CENTRAL UNION SCHOOL DISTRICT
May 13, 2024
AGENDA

The regular open public meeting of the Central Union School District Board of Trustees will be held on Monday, May 13, 2024 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting will begin with a preliminary open session at **5:10 p.m.** and adjourn into closed session. After the closed session the general open session will be called to order at **6:00 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda are available for public inspection and may be accessed under the Board Agenda and backup information housed on the District website at www.central.k12.ca.us.

CUSD Mission Statement ~
Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

1. **OPEN PUBLIC SESSION:**
    a. Call to Order
    b. Roll Call
    c. Flag Salute

Trustees:
Dale Davidson, Jeffrey Gilcrease, Ceil Howe III, and Sarah Strait

District Administration:	**Site Administration:**	
Tom Addington	Akers:	Heiko Sweeney, Darin Denney
Traci Fullerton	Central:	Anne Gonzales, David Pilcher
Jared Johnson	Neutra:	Elizabeth Alvarado, Brittany Gately
Karla Burgos-Rodriquez	Stratford:	Christina Gonzales, Tara Taylor

Teresa Santamaria
Davinder Sidhu

CUSD Employee Associations' Representatives and others in attendance

2. **PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:**

The Board invites and welcomes your comments. Your input is important. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. In accordance with Board Bylaw 9323, The Board shall limit the individual speakers to no more than five minutes in length with no more than thirty minutes per item.

3. **PRESENTATION(S):**
   a. Stratford Elementary School

4. **DISTRICT REPORTS**
   a. Business Services (ts)
   b. Superintendent Update (ta)

ENROLLMENT	BEG. OF YEAR 2022-2023	BEG. OF YEAR 2023-2024	April 2022-23	April 2023-24	Inter Districts	TOTAL
AKERS	672	651	676	628	LESD	30
CENTRAL	226	227	250	220	HANFORD	10
NEUTRA	413	428	425	417	OTHER	2
STRATFORD	283	278	298	305	Intra-District	4
TOTAL	1594	1584	1649	1570	TOTAL	46

5. **COURTESY TO VISITORS:**

6. **CORRESPONDENCE AND BOARD INFORMATION:**
   a. Impact Spring 2024 Update
   b. KCOE certification of second interim report
   c. Office of Local Defense Community Cooperation – Notice of Award and Executed agreement
   d. School Newsletters

    e. Kings County Investment Pool Quarterly Compliance Report ending March 31, 2024

    f. 8th Grade Ceremonies
- **i.** Tuesday, June 4 2024
    1. Central School – 5:00 PM
    2. Stratford School – 6:00 PM
- **ii.** Wednesday, June 5, 2024
    1. Akers School - 6:00 PM

7.   **<u>CONSENT</u>:**

(at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

    a. Approve minutes of the regular board meeting of April 8, 2024

    b. Approve separations:
- **i.** 32-4/24
- **ii.** 33-4/24
- **iii.** 34-4/24
- **iv.** 35-5/24

    c. Approve CUESD cost coverage for general liability insurance with SISC for School Connected organizations for Akers, Central, and Stratford parent organizations (ta)

    d. Approve 2024-25 Agreement with Tulare County Office of Education for Library Media Services-Educational Resource Center (ta)

    e. Approve 2023-24 Agreement with Kings County Office of Education for fingerprinting services (ta)

    f. Accept piano donation for Akers School (hs)

    g. Approve 2024-25 Agreement with Kings County Office of Education for Preschool (ta)

    h. Approve 2024-25 Agreement with CODESP for HR testing services and material (ta)

    i. Approve 2024-25 Agreement with Lozano Smith Attorneys at Law (ta)

Approve items a) through i)

8.   **<u>OLD BUSINESS</u>**

    a. None

9.   **<u>NEW BUSINESS</u>**

    a. Announce out any closed session decisions (ta)

    b. Approve April 2024 District warrants (ts)

   **c.** Approve April 2024 Fiscal Position Reports for General Fund and Cafeteria Fund

(ts)
- **d.** Approve the opening of the hearing on 2024 Developer Fee Study (ta)
- **e.** Approve the closing of the hearing on the 2024 Developer Fee study (ta)
- **f.** Approve Resolution #H-05-13-2024 Developer Fee Justification Study and Adoption of Developer Fees (ta)
- **g.** Approve Site Single Plans for Student Achievement for the 2024-25 school year (ta)
- **h.** Approve Resolution #I-05-13-2024 Election Order Specification (ta)

10. <u>**BOARD MEMBER COMMENTS:**</u>

11. <u>**CLOSED SESSION:**</u>
The closed session of the Board of Trustees will be held to consider the following:
- **a.** Student Discipline and Other Confidential Student Matters - Consider expulsion of case #G-05-13-2024 (Gov. Code §35146)
- **b.** Student Discipline and Other Confidential Student Matters - Consider expulsion of case #H-05-13-2024 (Gov. Code §35146)
- **c.** Labor Negotiations (Gov. Code §54957.6)
  Agency designated representatives:
    Employee organization: CUETA and CUCEA

Spring 2024
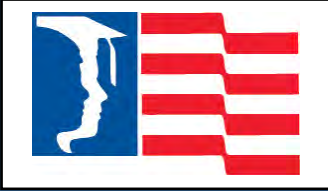
IMPACT

NAFIS Spring Conference Lays Foundation for Success

Photo by Architect of the Capitol

In mid-March, the NAFIS Family united in the Nation's Capital to explore "Building a Better Future." Together we delved into the many forms of "building" essential for student success, including the need to construct safe, modern educational facilities; build nurturing school climates that engage students; and foster relationships to enhance student and staff connections to school, among other topics.

The conference also provided attendees the opportunity to expand their professional networks and connect with other leaders in Impact Aid-recipient school districts from across the nation. In addition, we built our knowledge of Impact Aid and the federal policy landscape to strengthen advocacy efforts and secure the resources needed to help students shape the future they aspire to achieve.

Building a Positive Culture

The opening general session featured an energizing presentation from keynote speaker Dr. Debbie Silver. A Texas native and former Louisiana Teacher of the Year, Silver filled the room with laughter with her wild recounting of her time as a teacher and the struggles she overcame working in the profession that called to her. She started with an activity asking attendees to rise and then sit down when they could relate to a prompt on screen. These prompts ranged from the hilarious "occasionally thinking the best thing about your job is that your chair spins" to the honest "belief that learners come in all shapes and sizes and you do your best to give students a reasonable chance at success." She used this activity to build connections with and between attendees and help them see they are not alone in the stress that comes with being an educator.

Silver suggested students of this generation have not have changed as much as one may think and that "kids today want what kids have always wanted – the undivided, focused attention of the adults in their lives." Her presentation was moving and engaging (and it included lighting a piece of paper on fire on stage!).

She ended by urging NAFIS attendees to engage in "Deliberate Optimism" to control what you can and to do it positively, offering suggestions on how to actualize the concept. Silver empathized with educators, many of whom do not have the time to do everything they would like, and she reminded the audience that doing one small positive thing can make an impact on a child and is worth the effort. What if you don't have the time to give every student personalized feedback? Just give it to one or two students a day. What if you don't have time to contact all of the parents you need to talk to? Call one. Can't face learning all of this new technology? Choose to learn one thing. She encouraged everyone in the room to "Commit yourself to loyalty – to your class, your team, your administrators and the school. You are seen as the 'authority' in your community - build optimism, not defeatism."

Building Knowledge

To lay the foundation for success both in school districts and in advocacy on Capitol Hill, the general session stage and conference breakout sessions built knowledge on a variety of topics. See our "Breakout

A Hail and Farewell

There's a special event in the military called a "hail and farewell." These celebrations both welcome those new to a base and honor those departing.

If there was ever a time the term could apply to NAFIS, it was our successful 2024 Spring Conference, chronicled in these pages.

This year has been marked with NAFIS staff transitions. First, we welcomed our newest team member, Jayson Schimmenti, who fills the much-anticipated role of Director of Policy and Advocacy. Then, we wished a Happy Retirement to long-time Director of Operations and Conference Services Lynn Watkins, who has served NAFIS in a multitude of ways for 35 years. In this quarterly issue of IMPACT, you can read Jayson's first "Legislative Update" and Lynn's last "Membership Corner." Please welcome Jayson and send best wishes to Lynn in her next chapter.

If you were one of the 320+ attendees who joined us for the conference, you helped us celebrate Lynn's dedication to NAFIS and you were introduced to Jayson. The conference program included a keynote from the great Dr. Debbie Silver, as well as breakout sessions in which coalition partners and NAFIS members discussed attracting and retaining teachers, school infrastructure and chronic absenteeism. Read summaries of

those and other breakout sessions in this issue.

Our newest team member Jayson has already strengthened our advocacy efforts. He hit the ground running in February and attended his first NAFIS conference just two weeks into the job. Jayson has strong Capitol Hill experience - he worked for many years for a New Jersey congressman who represented Impact Aid-recipient school districts and then went on to work for a key education appropriator from Michigan. Jayson has worked on Impact Aid legislation and K-12 education policy in Congress and now brings that knowledge and professional network to NAFIS.

On the conference Hill Day, Jayson and I joined the NAFIS Family in meeting with congressional offices, just like we do year-round to advocate for Impact Aid and NAFIS policy priorities. One of my favorite things about Hill Day is running into NAFIS members in the halls of Congress, and I was so pleased to see many of you taking advantage of this time to educate your congressional delegation about Impact Aid and urge them to support legislation benefiting the program. A highlight was the opportunity to visit the Speaker of the House's balcony and listen to Speaker Johnson between congressional votes. Please connect with Jayson on any legislative and policy matters, as we work every day for our NAFIS members just steps from the Capitol. He can be reached at **jschimmenti@nafisdc.org**.

Our conferences bring folks together from all over the country twice a year and are dedicated to protecting and increasing funds for Impact Aid. Our collective efforts make a difference, and

this conference happened at a crucial time, with FY 2024 appropriations still not settled. Shortly after our conference Congress finally came to an agreement. We can say farewell to FY 2024 at last! NAFIS successfully secured another increase to the Impact Aid program in a tough budget environment when many education programs were anticipating cuts (and the U.S. Department of Education overall did see a decrease in funding). Our bipartisan congressional support, strong advocacy and passionate members made this possible - thank you for your efforts!

NAFIS never rests, and we're already pivoting to focus on FY 2025 funding, advocating for an even bigger increase in another tough funding year. We also continue our advocacy to bolster support for our priority legislation on full funding for Impact Aid and school infrastructure funding.

Please save the date for our fall conference, September 22-24, as FY 2025 appropriations and other factors will throw obstacles our way. We'll need you, NAFIS Family, knocking on the doors of Congress to remind them how vital Impact Aid is to the approximately 1,100 public schools that receive it. We have to stay together, united in our collective mission to advance Impact Aid. We are ONE FAMILY, in ONE FIGHT for the protection of funds owed to federally impacted schools. ⌒

Nicole's Bookshelf

Currently on my nightstand:
- *Deliberate Optimism: Still Reclaiming the Joy in Education* by Debbie Silver and Jack C. Berckemeyer
- *Free Agent Learning: Leveraging Students' Self-Directed Learning to Transform K-12 Education* by Julie A. Evans
- *Remarkably Bright Creatures* by Shelby Van Pelt

CONFERENCE UPDATE

At the 2024 NAFIS Spring Conference, Impact Aid Program Office Director Faatimah Muhammad shared an update from the U.S. Department of Education. Below, find key information from that presentation, as well as insights from her most recent "**Director's Update**" and "**News You Can Use**" newsletters (both distributed by the Department). In addition to Impact Aid information, she provided updates from the Office of Indian Education and an overview of Education Secretary Miguel Cardona's "Raise the Bar" initiative. To learn more, download the **presentation slides**.

Impact Aid Program staff also presented a breakout session on application monitoring (see page 9 for a brief overview).

FY 2025 Applications

For FY 2025, the Impact Aid Program (IAP) Office successfully launched an Impact Aid Grant System (IAGS) home page redesign.

For Section 7003, 1,005 applications were submitted (three of them late). Forty-seven percent were submitted between January 29 and January 31. For Section 7002, 206 applications were submitted (none were late).

There were 202 LEAs selected for monitoring. Of those, 17 were using Electronic Data Collection for the first time and 64 did not have an eligible FY 2024 application (including new applicants). Both of those conditions automatically trigger a monitoring review.

FY 2024 Payments

As of the conference, 945 LEAs had received 7003 funds at a 50% LOT proration, with 831 also receiving 7003(d) Children with Disabilities (CWD) funds at $500 per weighted student unit (WSU), and 200 LEAs had received a 7002 foundation payment.

Now that FY 2024 appropriations are final, IAP staff will process additional payments. However, it takes several weeks for appropriated funds to make their way through the Department of Treasury and Office of Management and Budget (OMB) to the Department of Education, where they will be allotted to the IAP account for distribution.

IAP staff have started making Section 7003 interim payments at a proration of 100% using an "above the continuing resolution" increase of $397 million that OMB granted Impact Aid in mid-March. This is a higher proration than the usual 90% interim rate because the FY 2024 maximum payment data is close to final, and 7003 received an increase in appropriated funds.

IAP will finish sending out the remainder of interim payments as soon as the full-year funds are available. At that time, they will also raise the rate for 7003(d) payments to send out additional CWD funds. They expect all interim 7003 payments to be released before the end of April.

Section 7008 Facilities

On December 19, 2023, the Impact Aid Director signed the Transfer of Ownership package for the new Randolph Field Elementary School, which is located on Joint Base San Antonio, Texas. Congratulations to the Randolph Field School District!

There are now only four Department of Education-owned school buildings on military installations. IAP expects two of the remaining facilities to transfer to LEAs in FY 2024.

Grantee Satisfaction Survey

The Department of Education is ramping up its FY 2024 Grantee Satisfaction Survey. All 7002 applicants will be surveyed, and 20% of Section 7003 applicants will be randomly selected to participate. The launch date was slated for April 1, 2024.

Questions?

Please contact your Impact Aid state analyst directly with questions and for assistance. Find their name and contact information at **impactaid.ed.gov/iap_staff/**. ⌒

FY 2024 Trend Data

Muhammad shared several interesting trends related to preliminary data from FY 2024 and FY 2025 Impact Aid applications, including:

Big Increase in Local Contribution Rate (LCR): The LCR estimates the local share of the cost of elementary and secondary education. It is multiplied by a school district's weighted federal student count to determine the district's maximum Section 7003 payment. LCR data is based on per-pupil expenditures (PPE) and lags by three years. That means the FY 2024 LCR is based on data from school year 2020-2021 - the first year COVID relief funds were included in the calculation. As a result, the LCR jumped dramatically, with the "1/2 the National Average PPE" LCR going up by more than 7%. It is possible that pandemic spending will cause a similar jump again in FY 2025.

Big Decrease in Student Count: For FY 2022 and FY 2023, student count numbers held steady due to Impact Aid COVID relief legislation. FY 2024 is the first year since the pandemic began that enrollment changes are truly seen in the student count - and they appear to be significant. Early data shows a drop of approximately 139,000 federally connected students (more than 16%) between FY 2023 and FY 2024 applications, with 70% of applicants experiencing a decrease in weighted student units.

Big Increase in Hold Harmless: Even with the increase in LCR, IAP predicts that a decreased student count will drive the final payment rate and significantly increase the number of school districts that qualify for 7003(e), a Hold Harmless provision that prevents a 7003 school district from experiencing a payment drop of more than 20% in one year. For FY 2023, 9% of school districts qualified; for FY 2024, an estimated 35% will, impacting the funds available for other school districts in the program.

Foundation for Success, cont.

Session Round-Up" on pages 6-9 for more on what was discussed during the smaller group sessions.

On the general session stage, POLITICO reporter Daniel Lippman shared his thoughts on the political landscape and upcoming presidential election in an off-the-record presentation; Impact Aid Program Office Director Faatimah Muhammad gave an update from the U.S. Department of Education (see page 3 for details); and an off-the-record congressional staff panel discussed current issues on the Hill, congressional priorities and how to hold successful Hill meetings.

Building a Better NAFIS

NAFIS also shared an update on the work we've been doing to build a better NAFIS, as we will soon finalize a new strategic direction. The multi-stage strategic planning process, under the direction of Brian Riggs, co-founder and CEO of Riggs Enterprise, included background research, member surveys, interviews with key stakeholders and working sessions with the NAFIS Board to build a path forward that strengthens the NAFIS voice, improves member services and ensures the organization is sustainable in the long-term. Riggs took to the general session stage

Riggs

to outline the vision for NAFIS. He shared four focus areas for the organization: voice, community, awareness and sustainability, along with the rationale behind each and strategies to achieve our objectives.

Moving Forward

School districts face challenges on multiple fronts, including community issues like educator recruitment and chronic absenteeism. In addition, policy hurdles like congressional gridlock and polarizing political views impact the day-to-day work of schools.

We hope the information you heard at this conference lays a strong foundation as you work in your communities and advocate to Congress on behalf of your students. We look forward to continuing to work together to build a better future. 〜

Dr. Burnie Roper Elected to NAFIS Board

NAFIS is pleased to announce that Dr. Burnie Roper, Superintendent of Lackland Independent School District (Texas), has been elected to the NAFIS Board of Directors. The election took place at the 2024 NAFIS Spring Conference. As a member of the Board, Roper assumes a key leadership role in championing the interests of school districts benefiting from Impact Aid nationwide. He will also help guide NAFIS public policy work and oversee association plans.

Roper has been involved with Impact Aid for 20 years, since joining Lackland ISD in 2004. He was named the district's superintendent in 2009 after serving five years as high school principal. The school district boundaries are co-terminous with Lackland Air Force Base, and its students live on or are otherwise connected to the installation.

"For Lackland ISD, Impact Aid is a critical source of income, as it comprises almost 50% of the district's annual budget," said Roper. "I am excited to be a part of the NAFIS Board of Directors to continue advocacy efforts and support all NAFIS subgroups in achieving the goals of the organization."

Roper has served as president of the Texas Association of Federally Impacted Schools (TAFIS) since 2014. He is also a member of the Board of Directors of the Military Impacted Schools Associations (MISA, a NAFIS subgroup). He brings a military perspective to the NAFIS Board, having been commissioned as a second lieutenant in the U.S. Army in 1989, retiring at the rank of colonel from the U.S. Army Reserves after 35 years of service.

Join us in welcoming Dr. Roper to the Board! 〜

Legislative Update

Final FY 2024 Appropriations

After a flurry of last-minute action into the early hours of March 23, Congress passed and President Biden signed the second package of six fiscal year (FY) 2024 appropriations bills – including the Labor-HHS-Education bill – to avert a partial government shutdown. Congress then began a two-week recess.

Impact Aid received a modest $7.039 million increase, with funding levels of:

- $1,474,000,000 for 7003 Basic Support, an increase of $5,758,000 from FY 2023
- $79,000,000 for 7002 Federal Property, an increase of $687,000
- $48,316,000 for 7003(d) Children with Disabilities, level funded
- $19,000,000 for 7007 Construction, an increase of $594,000
- $4,835,000 for 7008 Facilities, level funded

NAFIS is very pleased with this increase, which shows that Congress continues to recognize the importance of Impact Aid and prioritize it in funding decisions, even in challenging fiscal environments. However, it is a long way until the program is fully funded.

Overall, the bill provides $79.1 billion for U.S. Department of Education programs, a very slight cut from FY 2023. Comparing apples to apples, the bill cuts funding by almost $200 million (0.2%). This essential freeze is because FY 2024 non-defense discretionary funding is effectively frozen at the FY 2023 level due to spending caps that Congress enacted last summer.

The bill provides increases of $20 million each for Title I and IDEA state grants, the smallest annual increase for both programs since FY 2013, when automatic sequestration cut all eligible programs after Congress had already enacted funding.

FY 2025 Appropriations

Congress has moved quickly to begin the FY 2025 appropriations cycle, with budget hearings already underway in the House. As such, NAFIS has sent the House and Senate Appropriations Committees our **funding request letter** for Impact Aid and worked with our allies in Congress to begin circulating Dear Colleague letters in both the House and Senate. Members of Congress can sign on to these letters to express their support for the program to Committee leadership.

In FY 2025, NAFIS is requesting at least $1,695,151,000 for the Impact Aid Program, a **$70 million increase** over FY 2024 enacted levels. Specifically, we request $81 million for 7002 Federal Property (a $2 million increase),

(L to R) Mark Cross (Superintendent, Cass School District 63, IL); Mike Rocks (Director of Operations, Belle Chasse Academy, LA); Nicole Russell (NAFIS Executive Director); Charlie Kyle (Superintendent, Burr Ridge CCSD 180, IL)

$1,539,000,000 billion for 7003 Basic Support (a $65 million increase), $20.5 million for 7007 Construction (a $1.5 million increase), and $49,816,000 million for 7003(d) Children with Disabilities (a $1.5 million increase).

GOP Leadership Changes

McConnell Stepping Down – Sen. Mitch McConnell (R-KY) has announced that this will be his final term as Senate Republican Leader. He will be stepping down from his leadership position in November but says he plans to serve the remainder of his term in the Senate, which ends in 2027. Sen. McConnell became the longest-serving Senate leader in history at the start of this Congress, surpassing Sen. Mike Mansfield of Montana. Possible successors include:

- "The Two Johns" – Sen. John Thune of South Dakota and Sen. John Cornyn of Texas have entered the race to serve as the new leader of the GOP in the Senate. Both have long been viewed as natural successors to McConnell.
- Darkhorse Candidates – Other names being floated include Sen. Steve Daines of Montana (currently NRSC Chair), Sen. Tom Cotton of Arkansas and Sen. Rick Scott of Florida.

Granger Stepping Down as House Appropriations Committee Chair – In late March, House Appropriations Committee Chair Kay Granger (R-TX) wrote to Speaker Mike Johnson (R-LA) asking that he start the process of choosing a new Committee Chair for the rest of this Congress. Rep. Tom Cole (R-OK) and Rep. Robert Aderholt (R-AL) have since announced their candidacy for the position.

