 2022, in-person parent workshops and trainings have been placed on hold due to COVID-19 in-person meeting restrictions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The GJUESD's LCAP serves as the District's Strategic Plan and each school's Single Plan for Student Achievement (SPSA) is also aligned with the LCAP.
All fiscal resources received are aligned to the Strategic Plan and District advisory committees have regular opportunities for feedback and suggestions on the use of those funds.

The Federal American Rescue Plan Act and Federal Elementary and Secondary School Emergency Relief expenditure plans are in alignment with the District's LCAP Goals:

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

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every learner while focusing on well-being and safety considerations for our students, staff, families, and the Galt community. The District is committed to personalization with a focus on social emotional learning, wellness, and equity.

The impact of the COVID-19 pandemic has been evident in students and adults. The 2021-22 school year was burdened with low attendance for staff and students. Learning loss has been apparent for many students due to online learning caused by school closures over the last two years and low attendance rates in 2021-22. It wasn't until March 2022 that we were able to again operate as a "normal" school system. Attendance rates are also getting back to normal for students and staff.

The LCAP outlines goals and actions to mitigate learning loss and support the well-being of students, staff, and families. This will take additional staff, resources, and outside consultants and partnerships. The California Social and Emotional Guiding Principles will be integrated system-wide for 1) Whole Learner Development, 2) Equity Commitment, 3) Capacity Building, 4) Family and Community Partnerships, and 6) Learning and Improvement.

The school system is devoted to a well-rounded and rigorous learner-centered education.The district serves 3,523 pre-kindergarten through grade eight learners at five elementary schools, one middle school and one elementary school and readiness center. Approximately 60% of learners come from socioeconomically disadvantaged homes (the percentages at our six schools ranging from 42%-81%). English language learners comprise 21% of the district's population (ranging from 12%-50% at our schools). 17% of our learners receive special education services.

The GALT Growing And Learning Together initiative is described through two LCAP goals:

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

Key elements of the strengths-based learner-centered initiative have been synthesized under the umbrella of Multi-Tiered Systems of Support (MTSS) to recognize that learning is social, emotional, and academic. During our continuous LCAP development and implementation, GJUESD has moved from a student-centered proficiency model to a learner-centered growth and achievement model.

Reflections: Successes

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

GJUESD is using local assessment data from winter 2022 to reflect on our academic successes. We are using data from the CalSCHLS surveys to reflect on school climate, safety, motivation, and well-being.

Successes in District Reading Assessment (DRA):
All students in Grades TK-3 are administered DRAs to measure success towards reading fluently and reading at grade level by the end 3rd grade. While we did not make our growth targets when comparing spring 2021 data to winter 2022 for individual grade levels, we did note growth with all TK-3 students as they move towards meeting all DRA trimester benchmarks. In 2021, 44% of TK-3 students met DRA benchmarks while in 2022, 51% of the TK-3 students met all benchmarks. This indicates a success of a 7% percent gain in the number of all students meeting DRA benchmarks from 2021 to 2022.

Successes in Measures of Academic Progress (MAP):
All students in Grades 1-2 are administered MAP three times (fall, winter, and spring per year) while all students in Grades 3-8 are administered MAP in the fall and the winter. Students in Grades 1-6 are expected to reach the 60th percentile in both reading and mathematics; while students in Grades 7-8 are expected to reach the 70th percentile in both reading and mathematics. When comparing mathematics spring 2021 to winter 2022, the following is noted in the area of mathematics: Growth was made with all students 27% to 31%, with Hispanics 18% to 27%, with Socio-Economically Disadvantaged 17% to 22% and with Students with Disabilities 13% to 22%. The following student groups met/exceed the 5% target for MAP-Mathematics: Hispanics, Socio-Economically Disadvantaged, and Students with Disabilities. When the same data is viewed by grade level, the following met the 5% target: 2nd, 3rd, 4th, 5th, and 6th.

When comparing spring 2021 to winter 2022, the following is noted in the area of reading: Growth was made with all students 34% to 37%, with White 46% to 49%, Hispanics 26% to 30%, with Socio-Economically Disadvantaged 26% to 29%, and Students with Disabilities 16% to 25%. The gains for Students with Disabilities almost doubled the expected growth and it was the only student group that met the 5% expected gains. When the same data is viewed by grade level, the following met/exceed the 5% target: 2nd, 3rd, 5th, and 6th.

Successes in English Language Proficiency Assessments (ELPAC) & Redesignation Rate (RFEP):

When comparing 2019 ELPAC summative summary results to 2020 ELPAC summative summary results, the data shows a decrease of 3% of the number of students who scored a Level 4. This could be a result of having an increase in the number of students who met the criteria to be redesignated in 2021. The redesignation percentage in 2019 was 7% while the reclassification in 2021 was 12% resulting in an increase of 5% of RFEP students.

April 2022 CalSCHLS Survey Data:

STUDENTS: 869 5th-8th grade students completed the CalSCHLS survey.
Areas of strength were noted in the following key indicators:

5th-6th Grade (Agree/Strongly Agree)
1. Academic motivation: 76%-81%
2. High expectations- adults in school: 84%
3. Facilities upkeep: 78%-80%
4. Parent involvement in schooling: 74-75%
5. Social and emotional learning Supports: 71%-74%
6. Anti-bullying climate: 70%-75%
7. Feel safe at school: 72%-73%
8. Rule clarity: 75-85%
9. Students treated with respect: 76%-88%

7th-8th Grade (Agree/Strongly Agree)
1. High expectations-adults in school: 71%-74%
2. Clarity of rules: 73%-77%
3. Growth mindset: 72%-74%
4. Goal setting: 75%-77%

PARENTS: 402 parents completed the CalSCHLS survey.
Areas of strength were noted in the following key indicators (Strongly Agree):

This school...

Is a safe place for my child.
Elementary: 40%
Middle: 23%

Has adults who really care about students.

Elementary: 40%
Middle: 21%

Communicates with parents about school.
Elementary: 48%
Middle: 27%

Treats all students with respect.
Elementary: 40%
Middle: 28%

STAFF: 145 school employees completed the CalSCHLS survey.
Areas of strength were noted in the following key indicators: (Strongly Agree)

This school...
- has high expectations for students: 54%
- has caring adult relationships: 48%
- has positive student learning environment: 49%
- has adequate counseling and support services: 47%
- is a safe place for students and staff: 46%-47%
- provides opportunities for physical education: 70%
- fosters youth development, resilience, or asset promotion: 46%

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Areas of identified need based on DRA, MAP, suspension and attendance rates, and CalSCHLS surveys.

District Reading Assessments (DRA):
It is important to note that DRA data is being compared from the spring of 2021 to the winter to 2022. At the time of this reflection, we do not yet have spring 2022 DRA data to adequately compare both sets of data. However, with the current data at hand, there is a need for additional reading strategies support for all grade levels. In particular, there is a strong need to further explore the instruction for word recognition (phonics) and language comprehension for Students with Disabilities and English language learners.. Additional professional development is needed for all Tk-3 teachers in the area of teaching literacy.

Measures of Academic Achievement (MAP) Reading:

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

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

Measures of English Language Proficiency:
When comparing the percent of students scoring at a Level 1 and Level 2 (combined) on ELPAC from 2019 to 2021, an increase of 8% is noted. Moving forward, professional development needs to be provided in designated and integrated English Language Development instruction. A stronger understanding of the role of academic language and literacy instruction with content area instruction is needed. In particular, the focus of the support needs to be provided to intermediate and middle school teachers. Effective support and intervention actions will need to be identified to ensure all ELs are demonstrating progress and reaching the RFEP criteria by the end of 3rd, 6th, and 8th grade. As the district's Dual Language Immersion program grows, a need to support bilingual teachers in the area of Spanish-English biliteracy transfer such as the phonological awareness through the lens of transfer.

CalSCHLS Survey:
PARENT survey data (Strongly Agree)
This school...

Encourages me to be an active partner.
Elementary: 33%
Middle: 27%

Makes me feel welcome to participate.
Elementary: 31%
Middle: 16%

Supports student learning environment:
Elementary: 31%
Middle: 23%

Has clean and well-maintained facilities.

Elementary: 35%
Middle: 24%

STUDENT survey data (Yes, most or all of the time)

Students feel connected to school:
Grade 5 = 70%, Grade 6 = 67%, Grade 7 = 63%, Grade 8 = 55%

Students have a caring adult in school: Grade 5 = 70%, Grade 6 = 65%, Grade 7 = 58%, Grade 8 = 54%

My school has an anti-bullying climate: Grade 7 = 43%, Grade 8 = 38%

I feel safe at school: Grade 7 = 60%, Grade 8 = 61%

Cyberbullying is a problem: Grade 5 = 27%, Grade 6 = 21%, Grade 7 = 31%, Grade 8 = 36%

Positive student well-being: Grade 5 = 69%, Grade 6 = 63%

Positive life satisfaction: Grade 7 = 66%, Grade 8 = 65%

STAFF survey data (Strongly Agree)

Caring adult relationships: Middle = 32%

Promotion of parental involvement: Elementary = 42%, Middle = 20%

Positive student learning environment: Middle = 41%

Support for social emotional learning: Elementary = 43%, Middle = 22%

Antibullying climate: Elementary = 36%, Middle = 19%

Positive staff working environment: Elementary = 38%, Middle = 29%

Is school safe for students: Middle = 22%

Respect for diversity: Elementary = 40%, Middle = 22%

District attendance rate: Between August 19, 2021 - May 3, 2022, 915 students have been chronically absent (>10%) district-wide (28% of the student population)

District suspension rate: Between August 19, 2021 - May 3, 2022, 63 students have been suspended district-wide (2.0% of the student population)

District expulsion rate: Between August 19, 2021 - May 25, 2022, 5 students have been expelled district-wide (0.15% of the student population)

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

- Every school has a full time social worker or counselor to support learners' mental health and social emotional well-being.
- Every school has a Multi-Tiered Systems of Support (MTSS) team, comprised of administrator, teachers, mental health staff, and specialists that will meet monthly to address whole learner needs in a tiered approach.
- Site administrators and MTSS teams are developing proactive approaches to attendance and discipline.
- Registered Behavior Technicians (RBTs) will also support students through the MTSS process.
- The Expanded Learning Programs will continue to support engagement, sense of belonging, and build strong relationships with students.
- McCaffrey Middle School will continue to refine the role Student Wellness Center with a 1.0 FTE Opportunity Teacher and two full-time School counselors.
- Site administrators will work as a team to identify alternatives to suspensions.
- An arts and mentoring program will continue as a Tier 2 approach through the MTSS process to serve learners in after school settings at three schools.
- Summer program will be offered in 2022 with a priority enrollment for high needs learners and include daily Social Emotional Learning (SEL) and enrichment opportunities.
- There is a District wide expectation of the implementation of SEL curriculum.
- Teachers on Special Assignment (TOSAs) will support the MTSS process and data analysis.
- Continue implementation of Restorative Practices.
- Explore additional strategies through the SARB process to decrease chronic absenteeism.
- Expand parent support and trainings at schools.

LCAP Highlights

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

The Galt Joint Union Elementary School District has gathered and synthesized the feedback from school community surveys and multiple stakeholder groups over the last two years to develop a three year strategic plan that centers on addressing the needs of the whole learner. The California Social and Emotional Guiding Principles will be integrated system-wide throughout the Galt Growing And Learning Together initiative for 1) Whole Learner Development, 2) Equity Commitment, 3) Capacity Building, 4) Family and Community Partnerships, and 5) Learning and Improvement.

A recent Learning Policy Institute report also provided a set of six design principles that are essential for creating intellectually rigorous and equitable learning settings. These principles will provide a framework for designing goals, practices, and activities to address learning during the school day and expanding student experiences after school and into the summer. The design principles include:
1. Center Relationships
2. Create a Culture of Affirmation and Belonging
3. Build From Students' Interests and Take a Whole Child Approach to Their Development
4. Engage Students' and Families' Knowledge in Disciplinary Learning
5. Provide Creative, Inquiry-Based Forms of Learning
6. Address Educator Needs and Learning

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

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

Key actions in this goal area highlight our efforts to increase academic growth and achievement for every learner with a focus on engagement.
- Expanded learning and summer services that prioritize learning acceleration for learners in PreK-8.
- Expand the enrollment of our high needs learners in the district's Prekindergarten program.
- Building certificated leadership capacity with TOSAs to support educators and students in the areas of Early Reading and MTSS.
- Increasing parent engagement, leadership and participation in their children's education, improve home-school communication and provide parent education.
- Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional training for staff focusing on inclusive practices and co-teaching.
- Continue to offer the current district K-3 Transitional Bilingual Program while implementing a PreK-8 Dual Language Immersion Program.
- Partnership with CORE Learn to strengthen our reading programs and instruction.

- Professional development from mathematics curriculum publishers to strengthen adult and student learning.

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

Key actions in this goal area highlight efforts to advance whole learner education that include partnerships and resources involving:
- Providing additional site-based administration to identify and provide support for unduplicated students for individual goal growth through ongoing monitoring of individual growth targets, assessments, and services coordination as they transition from elementary to middle school to high school.
- Launching a systemic social and emotional learning approach with site-based teams implementing the principles of emotional intelligence that informs how leaders lead, teachers teach, students learn, and families support students.
- Creating an arts mentoring program with artists in residency and mental health experts.
- Sustaining a school social worker or counselor at every school to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth.
- Expanded learning enrichment opportunities being offered at every school site in the summer and after school.
- Partnership with Sacramento County Office of Education to provide mental health clinicians.
- Registered Behavior Technicians working with sites teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

At this time GJUESD has no schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

At this time GJUESD has no schools within the LEA that have been identified for CSI.

Monitoring and Evaluating Effectiveness

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

At this time GJUESD has no schools within the LEA that have been identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Numerous virtual and in person stakeholder feedback sessions (DAC, DELAC, GEFA, CSEA, Board of Trustees, site SSCs & ELACs, etc.) and school community surveys provided direction for the district as the 3-year LCAP was being developed and now monitored. Themes emerged from stakeholder feedback that were incorporated into the LCAP. The District's response to comments after each of the LCAP feedback sessions supports the revision of the LCAP. All LCAP feedback sessions were conducted in both English and Spanish. Late afternoon sessions were provided to support parent participation. Parent/caregiver stakeholders participating in the meetings represented all of our unduplicated learner groups including including English learners, low socioeconomic students, Foster Youth and special education.

Engagement focus and meeting dates:
1. District Advisory Committee (DAC) Meetings and District English Learning Advisory Committee (DELAC): Priorities discussion and feedback included; CalSCHLS surveys, Social Emotional Learning (SEL), Multi-tiered Systems of Support, Expanded Learning Program Ideas, Resources and budget alignment: January 18, 2022; February 15, 2022; March 15, 2022, April 7, 2022; May 17, 2022.

2. Special Education Parent Advisory Committee (PAC): Discussion and feedback mirrored the DAC and DELAC meetings with an additional focus on meeting the needs of learners with disabilities: December 9, 2021; February 17, 2022; May 19, 2022.

3. Board of Trustees- Regular monthly reports with feedback on LCAP goal progress.

4. District-wide CalSCHLS parent/staff/student surveys were shared to gain insights and progress in the following areas: Personalization, Learning environment, School culture and safety, and School facilities: April 2022

5. Consulted with GEFA and obtained feedback on priority actions to address learning loss, acceleration, and social emotional learning: May 10, 2022

6. Consulted with CSEA and obtained feedback on priority actions to address learning loss, acceleration, and social emotional learnings: May 23, 2022

7. Report on LCAP progress and feedback at Board of Trustees meeting: May 25, 2022

8. Draft LCAP and Parent Budget Summary Overview posted on District's website for public feedback along with voice, text, and email BlackBoard Connect messages sent out to all GJUESD families inviting them to provide LCAP feedback on our District website: June 3, 2022.

9. LCAP Public Board Hearing: June 15, 2022

10. Board of Trustees consideration for approval of the 2021-22 LCAP: June 22, 2022

A summary of the feedback provided by specific educational partners.

Considering the proposed two LCAP goals, stakeholders focused in on three questions: 1) What is key to support learner engagement and academic growth? 2) What is key to supporting staff growth and motivation? 3) What is key to improving student attendance and suspension rates?

Ideas and feedback were collected within three theme areas:

1.Learner engagement and academic growth:
- Professional Development
- Explore new math curriculum
- More resources for teachers
- Celebrate growth with students
- Smaller class sizes
- Additional support staff

2.Staff growth and motivation:
- Celebrate growth with staff
- Support for staff and boosting morale
- Solicit teacher feedback
- Supporting staff with student behavior management
- Streamline MTSS process
- Promote activities to strengthen relationships

3.Improving student attendance and suspension rates:
- Increase parent involvement and engagement
- Incentives for attendance
- Implement SARB process
- Consistent discipline and restorative practices
- Social workers and counselors supporting students at risk

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Key actions that were influenced by stakeholder input:
- Class size reduction

- Expanded learning opportunities
- Instructional Assistant support
- Administrative staffing/support
- Academic conferences
- Professional learning
- Parental engagement
- Mental health counseling services
- Positive behavior intervention supports
- Social emotional learning

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data driven decision-making drives the work.
Achievement Gap: Student data indicates the COVID-19 pandemic has undone months of academic gains, widened the achievement gap, and has left struggling learners even further behind.
Student Engagement: School MTSS teams report that student engagement and motivation have decreased over the last two years due to distance learning and post pandemic conditions.