NAFIS Priority Legislation

NAFIS continues to work closely with the sponsors of our two key pieces of legislation to build congressional support. We are happy to welcome the following new cosponsors:

- **Impact Aid Infrastructure Partnership Act** (S.2808/H.R.6698) - Rep. Andy Kim (D-NJ), Rep. Jill Tokuda (D-HI), Rep. Kim Schrier (D-WA)
- **Advancing Toward Impact Aid Full Funding Act** (S.3855/H.R.1591) - Rep. Raul Grijalva (D-AZ), Rep. Mary Peltola (D-AK)

Impact Aid Coalitions

NAFIS is also working with the House and Senate Co-Chairs of the Impact Aid Coalitions to bolster the roster of Members who serve as our key allies in Congress. We have recently welcomed Sen. Tammy Duckworth (D-IL), Sen. Markwayne Mullin (R-OK), Rep. Michelle Steel (R-CA) and Rep. Pat Ryan (D-NY) to the coalition. ∿

Connect with **NAFIS** on Social Media

Facebook: http://www.facebook.com/nafisschools

X (formerly Twitter): @NAFISschools

Spring Conference Breakout Session Round-Up

Practicing "Safe Stress!" Building Resiliency in Educators

Keynote speaker Dr. Debbie Silver made a lasting impression throughout the conference with her exceptional sense of humor, storytelling skills and ability to connect with individuals from diverse backgrounds. In her breakout session on practicing "safe stress," she emphasized the importance of mental health for teachers, highlighting their crucial role in fostering a safe and nurturing environment within schools. Educators engage with numerous individuals each day, which can be emotionally and mentally draining.

Silver offered practical suggestions to attendees to enhance their daily interactions both within and outside of work. One tip: become not only an active but also a productive listener by asking a simple question, "Do you need to be helped, heard or hugged?" This straightforward inquiry can significantly improve communication and understanding, facilitating more meaningful and supportive interactions.

Moreover, she emphasized the vital role of humor, which she said has the ability to relax the body, boost immunity, foster a positive outlook on life and strengthen relationships. She shared a heartfelt anecdote from her own family experience, illustrating how humor served as a coping mechanism during challenging times, conveying the unspoken message a small chuckle holds: "I promise, you'll get through this."

In addition, she gave attendees practical tips for integrating stress-relief strategies into daily routines. While each suggestion is valuable for destressing and cultivating healthy relationships, key takeaways include: prioritize healthy eating and sleep habits, cultivate a support network, moderate alcohol intake, engage with your community, employ humor to navigate challenging situations, make time for daily enjoyment, manage time effectively, advocate for yourself and, above all, prioritize mental well-being and mindfulness. She also shared a **digital handout** for conference attendees. ⌐

Building Knowledge on School Infrastructure

Many federally impacted school districts across the country face a common challenge: updating infrastructure with limited funding. This well-attended breakout session shared the story of a school district able to complete a major modernization project, highlighted proposed legislation to increase funding for the Impact Aid Construction program and provided an overview of the general landscape on federal funding for school infrastructure.

Briggs Public School (OK) Superintendent Stephen Haynes shared how his district braided funds from a variety of sources, including Impact Aid and ESSER, to renovate and build facilities. He also provided a cautionary note, explaining that since they used ESSER funds, there is a "federal interest" in the project (which means in part that if an event like a fire or tornado causes damages, the federal government would be entitled to their portion of the insurance money).

Then, Brent Gish, Executive Director of the National Indian Impacted Schools Association (NIISA), reviewed the **Impact Aid Construction** program (Section 7007 of the Impact Aid law), which for FY 2024 will provide $19 million in funds for construction to federally impacted school districts that meet eligibility criteria. He also provided insights into the **Impact Aid Infrastructure Partnership Act** (IAIPA), which would provide $1 billion to Impact Aid Construction over four years ($250 million/year). It would also expand eligibility for the program and make teacher housing an allowable use of funds. Building support for this legislation is a NAFIS priority.

In addition, Ally Talcott, Executive Director of the [Re]Build America's School Infrastructure Coalition (BASIC, of which NAFIS is a member), gave an overview of the federal landscape on school construction funds. She noted that it was disappointing schools were not included in the bipartisan infrastructure legislation signed into law in 2021 but that advocacy for the Rebuild America's Schools Act, which has been introduced in multiple congresses, continues. She also reported progress that shows school construction is gaining traction as a federal issue, including a recent grant to establish a **National Center on School Infrastructure** (NCSI) and the **Supporting America's School Infrastructure** (SASI) grant program in the U.S. Department of Education (ED), which provides funds to states to help high-need schools and districts leverage federal, state and local resources to improve school facilities and environments.

She then shared opportunities for schools to get federal funds outside of ED to meet infrastructure needs, including the **Clean School Bus Rebates** program run through the Environmental Protection Agency and the **Renew America's Schools** program through the Department of Energy. ⌐

(L to R) Haynes, Gish, Talcott

Every Day Matters: Strategies to Reduce Chronic Absenteeism

Chronic absenteeism has surged since the pandemic. In this session, Education Week's Evie Blad shared insights and moderated a panel examining attendance trends post-COVID and strategies to address absenteeism. Voyd St. Pierre (Superintendent, Rocky Boy Schools, MT) and Christine Walker (Superintendent, Hueneme Elementary School District, CA) each shared their district context, both highlighting concerning attendance rates among the youngest students. They also identified shifting reasons for absences, including families keeping students home for minor illnesses, a rise in student anxiety and access to digital tools enabling remote schoolwork, making some families perceive attendance as less critical.

(L to R) St. Pierre, Walker, Myron-Salvata

In Hueneme, attendance has been added to Multi-Tiered Systems of Support (MTSS) goals. It is now everyone's responsibility, a shift from past practice, when it was managed by a small administrative team. Another strategy Walker shared is home visits, during which staff stress the vital social aspects of school life and explain return-to-school policies to address changing norms regarding illness.

Rocky Boy also employs an all-hands-on-deck approach on attendance. St. Pierre agreed that re-educating families on return-from-illness policies is important and added the importance of re-educating *staff* on these policies, both so they can inform families and so they themselves do not miss school unnecessarily.

The panel also featured the student perspective. Ursula Myron-Salvata, a Tuba City Unified School District (AZ) student, offered insights on why students do or do not attend school. She noted that the pandemic was a very difficult time and that schools need more counselors and avenues to help students deal with grief. In response to the question, "What can teachers do [to get students to come to school]?" she explained the importance of teachers who get to know their students on a personal, one-on-one level.

Other strategies mentioned during the panel and audience Q&A included gathering student input on attendance, reassessing responses to unexcused absences, prioritizing educators' cultural understanding, integrating physical and mental health services into schools. and leveraging sports and coaches to boost attendance. The consensus from the session? Chronic absenteeism is a multifaceted challenge that no one has solved, but there are promising practices that districts can adapt to their needs.

Membership Corner - Farewell to the NAFIS Family!
Thank you for 35 Years at NAFIS

Lynn Watkins

If you attended the March 2024 NAFIS Spring Conference, you experienced a treat. The conference had great speakers, breakouts, awards presentations and something for everyone. I hope you enjoyed it and gleaned several takeaways to use in your school districts. This newsletter recaps and showcases the March conference, which will be my last at NAFIS. This is also my last "Membership Corner" - I am retired as of April 1!

Throughout the conference I received several special awards, recognizing my 35 years of service to NAFIS. I was truly honored to receive the many gifts, cards and well wishes from the different segments within NAFIS. My deepest heartfelt thank you to everyone, including Impact Schools of South Dakota (ISSD), MISA, NIISA, FLISA, LO~ISA, the Oklahoma Association Serving Impacted Schools (OASIS) and all of those who wished me well on my retirement.

I will miss you all – you've been my extended family for all these years. I looked forward to every conference in Washington, DC, and was excited to see all you, both new and returning attendees, each time. I will miss that as well. My decision to retire was bittersweet; however, I'm moving on to the next exciting chapter in my life. So, this is not a "goodbye," it's just, "I'll see you around!" I wish all of you the best for the future!

Receiving a Handmade Quilt (ISSD Dinner)

Onstage (Conference Luncheon)

With Hyatt Staff (Ending Reception)

Attracting and Retaining Teachers and Staff

In this session, Robin Vitucci of the American Federation of Teachers (AFT) dove into a **report** on revitalizing the educator and staff pipeline and restructuring schools to create positive working conditions. The report finds that teachers and school staff are exhausted and fed up with the conditions under which they work, though not the students they teach. Recommendations highlighted by the report include allowing teachers and staff time for collaboration and professional development; respecting their opinion on policy issues affecting the classroom; increasing salaries and benefits; lowering class sizes; increasing planning time; turning schools into hubs for the community; curbing the "test-and-punish" obsession; reducing endless paperwork; and ensuring the teacher workforce is as diverse as the students they serve.

Next, Susan Kemper Patrick, a Senior Researcher on the Educator Quality team at the Learning Policy Institute (LPI), discussed "The State of the Teacher Workforce," an **interactive map** compiled from national data sources that reflect the supply and demand for teachers in each state, including conditions of teachers' work and equitable access to qualified teachers. Based on this data, each state is assigned two ratings on:

- **Teaching attractiveness**, based on teacher compensation, working conditions, school resources, qualifications and teacher turnover to indicate how supportive each state appears to be of teacher recruitment and retention

(L to R) Vitucci, Patrick

- **Teacher equity**, indicating the extent to which students have equitable access to a well-qualified teaching workforce within a given state based on school composition of student race/ethnicity and family income

In addition, the tool summarizes other factors influencing teacher supply and demand in each state, including information about the teacher pipeline, current teacher workforce, student enrollment and teacher financial strain.

Download the **AFT report** and visit the **LPI website** to explore the resources discussed. ∿

Hill Meetings 101

Hill Meetings 101 provided an opportunity for both beginner and seasoned Impact Aid advocates to review strategies on successful and productive Hill meetings. Led by NAFIS leaders Tom Schneider (Executive Director, FLISA), Kyle Fairbairn (Executive Director, MISA) and Billie Jordan (Executive Director, OASIS), the session offered practical advice, personal anecdotes and other resources to enhance understanding of Hill meetings and successful advocacy techniques.

Schneider discussed the similarities between sales and Hill meetings. In both cases, one must know the product they are selling. It is essential to be prepared to answer very specific questions about your school district, as congressional staff often conduct background research prior to meetings. Likewise, before going to a Hill meeting, it is crucial to research the congressperson's positions on education, military and other relevant issues. Just as it is important to know

what you are selling, it is equally important to know to whom you are selling this product.

He also emphasized that hundreds of people go to congressional offices asking for various things, so there must be something that sets you apart from others. Therefore, Schneider suggests incorporating the MERIT system - which stands for Memorable, Emotional, Relatable, Immersive and Tangible - into your advocacy.

According to Fairbairn, it is also important to distinguish yourself from other Impact Aid recipients, as every school district and state has its own unique issues and concerns. He delved into practical tips and advice. An advocate must use time well and not get sidetracked; sometimes congressional staff kill time, and you realize after the meeting that you have not asked what you wanted to ask. When going to a meeting with a group, each participant should explain how Impact Aid is used in their district and not monopolize other people's speaking time.

Jordan offered advice on organizing logistics as well as content. OASIS provides handouts to advocates that include information such as the legislator's name, contact details, office location, group number and meeting time. This sheet is a guide to navigating large delegations and ensures clarity on group assignments. By preparing beforehand, the Hill meetings are less stressful and more likely to go smoothly.

The major takeaway from the session: effective Hill meetings demand thorough preparation, attention to detail and a compelling advocacy strategy to convey the interests of your schools effectively. ∿

(L to R) Jordan, Schneider, Fairbairn

Supporting Students' Educational, Emotional and Cultural Needs

One breakout session featured a student panel discussion on the importance of cultural acceptance and appreciation in schools. The panel was moderated by Angela DiLeo, NAFIS Policy & Communications Assistant, with students Teia Saunsoci and Desma Walker from Umoⁿhoⁿ Nation Public School in Nebraska along with Skylar Ringo and Haylee Fort from Waynesville School District in Missouri participating.

The students offered insights on how their schools incorporate culture into their environments and the positive effect that has on students' well-being and education. All panelists agreed that having teachers understand your culture, whether military or Native, is important in order for them to connect with students and to teach students about their peers. Fort, who is not a military student, is affected by the transient nature of the military and has seen peers and teachers come and go throughout her time at Waynesville. She highlighted the importance of strong connections between staff and students that start with knowing students' names and greeting them at the door in the morning. Saunsoci agreed, noting that teachers in her district have begun to make these connections by responding to their titles in the native Omaha language.

Saunsoci also talked about the culturally relevant extracurriculars her school provides, such as hand game team and the White Eagle Club. She and Walker are a part of these activities and enjoy learning about the Omaha culture in school. Ringo, a daughter of military parents, praised her school for their diversity panels and national

Student Panelists

events that bring together students of different backgrounds to learn more about each other and share cultural practices.

The session ended with students giving advice to the school leaders in the room on how to better support Native and military impacted students. The Umoⁿhoⁿ Nation students expressed interest in learning more about current events surrounding Native people and the truth, whether pleasant or hard to hear, about students like them. Waynesville students suggested schools could incorporate programs of diversity and student mentors like their district has done.

NAFIS is grateful to these students for participating in the panel and this insightful and well-received conference session. ⌒

Application Monitoring Fiscal Year 2025: Tips for Success

Conference attendees also had the chance to hear directly from the U.S. Department of Education on best practices on monitoring reviews. Program analysts Chad Eggleston and Robin Gregory provided an overview of monitoring requirements.

If selected for a monitoring review, a school district must submit additional documentation for four sections of the application: membership, the federally connected student count, financial information on Special Education and Construction and Indian Policies and Procedures (IPP) implementation. The Department recommends holding on to all Impact Aid application documentation for up to five years after it is collected. Eggleston and Gregory also reminded the audience of the enrollment information needed for the application: current year student enrollment on the survey date (including

(L to R) Gregory, Eggleston

preschool students if eligible), along with the district's tuition-in and tuition-out children, which are used in determining the overall total.

Regarding IPPs: there is a lot of data that needs to be collected, but the Department simplifies the goal of the exercise down to two main questions: "Is your LEA following the required procedures?" and "Are Tribes and parents participating?"

The next step is organizing documents. Organize first by application section, then by category of federally connected students, then by property, then alphabetically by child's last name. Eggleston notes that although this may seem like a lot of work, the good news is, "Sometimes monitoring reviews lead to higher payments!"

Gregory warned of common mistakes to avoid, including incomplete Parent Pupil Survey forms, incorrect Source Checks, IEP signatures dated after the survey date, missing National Guard and reservists orders, or missing any other necessary documents. Also, districts should note that LEAs selected for monitoring cannot submit an amended application; however, they may continue to add federally connected students until June 30.

They end with the reminder that the Impact Aid Grant System is a useful tool for looking up Impact Aid payments by state or district, as well as for finding reference documents, sample forms and slide decks.

If you missed the session, download the **session slides,** or visit the Department website for **FAQs on application monitoring**. ⌒
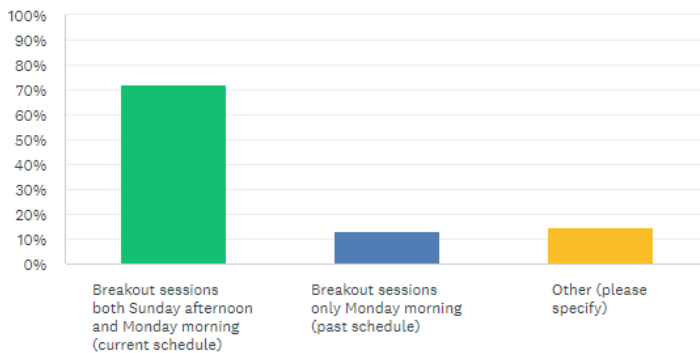
Attendees Share Feedback on the 2024 NAFIS Spring Conference

The 2024 NAFIS Spring Conference Survey was completed by 56 of the more than 320 attendees that joined us in Washington, DC. Of those respondents, 98% found the conference material to be useful in their work. One respondent commented that the conference was "very invigorating and informative." Many noted that they enjoyed the keynote speaker, Dr. Debbie Silver, with 98% rating her general session presentation as "good" or "excellent."

Compared to past events, this conference featured an additional day of breakout sessions, which more than 70% of respondents would like to see again. Attendees rated many of the breakout sessions highly, including a new "Hill Day 101," which 95% of respondents rated as "good" or "excellent." In addition to her keynote, Dr. Silver presented a breakout session on "safe stress" to a packed room that more than 95% of respondents said was "good" or "excellent." Many noted that both Dr. Silver's sessions were very engaging, with one saying "Debbie Silver's out of this world performance never lost sight of [the goal] and stayed in tune." Suggestions for this fall include hearing more from speakers like Dr. Silver and incorporating more student participation.

Another change from past events was a shift in the Tuesday ending reception time, which was moved forward an hour as suggested in previous conference survey responses. Attendees were asked for feedback on the change and the future timing of this reception, and 57% would prefer to keep it on Tuesday evening versus 35% Monday evening (7% had other suggestions). The ending reception was highly rated, with 26 of 28 respondents saying it was "good" or "excellent."

Did the conference cover material that will be useful in your work?

This conference featured two sets of breakout sessions (Sunday afternoon/Monday morning). What is your preference regarding breakout sessions?
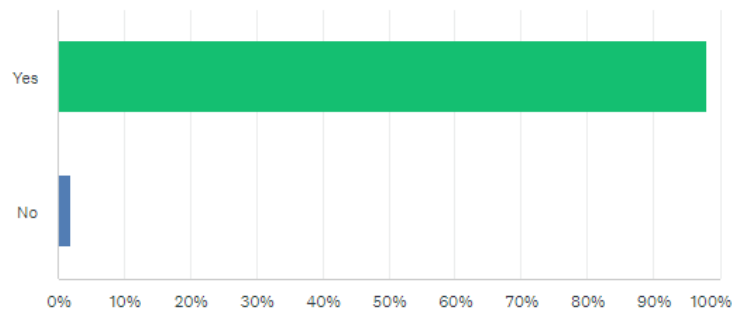
NAFIS staff takes survey feedback into consideration when planning conferences, and as suggested previously, this spring there were multiple instances of student participation both on the general session stage and in two breakout sessions. Attendees "loved having students as part of the conference...Hearing firsthand accounts from their experiences is important." Additionally, 92% of respondents thought the general session student presentation was "good" or "excellent." Ideas for future conferences include incorporating "shared stories from other schools on what's working in their school," "offering the same breakout sessions on Sunday and Monday," "more conversation about special education" and "ways to measure student success that are not tied to test scores."

The survey also identified areas and topics that NAFIS members would like to continue. For example, attendees appreciate "having the time to collaborate and network with others." Respondents were thankful for the "up-to-date status on political landscape," "ways we could advocate for our needs in our Hill visits," "conference materials [that] help simplify Impact Aid" and more. They also rated the conference registration website and conference emails highly.

Thank you to those who completed the conference survey. We will continue to consider these results as we move forward in planning future conferences, using them to develop new resources and bring new ideas to our events. Also, know that you do not need to wait for the conference evaluation to share your thoughts with staff. Please reach out any time with suggestions or questions we can answer.

We hope to see you at the 2024 Fall Conference, September 22-24, in DC! Be on the lookout for registration to open mid-summer. ∼

We Asked, You Answered!

We asked NAFIS members what infrastructure needs their school district has. Here are some of the responses:

"We currently hold school in a 117-year-old building. Our campus is spread across multiple buildings and holds many safety issues that need improvement. We do great work in a building that is literally crumbling, so it'd be amazing to see what we would do in a functional building!"
- Superintendent, Nebraska

"We are in the process of updating facilities. Our most pressing issue now is roofing fixes or replacements"
- CFO, Texas

"We need room for a growing student population. Expansion and modernization"
- Superintendent, North Dakota

"As a district that hosts a large installation, we don't have the bonding capacity to build new schools. Some of our school buildings are over 70 years old and desperately in need of replacement. We will need infrastructure funds to ensure students learn in safe environments and buildings."
- Superintendent, California

Conference in Photos

Thank you to all who attended the 2024 NAFIS Spring Conference, **Building a Better Future**. It was great to see so many members of the NAFIS Family in DC, and we hope those who came enjoyed the experience. While NAFIS conferences are hard to put into words, a picture is worth 1,000 of them. Here are a few of our favorite images that – in addition to what is described elsewhere in this publication – represent key moments, sentiments and energy from the gathering. Thanks to photographer Eddie Arrossi for documenting the event. Check out our **Flickr album** for more!

The work at NAFIS conferences is critical to maintaining and strengthening Impact Aid, ensuring students receive the resources they need to meet their full potential. We look forward to welcoming you back for the 2024 NAFIS Fall Conference, September 22-24. ◠

Sarruda Honored for Contributions to Impact Aid

NAFIS is proud to recognize long-time Impact Aid advocate and NAFIS Board member Dr. James (Jim) Sarruda with the Virginia Allred Stacey Founders Award. This award is the highest that NAFIS offers.

Sarruda was honored for his leadership, dedication and service to the Impact Aid community. He has been active with Impact Aid and NAFIS for nearly 30 years, serving on the NAFIS Board of Directors since 2007, including as president 2017-2019. His initial engagement stemmed from the federal government's impact on Northern Burlington County Regional School District (NJ), which he served as superintendent for 29 years, retiring in 2022. The district educates a substantial population of military students connected to Joint Base McGuire-Dix-Lakehurst. Over the years, Sarruda has championed the entire Impact Aid program, building expertise in and forging connections with districts impacted by Indian lands, federal low-income housing and other federal properties to ensure a unified message and advance the NAFIS agenda.

Sarruda (L) with NAFIS President Keith Mispagel

After retiring from Northern Burlington, he remains committed to Impact Aid. He has been actively involved in the establishment and growth of the Learning Opportunity Impacted Schools Association (LO~ISA, a NAFIS subgroup), of which he is past president and now serves as executive director.

The entire NAFIS Family thanks Jim for his commitment to NAFIS and Impact Aid. ⌐

Doebert Receives Inaugural Hilary Goldmann Women in Leadership Award

NAFIS has honored Dr. Sandra (Sandy) Doebert with the inaugural Hilary Goldmann Women in Leadership Award. Established in memory of the late NAFIS Executive Director, the award is presented to women in the NAFIS community who demonstrate exceptional leadership in and contributions to Impact Aid and the school districts it serves. Recipients are also celebrated for mentoring and empowering women in the NAFIS Family.

Doebert is a trailblazer, retiring after a decade as the first female superintendent in Lemont High School District 210 (IL) history. During her tenure, Lemont High School became one of the state's premier high schools. She also oversaw a successful bond referendum and facilities construction that continues to benefit Lemont students. In addition, she served as a mentor to new and aspiring school district leaders in both her state and the Impact Aid community.