Local Assessment Data Results:

- The percentage of students meeting all District Reading Assessments (DRA) are expected to increase by 10% each year until we reach 80%. When comparing DRA data from spring 2021 to winter 2022, a decrease in the percent of TK-3 students is reflected for each grade level: TK/K= 63% to 52%, 1st Grade= 51% to 49%, 2nd Grade = 51% to 47%, and 3rd Grade is at 59%. Spring 2021 DRA data for student groups was not collected; however, winter 2022 DRA data reflects the following: All = 51%, White = 50%, Hispanic = 48%, Socioeconomically Disadvantaged = 45%, Students with Disabilities = 36% and English Learners = 44%.

- Our goal is for all students to be at the 60th percentile as measured by Measures of Academic Progress (MAP). We expect the percentage of students at the 60th percentile to increase by 5% each year. When comparing Math MAP data from spring 2021 to winter 2022, six of the eight grade levels showed gains; however, only five of the eight met the expected growth target: 2nd = 30% to 40%, 3rd = 27% to 42%, 4th = 26% to 31%, 5th = 25% to 32%, and 6th = 24% to 29%. When looking at student groups, only three student groups met the expected growth target: Hispanic = 18% to 27%, Socioeconomically Disadvantaged = 17% to 22%, and Students with Disabilities = 13% to 22%.

- Measures of Academic Progress (MAP) results for Reading: When comparing Reading MAP data from spring 2021 to winter 2022, six of the eight grade levels showed gains; however, only four of the eight met the expected growth target: 2nd = 28% to 42%, 3rd = 35% to 46%, 5th = 38% to 46%, and 6th = 36% to 41%. When looking at student groups, only one student group met the expected growth target: Students with Disabilities = 16% to 25%.

California School Dashboard (2019) data indicates the following:

- For Mathematics: The 2019 California Dashboard indicated 6 student groups below the Green Performance Level: Students with Disabilities (Orange), Asian (Yellow), English Learners (Yellow), Latino (Yellow), Homeless (Yellow) and Socioeconomically Disadvantaged (Yellow).
- For English Language Arts: The 2019 California Dashboard indicates 5 student groups below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Yellow) and Homeless (Yellow).
- CAASPP Participation Rate: Participation rate on the 2019 CAASPP for Students with Disabilities was below 95% on the mathematics and ELA CAASPP (94%).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner enrollment in PreKindergarten will increase 5% each year.	2020-21 SIS Data Total enrollment = 200 Total EL enrollment = 85 (43%)	2021-22 SIS Data Total enrollment = 171 Total EL enrollment = 80 (47%)			2023-24 SIS Data Total EL enrollment = 58%
PreK Dual language learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year.	Spring 2021 School Readiness Assessments: 1. 49% of all PreK students met all Kinder Readiness Benchmarks 2. 25% of PreK Dual language learners met all Kinder Readiness Benchmark	New Baseline Spring 2022 (PreK Benchmarks have been realigned with kinder readiness skills) School Readiness Assessments: 1. 55% of all Preschool students met 80-100% of Kinder Readiness Benchmarks			2023-24 1. 79% of all Preschool students met all Kindergarten Readiness Benchmarks 2. 60% of Preschool ELs will meet the Kindergarten Readiness Benchmarks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2. 51% of dual language learners met 80-100% of Kinder Readiness Benchmarks			
School Readiness direct services to families will increase by at least 100 families each year.	2020-21 First 5 Data: 215 families were served	2021-22 First 5 Data: 227 families were served			2023-24 495 families served by School Readiness
The number of all TK-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year.	Spring 2021 DRA: TK/K: 63% 1st: 51% 2nd: 51% 3rd = Did not collect All Students = 44% Did not disaggregate DRA data by student group.	Winter 2022 DRA: TK/K = 52% 1st = 49% 2nd = 47% 3rd = 59% All Students= 51% White = 50% Hispanic = 48% Low SES = 45% Students with Disabilities = 36% English Learners = 44%			Spring 2024 DRA: TK/K: 93% 1st: 81% 2nd: 81% 3rd: 79% All TK-3 Students= 81% White = 70% Hispanic = 68% Low SES = 65% Students with Disabilities = 56% English Learners = 64%
The number of 1st-8th grade students in each student group meeting/exceeding	MAP- MATH Spring 2021: Total: 1st-6th grade student groups	MAP- MATH Winter 2022: Total 1st-8th grade student groups			MAP- MATH Spring 2024 Total: 1st-6th grade student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the 60th percentile for Math on winter MAP will increase at least 5% each year.	meeting/exceeding the 60th percentile All students= 27% White = 52% Hispanic = 18% Low SES = 17% Students with Disabilities = 13% Current English Learners =10% Reclassified ELs = 24% All students by grade level: 1st = 33% 2nd = 30% 3rd = 27% 4th = 26% 5th = 25% 6th = 24% 7th = 24% 8th = 25%	meeting/exceeding the 60th percentile and 7th-8th meeting/exceeding the 70% percentile: All Students= 31% White= 43% Hispanic= 27% Low SES= 22% Students with Disabilities= 22% Current English Learners= 9% Reclassified ELs= All students by grade level: 1st = 25% 2nd = 40% 3rd = 42% 4th = 31% 5th = 32% 6th = 29% 7th = 23% 8th = 27%			meeting/exceeding the 60th All Students= 42% White = 67% Hispanic = 33% Low SES = 32% Students with Disabilities = 28% Current English Learners = 25% Reclassified English Learners = 39% All students by grade level meeting/exceeding the 60th percentile 1st = 48% 2nd = 45% 3rd = 42% 4th = 41% 5th = 40% 6th = 39% 7th = 39% 8th = 40%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Reading on spring MAP will increase at least 5% each year.	MAP- READING Spring 2021: Total: 1st-6th grade student groups meeting/exceeding the 60th percentile All students = 34%	MAP- READING Winter 2022: Total 1st-8th grade student groups meeting/exceeding the 60th percentile and 7th-8th			MAP- READING Spring 2024 Total: 1st-6th grade student groups meeting/exceeding the 60th percentile All Students = 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White = 46% Hispanic = 26% Low SES = 26% Students with Disabilities = 16% Current English Learners =15% Reclassified ELs = 37% All students by grade level: 1st = 31% 2nd = 28% 3rd = 35% 4th = 44% 5th = 38% 6th = 36% 7th = 28% 8th = 29%	meeting/exceeding the 70% percentile: All Students= 37% White= 49% Hispanic= 30% Low SES= 29% Students with Disabilities= 25% Current English learners= 10% Reclassified ELs= All students by grade level: 1st = 34% 2nd = 42% 3rd = 46% 4th = 34% 5th = 46% 6th = 41% 7th = 25% 8th = 31%			White = 61% Hispanic = 41% Low SES = 41% Students with Disabilities = 31% Current English Learners = 30% Reclassified English Learners = 52% All students by grade level meeting/exceeding the 60th percentile 1st = 46% 2nd = 43% 3rd = 50% 4th = 59% 5th = 53% 6th = 51% 7th = 43% 8th = 44%
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Fall 2019 CA Dashboard MATHEMATICS All students: YELLOW 25.8 points below standard Increased 6.6 Points White: GREEN	N/A for 2021-22			Fall 2024 CA Dashboard All students: GREEN 4.2 points above standard White: BLUE 23.6 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6.4 points above standard Increased 12 points Hispanic:YELLOW 44.5 points below standard Increased 4.2 Points Socioeconomically Disadvantaged: YELLOW 46.6 points below standard Increased 6.1 Points Students w/ Disabilities: ORANGE 95.5 points below standard Increased 24.2 All English Learners: YELLOW 63.9 points below standard Increased 7.2 points **EL Comparisons** Current English Learners: 84.2 points below standard Increased 10.9 Points				Hispanic: GREEN 14.5 points below standard Socioeconomically Disadvantaged: GREEN 16.6 points below standard Students w/ Disabilities: YELLOW 65.5 points below standard All English Learners: GREEN 33.9 points below standard **EL Comparisons** Current English Learners: 54.2 points below standard Reclassified English Learners: 9.1 points below standard English Only: 21 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reclassified English Learners: 39.1 points below standard Increased 9.8 Points English Only: 9.6 points below standard Increased 7.1 points				
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	Fall 2019 CA Dashboard ENGLISH LANGUAGE ARTS All students: YELLOW 3.9 points below standard Maintained 2.8 Points White: GREEN 22.5 points above standard Increased 4.5 points Hispanic:ORANGE 20.3 points below standard Maintained 1.9 points Socioeconomically Disadvantaged ORANGE 24.5 points below standard	N/A for 2021-22			Fall 2024 CA Dashboard All students: GREEN 26.1 points above standard White: BLUE 52.5 points above standard Hispanic: GREEN 10 points above standard Socioeconomically Disadvantaged: GREEN 5.5 points above standard Students with Disabilities: YELLOW