She is also a NAFIS leader, serving many years on the Board and multiple terms as president (the first female president in more than 30 years and the second in the association's history), steering the organization through a seamless leadership transition and many legislative victories. She served on the Board and as president of the Federal Lands Impacted Schools Association (FLISA, a NAFIS subgroup), while engaging in concerted efforts to bring together the full Impact Aid community.

The NAFIS Family thanks Sandy for her dedication to NAFIS and Impact Aid and for her work nurturing the next generation of leaders in our community. ⌐

Doebert (center) with NAFIS Past President Tom Schneider and Board Member Helen Payne

April 15, 2024

Jeffrey Gilcrease, Board President
Central Union Elementary School District
15783 18th Avenue
Lemoore, CA 93245

Dear Jeffrey Gilcrease,

Reporting Requirements

Pursuant to the reports required by Section 42130, the governing board of each school district shall certify, in writing, within 45 days after the close of the period being reported, whether or not the school district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. These certifications shall be based upon the board's assessment, on the basis of standards and criteria for fiscal stability adopted by the State Board of Education pursuant to Section 33127, of the district budget, as revised to reflect current information regarding the adopted state budget, district property tax revenues pursuant to Sections 95 to 100, inclusive, of the Revenue and Taxation Code, and ending balances for the preceding fiscal year as reported pursuant to Section 42100. The certifications shall be classified as positive, qualified, or negative, as prescribed by the Superintendent of Public Instruction for the purposes of determining subsequent actions by the Superintendent of Public Instruction, the Controller, or the County Superintendent of Schools.

Within 75 days after the close of each reporting period, each county superintendent of schools shall report to the Controller and the Superintendent of Public Instruction as to whether the governing board of each of the school districts under his or her jurisdiction has submitted the certification. That report shall indicate the type of certification filed by each district.

Analysis of District's Fiscal Position

The Kings County Office of Education has reviewed the Second Interim Financial Report submitted by the Central Union Elementary School District for the period ending January 31, 2024. Our review included an analysis of the district's estimated average daily attendance (ADA), projected revenues, expenditures, fund balance, cashflow and multiyear financial projections. *The following are our notes*:

- *ADA Estimations:* As districts are realizing declining enrollment statewide, we recommend districts closely monitor enrollment and attendance projections and be prepared to make necessary adjustments to staffing and budgets. The district projections as of Second Interim are shown below.
    o *23/24 ADA 1,588.75*
    o *24/25 ADA 1,543.72*
    o *25/26 ADA 1,543.72*
      Note: ADA projections listed are for district ADA only and does not include charter projections.

- ***Revenue/Expenditure Projections***: Based on the general fund unrestricted/restricted multi-year projection, the district is projecting changes in the ending fund balances in the current and next two years as shown below:
  o *2023-24 DECREASE $764,059.31*
  o *2024-25 DECREASE $1,442,350.03*
  o *2025-26 DECREASE $1,737,406.96*

Anticipated deficit spending should be for one-time, non-recurring expenditures to avoid depletion of the district's ongoing reserves.

- ***Cashflow:*** Although district are experience healthy cash flow balances as a result of Covid-19 relief and newly introduced categorical funds, cash flow projections should continue to be monitored regularly to ensure the fiscal health of the district.

- ***Impact of Negotiations***: The status of labor negotiations with bargaining units is as shown below. Note: negotiations are considered settled if they are approved in a meeting prior to Second Interim approval.
  o ***Classified*** – Settled
  o ***Certificated*** – Settled

- ***Multi-year Projections:*** With respect to the two subsequent fiscal years 2024-25 and 2025-26 it is important that the district's governing board and administration closely monitor and manage the district's financial resources to assure maintenance of a positive financial condition. It remains essential for each school district to maintain the required state minimum unrestricted reserves throughout the current fiscal year and to budget at least the state minimum required reserves in each future year due to the uncertainty of ongoing funding levels at the state or federal levels.

Conclusion

Based on our analysis, the data provided supports the board's ***positive certification*** of the district's financial condition and ability to meet its financial obligations. The district's unrestricted reserve balances meet the minimum state criteria and standards of 3% for the current and two subsequent years.

This certification is not a guarantee of future positive certifications. Circumstances do change and this opinion does not guarantee financial stability for the next two years. Your financial position is the result of management decisions and other issues, such as attendance, state and federal revenue funding, bargaining unit pressures, and price inflators for supplies and services.

Future Concerns

The Governor's Budget for 2024-25 anticipated a budget shortfall of $37.9 billion. The governor proposes to preserve its commitment to maintain educational programs however with a lower COLA of 0.76%. This decrease in COLA in combination with inflationary costs and potential declining enrollment should be taken into consideration during future negotiations and budget projections.

Fiscal year 2024-25 marks the beginning of a new 3-year Local Control Accountability Plan (LCAP). As the districts develop their new LCAP plans, it is important that districts be mindful of any new reporting requirements within the plan. The beginning of a new plan is a good opportunity for the districts to evaluate prior year goals and actions for effectiveness and make any necessary changes in the new plan to ensure that the district is meeting the needs of all of its diverse student population. The districts must also continue to effectively plan for and fully budget its minimum proportionality percentage (MPP) as calculated under Title 5, California Code of Regulations, Section 15496(a).

Finally, please be advised of the following requirements resulting from the enactment of AB2756 (June 21, 2004):

1) AB2756 requires the district to update and certify multiyear financial projections reflecting the impact of any salary negotiations on the current and two subsequent fiscal years prior to board approval.   As negotiations are settled, the Disclosure of Collective Bargaining Agreement (DCBA), including the multiyear projection should be sent to the County Office ten (10) days prior to board action.

2) AB2756 expanded the responsibilities of the county superintendent in reviewing school district budgets and in monitoring fiscal solvency. Education Code Section 42127.6 (a)(1) now states, "A school district shall provide the county superintendent of schools with a copy of a study, report, evaluation, or audit that was commissioned by the district, the county superintendent, the Superintendent of Public Instruction, and state control agencies and that contains evidence that the school district is showing fiscal distress under the standards and criteria adopted in Section 33127, or a report on the school district by the County Office Fiscal Crisis and Management Assistance Team or any regional team created pursuant to subdivision (i) of Section 42127.8." If the district commissions such a study, please submit a copy to our office to the attention of Maria Contreras.

If you have any questions concerning the review of the district's 2023-24 Second Interim Financial Report, please contact the undersigned.

Sincerely,

Jamie Dial

Jamie Dial
Assistant Superintendent, Business Services

cc: Central Union Elementary School District; Thomas Addington, Teresa Santamaria
        KCOE: Todd Barlow, Maria Contreras

Akers Newsletter

"Communication Builds a Community"
Admiral Akers Elementary School
Franklin & Constellation, NAS Lemoore, CA 93245
Mr. Sweeney – Principal
Mr. Denney- Assistant Principal
Http://www.akers.central.k12.ca.us/

May/June 2024

Office Hours:
7:00-4:00

May 3	1st Grade Field Trip to Zoo
May 4	Saturday School- 8:00AM-12:00PM
	Valley Track Meet at Veterans Memorial Stadium
May 7	West Kings League Track Meet @ LHS
May 10	Primary Track Party -2:30PM in Cafeteria
May 14	Advance Band Concert -6:30 PM
May 15	Beginning Band Concert -11:00AM
May 16	Open House/Art Show -5:00PM
May 18	Saturday School 8:00AM-12:00PM
May 20	Intramurals BBQ -12:30PM
May 22	Track Assembly/BBQ -11:30AM
May 24	Library Books and Textbooks Due
May 27	Memorial Day- NO SCHOOL
May 31	8th Grade Island Water Park
	Preschool Graduation -10:30AM & 2:45PM
June 3	Yearbook signing - 11:30AM
	8th Grade Graduation Gown Distribution
June 5	8th Grade Awards -11:00AM
	8th Grade Graduation -6:00PM
	8th Grade Graduation Dance -7:30-9:00 PM
June 6	1-3 Awards -8:15AM
	4-5 Awards -10:00AM
June 7	6-7 Awards - 8:15AM

School Hours
School starts at 8:00 a.m.
Dismissal Times
Mon., Tues., Thurs., Fri.
K -2nd - 2:10 p.m.
3rd -5th - 2:25 p.m.
6th – 8th - 2:50 p.m
Wednesday's Early Dismissal
All students are dismissed at 1:00 p.m.

If you are moving over the summer please contact the office and let us know 559-998-5707.
If you have an 8th grader that is not going to LHS please let the office know so we ensure the correct information gets forwarded to the correct High School

Things to do before Last day of School

-Library books and textbooks should be returned by May 24. *6-8th Grade textbooks should be returned to your students Homeroom teachers on May 24.
-Pick up any medication from the school nurse on the last day of school by 1:00PM

Akers office will be closed starting June 13. If you have questions over the summer please contact Central Union School District office at 559-924-3405

It is testing season! Attendance is super important, especially these last few weeks of school. Please make sure your students are coming to school each day on time!

Stratford Elementary School – May Update

May/June School Events:

May 1st-24th	CAASPP Testing (3-8)
	ELPAC Summative Assessment (TK-2)
May 6th-10th	Staff Appreciation Week
May 7th	Track Meet @LHS
May 8th	Student Leadership Planning Day
May 9th	Local SARB Hearings
	8th Grade Summer Bridge Presentation
May 13th	Board Presentation- Student Leadership
May 13th-17th	Spring SEL Survey (3-8)
May 13th-24th	iReady Screener (K-2)
May 22nd	Open House
May 24th	Spring Color Run
May 27th	Memorial Day- No School
May 28th	Preschool Visit to Kinder Classrooms
June 4th	8th Grade Promotion Ceremony @6PM
June 5th	Kona Ice Attendance Celebration
June 6th	8th Grade Wild Water Adventure Trip
	Play Day (Grades TK-5th)
June 7th	Trimester Awards
	Last Day of School/End of Trimester 3

Neutra Jets

Weekly Update 4/29/24-5/3/24

2023-2024 Trimester 3 Goals & Priorities

Goals:

- Neutra Students will make 10% growth in the area of Vocabulary on Iready Diagnostics for the 2023/2024 year by the end of 3rd Trimester
- Chronic Absenteeism to be no higher than 3%
- Average Daily Attendance Rate will be no lower than 95.75%

Here's How We'll Win *THIS* Trimester

- **We engage 100% of students.** We make learning fun and we hold students accountable for active participation.
- **We provide our students with exposure to Tier 1 curriculum.** Students need daily exposure to rigorous academic instruction.
- **We provide students with targeted interventions to meet individual student needs.**
- **We teach bell-to-bell.** We make every minute count.

State Testing Begins for 3rd-5th Grade Students

7 Great Ways to Prepare for the Test

1. Get a good night's sleep.
2. Eat a healthy breakfast.
3. Dress comfortably.
4. Start your day peacefully.
5. Arrive on time.
6. Think positive thoughts.
7. Do your best!

Library Week in Review
APRIL 22-26

What did we read?

TK-2nd: *Bunny's Book Club* by Annie Silvestro, illustrated by Tatjana Mai-Wyss

3rd: *A Boy Called Bat* (Chapters 5-7) by Elana K. Arnold, illustrated by Charles Santoso

4th & 5th grades: Listened to *Hank the Cowdog* Part 3: Lost in the Dark Uncharted Forest

Who did we serve?

101 students entered the library during recess times.

586 book circulations

R.J. Neutra Elementary

APRIL 2024

Hi Jets! The kitchen ladies hope that you are enjoying all of the new food items. We appreciate all of the positive feedback and ALL of the nice manners that our students show us!!!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 NO SCHOOL	**2** Cereal / Cheeseburger	**3** Breakfast Bowl / Enchiladas	**4** French Toast Sticks / Chicken Alfredo	**5** Cinnamon Roll / Pizza
8 Cereal / Hot Dog	**9** Eggs & Toast / Sloppy Joe	**10** Waffles / Fried Chicken Leg	**11** Gingerbread / Chicken Pot Pie	**12** Bagel & Cream Cheese / Pizza
15 Cereal / Chili & Cornbread	**16** Oatmeal Muffin Square / Nachos	**17** Mini Strawberry Bagel / Spaghetti	**18** Breakfast Burrito / Chicken Patty on bun	**19** Pancake on a stick / Pizza
22 Cereal / Mini Corndogs	**23** Croissant Sandwich / Country Fried Steak	**24** Banana Bread / Chicken Crispito	**25** Breakfast Pizza / Orange Chicken Rice	**26** Concha / Popcorn Chicken
29 Cereal / Pepperoni Pizza	**30** Cinnamon Crumb Cake / Cheeseburger			

Neutra Open House 5/22/24
4:00p.m.-5:00p.m.

Welcome to Open House!

24/25 NEW STUDENT REGISTRATION

Military and Family Life Counseling Program

Information about the

Consent Form

Consent Form

Program

Healthy Snack & Beverage Ideas*

- Water
- 100% fruit juice with no added sugar
- Fat-free or low fat milk
- Fruit smoothies (made with frozen fruit with no added sugar and fat-free or low fat yogurt)
- 100% fruit juice slushes with no added sugar
- Fresh fruit – trays, salads or kabobs
- Fresh vegetables – trays, salads or kabobs
- Fat-free or low fat yogurt (alone or as dip for fruits or vegetables)
- Yogurt parfaits (fat-free or low fat yogurt, fruit and whole grain cereal or granola as topping)
- Canned fruit or fruit cups (in water, 100% fruit juice or light syrup)
- Frozen fruit or fruit cups (in water, 100% fruit juice or light syrup)
- Frosty fruits – freeze your own fruit (frozen grapes make a great summer treat!)
- Dried fruit with no added sugar
- Whole grain crackers
- Low-fat cheese (serve with fruit or whole grain crackers)
- Hummus (serve with vegetables or whole grain crackers)
- Small whole grain waffles or pancakes topped with fruit
- Whole grain pretzels (soft or crunchy)
- Low-fat or air-popped popcorn (no added butter or salt)
- Graham crackers
- Small whole grain bagels or English muffins or jelly
- Pizza (on whole grain crust with low fat cheese and lean protein or vegetable toppings)
- Roll-ups on whole grain tortillas (fill with a lean protein such as ham or turkey, low fat cheese, hummus, and jelly or vegetables)
- Fat-free or low fat pudding
- Bean quesadillas or burritos made with whole grain tortillas with salsa
- Whole grain cereal bars
- Baked whole grain tortilla chips with salsa or bean dip
- Baked chips (small portions)

*Check ingredient statements and nutrition information to ensure items meet the USDA Smart Snacks in School nutrition standards. Ensure food allergies of any participants are known before serving any food item.

Pair foods together for an afternoon snack to power youth up for their activities, whether that is physical activity or educational activities. Combine a lean protein with a fruit or vegetable, such as sunflower seeds dried raisins. Or a low-fat dairy food and whole-grain rich choice, like string cheese and whole grain crackers. Try low-fat dairy and fruit – yogurt and strawberries. Pair a whole-grain rich food with a lean protein by spreading hummus on a whole grain tortilla. Or serve a whole-grain rich food and vegetable, such as a whole grain cereal bar and cherry tomatoes. Get creative!

For more information on healthy snacking or finding healthy snacks and beverages, visit healthiergeneration.org

Upcoming Events

5/7/24- Track League Meet @ LHS (Must qualify) 3:00pm-8:00pm
5/22/24- Open House 4:00pm-5:00pm (Open to the Public)
5/30/24-Zoo To You Assembly- Grades TK, K and 1st (Closed to Public)
6/3/24-6/6/24- Early Out All Week
6/4/24- Kinder Patriotic Performance-12:40pm (Open to Public)

6/5/24- Awards Assembly (Times to be Determined)
6/6/24- Water Olympics for all Students (Closed to Public)
6/7/24-Last Day of School

Elizabeth Alvarado
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DATE: May 9, 2024

TO: Treasury Depositors
          Board of Supervisors
          County Treasury Oversight Committee

FROM: Erik Ureña, CPA, Director of Finance

SUBJECT: Quarterly Portfolio Compliance Report

Enclosed is the Kings County Treasurer's - Quarterly Compliance Report for the period January 1 – March 31 2024. The interest rate for the quarter for funds held by the Treasury was 2.8257%.

If you have any questions on the report or the portfolio, please feel free to call Tammy Phelps, Assistant Director of Finance - Treasury, at 852-2462.

Encl. 1

Kings County Treasurer's
Statement of Interest Earnings

For the Period January 1, 2024 - March 31, 2024	
POOLED INVESTMENT ACCOUNT:	
Gross Interest Earnings (on Accrual Basis)	$5,922,609
Less: Administrative Expenses	(108,090)
Gains/Losses	0
Banking Expenses	(5,516)
Prior Qtr/yr int adjustments	11,637
Net Interest Earnings Apportioned	$5,820,640
Portfolio Return of Investment:	
Average Pooled Funds Invested	$821,248,293
Gross Yield on Investments	2.9005%
Net Yield on Investments	2.8506%
Treasury Return on Investment:	
Average Pooled Funds In Treasury	$828,498,531
Gross Yield Pooled Treas Funds	2.8752%
Net Yield on Pooled Treasury Funds	2.8257%
DIRECT INVESTMENT ACCOUNT:	
Average Direct Funds Invested	$0
TOTAL AVERAGE FUNDS INVESTED:	$821,248,293

YIELD TRENDS
Gross Yield History*

Quarter	Pool	LAIF
Mar-24	2.9005%	4.3000%
Dec-23	2.5577%	3.9904%
Sep-23	2.3832%	3.5914%
Jun-23	2.2199%	3.1522%
Mar-23	1.8470%	2.7353%
Dec-22	1.3220%	2.0735%
Sep-22	1.0753%	1.3503%
Jun-22	0.8680%	0.7510%
Mar-22	0.7687%	0.3196%
Dec-21	0.7776%	0.2284%
Sep-21	0.7267%	0.2416%
Jun-21	0.7322%	0.3275%
Mar-21	0.8324%	0.4432%
Dec-20	1.0132%	0.6292%
Sep-20	1.3673%	0.8452%
Jun-20	1.6573%	1.3581%
Mar-20	2.0807%	2.0260%
Dec-19	2.1773%	2.2813%

*The yield history represents gross portfolio yields; costs have not been deducted.

Kings County Treasurer's
Liquidity Projections for the Period April 1, 2024 - March 31, 2025
(In Thousands)

	A	B	C		D	E	F	G
ACTUAL	TREASURER'S	TREASURER'S	TREASURER'S		INVESTMENTS			ESTIMATE
MONTH/	RECEIPTS	DISBURSEMENTS	SURPLUS or	MONTH	PORTFOLIO		TOTAL	SURPLUS
YEAR	ACTUAL	ACTUAL	(DEFICIT) (A-B)	YEAR	MATURITIES	LAIF	(D+E)	(F+C)
Jul-23	54,525	100,876	(46,351)	Jul-24	17,000	75,000	92,000	45,649
Aug-23	84,016	94,515	(10,499)	Aug-24	18,000	45,649	63,649	53,150
Sep-23	102,285	83,555	18,730	Sep-24	15,000	53,150	68,150	86,880
Oct-23	95,202	88,598	6,604	Oct-24	20,000	75,000	95,000	101,604
Nov-23	97,835	89,667	8,168	Nov-24	18,000	75,000	93,000	101,168
Dec-23	167,364	91,708	75,656	Dec-24	10,000	75,000	85,000	160,656
Jan-24	114,196	124,299	(10,103)	Jan-25	25,000	75,000	100,000	89,897
Feb-24	74,531	100,793	(26,262)	Feb-25	14,000	75,000	89,000	62,738
Mar-24	108,657	87,194	21,463	Mar-25	13,000	62,738	75,738	97,201
Apr-23	138,294	77,232	61,062	Apr-24	14,000	75,000	89,000	150,062
May-23	96,014	107,331	(11,317)	May-24	18,000	75,000	93,000	81,683
Jun-23	128,308	99,062	29,246	Jun-24	21,000	75,000	96,000	125,246
TOTALS	1,261,227	1,144,830	116,397		203,000			

Sufficient liquidity exists to meet the mandated six months cash flow expenditure requirements. The historical receipts have been adjusted for expected non-re-occurring participant activity.