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Maintained 2.9 points Students with Disabilities: ORANGE 77.3 points below standard Increased 12.6 points All English Learners: YELLOW 41.6 points below standard Increased 5 points **EL Comparisons** Current English Learners: 72.7 points below standard Increased 11.5 points Reclassified English Learners: 3.5 points below standard Increased 8.1 points • English Only: 10.9 points above standard Maintained 2.6 Points				47.3 points below standard All English Learners: GREEN 1.6 points below standard **EL Comparisons** Current English Learners: 42.7 points below standard Reclassified English Learners: 26.5 points above standard English Only: 40.9 points above standard
The participation rate of 3rd-8th grade students on IEPs	Fall 2019 CA Dashboard SPED	N/A for 2021-22			Fall 2024 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
taking the the Math & ELA CAASPP will meet or exceed 95%.	PARTICIPATION RATE ELA Participation Rate= 94% Math Participation Rate= 94%				ELA & Math = 95% or greater
English learners making Annual Progress in Learning English as measured by ELPAC will increase at least 7% on the CA State Dashboard each year.	Fall 2019 CA Dashboard ELPAC English Learner Progress = 48.1% (Medium)	N/A for 2021-22			Fall 2024 CA Dashboard English Learner Progress = 69.1% or greater
District English learner reclassification rate will increase at least 3% each year.	2019-20 District Data R-FEP rate = 7%	2021-22 District Data R-FEP rate= 14% 2020-21 District Data R-FEP rate = 7%			2023-24 District Data District R-FEP rate = 16% or greater
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-21 District Data CCSS aligned curriculum= 100%	2021-22 District Data CCSS aligned curriculum= 100%			2023-24 District Data Maintained 100%
District-wide, at least 65% of the students served in Expanded Learning summer programs will be	2021 Summer Program Unduplicated Percentages: District = 61.5%	2022 Summer Program Unduplicated Percentages: TBD			2023-24 Summer Program Unduplicated Percentages:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students from our unduplicated student groups (Low SES, EL, foster).	GES- 30% VO- 91% RO- 67.6% LC- 40.4% MRE- 49% MMS- 91%				District= 65% or higher GES- 50% VO- 91% RO- 67.6% LC- 50.4% MRE- 49% MMS- 91%
Misassignments of teachers will remain at 0.	2020-21 CALPADS Misassignments= 0	2021-22 CALPADS Misassignments= 0			2023-24 CALPADS Misassignments 0
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2020-21 District Data Access to professional development= 100%	2021-22 District Data Access to professional development= 100%			2023-24 District Data Maintained at 100%
Parents of unduplicated students will be represented at all stakeholder meetings (DAC, ELAC, DELAC, listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	2020-21 District Data Representation all stakeholder meetings= MET	2021-22 District Data Representation all stakeholder meetings= MET			2023-24 District Data MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SpEd PAC).	2020-21 District Data Stakeholder participation= MET	2021-22 District Data Stakeholder participation= MET			2023-24 District Data MET
Parent CalSCHLS survey will be completed by a minimum of 750 families with an increase of 5% each year.	2021 CalSCHLS Parent Survey Responses= 862	2022 CalSCHLS Parent Survey Responses= 402			2023-24 CalSCHLS Parent Survey Responses = 991 or greater
Student access and exposure in the area of Arts Education.	2020-21 District Data Baseline= 0	2021-22 District Data 80% of all students had exposure and access to Arts Education.			2023-24 District Data Maintained at 100%
Parent use of SIS Parent Portal will increase 5% annually.	2020-21 SIS Data Baseline= (new SIS system fall 2021)	2021-22 Parent Vue Data in Synergy Baseline= 67%			2023-24 SIS Data Parent use of SIS Parent Portal= 82%
Williams Facilities Complaints will be	2020-21 State Data	2021-22 State Data			2023-24 State Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
maintained at ZERO (0).	Complaints= Zero (0)	Complaints= Zero (0)			Maintained at zero (0) complaints
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.	2020-21 FIT Reports Greer- FAIR Valley Oaks- FAIR River Oaks- FAIR Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR	2021-22 FIT Reports Greer- GOOD Valley Oaks- FAIR River Oaks- GOOD Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR Fairsite- FAIR			2023-24 FIT Reports All district Facilities will be maintained at "GOOD"

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Pre-Kindergarten Program	Prioritize the enrollment of English learners, low socio-economic, foster and learners with special needs in the 3-4 year old Preschool and Transitional Kindergarten program.	$1,656,949.89	No
1.2	School Readiness Services	Fairsite provides direct services to high needs families through a comprehensive School Readiness and home visitation program (health screenings, parent education, literacy).	$264,790.44	Yes
1.3	Early Prevention and Intervention	Enhance coordination of special education services and early preventative practices such as mainstreaming and full inclusion preschool, vision, and hearing.	$110,129.41	No

Action #	Title	Description	Total Funds	Contributing
1.4	High Quality Certificated TK-8 Staffing	Attract and retain K-8 certificated staffing for regular and special education classrooms.	$15,095,194.01	No
1.5	Specialized Certificated Support	Provide specialized support for newly hired teachers with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth.	$291,344.74	Yes
1.6	Administrative Staffing for Instructional Quality	School administration staffing to prioritize high quality instructional programs at the site and district level.	$1,843,806.89	No
1.7	Class Size Reduction	Further reduce TK-3 class size to 20:1 to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics, and English Language Development.	$1,330,375.81	Yes
1.8	AVID Program at Middle School	Further support the implementation of an AVID program at the middle school targeting high needs students with a focus on college pathways.	$121,306.68	Yes
1.9	Expanded Learning acceleration blocks after school and Summer Programs	Prioritize academic support after school and summer acceleration opportunities for high need students; including learners with disabilities at elementary and middle school.	$658,384.00	No
1.10	Instructional Assistant (IA) Support	Provide IA support for high needs students in early reading and with additional personalized bilingual IA support for English learners in grades TK-3 and newcomers in grades 4th-8th.	$881,475.56	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Mainstreaming and Inclusive Practices	Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional coaching and training for staff focusing on inclusive practices and co-teaching.	$1,363,894.74	No
1.12	Bilingual Education and Dual Language Immersion (DLI) Development	Continue to offer the current district K-3 Transitional Bilingual Program while developing a PreK-8 Dual Language Immersion Program. BCLAD staff will participate in DLI professional development.	$857,160.12	Yes
1.13	English Learner Newcomer Support	Maximize services for English learners with specific focus on grade 4th-8th newcomers.	$54,572.02	Yes
1.14	Academic Conferences	Continue to hold academic conferences with grade level teams to analyze and review student data, deliver coordinated professional learning with content connections for MTSS, and plan for strategic/intensive supports. Academic/Data and MTSS TOSAs will support data analysis and planning for equitable student supports.	$150,380.26	No
1.15	Early Reading Instruction	Support the acceleration of early literacy with planning, instructional delivery, co-teaching, modeling and collaboration using Literacy TOSAs.	$274,802.87	No
1.16	Professional Learning	Certificated and classified staff participate in professional learning to guide their work with content standards, English language acquisition, student engagement and equitable classroom practices. Outside consultants will be used from CORE Learning, Eureka and College Preparatory Mathematics.	$332,325.00	No

Action #	Title	Description	Total Funds	Contributing
		Outside consultants will be used to strengthen administrative leadership capacities. District and site administration will work within a leadership framework designed to build relationships and actions to increase student and staff learning and well-being.		
1.17	Home Learning Academy	Bright Future Home Learning Academy provides in-person and online learning for students, enrichment opportunities, and a learning hub for academic support.	$255,197.81	No
1.18	Core Curriculum Sufficiency	Continue to ensure that all students have access to materials aligned to California content standards and that all teachers have the needed instructional resources; supplemental resources and curriculum for learners receiving special education services.	$197,336.00	No
1.19	Supplemental Curriculum and Online Resources for High Needs Learners	Increase equity and access to resources for English learners, low income, homeless and foster youth. Continue to support individual learning pathways through online learning courseware.	$366,959.00	Yes
1.20	Access to Technology	Provide 1-to-1 student mobile devices and classroom technology to strengthen youth voice and choice in blended learning environments and innovation opportunities and ensure availability of wifi for students with little or no internet access at home.	$191,383.55	No
1.21	Parent Engagement and Leadership Development	Increase parent engagement, leadership development, and participation in their children's education, improve home-school communication and provide parent education for College and Career Readiness.	$270,048.21	Yes

Action #	Title	Description	Total Funds	Contributing
1.22	Additional Transportation Services	Provide transportation support services to increase student access for additional middle school route, after school programs, summer learning opportunities.	$53,944.11	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

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

There were no substantive differences in planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences caused by expenditures not included in the original LCAP that pertained to certain actions and included in the Estimated Actual amounts, one-time grants were not fully expended in the LCAP year, additional Home Learning Academy teachers were hired, additional dollars were spent on professional development and teacher induction, some teacher expenditures were counted in more than one action during LCAP development, and additional online curriculum was purchased.

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

In the area of Reading (Related actions- 4-7, 10-11, 14, 16, 17)
District Reading Assessment- We note growth with all TK-3 students as they move towards meeting all DRA trimester benchmarks. In 2021, 44% of TK-3 students met DRA benchmarks while in 2022, 51% of the TK-3 students met all benchmarks. This indicates a success of a 7% percent gain in the number of all students meeting DRA benchmarks from 2021 to 2022.
District MAP reading assessment- When comparing spring 2021 to winter 2022, the following is noted in the area of reading: Growth was made with all students 34% to 37%, with White 46% to 49%, Hispanics 26% to 30%, with Socio-Economically Disadvantaged 26% to 29%, and Students with Disabilities 16% to 25%. The gains for Students with Disabilities almost doubled the expected growth and it was the only student group that met the 5% expected gains. When the same data is viewed by grade level, the following met/exceeded the 5% target: 2nd, 3rd, 5th, and 6th.

In the area of Mathematics: (Related actions- 4-7, 10-11, 14, 16)
District MAP mathematics assessment- When comparing mathematics spring 2021 to winter 2022, the following is noted in the area of mathematics: Growth was made with all students 27% to 31%, with Hispanics 18% to 27%, with Socio-Economically Disadvantaged 17% to 22% and with Students with Disabilities 13% to 22%. The following student groups met/exceeded the 5% target for MAP-Mathematics:

Hispanics, Socio-Economically Disadvantaged, and Students with Disabilities. When the same data is viewed by grade level, the following met the 5% target: 2nd, 3rd, 4th, 5th, and 6th

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes made to the metrics:
Spring data was used to determine the baseline in 2021 because students did not complete the district assessments during distance learning. There is no State Dashboard data to report on for the 2021-22 school year.

Changes made to actions:
Actions that do not directly support student learning were eliminated (nutrition program, facilities)
Action #15 (leadership capacity) pertaining to NGSS was eliminated. Assistant principals will support teachers with NGSS.
Action #13 was revised to reflect Newcomer support because the TOSA position was not continued
Action #21 (SpEd curriculum) was combined with Action #19 (Core curriculum)
Action #22 (online courseware) was combined into Action #20 (supplemental resources for high needs learners)

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook, and the skills needed for goal setting, positive relationships and responsible decisions. The COVID-19 pandemic has exacerbated pre-existing student mental health problems due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Chronic Absenteeism: The District's Chronic Absenteeism rate for 2021-22 is 28% using the data from the District's Student Information System (SIS) from 8/11/2021-5/3/2022. The 2019 California Dashboard indicates that Chronic Absenteeism increased for every significant sub group and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance at all schools is below 95%.

Suspensions: The District's suspension rate for 2021-22 is 2% using the data from the District's SIS data from 8/11/2021-5/3/2022. The 2019 California Dashboard indicates that Suspensions increased for most student groups, which scored in the ORANGE (Low) Performance level.

April 2022 CalSCHLS student survey data grades 5-8:
Goal is 80%
Percentage of students that participated in the survey: Grade 5 = 54%, Grade 6 = 50%, Grade 7 = 61%, Grade 8 = 69%
Students feel connected to school: Grade 5 = 70%, Grade 6 = 67%, Grade 7 = 63%, Grade 8 = 55%
Students are academically motivated: Grade 5 = 81%, Grade 6 = 76%, Grade 7 = 67%, Grade 8 = 63%
Students have a caring adult in school: Grade 5 = 70%, Grade 6 = 65%, Grade 7 = 58%, Grade 8 = 54%
Students have social and emotional learning supports: Grade 5 = 74%, Grade 6 = 71%, Grade 7 = 67%, Grade 8 = 64%
My school has an anti-bullying climate: Grade 5 = 75%, Grade 6 = 70%, Grade 7 = 43%, Grade 8 = 38 %
I feel safe at school: Grade 5 = 72%, Grade 6 = 73%, Grade 7 = 60%, Grade 8 = 61%
Positive student well-being: Grade 5 = 69%, Grade 6 = 63%
Positive life satisfaction: Grade 7 = 66%, Grade 8 = 65%