Book Value by Investment Type
as of March 31, 2024

CAMP
12%

BoW MMA
20%

Government
Agency Coupon
Securities
50%

Medium Term
Notes
7%

Treasury
Securities
11%
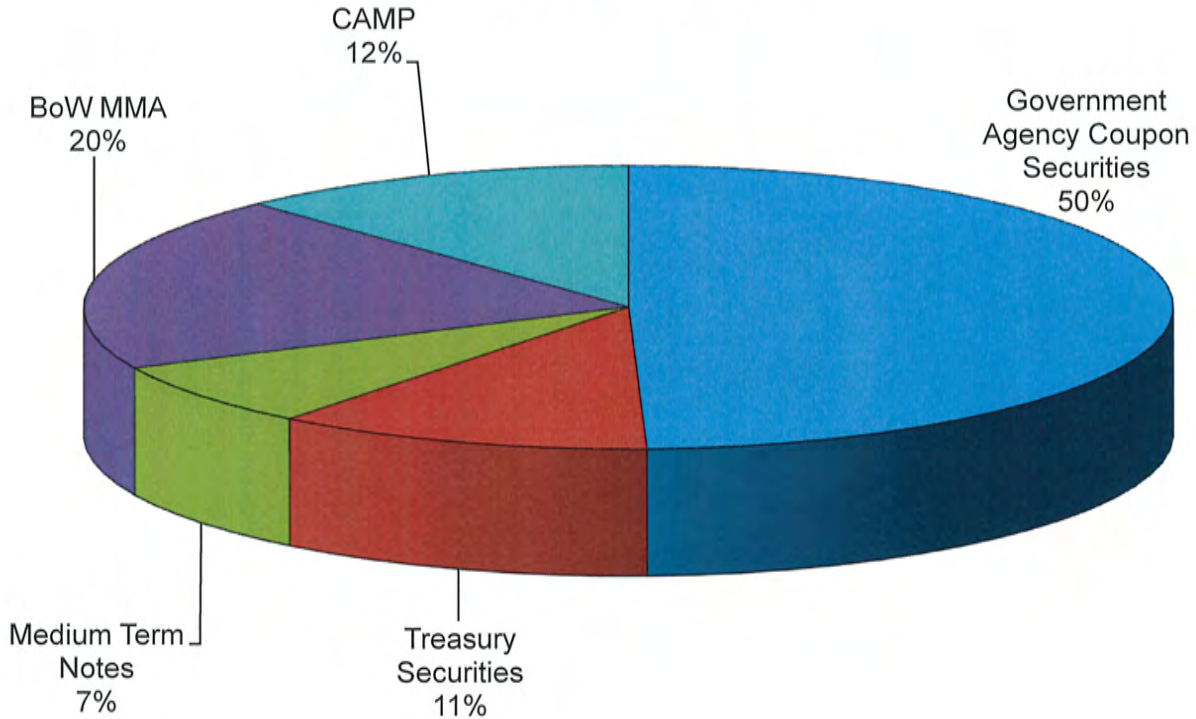
Market Value Quality Allocation
as of March 31, 2024

N/R
12%

Aa3
1%

Aa2
22%

AAA
60%

Aaa
5%
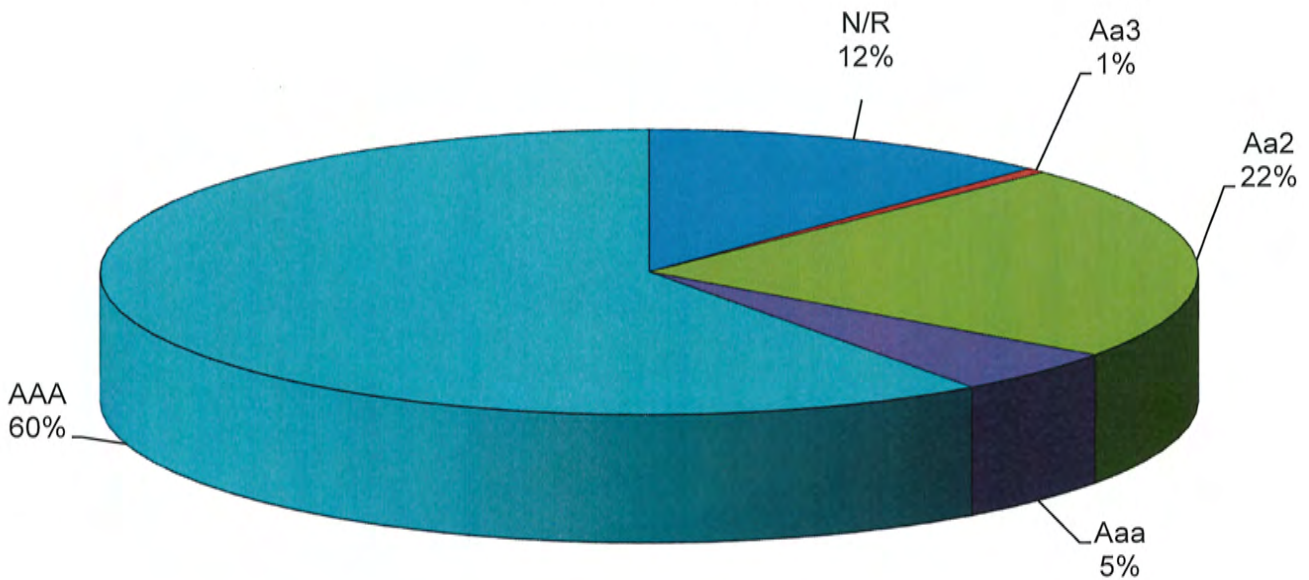
Kings County Investment Pool
Portfolio Management
Portfolio Summary
March 31, 2024

Kings County
1400 W. Lacey Blvd.
Kings County Govt. Center
Hanford, CA
(559)582-3211

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM 365 Equiv.	YTM 360 Equiv.
Government Agency Coupon Securities	419,000,000.00	407,934,800.00	419,135,420.11	49.47	638	2.187	2.157
Treasury Coupon Securities	95,000,000.00	90,554,800.00	94,765,670.68	11.18	460	0.775	0.764
Medium Term Notes	65,000,000.00	61,282,090.00	61,964,933.33	7.31	1,108	3.864	3.811
BofW MMA Deposit Account	170,024,084.19	170,024,084.19	170,024,084.19	20.07	1	4.550	4.488
CAMP – California Asset Mgmt Progr	101,375,783.53	101,375,783.53	101,375,783.53	11.97	1,396	5.480	5.405
Investments	**850,399,867.72**	**831,171,557.72**	**847,265,891.84**	**100.00%**	**615**	**3.020**	**2.978**

Cash and Accrued Interest

		Market Value	Book Value				
Accrued Interest at Purchase *		0.00	0.00				
Ending Accrued Interest		2,801,217.81	2,801,217.81				
Subtotal		2,801,217.81	2,801,217.81				
Total Cash and Investments	**850,399,867.72**	**833,972,775.53**	**850,067,109.65**		**615**	**3.020**	**2.978**

Total Earnings	March 31 Month Ending	Fiscal Year To Date	
Current Year	2,065,881.11	15,380,691.53	* 130,843.75 Accrued at Purchase is Included in Book Value.

Average Daily Balance	811,080,806.29	779,495,207.68
Effective Rate of Return	3.00%	2.62%

The Pooled Portfolio was in compliance during the quarter ending March 31, 2024, with California Government Code Sections 53601 et.seq. and 53635, and the Director of Finance's Statement of Investment Policy dated January 1, 2024. Market prices are provided by U.S. Bank and are as of the last business day of the month. Ratings listed in the Portfolio Reports are issued by Moody's Rating Agency. If you have any questions about the Pooled Investment Fund, please call Tammy Phelps, Assistant Director of Finance – Treasury, at (559) 852-2462.

5/9/24

Erik Ureña, CPA, Director of Finance

Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
March 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3133EMVD1	200053	Federal Farm Credit Bank		04/05/2021	3,000,000.00	2,998,110.00	2,999,625.00	0.330	AAA	0.350	4	04/05/2024
3130ALVY7	200054	Federal Home Loan Banks		04/15/2021	3,000,000.00	2,994,360.00	3,000,000.00	0.400	AAA	0.395	14	04/15/2024
3130ALXQ2	200056	Federal Home Loan Banks		04/29/2021	3,000,000.00	2,988,990.00	3,000,000.00	0.500	AAA	0.493	28	04/29/2024
3133ENWC0	210051	Federal Farm Credit Bank		05/03/2022	5,000,000.00	4,988,500.00	4,999,625.00	2.625	AAA	2.604	32	05/03/2024
3130AMPD8	200062	Federal Home Loan Banks		05/28/2021	3,000,000.00	2,977,140.00	3,000,000.00	0.385	AAA	0.380	57	05/28/2024
3133EME40	200064	Federal Farm Credit Bank		06/03/2021	3,000,000.00	2,972,790.00	3,000,000.00	0.330	AAA	0.325	63	06/03/2024
3130AMKX9	200059	Federal Home Loan Banks		06/07/2021	3,000,000.00	2,973,240.00	3,000,000.00	0.400	AAA	0.395	67	06/07/2024
3130AMLM2	200060	Federal Home Loan Banks		06/07/2021	3,000,000.00	2,973,090.00	3,000,000.00	0.375	AAA	0.370	67	06/07/2024
3130AMND0	200061	Federal Home Loan Banks		06/17/2021	3,000,000.00	2,969,460.00	3,000,000.00	0.430	AAA	0.424	77	06/17/2024
3130AMQC9	200063	Federal Home Loan Banks		06/24/2021	3,000,000.00	2,966,670.00	3,000,000.00	0.420	AAA	0.414	84	06/24/2024
3130AMRZ7	200065	Federal Home Loan Banks		06/28/2021	3,000,000.00	2,965,170.00	3,000,000.00	0.375	AAA	0.370	88	06/28/2024
3130AMT85	200066	Federal Home Loan Banks		06/28/2021	3,000,000.00	2,965,350.00	3,000,000.00	0.400	AAA	0.395	88	06/28/2024
3135G0V75	190029	Federal Nat'l Mortgage Assoc.		12/03/2019	3,000,000.00	2,972,640.00	3,001,005.34	1.750	AAA	1.657	92	07/02/2024
3130AMV82	210001	Federal Home Loan Banks		07/12/2021	3,000,000.00	2,957,760.00	3,000,000.00	0.350	AAA	0.345	102	07/12/2024
3130AMZ88	210002	Federal Home Loan Banks		07/12/2021	3,000,000.00	2,959,170.00	3,000,000.00	0.520	AAA	0.513	102	07/12/2024
3130AN5A4	210003	Federal Home Loan Banks		07/26/2021	3,000,000.00	2,955,300.00	3,000,000.00	0.500	AAA	0.493	116	07/26/2024
3130AN7K0	210004	Federal Home Loan Banks		07/29/2021	5,000,000.00	4,922,000.00	5,000,000.00	0.400	AAA	0.395	119	07/29/2024
3130ANDX5	210006	Federal Home Loan Banks		08/16/2021	5,000,000.00	4,909,100.00	5,000,000.00	0.500	AAA	0.493	137	08/16/2024
3130ANGT1	210007	Federal Home Loan Banks		08/23/2021	5,000,000.00	4,905,950.00	5,000,000.00	0.410	AAA	0.404	144	08/23/2024
3130AMCN0	200057	Federal Home Loan Banks		05/26/2021	3,000,000.00	2,941,050.00	3,000,000.00	0.500	AAA	0.493	147	08/26/2024
3130ANNS5	210009	Federal Home Loan Banks		08/30/2021	5,000,000.00	4,898,000.00	5,000,000.00	0.500	AAA	0.493	149	08/28/2024
3135G0ZR7	190028	Federal Nat'l Mortgage Assoc.		12/03/2019	3,000,000.00	2,966,010.00	3,013,564.62	2.625	AAA	1.657	158	09/06/2024
3130APK20	210029	Federal Home Loan Banks		12/03/2021	5,000,000.00	4,889,800.00	4,989,911.24	0.650	AAA	0.861	179	09/27/2024
3133ENCA6	210025	Federal Farm Credit Bank		10/25/2021	5,000,000.00	4,875,250.00	4,999,016.67	0.700	AAA	0.710	207	10/25/2024
3133EK6J0	190025	Federal Farm Credit Bank		11/08/2019	3,000,000.00	2,938,920.00	2,994,120.00	1.625	AAA	1.806	221	11/08/2024
3133ENDU1	210027	Federal Farm Credit Bank		11/15/2021	5,000,000.00	4,863,450.00	5,000,000.00	0.740	AAA	0.730	228	11/15/2024
3130APMB8	210026	Federal Home Loan Banks		11/22/2021	5,000,000.00	4,858,750.00	5,000,000.00	0.750	AAA	0.740	235	11/22/2024
3130APVG7	210028	Federal Home Loan Banks		11/30/2021	5,000,000.00	4,866,750.00	5,000,000.00	1.000	AAA	0.986	238	11/25/2024
3133ENGQ7	210030	Federal Farm Credit Bank		12/09/2021	5,000,000.00	4,858,750.00	5,000,000.00	0.920	AAA	0.907	252	12/09/2024
3133ENJH4	210040	Federal Farm Credit Bank		12/27/2021	5,000,000.00	4,845,950.00	5,000,000.00	0.940	AAA	0.927	270	12/27/2024
3130AQEM1	210038	Federal Home Loan Banks		01/06/2022	5,000,000.00	4,843,650.00	5,000,000.00	1.000	AAA	0.986	280	01/06/2025
3130AQEG4	210039	Federal Home Loan Banks		01/10/2022	5,000,000.00	4,841,200.00	5,000,000.00	1.000	AAA	0.986	284	01/10/2025
3130AQFG3	210041	Federal Home Loan Banks		01/21/2022	5,000,000.00	4,843,650.00	5,000,000.00	1.125	AAA	1.110	295	01/21/2025
3130AQLL5	210042	Federal Home Loan Banks		01/27/2022	5,000,000.00	4,846,000.00	5,000,000.00	1.200	AAA	1.184	301	01/27/2025
3130AJ2C2	190049	Federal Home Loan Banks		02/03/2020	3,000,000.00	2,909,160.00	3,000,000.00	1.625	AAA	1.603	308	02/03/2025
3133EMQG0	200040	Federal Farm Credit Bank		02/10/2021	3,000,000.00	2,882,010.00	2,999,625.00	0.320	AAA	0.328	315	02/10/2025
3136G4T52	200005	Federal Nat'l Mortgage Assoc.		08/25/2020	3,000,000.00	2,875,890.00	3,000,000.00	0.520	AAA	0.513	330	02/25/2025
3130AVPB2	220009	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,955,450.00	5,000,000.00	4.090	AAA	4.036	340	03/07/2025

Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
March 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3130AVPA4	220010	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,954,400.00	5,000,000.00	4.080	AAA	4.025	354	03/21/2025
3134GWP26	200014	Federal Home Loan Mort. Co.		09/28/2020	3,000,000.00	2,872,440.00	3,000,000.00	0.500	AAA	0.493	361	03/28/2025
3130AVPC0	220011	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,949,850.00	5,000,000.00	4.080	AAA	4.024	381	04/17/2025
3133ENWH9	210052	Federal Farm Credit Bank		05/09/2022	5,000,000.00	4,894,600.00	4,994,575.00	2.900	AAA	2.935	403	05/09/2025
3130AVP97	220012	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,954,450.00	5,000,000.00	4.050	AAA	3.996	410	05/16/2025
3136G4Y64	200006	Federal Nat'l Mortgage Assoc.		08/27/2020	3,000,000.00	2,856,540.00	3,000,000.00	0.550	AAA	0.542	421	05/27/2025
3130AVP89	220013	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,949,200.00	5,000,000.00	4.020	AAA	3.967	431	06/06/2025
3130AVP71	220014	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,947,800.00	5,000,000.00	4.010	AAA	3.957	438	06/13/2025
3130AXVA3	230010	Federal Home Loan Banks		11/20/2023	5,000,000.00	4,997,500.00	5,000,000.00	4.900	AAA	4.837	466	07/11/2025
3134GWUU8	200018	Federal Home Loan Mort. Co.		10/16/2020	3,000,000.00	2,834,850.00	3,000,000.00	0.500	AAA	0.493	471	07/16/2025
3133EPRS6	230011	Federal Farm Credit Bank		11/20/2023	5,000,000.00	4,996,650.00	4,996,487.34	4.875	AAA	4.853	483	07/28/2025
3133EMFC1	200026	Federal Farm Credit Bank		10/29/2020	3,000,000.00	2,825,160.00	3,000,000.00	0.530	AAA	0.523	484	07/29/2025
3133EL3P7	200004	Federal Farm Credit Bank		08/24/2020	3,000,000.00	2,829,120.00	3,000,000.00	0.530	AAA	0.523	498	08/12/2025
3136G4Q48	200001	Federal Nat'l Mortgage Assoc.		08/19/2020	3,000,000.00	2,827,860.00	2,999,100.00	0.600	AAA	0.612	505	08/19/2025
3136G4N74	200002	Federal Nat'l Mortgage Assoc.		08/21/2020	3,000,000.00	2,825,550.00	3,000,000.00	0.560	AAA	0.552	507	08/21/2025
3136G4X57	200003	Federal Nat'l Mortgage Assoc.		08/25/2020	3,000,000.00	2,826,750.00	3,000,000.00	0.625	AAA	0.616	511	08/25/2025
3136G4Z63	200007	Federal Nat'l Mortgage Assoc.		08/27/2020	3,000,000.00	2,825,070.00	3,000,000.00	0.600	AAA	0.592	513	08/27/2025
3134GWA22	200010	Federal Home Loan Mort. Co.		09/02/2020	3,000,000.00	2,820,750.00	3,000,000.00	0.550	AAA	0.542	519	09/02/2025
3134GWA55	200008	Federal Home Loan Mort. Co.		09/09/2020	3,000,000.00	2,821,800.00	3,000,000.00	0.650	AAA	0.641	526	09/09/2025
3134GWB70	200009	Federal Home Loan Mort. Co.		09/15/2020	3,000,000.00	2,819,130.00	3,000,000.00	0.625	AAA	0.616	532	09/15/2025
3134GWL38	200013	Federal Home Loan Mort. Co.		09/15/2020	3,000,000.00	2,815,560.00	3,000,000.00	0.540	AAA	0.533	532	09/15/2025
3134GWJ98	200011	Federal Home Loan Mort. Co.		09/16/2020	3,000,000.00	2,816,040.00	3,000,000.00	0.520	AAA	0.513	533	09/16/2025
3134GWU61	200017	Federal Home Loan Mort. Co.		09/22/2020	3,000,000.00	2,814,510.00	3,000,000.00	0.520	AAA	0.513	539	09/22/2025
3130AK3Z7	200012	Federal Home Loan Banks		09/29/2020	3,000,000.00	2,812,410.00	3,000,000.00	0.570	AAA	0.562	546	09/29/2025
3136G43L5	200015	Federal Nat'l Mortgage Assoc.		09/30/2020	3,000,000.00	2,809,620.00	3,000,000.00	0.550	AAA	0.542	547	09/30/2025
3136G44F7	200016	Federal Nat'l Mortgage Assoc.		09/30/2020	3,000,000.00	2,809,620.00	3,000,000.00	0.550	AAA	0.542	547	09/30/2025
3134GWX43	200019	Federal Home Loan Mort. Co.		10/02/2020	3,000,000.00	2,812,530.00	3,000,000.00	0.550	AAA	0.542	549	10/02/2025
3134GWY26	200021	Federal Home Loan Mort. Co.		10/08/2020	3,000,000.00	2,808,150.00	3,000,000.00	0.570	AAA	0.562	555	10/08/2025
3133EMCP5	200022	Federal Farm Credit Bank		10/14/2020	3,000,000.00	2,808,210.00	2,998,800.00	0.520	AAA	0.533	561	10/14/2025
3134GWXX9	200020	Federal Home Loan Mort. Co.		10/15/2020	3,000,000.00	2,808,270.00	3,000,000.00	0.550	AAA	0.542	562	10/15/2025
3136G44U4	200024	Federal Nat'l Mortgage Assoc.		10/20/2020	3,000,000.00	2,797,950.00	3,000,000.00	0.500	AAA	0.493	567	10/20/2025
3136G45C3	200025	Federal Nat'l Mortgage Assoc.		10/27/2020	3,000,000.00	2,797,320.00	3,000,000.00	0.540	AAA	0.533	574	10/27/2025
3134GWYZ3	200023	Federal Home Loan Mort. Co.		10/28/2020	3,000,000.00	2,801,670.00	3,000,000.00	0.530	AAA	0.523	575	10/28/2025
3133EMFS6	200028	Federal Farm Credit Bank		11/03/2020	3,000,000.00	2,802,990.00	3,000,000.00	0.460	AAA	0.454	581	11/03/2025
3135G06G3	200043	Federal Nat'l Mortgage Assoc.		02/23/2021	3,000,000.00	2,804,190.00	2,997,029.04	0.500	AAA	0.543	585	11/07/2025
3134GW6S0	200027	Federal Home Loan Mort. Co.		11/10/2020	3,000,000.00	2,801,940.00	3,000,000.00	0.610	AAA	0.602	588	11/10/2025
3135GA2X8	200029	Federal Nat'l Mortgage Assoc.		11/18/2020	3,000,000.00	2,789,340.00	3,000,000.00	0.550	AAA	0.542	596	11/18/2025
3130AWKM1	230017	Federal Home Loan Banks		12/08/2023	5,000,000.00	4,995,900.00	5,012,729.28	4.750	AAA	4.552	620	12/12/2025

Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
March 31, 2024

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3130AXVC9	230012	Federal Home Loan Banks		11/20/2023	5,000,000.00	4,993,700.00	5,000,000.00	4.740	AAA	4.678	648	01/09/2026
3130AXVB1	230013	Federal Home Loan Banks		11/20/2023	5,000,000.00	4,992,650.00	5,000,000.00	4.730	AAA	4.668	662	01/23/2026
3130ALB94	200041	Federal Home Loan Banks		02/26/2021	3,000,000.00	2,771,400.00	3,000,000.00	0.630	AAA	0.621	696	02/26/2026
3133EMSU7	200047	Federal Farm Credit Bank		03/09/2021	3,000,000.00	2,776,530.00	3,000,000.00	0.800	AAA	0.789	707	03/09/2026
3130ALDN1	200042	Federal Home Loan Banks		03/16/2021	3,000,000.00	2,777,250.00	3,000,000.00	0.800	AAA	0.789	714	03/16/2026
3130ALGB4	200044	Federal Home Loan Banks		03/17/2021	3,000,000.00	2,776,980.00	3,000,000.00	0.800	AAA	0.789	715	03/17/2026
3133EMUK6	200049	Federal Farm Credit Bank		03/25/2021	3,000,000.00	2,786,400.00	3,000,000.00	1.050	AAA	1.036	723	03/25/2026
3130ALS47	200048	Federal Home Loan Banks		04/07/2021	3,000,000.00	2,781,420.00	3,000,000.00	1.020	AAA	1.006	736	04/07/2026
3130ALTE4	200052	Federal Home Loan Banks		04/21/2021	3,000,000.00	2,780,250.00	3,000,000.00	1.000	AAA	0.986	750	04/21/2026
3130ALXV1	200055	Federal Home Loan Banks		04/22/2021	3,000,000.00	2,785,800.00	3,000,000.00	1.100	AAA	1.085	751	04/22/2026
3130AWLZ1	230014	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,014,500.00	5,005,710.41	4.750	AAA	4.636	802	06/12/2026
3130ANN48	210008	Federal Home Loan Banks		09/09/2021	5,000,000.00	4,572,450.00	5,000,000.00	1.000	AAA	0.986	891	09/09/2026
3130AXU63	230015	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,012,850.00	4,996,382.08	4.625	AAA	4.601	960	11/17/2026
3133EPG82	230019	Federal Farm Credit Bank		12/08/2023	5,000,000.00	5,009,750.00	5,027,419.44	5.060	AAA	4.828	974	12/01/2026
3133EPW76	230027	Federal Farm Credit Bank		01/19/2024	5,000,000.00	4,921,500.00	4,961,300.00	3.875	AAA	4.095	1,023	01/19/2027
3133EPX91	230031	Federal Farm Credit Bank		01/25/2024	5,000,000.00	4,953,800.00	4,993,750.00	4.125	AAA	4.113	1,029	01/25/2027
3133EPB38	230020	Federal Farm Credit Bank		12/08/2023	5,000,000.00	5,016,600.00	5,048,754.17	5.230	AAA	4.970	1,325	11/17/2027
3133EPN92	230024	Federal Farm Credit Bank		12/22/2023	5,000,000.00	4,959,500.00	5,000,000.00	4.860	AAA	4.793	1,360	12/22/2027
3134H1EK5	230005	Federal Home Loan Mort. Co.		10/11/2023	5,000,000.00	5,000,250.00	5,000,000.00	5.450	AAA	5.377	1,562	07/11/2028
3130AYMV5	230033	Federal Home Loan Banks		01/24/2024	5,000,000.00	4,944,700.00	5,000,000.00	4.450	AAA	4.389	1,575	07/24/2028
3130AWTR1	230001	Federal Home Loan Banks		09/22/2023	5,000,000.00	5,020,800.00	4,939,454.09	4.375	AAA	4.613	1,621	09/08/2028
3133EPWK7	230002	Federal Farm Credit Bank		09/22/2023	5,000,000.00	5,039,900.00	4,970,210.00	4.500	AAA	4.586	1,635	09/22/2028
3134H1DS9	230004	Federal Home Loan Mort. Co.		09/28/2023	5,000,000.00	4,995,450.00	5,000,000.00	6.000	AAA	5.918	1,641	09/28/2028
3130AXS58	230021	Federal Home Loan Banks		12/08/2023	5,000,000.00	5,010,600.00	5,045,381.94	5.150	AAA	4.953	1,687	11/13/2028
3130AXQK7	230025	Federal Home Loan Banks		01/18/2024	5,000,000.00	5,093,050.00	5,199,479.17	4.750	AAA	4.009	1,712	12/08/2028
3130AY2L9	230022	Federal Home Loan Banks		12/12/2023	5,000,000.00	4,989,050.00	5,000,000.00	5.050	AAA	4.981	1,716	12/12/2028
3130AY3Z7	230023	Federal Home Loan Banks		12/18/2023	5,000,000.00	4,971,400.00	5,000,000.00	4.750	AAA	4.685	1,722	12/18/2028
3130AYLD6	230028	Federal Home Loan Banks		01/19/2024	5,000,000.00	4,937,350.00	5,000,000.00	4.250	AAA	4.192	1,732	12/28/2028
3130AYJ31	230029	Federal Home Loan Banks		01/19/2024	5,000,000.00	4,923,150.00	4,992,615.28	4.375	AAA	4.353	1,752	01/17/2029
3133EPW84	230026	Federal Farm Credit Bank		01/18/2024	5,000,000.00	4,913,400.00	4,959,750.00	3.875	AAA	3.999	1,753	01/18/2029
3130AYNX0	230034	Federal Home Loan Banks		02/02/2024	5,000,000.00	4,962,200.00	5,000,000.00	4.625	AAA	4.562	1,768	02/02/2029
		Subtotal and Average	423,495,389.50		419,000,000.00	407,934,800.00	419,135,420.11			2.157	638	
LAIF - Local Agency Investment Pool												
SYS990001	990001	Local Agency Investment Fund		07/01/2023	0.00	0.00	0.00	1.970	N/R	1.943	1	
		Subtotal and Average	0.00		0.00	0.00	0.00			0.000	0	

Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Treasury Coupon Securities												
912828X70	210034	United States Treasury		12/07/2021	5,000,000.00	4,986,500.00	5,031,606.25	2.000	AAA	0.709	29	04/30/2024
91282CCC3	210019	United States Treasury		08/31/2021	5,000,000.00	4,969,400.00	4,997,841.28	0.250	AAA	0.332	44	05/15/2024
912828XT2	210020	United States Treasury		08/31/2021	5,000,000.00	4,973,000.00	5,041,366.95	2.000	AAA	0.335	60	05/31/2024
912828YH7	210010	United States Treasury		08/24/2021	5,000,000.00	4,907,900.00	5,053,124.31	1.500	AAA	0.425	182	09/30/2024
91282CDB4	210024	United States Treasury		10/18/2021	5,000,000.00	4,878,800.00	4,997,841.74	0.625	AAA	0.659	197	10/15/2024
91282CDB4	210036	United States Treasury		12/07/2021	5,000,000.00	4,878,800.00	4,988,896.96	0.625	AAA	0.838	197	10/15/2024
912828YM6	210011	United States Treasury		08/24/2021	5,000,000.00	4,892,950.00	5,052,077.96	1.500	AAA	0.445	213	10/31/2024
912828Z52	210013	United States Treasury		08/26/2021	5,000,000.00	4,848,450.00	5,041,670.72	1.375	AAA	0.526	305	01/31/2025
912828ZC7	210014	United States Treasury		08/26/2021	5,000,000.00	4,824,650.00	5,028,471.14	1.125	AAA	0.542	333	02/28/2025
912828ZL7	210015	United States Treasury		08/26/2021	5,000,000.00	4,759,000.00	4,984,408.16	0.375	AAA	0.578	394	04/30/2025
912828ZW3	210012	United States Treasury		08/24/2021	5,000,000.00	4,720,300.00	4,974,012.88	0.250	AAA	0.593	455	06/30/2025
91282CBC4	210044	United States Treasury		01/31/2022	5,000,000.00	4,637,500.00	4,887,378.72	0.375	AAA	0.000	639	12/31/2025
91282CBT7	210045	United States Treasury		01/31/2022	5,000,000.00	4,632,800.00	4,900,516.04	0.750	AAA	1.554	729	03/31/2026
91282CBW0	210016	United States Treasury		08/26/2021	5,000,000.00	4,619,150.00	4,996,331.38	0.750	AAA	0.754	759	04/30/2026
912828R36	210017	United States Treasury		08/26/2021	5,000,000.00	4,699,400.00	5,105,034.82	1.625	AAA	0.757	774	05/15/2026
91282CCJ8	210018	United States Treasury		08/26/2021	5,000,000.00	4,610,150.00	5,010,069.25	0.875	AAA	0.782	820	06/30/2026
91282CCP4	210046	United States Treasury		01/31/2022	5,000,000.00	4,569,550.00	4,881,973.20	0.625	AAA	1.586	851	07/31/2026
91282CCW9	210047	United States Treasury		01/31/2022	5,000,000.00	4,570,500.00	4,897,137.44	0.750	AAA	1.585	882	08/31/2026
91282CCZ2	210048	United States Treasury		01/31/2022	5,000,000.00	4,576,000.00	4,893,911.48	0.875	AAA	1.590	912	09/30/2026
		Subtotal and Average	99,273,934.05		95,000,000.00	90,554,800.00	94,765,670.68			0.764	460	
Medium Term Notes												
037833DM9	190020	Apple Inc		10/28/2019	2,000,000.00	1,968,700.00	1,999,712.49	1.800	Aaa	1.805	163	09/11/2024
037833EB2	200038	Apple Inc		02/08/2021	3,000,000.00	2,783,220.00	3,000,000.00	0.700	Aaa	0.690	678	02/08/2026
037833EB2	200046	Apple Inc		03/01/2021	2,000,000.00	1,855,480.00	1,991,645.24	0.700	Aaa	0.902	678	02/08/2026
037833BY5	230036	Apple Inc		02/09/2024	5,000,000.00	4,859,950.00	4,881,160.76	3.250	Aaa	4.445	693	02/23/2026
037833BZ2	230018	Apple Inc		12/08/2023	3,000,000.00	2,850,090.00	2,853,335.77	2.450	Aaa	4.485	855	08/04/2026
037833DN7	210049	Apple Inc		04/05/2022	5,000,000.00	4,693,350.00	4,916,964.29	2.050	Aaa	2.722	893	09/11/2026
931142ER0	210043	Wal-Mart Stores		01/31/2022	5,000,000.00	4,583,150.00	4,911,809.72	1.050	Aa2	1.764	899	09/17/2026
002824BF6	230016	Abbott Laboratories		11/20/2023	5,000,000.00	4,886,250.00	4,853,456.88	3.750	Aa3	4.745	973	11/30/2026
594918BY9	230006	Microsoft Corp		10/02/2023	5,000,000.00	4,846,450.00	4,772,921.93	3.300	Aaa	4.892	1,041	02/06/2027
478160CP7	230007	JOHNSON & JOHNSON		10/02/2023	5,000,000.00	4,449,300.00	4,370,625.98	0.950	Aaa	4.882	1,248	09/01/2027
037833EC0	230035	Apple Inc		02/09/2024	5,000,000.00	4,420,700.00	4,438,666.67	1.200	Aaa	4.231	1,408	02/08/2028
931142FB4	230008	Wal-Mart Stores		10/02/2023	5,000,000.00	4,899,250.00	4,778,973.67	3.900	Aa2	4.941	1,475	04/15/2028
037833ET3	230030	Apple Inc		01/22/2024	5,000,000.00	4,921,200.00	5,008,350.00	4.000	Aaa	4.104	1,500	05/10/2028
931142EE9	230009	Wal-Mart Stores		10/02/2023	5,000,000.00	4,870,150.00	4,767,125.00	3.700	Aa2	4.803	1,547	06/26/2028
037833EH9	230032	Apple Inc		01/23/2024	5,000,000.00	4,394,250.00	4,420,184.93	1.400	Aaa	4.203	1,587	08/05/2028
		Subtotal and Average	61,949,810.96		65,000,000.00	61,282,090.00	61,964,933.33			3.811	1,108	

Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
BofW MMA Deposit Account												
SYS999993	999993	Bank of the West		07/01/2019	170,024,084.19	170,024,084.19	170,024,084.19	4.550	Aa2	4.488	1	
		Subtotal and Average	125,408,908.30		170,024,084.19	170,024,084.19	170,024,084.19			4.488	1	
CAMP - California Asset Mgmt Progr												
999995	999995	California Asset Mgmt Program		01/27/2023	101,375,783.53	101,375,783.53	101,375,783.53	5.480		5.405	1,396	01/27/2028
		Subtotal and Average	100,952,763.48		101,375,783.53	101,375,783.53	101,375,783.53			5.405	1,396	
		Total and Average	811,080,806.29		850,399,867.72	831,171,557.72	847,265,891.84			2.978	615	

CENTRAL UNION SCHOOL DISTRICT
April 8, 2024
MINUTES

The regular open public meeting of the Central Union School District Board of Trustees was held on Monday, April 8, 2024 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting began with a preliminary open session at **5:10 p.m.** and adjourned into closed session at **5:15 p.m.** After the closed session the general open session was called to order at **6:10 p.m.** The meeting adjourned at **6:59 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda are available for public inspection and may be accessed under the Board Agenda and backup information housed on the District website at www.central.k12.ca.us.

CUSD Mission Statement ~
Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

1. **OPEN PUBLIC SESSION:**
   a. Call to Order
   b. Roll Call
   c. Flag Salute

   Trustees:
   Dale Davidson, Jeffrey Gilcrease, Ceil Howe III, and Sarah Strait were all present.

   District Administration: **Site Administration:**

   Tom Addington   Akers: Heiko Sweeney, Darin Denney
   Traci Fullerton   Central: Anne Gonzales, David Pilcher
   Jared Johnson   Neutra: Elizabeth Alvarado, Brittany Gately

Karla Burgos-Rodriquez   Stratford: Christina Gonzales, Tara Taylor
Teresa Santamaria
Davinder Sidhu

All administration was present with the exception of Teresa Santamaria and Davinder Sidhu. CUSD Employee Associations' Representatives and others were in attendance.

2.   **PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:**

If any visitor wishes to address the Board, the request form, entitled *"Request to Address the Board"* should be filled out as soon as possible. **Complete the form in its entirety and give it to the Superintendent**. Persons may speak to any item on the agenda when it comes up for discussion or persons may speak during the time designated, "Courtesy to Visitors." Persons speaking to the board should understand that the Board invites your comments. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. Your input is important. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. Each address to the Board should not exceed five minutes in length with no more than thirty minutes per item.

3.   **PRESENTATION(S):**
      a.   Neutra Elementary School

4.   **DISTRICT REPORTS**
      a.   Business - Teresa Santamaria
      b.   Superintendent Update provided.

ENROLLMENT	BEG. OF YEAR 2022-2023	BEG. OF YEAR 2023-2024	March 2022-23	March 2023-24	Inter Districts	TOTAL
AKERS	672	651	677	634	LESD	30
CENTRAL	226	227	249	221	HANFORD	10
NEUTRA	413	428	422	421	OTHER	2
STRATFORD	283	278	293	304	Intra-District	4
TOTAL	1594	1584	1641	1580	TOTAL	46

5.   **COURTESY TO VISITORS:**

6. **CORRESPONDENCE AND BOARD INFORMATION:**
   a. Spring NAFIS talking point, 2024
   b. MISA Newsletter, March 2024
   c. 3rd Quarter Williams Compliance Report

7. **CONSENT**
   (at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

   a. Approved minutes of the regular board meeting of March 11, 2024
   b. Approve new hires: None
   c. Approved separations:
      i.   30-3/24
      ii. 31-3/24
   d. Approved Agreement w/Fresno Pacific University - student teaching
   e. Approved Agreement w/Alliant University - student teaching
   f. Approved Letter of Support for Shanley Farms in pursuit of grant application
   g. Approved Agreement w/Powerschool renewal of Student Information System
   h. Approved Agreement w/Kings County Office of Education re SARB
   i. Approved Agreement w/CrisisGo Safety iResponse System
   j. Approved renewal agreement w/Super Co-Op Joint Powers Authority
   k. Approved Agreement w/Total Compensation Solutions for GASB75 proposal
   l. Approved Cafeteria Surplus request
   m. Approved update (expenditures) to ELO-G plan
   n. Approved Agreement w/Central Valley Steel Structures re new food and dry storage warehouse

   Approve items a) through n):

   Motion: Ceil Howe, III   Seconded: Sarah Strait

   Dale Davidson   Vote: AYE   Ceil Howe, III   Vote: AYE
   Jeffrey Gilcrease   Vote: AYE   Sarah Strait   Vote: AYE

8. **OLD BUSINESS**
   a. none

9. **NEW BUSINESS**
   a. Announcements from closed session decisions were made.

   Trustee Sarah Strait announced that based upon violation of Education Code Section 48900(c), it was moved that student **E-04-08-2024** be expelled from the Central Union

Elementary School District through June 7, 2024.

Further, it was recommended to suspend the expulsion order and permit the student to return to the site under a Behavior Contract. Upon the student's return to campus, the site will develop a Behavior Contract for student **E-04-08-2024**, including attendance, appropriate behavior, maintaining grades and academic standing, and participation in counseling with the District counselor or psychologist. If the student fails to follow any condition of the Behavior Contract, the expulsion order will be reinstated.

Motion: Sarah Strait   Seconded: Ceil Howe, III

| Dale Davidson | Vote: AYE | Ceil Howe, III | Vote: AYE |
| Jeffrey Gilcrease | Vote: AYE | Sarah Strait | Vote: AYE |

Trustee Ceil Howe, III announced that based upon violation of Education Code Section 48900(c), it was moved that student **F-04-08-2024** be expelled from the Central Union Elementary School District through June 7, 2024.

Further, it was recommended to suspend the expulsion order and permit the student to return to the site under a Behavior Contract. Upon the student's return to campus, the site will develop a Behavior Contract for student **F-04-08-2024**, including attendance, appropriate behavior, maintaining grades and academic standing, and participation in counseling with the District counselor or psychologist. If the student fails to follow any condition of the Behavior Contract, the expulsion order will be reinstated.

Motion: Ceil Howe, III   Seconded: Sarah Strait

| Dale Davidson | Vote: AYE | Ceil Howe, III | Vote: AYE |
| Jeffrey Gilcrease | Vote: AYE | Sarah Strait | Vote: AYE |

   b.   Approved March 2024 District warrants

Motion: Ceil Howe, III   Seconded: Sarah Strait

| Dale Davidson | Vote: AYE | Ceil Howe, III | Vote: AYE |
| Jeffrey Gilcrease | Vote: AYE | Sarah Strait | Vote: AYE |

   c.   Approved March 2024 Fiscal Position Reports for General Fund and Cafeteria
            Fund

Motion: Sarah Strait   Seconded: Ceil Howe, III

| Dale Davidson | Vote: AYE | Ceil Howe, III | Vote: AYE |
| Jeffrey Gilcrease | Vote: AYE | Sarah Strait | Vote: AYE |

   d.   Approved increase to adult prices for breakfast and lunch meals

Motion: Ceil Howe, III   Seconded: Sarah Strait

| Dale Davidson | Vote: AYE | Ceil Howe, III | Vote: AYE |
| Jeffrey Gilcrease | Vote: AYE | Sarah Strait | Vote: AYE |

   e.   Approved Job Description and position creation – Transitional Kindergarten Instructional Aide

Motion: Sarah Strait   Seconded: Ceil Howe, III

| Dale Davidson | Vote: AYE | Ceil Howe, III | Vote: AYE |
| Jeffrey Gilcrease | Vote: AYE | Sarah Strait | Vote: AYE |

   f.   Adopted Resolution G-04-08-2024 - APRIL 2024 Month of the Military Child

Motion: Sarah Strait   Seconded: Ceil Howe, III

| Dale Davidson | Vote: AYE | Ceil Howe, III | Vote: AYE |
| Jeffrey Gilcrease | Vote: AYE | Sarah Strait | Vote: AYE |

10. **CLOSED SESSION:**
The closed session of the Board of Trustees was held to consider the following:
- **a.** Student Discipline and Other Confidential Student Matters - Consider expulsion of case #E-04-08-2024 (Gov. Code §35146)
- **b.** Student Discipline and Other Confidential Student Matters - Consider expulsion of case #F-04-08-2024 (Gov. Code §35146)
- **c.** Labor Negotiations (Gov. Code §54957.6)
    Agency designated representatives:
        Employee organization: CUETA and CUCEA
- **d.** Personnel (Gov. Code 54957)

Respectively submitted,

_____   _____
President   Clerk

SISC
Self-Insured Schools of California
Schools Helping Schools

March 11, 2024

TO: District Superintendents
            Chief Business Officials
            SISC Member Districts

FROM: Robert J. Kretzmer
            Director, Property & Liability

SUBJECT: School Connected Organizations: General Liability Coverage
            2024-2025 Policy Year

This is the final year SISC will assist in the facilitation of the insurance needs for your SCO **through our broker INSURICA**. The California School Board Association (CSBA) refers to these types of groups as School Connected Organizations (SCOs).

Any SCO meeting the attached coverage criteria may apply for coverage. SCO coverage must go through, and be approved by, the parent district. Each SCO will be afforded an individual policy through USLI on a direct bill basis. Once the policy has been issued an invoice will be sent directly from USLI to the designated contact person on the completed application for payment. **To ensure proper delivery it is imperative that all fields on the application are completed fully and accurately.**

(This memo and application for new SCOs can also be downloaded at: https://sisc.kern.org/pl/enrollment-options/).

The policy being afforded by United States Liability Insurance (USLI) is in the amount of $1 million per occurrence and there is no general liability deductible applicable. USLI will provide those organizations with broader coverage more in-line with the needs of booster clubs and foundations that are typically associated with educational institutions. The policy will also include the following features that previously were not included as part of the coverage offered:

- Personal injury coverage
- Hired and non-owned auto coverage
- Business personal property coverage
- Host liquor liability (Full Liquor Liability available upon request, at an additional cost)

Optional Coverage available:

- Directors & Officers /Employment Practices Liability Coverage can be added at an additional cost

In the event an SCO wishes to expand their coverage to include Directors & Officers and/or Employment Practices Liability coverage, the organization will be referred to the SISC broker for that application process.

This coverage is not mandatory. However, this coverage offers added security for both the district and any associated foundation. Any SCO desiring liability coverage for the 2024-2025 school year must return the enclosed application to be **approved** by the parent district and **submit directly to INSURICA prior to March 31, 2024**.

If you have any further questions, please feel free to contact *Hilary Schwartzler at 661-316-5126* or *Celestine Henry at 661-316-5129.*

RJK:lm

Enc.