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall daily District attendance will be maintained at 96% or greater.	2019-20 Average Daily Attendance (ADA)= 95.2%	2020-21 Average Daily Attendance (ADA)= No Data 2021-22 Average Daily Attendance (ADA)= 87.3% as of May 2022			2024 Average Daily Attendance (ADA) District ADA= 96% or greater
Chronic absenteeism will decrease by 1% or greater for every student subgroup.	2019 CA Dashboard: All students: ORANGE 11.6%, Increased 0.9% White: ORANGE 10.3%, Increased 0.6% Hispanic: ORANGE 12.4%, Increased 1.3% Low SES: ORANGE 14.2%, Increased 1.1% Students w/ Disabilities: ORANGE 17.7%, Increased 1.2% English Learners: ORANGE 11.5%, Increased 1.2%	CA Dashboard- No data for 2020-21 CA Dashboard- 2021-22 =TBD 2021-22 Local Data in Synergy 8/11/2021-5/3/2022 District- 28% GES- 34% VO- 30% RO- 23% LC- 29% MRE- 21% MMS- 29%			2024 CA Dashboard: All students: GREEN; 8.6% White: GREEN 7.3% Hispanic: GREEN 9.4% Socioeconomically Disadvantaged: GREEN 11.2% Students w/ Disabilities: GREEN 14.7% English Learners: GREEN 8.5%
The suspension rate will decrease by 0.1%	2019 CA Dashboard:	CA Dashboard- No data for 2020-21			2024 CA Dashboard:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or greater for every student subgroup.	All students: ORANGE 3%, Increased 0.3% White: YELLOW 2.4%, Maintained -0.1% Hispanic: ORANGE 3.4%, Increased 0.4% Low SES: ORANGE 3.7%, Increased 0.7% Students w/ Disabilities: ORANGE, 4.7% Increased 0.9% English Learners: GREEN 1.8%, Declined 0.6%	CA Dashboard- 2021-22 =TBD 2021-22 District Data: 8/11/2021-5/3/2022 District- 2% GES- .4% VO- 2% RO- .5% LC- .4% MRE- 1% MMS- 5%			All students: GREEN 1.5% White: GREEN 2% Hispanic: GREEN 1.5% Socioeconomically Disadvantaged: GREEN 1.5% Students w/ Disabilities: GREEN 1.7% English Learners: GREEN .5%
The expulsion rate will decrease by 0.1% or greater for every subgroup.	2020-21 District Data All students: 0 White: 0 Hispanic: 0 Low SES: 0 Students w/ Disabilities:0 English Learners: 0	CA Dashboard- No data for 2020-21 CA Dashboard- 2021-22 =TBD 2021-2022 District Data: 8/11/2021-5/3/2022 All Students: 4 White: 0 Hispanic: 4 Low SES: 4 Students with Disabilities: 2 English Learners: 3			2023-24 District Data All students: 0 White: 0 Hispanic: 0 Low SES: 0 Students w/ Disabilities:0 English Learners: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The middle school dropout rate will be maintained at 0% for all student subgroups.	2020-21 All students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Students w/ Disabilities:0 English Learners:0	2021-22 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Students with Disabilities:0 English Learners:0			2023-24 District Data All students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Students w/ Disabilities: 0 English Learners: 0
Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	2021 CalSCHLS Parent Survey Data: This school... Encourages me to be an active partner. Elementary: 37% Middle: 22% Makes me feel welcome to participate. Elementary: 35% Middle: 19% Supports student learning environment: Elementary: 34% Middle: 21% Is a safe place for my child. Elementary: 46%	2022 CalSCHLS Parent Survey Data: This school... Encourages me to be an active partner. Elementary: 33% Middle: 27% Makes me feel welcome to participate. Elementary: 31% Middle: 16% Supports student learning environment: Elementary: 31% Middle: 23% Is a safe place for my child. Elementary: 40%			2024 CalSCHLS Parent Survey Data: Percentage of parents responding Strongly Agree on all responses on the annual CalSCHLS Survey is at 50% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Middle: 30% Has adults who really care about students. Elementary: 41% Middle: 24% Communicates with parents about school. Elementary: 46% Middle: 22% Treats all students with respect. Elementary: 45% Middle: 34% Has clean and well-maintained facilities. Elementary: 44% Middle: 28%	Middle: 23% Has adults who really care about students. Elementary: 40% Middle: 21% Communicates with parents about school. Elementary: 48% Middle: 27% Treats all students with respect. Elementary: 40% Middle: 28% Has clean and well-maintained facilities. Elementary: 35% Middle: 24%			
Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	2021 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 26%, Grade 6 = 24%, Grade 7 = 77%, Grade 8 = 74% Students feel connected to school:	2022 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 54%, Grade 6 = 50%, Grade 7 = 61%, Grade 8 = 69% Students feel connected to school:			2024 CalSCHLS Data: Percentage of students in grades 5-8 responding "Yes, most or all of the time" for all responses on the annual CalSCHLS survey will increase by 15%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 = 74%, Grade 6 = 77%, Grade 7 = 63%, Grade 8 = 60% Students are academically motivated: Grade 5 = 77%, Grade 6 = 77%, Grade 7 = 63%, Grade 8 = 60% Students have a caring adult in school: Grade 5 = 78%, Grade 6 = 77%, Grade 7 = 67%, Grade 8 = 59% Students have social and emotional learning supports: Grade 5 = 79%, Grade 6 = 83%, Grade 7 = 64%, Grade 8 = 58% My school has an anti-bullying climate: Grade 5 = 78%, Grade 6 = 75%, Grade 7 = 48%, Grade 8 = 37% I feel safe at school:	Grade 5 = 70%, Grade 6 = 67%, Grade 7 = 63%, Grade 8 = 55% Students are academically motivated: Grade 5 = 81%, Grade 6 = 76%, Grade 7 = 67%, Grade 8 = 63% Students have a caring adult in school: Grade 5 = 70%, Grade 6 = 65%, Grade 7 = 58%, Grade 8 = 54% Students have social and emotional learning supports: Grade 5 = 74%, Grade 6 = 71%, Grade 7 = 67%, Grade 8 = 64% My school has an anti-bullying climate: Grade 5 = 75%, Grade 6 = 70%, Grade 7 = 43%, Grade 8 = 38% I feel safe at school:			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 69%, Grade 8 = 64% Cyberbullying is a problem: Grade 5 = 10%, Grade 6 = 14%, Grade 7 = 19%, Grade 8 = 23% Positive student well-being: Grade 5 = 72%, Grade 6 = 68%	Grade 5 = 72%, Grade 6 = 73%, Grade 7 = 60%, Grade 8 = 61% Cyberbullying is a problem: Grade 5 = 27%, Grade 6 = 21%, Grade 7 = 31%, Grade 8 = 36% Positive student well-being: Grade 5 = 69%, Grade 6 = 63% Positive life satisfaction: Grade 7 = 66%, Grade 8 = 65%			
Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Staff participation in the survey will increase by 50%.	2021 CalSCHLS Data: 59% of staff participated in the survey. Caring adult relationships: Elementary = 57%, Middle = 45% Promotion of parental involvement:	2022 CalSCHLS Data: 27% of staff participated in the survey. Caring adult relationships: Elementary = 52%, Middle = 32% Promotion of parental involvement:			2024 CalSCHLS Data: At least 75% of staff will participate in the survey. Staff responding "Strongly Agree" on the CalSCHLS survey will increase by 15%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elementary = 45%, Middle = 27% Positive student learning environment: Elementary = 55%, Middle = 40% Support for social emotional learning: Elementary = 47%, Middle = 20% Antibullying climate: Elementary = 42%, Middle = 30% Positive staff working environment: Elementary = 42%, Middle = 35% Is school safe for students: Elementary = 51%, Middle = 45% Respect for diversity: Elementary = 45%, Middle = 31%	Elementary = 42%, Middle = 20% Positive student learning environment: Elementary = 51%, Middle = 41% Support for social emotional learning: Elementary = 43%, Middle = 22% Antibullying climate: Elementary = 36%, Middle = 19% Positive staff working environment: Elementary = 38%, Middle = 29% Is school safe for students: Elementary = 53%, Middle = 22% Respect for diversity: Elementary = 40%, Middle = 22%			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Strengths-based Education	Support employees, parents and students in using strengths-based talent information and motivation data to address whole child social emotional learning and motivation. Expand opportunities for our unduplicated learners through SEL, strengths-based learning and youth development opportunities and training for staff.	$212,606.12	Yes
2.2	Support for High Needs Students, Individual Growth, and Safe Schools	Sustain additional site-based administration to identify and provide support for unduplicated students for individual growth through ongoing monitoring of individual growth targets, assessments and service coordination as they transition from elementary, middle school, and high school.	$932,577.09	Yes
2.3	Mental Health, Counseling and SEL intervention Services	Sustain a Social Worker or Counselor in every school to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth. Student safety and well-being will be supported by a School Resource Officer (SRO) with a focus on prevention. The SRO may meet with and counsel students, refer students to outside social services as necessary, participate in parent conferences, and play a role in reducing chronic absenteeism. A Wellness and alternative centers at the middle school will support students who have individual SEL needs	$961,856.43	Yes
2.4	Expanded Learning and Enrichment	Expanded Learning Programs will support learners at all school sites and offer a variety of expanded learning and culturally relevant enrichment opportunities and clubs (music, arts, STEAM, etc.) during and after the school day.	$1,966,019.33	Yes
2.5	Multi-Tiered Systems of Support (MTSS)	Each site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional learning supports for all students. MTSS team meetings, professional development, Positive Interventions and Supports (PBIS)	$1,741,530.93	No

Action #	Title	Description	Total Funds	Contributing
		and school & community collaboration are key elements. A Teacher On Special Assignment will provide additional support for site MTSS teams and standardize district practices.		
2.6	Positive Behavior Interventions and Supports (PBIS)	Registered Behavior Technicians (RBTs) will consult with site PBIS teams to increase the integrity and effectiveness of the campus PBIS programs. With guidance from the Behavior Analyst, RBTs will work with teams to identify positive interventions and supports to incorporate campus and classroom systems.	$165,669.02	No
2.7	Student Arts & Mentoring Program	MTSS Tier 2 support: Focus on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other documented effects of the COVID-19 pandemic on already at-risk youth (Healthy HeARTS and Minds).	$99,000.00	No
2.8	Social Emotional Learning (SEL)	All schools will implement Second Step SEL curriculum with students. Through a partnership with SCOE and Yale University, school-based teams will receive coaching and participate in a systemic approach to implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students. (Yale RULER Training) Using the RULER approach (Recognizing, Understanding, Labeling, Expressing, Regulating) each site will implement at least on SEL tool to implement with staff.	$10,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

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

There were no substantive differences in planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Additional Multi-Tiered Systems of Support (MTSS) and site-based administration supports were added to support high needs students for individual growth goals.

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

Outcomes that demonstrate progress towards Goal #2

Student responses on the CalSCHLS survey for 5th-8th graders
71%-74% of students reported that their school offered social and emotional learning supports
76%-88% of students answered that they felt adults treated them with respect at school
72%-74% of the 7th & 8th graders reported having a growth mindset

85% of students in grades K-6 have participated in engagement sessions.

All schools, including the district office, completed the RULER Training facilitated by Yale University.

All 4th graders participated in the Strengths Explorer strengths survey.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes made to the metrics:
District data was used to determine progress towards goals in the area of suspensions, explusions, chronic absenteeism and reclassification. There is no State Dashboard data to report on for the 2021-22 school year.