New Application for 2024-2025
School Connected Organization (SCO)
General Liability • Property • HNOA Coverage • Directors & Officers
ALL FIELDS ARE REQUIRED

SCO Identification

Legal Name of Organization: Akers Pant + Community Club
District Affiliation: Central Union Elementary
School Affiliation: Akers Elementary School
SCO Legal Mailing Address: 15783 18th Ave, Lemoore CA 93245
SCO Physical *Location Address: Constellation Ave, BLDG 968 NAS Lemoore 93245
*Where meetings are held
SCO Contact Person/Title: Lacy Dill
SCO Accounting Contact Person/Title: Amanda Norris
SCO Email: Lacy.dill@yahoo.com
Telephone No.: (219) 218-7958
District Legal Mailing Address: 15783 18th Avenue, Lemoore CA 93245
District Contact: Thomas Addington, Superintendent
District Email: taddingt@central.k12.ca.us
District Phone: (559) 925-2619

Select delivery preference for your insurance policy and other legal notices:
SCO: ☐ Paperless ☑ U.S. Mail - if indicated will be mailed to the address referenced above.
Do you wish copy of policy to be delivered to district? ☑ Yes ☐ No
District copy to be sent to Supt. unless otherwise noted below:
Name _____ Email _____

1. Number of total participants (including board members): 15
2. Briefly describe the purpose of the group: Provide financial support and/or direct assistance to Akers School
3. Does the organization host, sponsor or organize any special events? ☐ Yes ☐ No
   If yes, provide the following:

   • What is the number of event days with up to 250 attendees? 10
     o How many of these events serve alcohol? Ø
   • What is the number of event days with 251 - 2,500 attendees? 4
     o How many of these events serve alcohol? Ø

(Please note: We will exclude events with over 2,500 attendees)

Are minors ever left alone with only one adult in any program, service, or event who is not a parent or guardian of the minor? ☐ Yes ☑ No

Does the organization follow policies or procedures for the proper supervision of employees and volunteers who are in direct contact with minors and other individuals in all on-site or off-site programs, services, events or other activities of applicant? ☑ Yes ☐ No

Does the organization have a process for employees and volunteer workers that include questions about whether the individual has ever been convicted of any crime and involved in any lawsuit, claim or criminal charge involving sexual abuse, sexual molestation or sexual misconduct? ☑ Yes ☐ No

4. Does the group sponsor any overnight trips or events? ☐ Yes ☑ No

(Continued next page)

5. Group's activities include:

☑ Athletic Events   ☑ Dinners
☑ Carnivals   ☐ Day Care
☐ Concert   ☐ Fireworks
☑ Dances   ☐ Enrichment Programs
Other (list) __Family Nights__

6. Approximate gross fund-raising revenues in 2023: $ __30,000__
7. Does organization have written bylaws specifying their purpose as a district/pupil support organization? ☑ Yes ☐ No
8. Have the bylaws been submitted to the governing board of the parent district?   ☑ Yes ☐ No
9. Is the group recognized by district's school board as a school-connected organization? ☑ Yes ☐ No
10. Do need you need Professional Liability coverage for Directors & Officers of the organization? ☐ Yes ☑ No
    If so, additional information will be required.
11. Do you desire increased Business Personal Property Coverage Limit?   ☐ Yes ☑ No
    If Yes: Limit $_____

SCO Authorization

__Akers Parent and Community Club__
Official Name of Organization

__LacyDee J Dill__   4/4/2024
Signature of Authorized Agent   Date
__President - Akers Parent Club__
Name and Title (Please Print)

District Authorization

The __Central Union Elementary School District__ has officially recognized the SCO identified in this application as it is listed above
District Name
and acknowledges the desire to seek insurance coverage. By signing below, I acknowledge the premium for coverage shall be due

__[signature]__   4/10/24
Signature of Authorized Agent   Date
__Thomas Addington, Superintendent__
Name and Title (Please Print)

Both signatures required - Email Confirmation Form no later than March 31, 2024 to:

Primary: Hilary Schwartzler - hilary.schwartzler@INSURICA.com
Secondary: Celestine Henry - celestine.henry@INSURICA.com - Ph 661-316-5129
Questions? Call Hilary Schwartzler at 661-316-5126

New Application for 2024-2025
School Connected Organization (SCO)
General Liability • Property • HNOA Coverage • Directors & Officers
ALL FIELDS ARE REQUIRED

SCO Identification

Legal Name of Organization: *Central Union Parents and Teachers Club*
District Affiliation: *Central Union School District*
School Affiliation: *Central Elementary School*
SCO Legal Mailing Address: *15783 18th Ave Lemoore, CA 93245*
SCO Physical *Location Address: *15783 18th AVE Lemoore, CA 93245*
*Where meetings are held
SCO Contact Person/Title: *Anne Gonzales, Principal*
SCO Accounting Contact Person/Title: *Chris Santos, Secretary*
SCO Email: *agonzale@central.k12.ca.us*
Telephone No.: *559-924-7797*
District Legal Mailing Address: 15783 18th Avenue, Lemoore CA 93245
District Contact: Thomas Addington, Superintendent
District Email: taddingt@central.k12.ca.us
District Phone: (559) 925-2619

Select delivery preference for your insurance policy and other legal notices:
SCO: ☐ Paperless ☐ U.S. Mail - if indicated will be mailed to the address referenced above.
Do you wish copy of policy to be delivered to district? ☒ Yes ☐ No
District copy to be sent to Supt. unless otherwise noted below:
Name _____ Email _____

1. Number of total participants (including board members): *10*
2. Briefly describe the purpose of the group: *Assist w/ Supporting instructional programs via field trips & other student Activities & fund raise*
3. Does the organization host, sponsor or organize any special events? ☐ Yes ☒ No
If yes, provide the following:

- What is the number of event days with up to 250 attendees? _____
  - How many of these events serve alcohol? _____
- What is the number of event days with 251 - 2,500 attendees? _____
  - How many of these events serve alcohol? _____

(Please note: We will exclude events with over 2,500 attendees)

Are minors ever left alone with only one adult in any program, service, or event who is not a parent or guardian of the minor? ☐ Yes ☒ No

Does the organization follow policies or procedures for the proper supervision of employees and volunteers who are in direct contact with minors and other individuals in all on-site or off-site programs, services, events or other activities of applicant? ☒ Yes ☐ No

Does the organization have a process for employees and volunteer workers that include questions about whether the individual has ever been convicted of any crime and involved in any lawsuit, claim or criminal charge involving sexual abuse, sexual molestation or sexual misconduct? ☒ Yes ☐ No

4. Does the group sponsor any overnight trips or events? ☐ Yes ☒ No

5. Group's activities include:

☐ Athletic Events   ☐ Dinners
☒ Carnivals   ☐ Day Care
☐ Concert   ☐ Fireworks
☒ Dances   ☐ Enrichment Programs
Other (list) Fundraisers - Holiday programs (winter/spring)

6. Approximate gross fund-raising revenues in 2023: $ 3,736.—
7. Does organization have written bylaws specifying their purpose as a district/pupil support organization? ☒ Yes ☐ No
8. Have the bylaws been submitted to the governing board of the parent district?   ☒ Yes ☐ No
9. Is the group recognized by district's school board as a school-connected organization?   ☒ Yes ☐ No
10. Do need you need Professional Liability coverage for Directors & Officers of the organization?   ☒ Yes ☐ No
    If so, additional information will be required.
11. Do you desire increased Business Personal Property Coverage Limit?   ☐ Yes ☒ No
    If Yes: Limit $_____

SCO Authorization

Central Union Parents and Teacher Club
Official Name of Organization

Signature of Authorized Agent   4/10/24
                                                    Date
Esperanza Ortiz
Name and Title (Please Print)

District Authorization

The **Central Union Elementary School District** _____ has officially recognized the SCO identified in this application **as it is**
listed above
District Name

and acknowledges the desire to seek insurance coverage. By signing below, I acknowledge the premium for coverage shall
be due.

Signature of Authorized Agent   04/10/24
Thomas Addington, Superintendent   Date

Name and Title (Please Print)

Both signatures required - Email Confirmation Form no later than March 31, 2024 to:

Primary: Hilary Schwartzler • hilary.schwartzler@INSURICA.com
Secondary: Celestine Henry • celestine.henry@INSURICA.com • Ph 661-316-5129
Questions? Call Hilary Schwartzler at 661-316-5126

SISC
Self-Insured Schools
of California

New Application for 2024-2025
School Connected Organization (SCO)
General Liability • Property • HNOA Coverage • Directors & Officers
ALL FIELDS ARE REQUIRED

SCO Identification

Legal Name of Organization: Stratford Parent Teacher Club
District Affiliation: Central Union School District
School Affiliation: Stratford
SCO Legal Mailing Address: P.O. Box 22 Stratford, CA 93266
SCO Physical *Location Address: Stratford School
*Where meetings are held
SCO Contact Person/Title: Yessenia Guzman / President
SCO Accounting Contact Person/Title: Vanessa Maldonado / Treasurer
SCO Email:
Telephone No.:
District Legal Mailing Address: 15783 18th Avenue, Lemoore CA 93245
District Contact: Thomas Addington, Superintendent
District Email: taddingt@central.k12.ca.us
District Phone: (559) 925-2619

Select delivery preference for your insurance policy and other legal notices:
SCO: ☐ Paperless ☑ U.S. Mail - if indicated will be mailed to the address referenced above.
Do you wish copy of policy to be delivered to district? ☒ Yes ☐ No
District copy to be sent to Supt. unless otherwise noted below:
Name _____ Email _____

1. Number of total participants (including board members): 2
2. Briefly describe the purpose of the group: Provide extra curricular activities to students
3. Does the organization host, sponsor or organize any special events? ☐ Yes ☑ No
   If yes, provide the following:

   • What is the number of event days with up to 250 attendees? _____
     o How many of these events serve alcohol? _____
   • What is the number of event days with 251 - 2,500 attendees? _____
     o How many of these events serve alcohol? _____

(Please note: We will exclude events with over 2,500 attendees)

Are minors ever left alone with only one adult in any program, service, or event who is not a parent or guardian of the minor? ☐ Yes ☑ No

Does the organization follow policies or procedures for the proper supervision of employees and volunteers who are in direct contact with minors and other individuals in all on-site or off-site programs, services, events or other activities of applicant? ☑ Yes ☐ No

Does the organization have a process for employees and volunteer workers that include questions about whether the individual has ever been convicted of any crime and involved in any lawsuit, claim or criminal charge involving sexual abuse, sexual molestation or sexual misconduct? ☑ Yes ☐ No

4. Does the group sponsor any overnight trips or events? ☐ Yes ☐ No

(Continued next page)

5. Group's activities include:

☑ Athletic Events   ☐ Dinners
☐ Carnivals   ☐ Day Care
☐ Concert   ☐ Fireworks
☐ Dances   ☐ Enrichment Programs
Other (list) ___Snack bars___

6. Approximate gross fund-raising revenues in 2023: $ 1,600
7. Does organization have written bylaws specifying their purpose as a district/pupil support organization? ☑ Yes ☐ No
8. Have the bylaws been submitted to the governing board of the parent district?   ☑ Yes ☐ No
9. Is the group recognized by district's school board as a school-connected organization?   ☑ Yes ☐ No
10. Do need you need Professional Liability coverage for Directors & Officers of the organization?   ☐ Yes ☑ No
   If so, additional information will be required.
11. Do you desire increased Business Personal Property Coverage Limit?   ☐ Yes ☑ No
   If Yes: Limit $_____

SCO Authorization

___Stratford Parent Teacher Club___
Official Name of Organization

___[signature]___
Signature of Authorized Agent

___4/5/24___
Date

___Yesenia Guzman / President___
Name and Title (Please Print)

District Authorization   Central Union Elementary School District

The ___Yesenia Guzman___ has officially recognized the SCO identified in this application **as it is**
listed above
District Name

and acknowledges the desire to seek insurance coverage. By signing below, I acknowledge the premium for coverage shall
be due

___[signature]___
Signature of Authorized Agent

04/10/24
Date

Thomas Addington, Superintendent
Name and Title (Please Print)

Tulare County
Office of Education

Committed to Students, Support & Service

Tim A. Hire
*County
Superintendent
of Schools*

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

April 18, 2024

Central Union School District
15783 18th Avenue
Lemoore, CA 93245

Mr. Thomas Addington,

Attached is your Agency Agreement for 2024-25 from ERS Library Media Services.

Please sign and return either by e-mail or by mail to:

  E-mail: karla.doyer@tcoe.org

OR

  Mail: Tulare County Office of Education
              Attn: Karla Doyer, Purchasing & Agreements Manager
              P.O. Box 5091
              Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,

Karla Doyer

Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Central Union School District.)

See "Exhibit A, Section 3. DISTRICT agrees to:"

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

See "Exhibit A, Section 3. SUPERINTENDENT agrees to:"

FEE SCHEDULE

The contract total for services to be provided are estimated to be

SUPERINTENDENT will estimate the agreement using the Average Daily Attendance (ADA) from the 2022-2023 LCFF Summary Data Second Principal Apportionment (P-2). DISTRICT will be invoiced quarterly based on the 23-24 ADA Second Principal Apportionment (P-2) X $16.50. Upon CDE certification of the 24-25 Second Principal ADA, the adjustment to the ADA will be accounted for in the final quarterly invoice. The minimum agreement for a single school site with an ADA ≤ 86 is $1,419.00.

2024-25 Estimate:
$16.50 x 1779.4 ADA = $29,360.10

or $1,419.00 if ADA ≤ 86

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

| **Exhibit (A)** | Exhibit A_Central Union SD.pdf | 73.44KB |

Exhibit (B)

Exhibit (C)

Exhibit (D)

AGENCY AGREEMENT 250026

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **Central Union School District**, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

7/1/2024

and shall expire on .

6/30/2025

2.   **SERVICES**: DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3.   **COST OF SERVICES: DISTRICT shall pay SUPERINTENDENT for** the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of $ 29,360.10

4.   **METHOD OF PAYMENT:**

    a.   **SUPERINTENDENT must submit itemized invoices to DISTRICT** for the cost of the services.

    b.   **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.

5.   **INDEMNIFICATION: SUPERINTENDENT** and **DISTRICT** shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of **SUPERINTENDENT** or **DISTRICT** or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6.   **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Thomas Addington, M.A., Superintendent
Central Union School District
15783 18th Avenue
Lemoore, CA 93245

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hire

Date   4/17/2024

DISTRICT

Signature   Sign

Date   April 19, 2024

TCOE Program Information

Contact Person: Sara Torabi

Telephone: 5596513031

Department/Program: ERS Library

Please return an original copy to: Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

Exhibit A for
2024-25 ERS LIBRARY MEDIA SERVICES
AGENCY AGREEMENT BETWEEN
TULARE COUNTY SUPERINTENDENT OF SCHOOLS
AND
CENTRAL UNION SCHOOL DISTRICT

1. **TERM.** This agreement shall be effective **July 1, 2024 – June 30, 2025.**

2. This agreement covers the following sites: **Akers Elementary School (K-8), Central Union Elementary School (K-8), R.J. Neutra Elementary School (TK-5), Stratford Elementary School (TK-8).**

3. **SERVICES.**
DISTRICT agrees to:
   1. Respond to SUPERINTENDENT'S email request to update the previous year's DISTRICT staff list within a month of the start of the school year for ERS Portal username and password assignments. The initial email will be sent by Sara Torabi; return all changes and updates to sara.torabi@tcoe.org. If you have additional questions about submission or format, please call 559-651-3031.
   2. Reimburse SUPERINTENDENT for the replacement value of any item lost, destroyed, or stolen and pay for repair costs for items damaged while in its possession.
   3. Understand and acknowledge that copying any materials owned or licensed by SUPERINTENDENT under this agreement is prohibited by federal copyright laws. This includes but is not limited to, videotaping, audiotaping, and photocopying.
   4. Contact Valarie Seita, Library Media Coordinator, if there are any questions or concerns about the terms of this agreement at 559-651-3042 or valarie.seita@tcoe.org.

SUPERINTENDENT agrees to:
   1. Provide online access to the Educational Resource Services Multimedia Portal. Digital resources, with correlations to the California Standards, include licensed video streaming, research and reference sources for students, digital books (many with audio and/or visual enhancement), and differentiation tools.
      a. SUPERINTENDENT will provide each teacher and administrator with a username and password to the ERS Portal for access to online subscription content and to reserve circulating collection materials. Each school will be provided a generic student login, allowing students access to resources at school and at home; parents have access to the ERS Portal via their student's login. Login credentials are site/program specific and should only be shared with staff and students at the sites listed in this contract.
      b. Annual on-site ERS Portal Presentations, digital citizenship, and information literacy training are available for DISTRICT staff upon request.

   2. Provide circulating access to educational resource materials, including print media, STEM kits, robotics, primary document reproductions, art prints, and realia.
      a. Print media includes core and extended literature in English and Spanish, fiction, informational text, Big Books, and professional development titles.
      b. Small group and classroom book/multimedia kits are available, with the option of requesting a customized book/multimedia bundle.
      c. In-person access to media at the ERS Library and Multimedia Center is available Monday – Friday, 8:00 am – 5:00 pm, closely following a traditional school calendar and holidays for closure. For hours of operation, see the ERS Library Calendar posted on the library website (https://tcoe.org/ERS/library).

d. According to the delivery schedule, SUPERINTENDENT staff will deliver and pick up circulating materials when materials have been reserved or a pickup has been requested.
e. DISTRICT staff will reserve materials online, by phone, or in person prior to the scheduled delivery day. SUPERINTENDENT reserves the right to alter materials reservations, so they align with the site's assigned delivery day.
f. DISTRICT staff will renew their checkouts or return circulating items to a centralized location at their site and submit a pickup request by the due date.

3. Provide the services of the ERS Library Coordinator, a credentialed librarian, and holder of the Library Media Teacher Services Credential as "Librarian of Record" for any DISTRICT that does not employ a credentialed librarian. Ed Code 44868 allows a DISTRICT to employ non-credentialed personnel to assist in the provision of school library services. However, these individuals do not supersede the Ed Code requirement that a credentialed librarian provide oversight of school library services. This agreement further fulfills the DISTRICT's obligation under Education Code, sections 18100 and 18120. A DISTRICT is in compliance with the law when it contracts for library services with SUPERINTENDENT for the services of a credentialed librarian.

4. Provide consultant services relative to the development of library programs, including library facility planning and training of library personnel in the provision of library services. These include the use of digital resources, library management software training, and collection development.
a. DISTRICT will be invited to send library personnel from each contracting site to participate in the ERS Library & Multimedia Center's bi-monthly Library Multimedia Network meetings dedicated to developing Future Ready school library programs, exploring new technologies, and discovering how to promote and use the ERS Portal digital resources.

5. Provide technology education and training to support DISTRICT needs.
a. The ERS Library's Instructional Technology Specialists will maintain a collection of pre-recorded training videos to be accessed via the ERS Portal and available to all DISTRICT staff at no charge.
b. Work plans are available at an additional fee for customized on-site or virtual technology professional development.
c. Paid training opportunities for classified and certificated staff will be offered throughout the school year.

6. The ERS Library's Teacher Resource Center (TRC) is open for extended hours beyond the classroom day to accommodate teaching schedules. Contracting DISTRICT staff may bring their own supplies and use TRC equipment. Contracting sites pay a reduced fee for TRC materials.
a. Contracting agencies may request poster printing services from TRC staff solely for educational purposes. It is noted that the poster printing capacity is subject to limitations. Should the requested quantity exceed ten (10) posters, TRC staff will recommend local print shops that can fulfill the order.
b. TRC-made materials can be delivered to contracting sites on the next scheduled delivery day after completion or by mail (postal shipping fee will apply).

FINGERPRINTING AND CERTIFICATION OF CERTIFICATED SUBSTITUTES, CLASSIFIED SUBSTITUTES, AND NEW DISTRICT EMPLOYEES

AGREEMENT
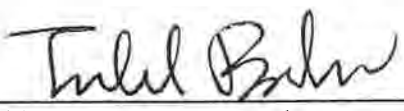
THIS AGREEMENT made between the Kings County Office of Education, hereinafter called "SUPERINTENDENT", and the **Central Elementary School District**, hereinafter called "DISTRICT", provides FINGERPRINTING AND CERTIFICATION services to the District for the 2023-2024 school year.

The Superintendent agrees to furnish to the District Fingerprinting and Certification services by staff of the Superintendent as specified on the Attachments.
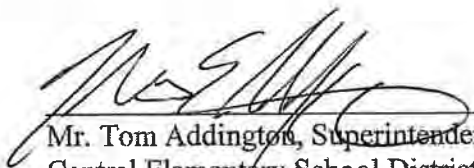
FOR AND IN CONSIDERATION of the Fingerprinting and Certification services provided to the District by the Superintendent, the District agrees to pay to the Superintendent an amount determined to be **$27.04** per FTE Teacher for Level I (Certificated Substitute Employees) services or **$42.19** per FTE Teacher for Level II (additional New District Employees and Classified Substitute Employees) services, based on the October 2021 FTE from Data Quest (or equivalent information). Please check choice of service:

Level I Service
Certificated Substitute Employees
Classified Substitute Employees
@ **$27.04**/FTE

X **Level II Service**
Certificated Substitute Employees
New District Employees
Classified Substitute Employees
Volunteers
@ additional $15.15/FTE for a Total of **$42.19**/FTE

IN WITNESS WHEREOF the Superintendent of the District and the Superintendent of Schools of Kings County have affixed their signatures on the ___8Th___ day of ___April___, 2024

Todd Barlow, Superintendent
Kings County Office of Education

Mr. Tom Addington, Superintendent
Central Elementary School District

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153
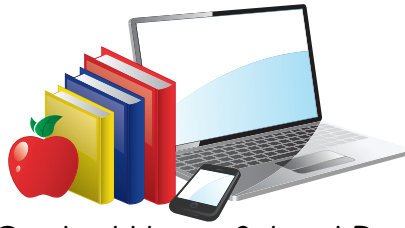
Central Union School District
Lemoore, CA

To: Tom Addington
From: Heiko Sweeney
Date: April 17, 2024

For Board Meeting
    X Action (Consent or New Business)
    ☐ Information

Item:
Receive donation of a Cramer Upright piano from private individual.

Rationale/Purpose:
Mr. Ecker was contacted regarding donating a piano to be used for his music and band classes at Akers School. The estimated value of the donation is about $500.00

Fiscal Impact:
None

Recommendation:
Accept donation.

CENTRAL UNION ELEMENTRY SCHOOL DISTRICT

PRESCHOOL AGREEMENT

This Central Union Elementary School District Preschool Agreement ("Agreement") is made as of July 1, 2024 between Kings County Office of Education, a public entity organized and existing under the laws of the State of California ("KCOE") and Central Union Elementary School District, a public entity organized and existing under the laws of the State of California ("CUESD") (collectively "Parties").

RECITALS

A) The Parties understand the need for quality school readiness programs for low-income children in Kings County and desire to collaborate for the purpose of establishing a preschool program at Central Elementary Preschool and Akers Elementary Preschool school site ("here in after CUESD Preschool."), and at Stratford Preschool for nutrition services.

B) KCOE is under contract with the California Department of Education, Early Education Division to provide State Preschool Programs ("CSPP Contract"). KCOE wishes to provide CSPP funds for the establishment and operation of here in after CUESD Preschool.

C) CUESD will provide the facility and nutrition services for CUESD Preschool.

D) CUESD will provide nutritional services for KCOE Stratford Preschool

E) CUESD Preschool will be a state-subsidized child care center and must comply with the following laws, regulations and contracts (collectively "Child Care Regulations"):

1) California Education Code;

2) Title 5 California Code of Regulations ("Title 5");

3) California Health & Safety Code;

4) Title 22 California Code of Regulations ("Title 22");

5) California State Preschool Program-Funding Terms and Conditions and Program Requirements for Child Development Programs" ("CSPP Terms and Conditions") is hereby incorporated in this Agreement and attached as Exhibit 1; and

6) All other applicable laws and regulations.

NOW THEREFORE, in consideration of the mutual covenants contained in the Agreement, the Parties, intending to be legally bound, agree as follows.

ARTICLE I FUNDING CUESD PRESCHOOL

Section 1.1.   Establish Preschool Program.

The parties agree to establish CUESD Preschool and provide pre-kindergarten services to children aged two (2) years nine (9) months to five (5) years ("Preschoolers") that reside in California. The CUESD Preschool Program shall consist of two (2), one-half (1/2) day preschool classes, one (1) full-day program The KCOE Stratford Preschool Program shall consist of one (1), one half-day (1/2) day preschool class. The Preschool Programs will closely follow CUESD's school year calendar. Preschool class(es) will have a capacity of twenty-four (24) preschoolers, or a capacity certified by the Department of Social Services-Community Care Licensing.

ARTICLE II PRESCHOOL OPERATIONS

Section 2.1. Title 5 Compliance and CSPP Program Requirements.

The Parties shall comply with Preschool Program Requirements and State Preschool Program Quality Requirements, as mandated in the CSPP Terms and Conditions. Such requirements include, but may not be limited to: 1) eligibility criteria and documentation of eligibility for services; 2) admission policies and procedures; 3) no fees charged to certified families; 4) confidentiality of records; 5) staffing qualifications; 6) staffing ratios;

7) minimum hours and days of operation; 8) due process rights; 9) program philosophy, goals and objectives; 10) developmental profiles; 11) education program; 12) staff development program; 13) parent involvement and education; 14) health and social services; 15) nutrition; and 16) an annual self-study process.