Changes made to actions:
Action #7 was eliminated due to no further grant funding.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$4,725,899	$256,868

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.90%	0.00%	$0.00	15.90%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Actions: 2.2
Individual Goal Growth

GJUESD will sustain site-based certificated administration levels for personalized learning implementation assistant principals (APs) shared between schools will continue instructional leadership efforts with responsive support to define, implement and innovate systems personalization efforts to improve outcomes for English learners, low socio- economic and foster youth in grades TK-8. APs will support site efforts though 1) ongoing monitoring of individual learner growth targets with strategic actions and services 2) cognitive coaching for educator effectiveness through mini-observations with face-to-face feedback and 3) coherent services coordination. Personalization is a proven effective practice that supports the individual learner growth of our unduplicated students because it is paced to learning needs (i.e., individualized), tailored to learning preferences (i.e., differentiated), and tailored to the specific interests of different learners. On the 2022 Winter MAP assessments 37% performed at or above the 60th percentile in Reading and 31% performed at or above the 60th percentile in Math.

Actions: 2.5, 1.2, 2.3, 1.8, 1.21, 1.22

Mental Health, Social Emotional Learning, Academic Supports & Parent Engagement

To further improve outcomes for our unduplicated student groups, each site coordinates a prevention-based Multi-Tiered systems of Support (MTSS) team model which implements tiered systems of academic, behavioral and social emotional Learning supports for all students. Personal goal growth by our unduplicated learners as they transition from Pre-K to elementary to middle school to high school is supported by multiple staff. A home visiting program in prekindergarten, social workers/counselors in every school and the broader implementation of the AVID college pathway program at middle school provide targeted social emotional, behavior, language and academic supports to high needs students and families. Student attendance is a major factor in increasing academic performance for our unduplicated student population. The importance of regular attendance is a focus at monthly ELAC/DELAC (site and District English learner advisory committee) meetings. Daily attendance is also bolstered by providing additional transportation routes to help get our unduplicated learners to and from school. In addition to attendance, efforts to increase parent engagement & leadership development and participation in their children's education also support our learners in their transitions PreK through grade eight transitions. Research validates the positive effects these strategic positions and services have on the social-emotional and academic success of these high needs learners. 2021-22 local data reported a slight decrease in the district suspension rate but increased chronic absenteeism.

Actions: 2.1, 2.4,

Expanded Learning

Expanded learning focuses on the whole child development of our unduplicated learners through SEL, strengths-based learning and youth development opportunities. All schools reported an increase in the number of students that demonstrated unmet social and emotional needs. This increases importance of offering a variety of school day activities and after school clubs coordinated by the expanded learning coordinator and supported by the Bright Future Learning Center technicians. Enrichment programs, music and physical fitness have been proven to support learning and academic success. These are proven effective practices because studies have shown that high quality expanded learning programs link to student achievement. 100% of all learners participated in SEL learning opportunities in the Bright Future Learning Centers and or were served in their classrooms with SEL Engagement Sessions during the 2021-22 school year.

Actions: 1.5, 1.7, 1.10, 1.19

Early Literacy Support: TK-3 Class Size, intervention, instructional assistants, resources

Winter 2022 District Reading Assessment data shows that 59% of third grade students met grade level benchmarks. GJUESD will continue to reduce TK-3 class size beyond the 24:1 base through certificated staffing in order to more effectively address students not meeting grade level standards. Unduplicated learners will benefit through increased time for high quality personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development. Supplemental curriculum and online courseware will further support the academic needs of the unduplicated student population. Additional personalized support for English learners, low socio economic and foster youth will be provided through increased instructional assistants providing individual and small group support during the regular school day. Spring 2021 to Winter 2022 MAP assessment results demonstrated a slight improvement for ELA and Mathematics in grades 3-8.

Actions: 1.12, 1.13

Dual Language Immersion and the Prevention of Long-Term English Learners

Targeted prevention and intervention services for English learners will be increased through a combination of direct instruction and educator support. Academic and language support for Spanish-speaking TK-3 learners in the district's TK-3 Transitional Bilingual Program will continue along with year 1 implementation of a PreK-8 Dual Language Immersion Program. Two additional sections of ELD and bilingual instructional assistants at the elementary level and middle school will also focus on academic needs of English learners and newcomer students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Galt Joint Union Elementary School District will receive $4,725,899 in the supplemental and concentration portion of the LCFF supporting our 15.90% unduplicated learners. The GJUESD's foundational strategies include a system for personalization for high quality learning through equity, excellence, engagement and innovation. Personalization efforts tailor learning to each learner's strengths, needs, culture and interests including the learner's voice and choice in what, how, when and where they learn. This is achieved by supporting learners, families and staff in the development of flexible and equitable learning environments ensuring mastery of the highest learning standards in pursuit of each learner's goals. The majority of these funds will continue to be spent on personnel hired to increase or improve services for our unduplicated learners through a range of researched-based supports and services for growth accomplishments.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional dollars are used to provide additional staff, for example: bilingual instructional, office and outreach assistants, social workers, home visitors, additional teachers to reduce class sizes, additional transportation services to ensure students get to school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	31:1	23:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	21:1	17:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$25,238,292.79	$3,217,294.18	$335,339.32	$3,920,093.75	$32,711,020.04	$30,672,810.04	$2,038,210.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Pre-Kindergarten Program	English Learners, Socioeconomically Disadvantaged, Foster All Students with Disabilities	$635,679.60	$689,447.91		$331,822.38	$1,656,949.89
1	1.2	School Readiness Services	English Learners Foster Youth Low Income	$46,473.47		$218,316.97		$264,790.44
1	1.3	Early Prevention and Intervention	Students with Disabilities		$110,129.41			$110,129.41
1	1.4	High Quality Certificated TK-8 Staffing	All	$15,061,776.15			$33,417.86	$15,095,194.01
1	1.5	Specialized Certificated Support	English Learners Foster Youth Low Income	$186,661.74			$104,683.00	$291,344.74
1	1.6	Administrative Staffing for Instructional Quality	All	$1,843,806.89				$1,843,806.89
1	1.7	Class Size Reduction	English Learners Foster Youth Low Income	$1,330,375.81				$1,330,375.81
1	1.8	AVID Program at Middle School	English Learners Foster Youth Low Income	$121,306.68				$121,306.68

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Expanded Learning acceleration blocks after school and Summer Programs	English Learners, Socioeconomically Disadvantaged, Foster All Students with Disabilities	$87,093.00			$571,291.00	$658,384.00
1	1.10	Instructional Assistant (IA) Support	English Learners Foster Youth Low Income	$605,570.89			$275,904.67	$881,475.56
1	1.11	Mainstreaming and Inclusive Practices	Students with Disabilities	$714,275.62	$26,631.59		$622,987.53	$1,363,894.74
1	1.12	Bilingual Education and Dual Language Immersion (DLI) Development	English Learners	$793,160.12	$25,000.00	$39,000.00		$857,160.12
1	1.13	English Learner Newcomer Support	English Learners	$54,572.02				$54,572.02
1	1.14	Academic Conferences	All Students with Disabilities				$150,380.26	$150,380.26
1	1.15	Early Reading Instruction	All		$145,946.19		$128,856.68	$274,802.87
1	1.16	Professional Learning	All		$88,630.00	$9,195.00	$234,500.00	$332,325.00
1	1.17	Home Learning Academy	All				$255,197.81	$255,197.81
1	1.18	Core Curriculum Sufficiency	All Students with Disabilities		$197,336.00			$197,336.00
1	1.19	Supplemental Curriculum and Online Resources for High Needs Learners	English Learners Foster Youth Low Income	$184,691.00			$182,268.00	$366,959.00
1	1.20	Access to Technology	English Learners, Socioeconomically Disadvantaged,		$100,000.00		$91,383.55	$191,383.55

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Students with Disabilities					
1	**1.21**	Parent Engagement and Leadership Development	English Learners Foster Youth Low Income	$160,821.70	$5,665.53	$68,827.35	$34,733.63	$270,048.21
1	**1.22**	Additional Transportation Services	English Learners Foster Youth Low Income	$53,944.11				$53,944.11
2	**2.1**	Strengths-based Education	English Learners Foster Youth Low Income	$58,303.06	$154,303.06			$212,606.12
2	**2.2**	Support for High Needs Students, Individual Growth, and Safe Schools	English Learners Foster Youth Low Income	$544,514.02			$388,063.07	$932,577.09
2	**2.3**	Mental Health, Counseling and SEL intervention Services	English Learners Foster Youth Low Income	$656,353.07			$305,503.36	$961,856.43
2	**2.4**	Expanded Learning and Enrichment	English Learners Foster Youth Low Income	$814,564.35	$1,151,454.98			$1,966,019.33
2	**2.5**	Multi-Tiered Systems of Support (MTSS)	All Students with Disabilities	$1,284,349.49	$347,080.49		$110,100.95	$1,741,530.93
2	**2.6**	Positive Behavior Interventions and Supports (PBIS)	All Students with Disabilities		$165,669.02			$165,669.02
2	**2.7**	Student Arts & Mentoring Program	All				$99,000.00	$99,000.00
2	**2.8**	Social Emotional Learning (SEL)	All		$10,000.00			$10,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$29,730,110	$4,725,899	15.90%	0.00%	15.90%	$5,611,312.04	0.00%	18.87 %	**Total:**	$5,611,312.04
								LEA-wide Total:	$4,595,799.75
								Limited Total:	$1,015,512.29
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	School Readiness Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fairsite Preschool Prekindergarten	$46,473.47	
1	1.5	Specialized Certificated Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,661.74	
1	1.7	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,330,375.81	
1	1.8	AVID Program at Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School	$121,306.68	
1	1.10	Instructional Assistant (IA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$605,570.89	
1	1.12	Bilingual Education and Dual Language Immersion (DLI) Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Oaks, Fairsite	$793,160.12	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	English Learner Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Oaks, McCaffrey	$54,572.02	
1	1.19	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,691.00	
1	1.21	Parent Engagement and Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,821.70	
1	1.22	Additional Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,944.11	
2	2.1	Strengths-based Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,303.06	
2	2.2	Support for High Needs Students, Individual Growth, and Safe Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$544,514.02	
2	2.3	Mental Health, Counseling and SEL intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$656,353.07	
2	2.4	Expanded Learning and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$814,564.35	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,384,788.90	$36,228,298.92

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Pre-Kindergarten Program	No	$842,588.00	$1,450,174.38
1	1.2	School Readiness Services	Yes	$296,763.00	$209,848.16
1	1.3	District-wide Prevention and Intervention	Yes	$128,205.00	$153,196.74
1	1.4	High Quality Certificated TK-8 staffing	No	$17,420,946.90	$15,150,926.41
1	1.5	Specialized Certificated Support	Yes	$228,729.00	$335,483.06
1	1.6	Administrative Staffing for Instructional Quality	No	$1,728,070.00	$1,862,173.29
1	1.7	Class Size Reduction	Yes	$1,643,063.00	$1,676,923.39
1	1.8	AVID Program at Middle School	Yes	$136,857.00	$114,775.91
1	1.9	Extended Learning Time Afterschool and Summer	No	$1,506,100.00	$754,830.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Instructional Assistant (IA) Support	Yes	$983,087.00	$883,535.47
1	1.11	Mainstreaming and Inclusive Practices	No	$1,373,453.00	$1,294,180.64
1	1.12	Bilingual Education & Dual Language Immersion Development	Yes	$458,087.00	$483,946.18
1	1.13	Prevention of Long-term English Learners	Yes	$193,761.00	$154,975.29
1	1.14	Academic Conferencing	Yes	$181,704.00	$157,807.58
1	1.15	Building Leadership Capacity	No	$40,593.00	$16,857.00
1	1.16	Early Reading Acceleration	No	$50,000.00	$51,172.00
1	1.17	Professional Learning	No	$100,000.00	$215,009.00
1	1.18	Home Learning Academy	No	$155,363.00	$422,301.46
1	1.19	Core Curriculum Sufficiency	No	$183,705.00	$141,995.16
1	1.20	Supplemental Curriculum & Resources for High Needs Learners	Yes	$30,000.00	$293,211.60
1	1.21	Supplemental Curriculum & Resources for Special Education	No	$1,248,262.00	$30,693.73
1	1.22	Online Learning Courseware	Yes	$198,500.00	$294,892.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Access to Technology	No	$275,267.00	$836,661.70
1	1.24	Parent Engagement & Leadership Development	Yes	$310,547.00	$274,703.95
1	1.25	Additional Transportation Services	Yes	$41,776.00	$59,428.90
1	1.26	On-going Facilities Repairs	No	$1,864,000.00	$2,418,856.17
1	1.27	District Nutrition Program	No	$1,565,275.00	$1,818,004.09
1	1.28	Art Integrated Education	No	$28,000.00	$74,010.31
2	2.1	Strengths-based Education	Yes	$120,144.00	$113,957.36
2	2.2	Support for high needs students for individual goal growth	Yes	$573,416.00	$783,736.25
2	2.3	Mental Health Counselling Services	Yes	$841,631.00	$790,181.88
2	2.4	Expanded Learning and Enrichment	Yes	$552,033.00	$463,785.76
2	2.5	Multi-Tiered Systems of Support (MTSS)	No Yes	$1,581,863.00	$1,908,856.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Positive Behavior Interventions and Supports (PBIS)	No	$80,000.00	$98,598.73
2	2.7	Increase Learner Engagement Through Applied Learning	No	$260,000.00	$322,109.91
2	2.8	Equity and Social Emotional Intelligence:	No	$64,000.00	$91,747.42
2	2.9	Student Arts & Mentoring Program	No	$99,000.00	$24,750.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,928,742	$6,016,039.00	$6,589,081.74	($573,042.74)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	School Readiness Services	Yes	$42,746.00	$43,157.85	0.00%	0.00%
1	1.3	District-wide Prevention and Intervention	Yes	$60,000.00	$89,236.12	0.00%	0.00%
1	1.5	Specialized Certificated Support	Yes	$178,729.00	$216,703.06	0.00%	0.00%
1	1.7	Class Size Reduction	Yes	$1,279,653.00	$1,325,578.34	0.00%	0.00%
1	1.8	AVID Program at Middle School	Yes	$136,857.00	$114,775.91	0.00%	0.00%
1	1.10	Instructional Assistant (IA) Support	Yes	$547,167.00	$562,362.28	0.00%	0.00%
1	1.12	Bilingual Education & Dual Language Immersion Development	Yes	$449,305.00	$468,879.04	0.00%	0.00%
1	1.13	Prevention of Long-term English Learners	Yes	$42,398.00	$62,410.40	0.00%	0.00%
1	1.14	Academic Conferencing	Yes	$36,341.00	$47,370.15	0.00%	0.00%
1	1.20	Supplemental Curriculum & Resources for High Needs Learners	Yes	$10,000.00	$87,089.60	0.00%	0.00%
1	1.22	Online Learning Courseware	Yes	$66,500.00	$54,236.52	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.24	Parent Engagement & Leadership Development	Yes	$133,518.00	$141,117.98	0.00%	0.00%
1	1.25	Additional Transportation Services	Yes	$29,776.00	$31,593.09	0.00%	0.00%
2	2.1	Strengths-based Education	Yes	$110,144.00	$112,458.86	0.00%	0.00%
2	2.2	Support for high needs students for individual goal growth	Yes	$573,416.00	$592,642.96	0.00%	0.00%
2	2.3	Mental Health Counselling Services	Yes	$621,797.00	$602,154.28	0.00%	0.00%
2	2.4	Expanded Learning and Enrichment	Yes	$224,234.00	$357,672.24	0.00%	0.00%
2	2.5	Multi-Tiered Systems of Support (MTSS)	Yes	$1,473,458.00	$1,679,643.06	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$29,328,149	$4,928,742	0.00%	16.81%	$6,589,081.74	0.00%	22.47%	$0.00	0.00%

Instructions

[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 (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Test	1st Trimester	2nd Trimester	3rd Trimester
MAP Growth: Grades 1-8th (Reading and Math)	9/12 – 9/30 Grades 1- 8th	1/9 – 1/27 Grades 1- 8th	4/17 – 4/28 Grades 1st & 2nd

Local Test	Placement Test- BOY	1st Trimester	2nd Trimester	3rd Trimester
(DRA) TK-6th District Reading	8/22 – 9/16	10/12 – 11/4	1/30 – 2/24	5/1 – 5/26

Local Test	Testing Window
GATE - NNAT2 Grade 3rd	February

Local Surveys	Survey Window
Gallup Strengths Assessment Grade 4th	9/12 – 10/21 (on-going testing for any new 4-8 students that enroll during the year)
CalSCHLS Survey Grades 5-8th	3/20 – 3/31

CAASPP System Assessments	Testing Window
California Science Test (CAST) Grades 5 & 8th	3/7 – 3/24
Smarter Balanced Summative Assessments (SBAC) ELA & Math – Grades 3 - 8th	4/17 – 5/19
California Alternate Assessments (CAA) ELA & Math – Grades 3 - 8th	4/17 – 5/19
Science – Grades 5 & 8th*	9/8 – 5/19

*Consists of 4 embedded PTs that are to be administered after related concepts are taught to the students beginning 9/8/22 and ending 5/19/23.

State Tests	Testing Window
English Language Proficiency Assessments for California (ELPAC)	
ELPAC Initial Assessment (IA)	8/22 – 9/9
ELPAC Summative Assessment (SA)	2/1 – 4/14
California Physical Fitness Test – Grades 5 & 7	2/6 – 5/19