Section 2.2. Child Care Center License.

KCOE shall maintain a child care center licensee of the California Department of Social Services, Community Care Licensing Division in accordance with Title 22 (License") for CUESD Preschool. KCOE shall: a) apply for and be issued a License before the Opening Date; b) notify CUESD of compliance deficiencies; and c) pay all fees, penalties and assessments incurred. under Title 22.

Section 2.3. License Deficiencies and Corrective Measure.

KCOE shall submit notice to CUESD regarding any Title 22 compliance deficiencies. Each party shall be responsible for correcting Title 22 deficiencies resulting from the Party's responsibilities under this Agreement. Each Party shall cooperate with one another in correcting such compliance deficiencies.

Section 2.4. Student Registration.

KCOE shall be responsible for the registration of CUESD Preschool students. KCOE shall be responsible for: a) registering potential students based on the guidelines provided by the Early Education Division of the California Department of Education. b) maintain documentation for the eligibility of all enrolled students.

Section 2.5. Preschool Staff.

KCOE shall be the employer of record CUESD Preschool staff ("Preschool Staff'). KCOE shall: a) ensure the Preschool Staffs qualifications, training ·and education comply with Child Care Regulations; b) employ an adequate number of Preschool Staff to comply with the staffing ratios required by Child Care Regulations.

Section 2.6. Curriculum and Instruction at CUESD Preschool.

KCOE shall direct the development of the preschool curriculum.

Section 2.7. Nutrition Services.

CUESD shall be responsible for compliance related to nutrition services provided to KCOE preschools operated at CUESD sites and Stratford preschool. Such services, shall include, but not be limited to:

i)   Provision of daily meals and snacks; and

ii) Regular Meal planning in compliance with USDA standards and expectations

CUESD will provide billing to KCOE for services rendered for operation of nutrition services under this agreement. Billing will be at a rate of .90 cents per student per day. Monthly billing for services will begin in August of 2024, and will continue for the duration of the 2024-2025 school year.

Section 2.8. Coordination of Partnership.

The Parties shall meet once each quarter to report on operations and discuss any issues regarding CUESD Preschool. KCOE shall coordinate the meeting, which shall be held at a location, date and time to be determined by the Parties. KCOE shall submit a request to the other Parties for input on the agenda.

Section 2.9. Confidentiality of Records.

The Parties agree to the use or disclosure of all information pertaining to the Preschoolers and the Preschoolers' family shall be restricted to purposes directly connected with the administration of the program.

Section 2.10. Facilities.

CUESD is responsible for the facilities including utilities, janitorial, play areas, and other ancillary support areas of the program.

ARTICLE III   TERM OF AGREEMENT

Section 3.1. Term.

This Agreement shall become effective on the date set forth above and shall continue in full force and effect until June 30, 2025, unless terminated sooner in accordance with 3.2 of this Agreement. The effective date of the Renewal shall be the date KCOE receives notice from the CDD approving the CSPP Subcontract for the Renewal Term.

Section 3.2. Continuance of Funding.

KCOE may terminate this Agreement if CSPP Contract funds, or Federal Impact fees are substantially decreased or eliminated by the California Department of Education or any agency of the State of California. CUESD may terminate this Agreement if funding supporting CUESD's duties and obligations in this Agreement are substantially decreased or eliminated. Each Party shall give all other Parties at least thirty (30) days written notice of intent to terminate this Agreement. Such notice shall be extended in order to comply with any Child Care Regulations regarding program termination notice to enrollees of the Preschool Program.

Section 3.3. Impact Aid Tuition Agreement.

Credit for Attendance: KCOE shall be credited with the Maximum Reimbursable Amount of these pupils for the purpose of determining state apportionments and for the purpose of receiving federal grants pursuant to Title VII Federal Impact Aid.

Verification of Enrollment and Attendance: In order that CUESD is able to claim the Title VII enrollment for preschool pupils, KCOE shall distribute to each pupil enrolled under this Agreement one Central Union "Parent-Pupil Survey of Residence and Employment" form on a day designated by CUESD annually. KCOE shall transmit to Central no later than two weeks following the actual survey day:

   i) The Title VII Impact Aid survey forms collected from CUESD pupils, and

   ii) A listing of individual pupils covered under this Agreement showing name, address, grade level and KCOE Preschool site of attendance

CUESD shall pay tuition to KCOE for the attendance of these pupils only in the amount of 60% of Title VII Impact Aid paid to CUESD for the enrollment of preschool pupils reported on the survey forms on the previous year survey forms.

If by an audit by the Federal Department of Education rules any of KCOE educated students are not eligible for Impact Aid or there is a change in the Impact Aid funding language which would decrease CUESD funding for the KCOE students or resulting in a bill back situation to the Federal Department of Education, KCOE will reimburse CUESD accordingly.

Tuition payment-the Title VII Impact Aid portion of the CUESD tuition payment to KCOE shall not be made until such time as the current year Title VII Impact Aid entitlement based on prior year survey forms is known and received. The tuition payment will be paid directly to KCOE, which will transfer to the Preschool program.

Other Educational Funding: Should any of the pupils enrolled in KCOE under this Agreement require or be eligible for participation in educational programs not yet identified in any other section of this Agreement for winch there is funding other than state preschool monies, KCOE shall receive such monies.

Payment of Tuition and Other MRA Related Payments: By copying this Agreement with the KCOE, the parties authorize the KCOE to immediately retain, on a monthly basis, the amount of tuition and other MRA-related payments, but only as received from the state.

ARTICLE IV GENERAL PROVISIONS

Section 4.1. Amendment.

This Agreement may be modified, amended, or supplemented only by a written signed

by authorized representatives of the Parties to this Agreement.

Section 4.2. Delays.

This Parties' obligation to perform under this Agreement shall be excused without liability when prevented by strike, act of God, governmental action, accident, or any other condition beyond a Party's reasonable control. The Parties agree to resume performance as soon as practicable following cessation of the condition.

Section 4.3. Assignment and Successors.

The Parties shall not assign this Agreement, whether by operation of law or otherwise, in part or in full, except in writing and with the prior written approval of the other Parties and subject to the terms and conditions as the other Parties deem necessary. This Agreement shall be incorporated by reference into any approved assignment and any assignee shall comply with all the terms and conditions of this Agreement.

Section 4:4. No Waiver of Performance.

Failure by any Party at any time to require performance by the other Party or to claim a breach of any provision of this Agreement will not be construed as a waiver of any right accruing under this Agreement, nor affect any subsequent breach, nor affect the effectiveness of this Agreement or any part of this Agreement., nor prejudice any Party with regard to any subsequent action.

Section 4.5. Entire Agreement; Conflicting Provisions.

This Agreement, together with the Exhibits attached to it, constitutes the entire agreement between the Parties with respect to its subject matter. No representation or statement not contained in the main body of this Agreement or Exhibits shall be binding on the Parties as a warranty or otherwise. In the event of any conflict between the terms of the main body of this Agreement and any of the Exhibits attached to this Agreement, the terms of the main body of this Agreement shall govern.

Section 4.6. Governing Law.

This Agreement shall be ·construed by and governed under the laws of the State of California and the Parties irrevocably agree to submit to the jurisdiction and venue of the courts of the State of California to resolve any dispute arising under or relating to this Agreement.

Section 4.7. Notices.

Any and all notices or other communications required or permitted by this Agreement or by law to be delivered to, served on, or given to any Party shall be in writing and shall be deemed properly delivered or served when personally delivered to the party to whom directed, or in lieu of personal service, when sent by registered or certified United States

mail, return receipt requested, postage prepaid, addressed as follows:

> Rebecca Villa
> Director Early Childhood Education
> Kings County Office of Education
> 1144 W. Lacey Blvd.
> Hanford, CA 93230

> Tom Addington, Superintendent
> Central Union Elementary School District
> 15783 18th Ave.
> Lemoore, CA 93245

Any party may change its address for the purposes of this Section 4.7 by giving written notice of the change to the other party listed above in the manner provided for in this Section 4.7.

Section 4.8. Recitals and Headings.

The "Recitals" and headings in this Agreement are for convenience of reference only and shall have no effect on its interpretation.

Section 4.9. Non-Discrimination.

The Parties to this Agreement shall not discriminate against any person under any circumstance on account of race, sex, marital status, national origin, religious belief, age or condition of physical or mental disability. The Parties shall comply with the provisions of the "Nondiscrimination Clause" included in the CSPP Contract and GCTR Contract as specified in Title 2 California Code of Regulations, Chapter 5, Section 8107.

Section 4.10. Compliance with Law.

The Parties to this agreement shall comply with all applicable laws, rules, regulations and ordinances, including those pertaining to the issue of confidentiality, in performing under this Agreement. The Parties shall comply with all laws and regulations pertaining to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, and workers' compensation insurance.

Section 4.11. Independent Agencies.

It is the express intention of the Parties that each Party is an independent agency and not an employee, officer, agent, joint venture or partner of any other Party. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the Parties.

IN WITNESS WHEREOF, the undersigned have executed this Agreement.

KINGS COUNTY OFFICE OF EDUCATION
1144 West Lacey Boulevard
Hanford, California
(559) 584-1441

By: _____   Date: _4/24/2024_____

Todd Barlow, Kings County Superintendent of Schools

CENTRAL UNION ELEMENTARY SCHOOL DISTRICT
15783 18th Ave.
Lemoore, California
(559) 924-3405

By: _____   Date: _April 22, 2024_____

Thomas Addington, Superintendent

EXHIBIT I

CSPP FUNDING TERMS AND CONDITIONS

(To be included when CDE release official document)

CODESP
Public HR

www.codesp.com
codesp@codesp.com
714-374-8644

CODESP MEMBER SERVICE AGREEMENT

Please read, acknowledge, and agree to the following service agreement terms.

Terms:
All terms of this agreement shall prevail over any terms and conditions to the contrary outlined in purchase orders or any other agreements or documentation provided by the agency named below in order to obtain services from CODESP unless explicitly agreed to in writing by an authorized agent of CODESP.

Services Provided:
CODESP provides online employment selection materials and training presentations to members who are employed at public agencies that have met all of the membership terms. Once the registration process is completed and payment is received your agency will gain access to the secure areas of the website.

Members will gain access to all content currently posted to the members area of the site including the Interview Builder and posted supplemental application forms and situational, performance, and writing exercises. In addition to the posted materials, members may request multiple-choice test packets along with custom supplemental application forms and situational, performance, and writing exercises via the CATS (CODESP Automated Test System) Request Form. Additional services include live and recorded webinars, live training (may be subject to an additional fee), a job description builder, sample job analysis questionnaires, an online multiple-choice testing option, and online Links and Resources related to public-sector Human Resources.

Payment for Services:
A Purchase Order may be submitted to initiate services, but payment must be received within 45 days after the PO is received. Payment or proof of payment (such as a Purchase Order) for all services must be made in advance of services being provided. Please refer to our current fee schedule for the most current pricing and options. PayPal payment requires an additional service fee.

Service Options:
- *Full Year:* A full year payment is for services from July 1 through June 30 in the same fiscal year.
- *Less Than Full Year:* A less than full year payment is for any services initiated after July of the current fiscal year. If joining after July, an agency may choose one of the following options:
    - **Pay the full year rate for the current fiscal year with no additional commitment.**
    - **Pay a prorated amount for services for the months remaining in the current fiscal year with a contractual obligation to continue the following fiscal year.**
        - The prorated fee shall be one-twelfth (1/12) of the full year fee multiplied by the number of months remaining in the fiscal year. Any months in which services will be rendered will be included in this calculation.
        - By agreeing to this option, the agency agrees to pay for a full year of service the fiscal year following the fiscal year in which services are originated. The fee for the following year will be in accordance with the posted fee schedule for the following year which shall be made available by no later than February of the preceding fiscal year. In the event that the posted fee schedule for the following year indicates a fee increase in excess of ten (10) percent from the previous year, the agency will have the right to option out of the following full year of service. This agreement may be amended to remove the requirement for an additional year of service under special circumstances wherein an

agency policy is provided that supports a limitation set by the governing body of the agency limiting the agency's ability to agree to a multi-year contractual obligation upon consent of the CODESP administration.

CODESP reserves the right to refuse future service, or to restrict services provided or service options (as indicated above), for any member that violates, or has previously violated, this or any other CODESP agreement.

Refunds:
Refunds for membership fees will not be made.

Continuation of Services:
To continue membership in good standing, agencies shall pay the membership fee no later than July 1 or communicate their intent to rejoin through e-mail or other correspondence. Unless the membership fee is received by September 1, the intent to rejoin becomes null and void, and the agency will be dropped from the membership roll.

Please note that the following terms apply at the start of each fiscal year. Failure to adhere to the following may result in access to the secure areas of the CODESP website being temporarily disabled.
- Payment must be received within 45 days of receipt of a Purchase Order
- A signed copy of the Agency Security Agreement and Service Agreement for the current fiscal year must be received within 45 days of the start of the new fiscal year

Test Material Requests:
Multiple-choice test materials from the online item bank are requested by completing a **CATS Request Form**.

Other test materials such as interviews (Interview Builder), supplemental application forms, writing, situational, and performance exercises (under Test Materials) can be accessed from the secure areas of the website. If customized materials are needed, the member will complete a CATS Request Form and provide current job information and access to job experts as needed to fulfill such a request.

When submitting requests for test materials, members must provide a job description and other pertinent information needed to guide CODESP staff in selecting job-related materials. The member will allow at least 10 business days for the request to be fulfilled. If new test materials need to be developed, the member acknowledges that these requests take longer to fulfill and will work with CODESP staff on an appropriate timeline for fulfilling the request.

Access to the secure areas of the website and all test materials is restricted to authorized employees who are responsible for accessing test materials and implementing the selection process. Authorization is determined by the member's Human Resources administrator and subject to approval by CODESP administration. The number of users is based on the size of the agency and approved by CODESP. Generally, no more than 10 users per agency may have access to the secure areas of the website. Exceptions to the restriction on the number of users may be authorized for agencies with an employee count of over 3,000.

A maximum of five test material requests may be submitted by the member per month, unless otherwise approved by CODESP administration. CODESP provides unlimited access to the products and services accessible from the secure areas of the website that do not require completing a CATS Request Form. Unlimited test products include all questions in the Interview Builder and posted sample test materials such as supplemental application forms and writing, situational, and performance exercises.

New Test Material Development:
CODESP will expand test material job families when resources are available. Job experts are to be provided by the member whenever possible. CODESP maintains final edit approval on test materials entered into the CATS system. Adding job families and items to the item bank is at the discretion of CODESP. A list of Multiple-Choice Item Banks currently available can be found under **Join CODESP / Frequently Asked Questions**.

The list is subject to revision and the job families listed do not contain test items for all possible classifications that may fall under a specific job family.

CODESP requires the following to develop new test materials:
- A job expert provided by the member to assist CODESP staff in the development, edit, and final review of the new materials.
- Technical documents/manuals or other appropriate source material provided by the member when they are not readily available to CODESP.
- At least 15 business days for development, review, and edits of new test materials. The 15-day period begins after the job expert and/or technical materials are provided to CODESP.

CODESP will not:
- Recreate state licensure, Microsoft certification, or similar examinations that require formal certificates.
- Enter copyrighted materials into our item bank.
- Create test materials for sworn police or fire personnel.
- Create test materials for positions where the type of assessment method requested is inappropriate. For example, multiple-choice tests for senior management or highly technical positions like engineer. This will be decided by CODESP administration on a case-by-case basis.

Use of Test Materials:
The final selection of which test materials to use is the responsibility of the agency. A local job analysis is highly recommended to determine test content which is appropriate for your agency's specific position/classification for which you are testing. All test materials should be reviewed by a local job expert prior to use in order to ensure validity.

The translation of test materials provided by CODESP into a language other than the original language provided is allowed to the extent that the member agency uses the translated materials to assess candidates for employment at its own agency only. All test materials translated remain the property of CODESP and must be used only to the extent allowed by CODESP agreements and while in good standing as a CODESP member agency. CODESP bears no responsibility for the accuracy or use of translated materials and recommends a thorough review and vetting prior to use.

The use of test materials by a member agency (such as a County Office of Education) to test or assess candidates for a non-member agency (such as a local district) is strictly prohibited.

The charging of any test administration or related fees to a candidate for any job for taking a test that includes any CODESP materials is strictly prohibited unless otherwise approved by CODESP administration.

Test materials are intended to be used in-person in proctored settings only. The use of any test materials in any non-proctored or remote (proctored or non-proctored) setting is strictly prohibited unless otherwise approved by CODESP administration. This restriction does not apply to materials specifically designated for remote or non-proctored use.

Retention of Test Materials:
Upon termination of CODESP membership, the agency shall immediately cease and desist the use of all CODESP test materials and shall cease administering any and all tests that contain CODESP test materials. The agency shall destroy all CODESP test materials, both paper and electronic, except those used to document existing test records. The agency shall inform CODESP at the time of the discontinuation of service of any test materials that are being maintained in order to document existing test records. The agency shall delete CODESP test materials from electronic storage devices, databases, test management systems, and/or item banks that may be accessible by unauthorized individuals, agencies, or vendors, including any third-party testing software.

Legal Acknowledgements:
The terms of this Service Agreement may change prior to the start of each fiscal year as solely determined by the CODESP Board of Directors. A copy of this Service Agreement will be sent to members in advance of the

new fiscal year. Members must agree to the terms of the current Service Agreement in order to continue services.

To the extent allowable by California law, the agency named below shall defend, indemnify, and hold harmless CODESP, its board members, officers, employees, and agents from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the use of materials or services provided by CODESP unless such liability, loss, expense, or claims is due to CODESP's sole negligence.

CODESP agrees to defend, indemnify, and hold harmless the agency named below, its board members, officers, employees, and agents from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising solely out of negligent activities of CODESP or those of any of its officers, employees, and agents, whether such act or omission is authorized by this Agreement or not. The provisions of this Indemnification do not apply to any damage or losses caused by the negligence of the Agency or any of its board members, officers, employees, and/or agents.

The agency named below understands and acknowledges that it is solely responsible for its employment decisions including, but not limited to, all uses of CODESP materials including, but not limited to, test materials, rating criteria, training materials, statistical reports, and cutoff scores. The agency named below also acknowledges that it is solely responsible for ensuring its employment practices comply with all applicable federal, state, and local laws, regulations, and professional guidelines. It is the exclusive responsibility of the agency named below to ensure that the knowledge, skills, and abilities and/or competencies measured by CODESP test materials are valid job requirements.

By entering into this Service Agreement the agency acknowledges that so far as it pertains to the agency and CODESP, that CODESP is the sole owner of the intellectual property that the agency will have access to under this Agreement, described herein as "content" or "materials," as well as any other intellectual property the agency will have access to under this Agreement. CODESP hereby grants to the agency a non-transferable and non-exclusive license to the materials and content for the purposes described herein. This license includes the ability to create reasonable variations of CODESP's intellectual property such as translations and other reasonable modifications. Any "content" or "materials" that have been translated, edited, or modified from the original, but still contain content provided by CODESP or content that can reasonably be attributed to CODESP are covered by this license. This license shall be in effect only as long as the agency remains as a party in good standing to this Agreement and only while the agency is current in its financial obligations to CODESP. The agency acknowledges that any use of the intellectual property owned by CODESP in violation of this license will constitute an intentional infringement of CODESP's copyright interest in such property. The agency agrees that copyright infringement under this Agreement includes obtaining CODSEP materials while a member and continuing to use such materials after the end of the membership. The agency agrees that should it infringe upon CODSEP's intellectual property rights that the agency will pay for CODSEP's attorney fees and costs incurred by CODSEP in any ensuing litigation.
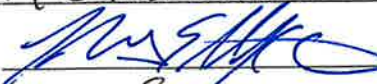
Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions will not be affected thereby.

Please select your service option:

○ **Full-Year**   ○ **Less Than Full Year** (Post August 1st) - Prorated fee w/ agreement to continue services the following fiscal year

By completing and signing the section below you are stating that you agree with the terms and conditions as stated in this document.

Agency: Central Union Elementary School District

Signature of Authorized Agency Representative: _____ Date: 4/11/24

Printed Name: Tom Addington   Title: Superintendent

Signature of HR Administrator (if different from above): _____ Date: 4/11/24

Printed Name: Traci Fulletton   Title: Personnel Analyst

Please agree, complete, sign and e-mail a scanned copy to codesp@codesp.com. If you are unable to send a scanned copy via e-mail, please fax a signed copy to: 714-374-8225

CODESP
Public HR

www.codesp.com
codesp@codesp.com
714-374-8644

CODESP AGENCY SECURITY AGREEMENT

The parties to this agreement are the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) and the _Central Union Elementary School District_ hereinafter known as the Agency. In order to protect the mutual interests of all CODESP agencies, each Agency is required to execute this agreement and fulfill its terms.

a. It is understood and agreed that the primary signer of this agreement will be an authorized agent of the Agency. The Agency may designate one or more alternates. If the primary signer of this agreement is not an agent of the Agency with responsibility for oversight of the Agency's test administration and selection practices, an alternate signer is required who maintains responsibility in this area. The Agency may also assign an additional alternate signer of its choosing. All alternate signers will be regarded as sharing the responsibility with the primary signer for carrying out the terms of this agreement. CODESP has the right to terminate this agreement and all associated agreements and to withhold or recall CODESP materials and services if terms and conditions of this agreement have been violated.

b. All references contained herein to "CODESP test materials" include all materials provided by CODESP, and any reasonable variations thereof, to be used in the assessment of job candidates. This includes any materials that have been translated, edited, or modified from the original, but still contain content provided by CODESP or content that can reasonably be attributed to CODESP.

c. Test materials obtained through CODESP will be used for the official purposes of the Agency in testing candidates for placement within their Agency or at other approved public agencies who are current customers of CODESP only. The use of test materials by the Agency to test or assess candidates for a non-customer agency is strictly prohibited. Under no circumstances will materials so obtained, including tutorials, be posted on the Agency's website or other websites. Under no circumstances will test materials be stored in any other agency's or private computer systems for sale or disbursement to any other agency or person that is not authorized to have access to such materials, nor will the Agency knowingly permit others to do so. The Agency will not enter any test materials obtained through CODESP into any third-party testing or test management system unless there is an expressed written consent that the third-party will not retain any of the data and that consent has been shared with CODESP administration.

d. Test materials obtained through CODESP may be reviewed by examiners, subject matter experts, researchers, consultants, test proctors, or others working on the development of examinations. Such persons are not authorized to receive access to the secure areas of the website or to make notes about, copy, or retain any of the actual materials. Any reviews of materials are to be conducted under the general supervision and responsibility of the primary signer (or alternate signer with responsibility over the area of test administration and selection practices) of this agreement. The final selection and use of test materials is the responsibility of the Agency.

e. No official, staff member, consultant, or other agent of the Agency may loan, give, sell, nor otherwise make available any testing material obtained through CODESP to any other agency or person that is not authorized to have access to such material, nor will they knowingly permit others to do so. Under no circumstances will CODESP materials be available for study, copying, photographing, reproduction, or re-publication, in whole or in part.

f. Test materials obtained through CODESP will be used and stored at the Agency in a manner that will prevent unauthorized persons from having access to them. Tests will be administered in-person in proctored environments by an Agency employee to ensure that no test materials are removed from the test site. Test materials shall not be used in any non-proctored or remote (proctored or non-proctored) setting without the expressed written consent of CODESP administration. Test materials specifically designated by CODESP for remote or non-proctored use are exempted. Any test materials entered into any third-party software must be removed immediately upon termination of the Agency's business relationship with the third-party.

g. All system users and test proctors must be employees of the Agency and must sign the CODESP User Security Agreement. No more than 10 users are allowed per agency (exceptions may apply for agencies with over 3,000 employees). Access to the secure areas of the CODESP website is restricted to employees of the Agency with a direct reporting relationship to an Agency administrator with responsibility for the oversight of the Agency's test administration and selection practices and who are involved in the employment testing process. The sharing of usernames or passwords is strictly prohibited. Employees of third-party vendors serving solely as test proctors for remotely proctored test administrations approved by CODESP in accordance with section E above are exempt from signing the CODESP User Security Agreement.

h. If candidates are allowed consultation regarding their test results, they may only review the test under a restrictive time-limit with an authorized individual whose signature is on the CODESP User Security Agreement. The candidate may not make notes about, copy, or retain any of the test materials. Under no circumstances will candidates be allowed to view the answer key for an exam or any reports generated from the CODESP website containing such information in an unsupervised environment. No candidate will be allowed to make notes about, copy, or retain any information relating to keyed responses.

i. If it is necessary that materials obtained through CODESP be presented in proceedings conducted by a court or other body vested with legal authority, the Agency shall request that the material be covered by a protective order that will

safeguard its confidentiality, and CODESP will be promptly notified of the proceedings.
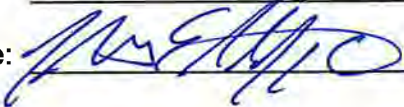
j.   The Agency understands and acknowledges that it is solely responsible for its employment decisions including, but not limited to, all uses of CODESP materials and services including, but not limited to, test materials, rating criteria, training materials, statistical reports, and cutoff scores. The Agency also is solely responsible for ensuring its employment practices comply with all applicable federal, state, and local laws, regulations, and professional guidelines. It is the exclusive responsibility of the Agency to ensure that the knowledge, skills, and abilities and/or competencies measured by CODESP test materials are valid job requirements.

k.   The Agency agrees that all necessary administrative steps will be taken to ensure that staff members, consultants, or others who may have access to material provided through CODESP will be informed of this agreement and required to comply with it. Any Agency violating test security, intentionally or otherwise, will be denied further test materials and will have access to current materials revoked until the security violation has been resolved to the satisfaction of CODESP administration. The signers of this agreement are authorized to execute this agreement on behalf of the parties.

l.   Upon termination of CODESP membership/subscription, the Agency shall destroy all CODESP test materials, both paper and electronic, except those used to document existing test records. The Agency shall immediately cease and desist the use of all CODESP test materials and shall cease administering any and all tests that contain CODESP test materials. The Agency shall delete CODESP test materials from electronic storage devices, databases, test management systems, and/or item banks that that may be accessible by unauthorized individuals, agencies, or vendors, including any third-party testing software.

m.   If the signer(s) of this agreement find(s) it impossible to ensure fulfillment of this agreement or leave(s) the Agency, an authorized agent of the Agency shall notify CODESP to make arrangements for continuation or termination of the agreement.

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions will not be affected thereby.

Primary Signer:

Print Name: Tom Addington   Title: Superintendent

Signature: _____   Date: 4/11/24

Human Resources Administrator (if different from above):

Print Name: Traci Fullerton   Title: Personnel Analyst

Signature: _Traci Fullerton_   Date: 4/11/24

Billed To	Date of Issue	Invoice Number	Amount Due (USD)
Tom Addington	03/24/2024	0006436	**$2,575.00**
Central Union School District			
15783 18th Ave.	**Due Date**		
Lemoore 93245-9742	09/01/2024		

Description	Rate	Qty	Line Total
Annual Membership Fee - 200 or less FTE	$2,575.00	1	$2,575.00
Basic products and services beginning July 1, 2024 and ending June 30, 2025 for 200 or less FTE employees.			

Subtotal	2,575.00
Tax	0.00
Total	2,575.00
Amount Paid	0.00
Amount Due (USD)	$2,575.00

Terms

NET 45 days from July 1

Taxpayer ID No. 54-2166843

No additional fees for taxes required; CODESP is a Public Agency.

Make all checks payable to CODESP.

THANK YOU FOR YOUR BUSINESS!

Contact us: E: codesp@codesp.com P: (714) 374-8644 W: www.codesp.com

Please note that our address has changed – we are now in Suite 325.

Help us go green - Rather than fax, please scan and email documents to codesp@codesp.com

LS Lozano Smith
ATTORNEYS AT LAW

AGREEMENT FOR LEGAL SERVICES

THIS AGREEMENT ("Agreement") is effective July 1, 2024 ("Effective Date"), between the CENTRAL UNION ELEMENTARY SCHOOL DISTRICT ("Client") and the law firm of LOZANO SMITH, LLP ("Attorney") (each a "Party" and collectively the "Parties"). Attorney shall provide legal services as requested by Client on the following terms and conditions:

1. ENGAGEMENT. Client hires Attorney on an as-requested basis as its legal counsel with respect to matters the Client refers to Attorney. When Client refers a matter to Attorney, Attorney shall confirm availability and ability to perform legal services regarding the matter. After Attorney has completed services for the specific matter referred by Client, then no continuing attorney-client relationship exists unless Client requests further services and Attorney accepts a new engagement. If Attorney undertakes to provide legal services to represent Client in such matters, Attorney shall keep Client informed of significant developments and respond to Client's inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client agrees to be forthcoming with Attorney, to cooperate with Attorney in protecting Client's interests, to keep Attorney fully informed of developments material to Attorney's representation of client, and to abide by this Agreement. Client is hereby advised of the right to seek independent legal advice regarding this Agreement.

2. RATES TO BE CHARGED. Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement).

3. REIMBURSEMENT. Client agrees to reimburse Attorney for actual and necessary expenses and costs incurred in the course of providing legal services to Client, including but not limited to expert, consultant, mediation, arbitration fees and e-discovery service fees. Attorney shall not be required to advance costs on behalf of Client over the amount of $1,000 unless otherwise agreed to in writing by Attorney. Typical expenses advanced for Client, without prior authorization, include messenger fees, witness fees, expedited delivery charges, travel expenses, court reporter fees and transcript fees. Client authorizes Attorney to retain experts or consultants to perform services necessary to represent Client for a specific matter.

4. MONTHLY INVOICES. Attorney shall send Client a statement for fees and costs incurred every calendar month (the "Statement"). Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney's Statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

5.   COMMUNICATIONS BETWEEN ATTORNEY AND CLIENT. The Parties recognize that all legal advice provided by Attorney is protected by the Attorney-Client and Work Product Privileges. In addition to regular telephone, mail and other common business communication methods, Client hereby authorizes Attorney to use facsimile transmissions, cellular telephone calls and text, unencrypted email, and other electronic transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential information.

6.   POTENTIAL AND ACTUAL CONFLICTS OF INTEREST. If Attorney becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Attorney, Attorney will comply with applicable laws and rules of professional conduct.

7.   INDEPENDENT CONTRACTOR. Attorney is an independent contractor and not an employee of Client.

8.   TERMINATION.

   a.   Termination by Client. Client may discharge Attorney at any time, with or without cause, by written notice to Attorney.

   b.   Termination by Mutual Consent or by Attorney. Attorney may terminate its services at any time with Client's consent or for good cause. Good cause exists if (a) Client fails to pay Attorney's Statement within sixty (60) calendar days of its date; (b) Client fails to comply with other terms and conditions of this Agreement, including Client's duty to cooperate with Attorney in protecting Client's interests; (c) Client has failed to disclose material facts to Attorney; or (d) any other circumstance exists that requires termination of this engagement under the ethical rules applicable to Attorney. Additionally, to the extent allowed by law, Attorney may decline to provide services on new matters or may terminate the Agreement without cause upon written notice to Client if Attorney is not then providing any legal services to Client. Even if this Agreement is not terminated, under paragraph 1, an attorney-client relationship exists only when Attorney is providing legal services to Client.

   c.   Following Termination. Upon termination by either Party: (i) Client shall promptly pay all unpaid fees and costs for services provided or costs incurred pursuant to this Agreement up to the date of termination; (ii) unless otherwise required by law or agreed to by the Parties, Attorney will provide no legal services following notice of termination; (iii) Client will cooperate with Attorney in facilitating the orderly transfer of any outstanding matters to new counsel, including promptly signing a substitution of counsel form at Attorney's request; and (iv) Client shall, upon request, be provided the Client's file documents maintained for the Client by Attorney and shall sign acknowledgment of receipt upon delivery of that file. For all Statements received by Client from Attorney prior to the date of termination, Client's failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services as shown in the Statement within thirty (30) calendar days of the date of

termination shall be deemed Client's acceptance of and agreement with the Statement. For any billing appearing for the first time on a Statement received by Client from Attorney after the date of termination, failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services within thirty (30) calendar days from receipt of the Statement shall be deemed to signify Client's acceptance of and agreement with the Statement.

9.   MAINTENANCE OF INSURANCE. Attorney agrees that, during the term of this Agreement, Attorney shall maintain commercial liability and professional errors and omissions insurance.

10.   CONSULTANT SERVICES. Attorney works with professional consultants that provide services, including but not limited to, investigations, public relations, educational consulting, leadership mentoring and development, financial, budgeting, management auditing, board/superintendent/chancellor relations, administrator evaluation and best practices, and intergovernmental relations. Attorney does not share its legal fees with such consultants. Attorney may offer these services to Client upon request.

11.   DISPUTE RESOLUTION.

a.   Mediation. Except as otherwise set forth in this section, Client and Attorney agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussions and negotiations and in compliance with applicable law. In the event of a claim or dispute, either Party may request, in writing to the other Party, to refer the dispute to mediation. This request shall be made within thirty (30) calendar days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. The mediator's fee shall be shared equally between Client and Attorney. Each Party shall bear its own attorney fees and costs. Whenever possible, any mediator selected shall have expertise in the area of the dispute and any selected mediator must be knowledgeable regarding the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq., and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless the other Party refuses to cooperate in the setting of mediation.

b.   Dispute Regarding Fees. Any dispute as to attorney fees and/or costs charged under this Agreement shall to the extent required by law be resolved under the California Mandatory Fee Arbitration Act (Bus. & Prof. Code §§ 6200, et seq.).

c. Binding Arbitration. Except as otherwise set forth in section (b) above, Client and Attorney agree to submit all disputes to final and binding arbitration, either following mediation which fails to resolve all disputes or in lieu of mediation as may be agreed by the Parties in writing. Either Party may make a written request to the other for arbitration. If made in lieu of mediation, the request must be made within sixty (60) calendar days of the action giving rise to the dispute. If the request for arbitration is made following an unsuccessful attempt to mediate the Parties' disputes, the request must be made within ten (10) calendar days of termination of the mediation. The Parties shall make a good faith attempt to select an arbitrator and complete the arbitration within ninety (90) calendar days. If there is no agreement on an arbitrator, the Parties shall use the Judicial Arbitration and Mediation Service (JAMS). The arbitrator's qualifications must meet the criteria set forth above for a mediator, except, in addition, the arbitrator shall be an attorney or a retired judge, unless otherwise agreed by the Parties. The arbitrator's fee shall be shared equally by both Parties. Each Party shall bear its own attorney fees and other costs. The arbitrator shall render a written decision and provide it to both Parties. The arbitrator may award any remedy or relief otherwise available in court and the decision shall set forth the reasons for the award. The arbitrator shall not have any authority to amend or modify this agreement. Any arbitration conducted pursuant to this paragraph shall be governed by California Code of Civil Procedure sections 1281, et seq. By signing this Agreement, Client acknowledges that this agreement to arbitrate results in a waiver of Client's right to a court or jury trial for any fee dispute or malpractice claim. This also means that Client is giving up Client's right to discovery and appeal. If Client later refuses to submit to arbitration after agreeing to do so, Client may be ordered to arbitrate pursuant to the provisions of California law. Client acknowledges that before signing this Agreement and agreeing to binding arbitration, Client is entitled, and has been given a reasonable opportunity, to seek the advice of independent counsel.

d. Effect of Termination. The terms and conditions of this section shall survive the termination of the Agreement.

12. ENTIRE AGREEMENT. This Agreement with its Professional Rate Schedule attached supersedes any and all other prior or contemporaneous oral or written agreements between the Parties. Each Party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by the Parties.

13. SEVERABILITY. Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then, to the extent

allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

14. NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

15. NO THIRD PARTY RIGHTS. This Agreement shall not create any rights in, or inure to the benefit of, any third party.

16. ASSIGNMENT. The terms and conditions of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.

17. EXECUTION IN COUNTERPARTS; SIGNATURES. This Agreement may be executed in counterparts with signatures appearing on separate signature pages. A copy, or an original, with all signatures appended together shall be deemed a fully executed Agreement. Signatures transmitted by facsimile or electronic image shall be deemed original signatures and binding on the Parties.

WHEREFORE, the Parties hereto, by their signatures below, enter into this Agreement pursuant to the above terms and conditions as of the Effective Date.

CLIENT SIGNATURE	ATTORNEY SIGNATURE
Central Union Elementary School District	Lozano Smith, LLP
BY *(Authorized Signature)*	BY *(Authorized Signature)*
PRINTED NAME AND TITLE OF PERSON SIGNING THOMAS ADDINGTON, Superintendent	PRINTED NAME AND TITLE OF PERSON SIGNING Karen M. Rezendes, Managing Partner
DATE EXECUTED 4/29/24	DATE EXECUTED 07/01/2024

LS Lozano Smith
ATTORNEYS AT LAW

PROFESSIONAL RATE SCHEDULE
FOR CENTRAL UNION ELEMENTARY SCHOOL DISTRICT

1. ## HOURLY PROFESSIONAL RATES

    Client agrees to pay Attorney by the following standard hourly rate*:

Partner** / Senior Counsel / Of Counsel	$ 295 - $ 395 per hour
Associate	$ 250 - $ 295 per hour
Paralegal / Law Clerk	$ 185 - $ 225 per hour
Consultant	$ 350 - $ 395 per hour

    * Rates for individual attorneys within each category above vary based upon years of experience. Specific rates for each attorney are available upon request.
    ** Rates for work performed by Senior Partners with 20 years of experience or more may range from $395 - $450 per hour. [1]

2. ## BILLING PRACTICE

    Lozano Smith will provide a monthly, itemized Statement for services rendered. Time billed is broken into 1/10 (.10) hour increments, allowing for maximum efficiency in the use of attorney time. Invoices will clearly indicate the department or individuals for whom services were rendered.

    Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours. Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

3. ## COSTS AND EXPENSES

In-office copying/electronic communication printing	$ 0.25 per page
Facsimile	$ 0.25 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

    Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

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[1] Sale or Lease of Real Property Work:

Partner / Senior Counsel / Of Counsel	$ 450 per hour
Associate	$ 375 per hour
Paralegal / Law Clerk	$ 225 per hour

irrant Number	Vendor Number	Vendor Name	Amount
12742366	611	MADERA COUNTY OFFICE OF ED	$25.00
12742367	725	PACIFIC GAS & ELECTRIC CO	$5,102.03
12742368	879	SISC III	$267,631.20
12742369	766	STANDARD LIFE INSURANCE	$1,557.11

Total Amount of All Warrants: **$274,315.34**

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	4	**$274,315.34**
Credit Card Payments	0	
Grand Total for Payments Dated:	04/03/2024	**$274,315.34**

☐   Authorized Officer/Employee   _____

Or

☐   Board Members *   _____

_____

_____

_____

_____

_____

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval
By _____   Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register
For Payments Dated: 04/03/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12742366	611	MADERA COUNTY OFFICE O	PV - 29375	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$25.00
						Total For Fund Number: 0100	$25.00
						Total Amount of Payment:	**$25.00**
12742367	725	PACIFIC GAS & ELECTRIC C(	PO - 27006	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	$26.28
			PO - 27006	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	$26.28
			PO - 27006	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$26.28
			PO - 27006	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	$26.65
			PO - 27006	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$30.41
			PO - 27006	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$26.28
			PO - 27006	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	$651.15
			PO - 27006	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	$1,844.58
			PO - 27006	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	$2,325.32
			PO - 27006	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$37.34
			PO - 27006	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	$81.46
						Total For Fund Number: 0100	$5,102.03
						Total Amount of Payment:	**$5,102.03**
12742368	879	SISC III	PV - 29373	0100-0000-0-0000-7490-370200-122-00-0000	Unrestricted Resources	Retiree Benefits, classified	$2,840.26
			PV - 29371	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	$7,311.20
			PV - 29372	0100-0000-0-1110-1000-370100-122-00-0000	Unrestricted Resources	Retiree Benefits, certificated	$24,809.18
			PV - 29370	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	$225,646.56
						Total For Fund Number: 0100	$260,607.20
12742368	879	SISC III	PV - 29374	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	$7,024.00
						Total For Fund Number: 1300	$7,024.00
						Total Amount of Payment:	**$267,631.20**
12742369	766	STANDARD LIFE INSURANCI	PV - 29368	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	$37.32
			PV - 29369	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	$1,473.14
						Total For Fund Number: 0100	$1,510.46
12742369	766	STANDARD LIFE INSURANCI	PV - 29367	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	$46.65
						Total For Fund Number: 1300	$46.65
						Total Amount of Payment:	**$1,557.11**

District: 11 Central Union Elementary School District

Fund	Total
0100	$267,244.69
1300	$7,070.65
Total # of Payments: 4	$274,315.34

Total # of Payments: 4	Grand Total:	$ 274,315.34

ırrant Number	Vendor Number	Vendor Name	Amount
12742400	2951	AKERS PARENT CLUB	$436.26
12742401	4092	AMERICAN BUSINESS MACHINES	$15.00
12742402	4426	BIMBO BAKERIES USA INC	$1,863.91
12742403	153	DAVID A. BUSH INC.	$117,634.56
12742404	4988	BRYNN CALVERT	$7.37
12742405	4920	ANDREW CASTILLO	$267.46
12742406	1751	CDW-G	$836.55
12742407	1301	CENTRAL UNION PTC	$541.05
12742408	2864	DIGITECH INTEGRATION INC.	$598.27
12742409	2800	CARRIE DOZIER	$110.22
12742410	4595	EMS LINQ INC.	$410.87
12742411	4739	FOOD 4 THOUGHT LLC	$1,773.08
12742412	4473	GOLD GULCH ADVENTURES	$1,954.00
12742413	4473	GOLD GULCH ADVENTURES	$100.00
12742414	417	CHRISTINA GONZALES	$1,019.06
12742415	4987	HOME DEPOT PRO	$70.95
12742416	572	LEMOORE AUTO SUPPLY	$15.52
12742417	575	LEMOORE HARDWARE	$153.98
12742418	4839	BIANCA LOPEZ	$58.95
12742419	3537	MID VALLEY DISPOSAL	$719.70
12742420	4989	CASSANDRA OVERSTREET	$14.00
12742421	4236	PERFORMANCE AIR	$2,170.34
12742422	4567	SYLVIA RIOS	$87.44
12742423	882	SMART & FINAL	$284.91
12742424	4469	NICKOLAS STARNE	$133.40
12742425	916	STRATFORD PUBLIC UTILITY DIST	$3,736.02
12742426	926	SYSCO FOOD SERVICES OF MODESTO	$23,476.55
12742427	4760	DAVID TOSTE	$77.45
12742428	4169	US SOAP WEST LLC	$257.94
12742429	4990	JONE VAREA	$14.00
12742430	1013	WEST VALLEY SUPPLY	$1,058.06

Total Amount of All Warrants: **$159,896.87**
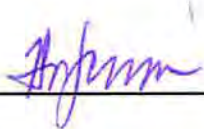
School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	31	$159,896.87
Credit Card Payments	0	
Grand Total for Payments Dated:	04/05/2024	$159,896.87

☐   Authorized Officer/Employee   _____

Or

☐   Board Members *   _____

_____

_____

_____

_____

_____

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval
By _____   Date _____

This order must be returned to KCOE prior to distribution of payments.

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12742400	2951	AKERS PARENT CLUB	PV - 29393	0100-0038-0-1110-1000-430000-424-00-0000	Donations	Materials and Supplies	$436.26
						Total For Fund Number: 0100	$436.26
						Total Amount of Payment:	**$436.26**
12742401	4092	AMERICAN BUSINESS MACH	PV - 29378	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$15.00
						Total For Fund Number: 0100	$15.00
						Total Amount of Payment:	**$15.00**
12742402	4426	BIMBO BAKERIES USA INC	PV - 29401	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$48.60
			PV - 29407	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$64.80
			PV - 29409	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$62.10
			PV - 29402	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$74.70
			PV - 29403	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$171.93
			PV - 29405	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$500.77
			PV - 29404	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$465.69
			PV - 29406	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$161.10
			PV - 29408	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$314.22
						Total For Fund Number: 1300	$1,863.91
						Total Amount of Payment:	**$1,863.91**
12742403	153	BUSH INC., DAVID A.	PV - 29412	1400-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	$5,881.73
						Total For Fund Number: 1400	$5,881.73
12742403	153	BUSH INC., DAVID A.	PV - 29411	3500-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	$23,526.91
						Total For Fund Number: 3500	$23,526.91
12742403	153	BUSH INC., DAVID A.	PV - 29410	4000-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	$88,225.92
						Total For Fund Number: 4000	$88,225.92
						Total Amount of Payment:	**$117,634.56**
12742404	4988	CALVERT, BRYNN	PV - 29366	0100-0000-0-0000-2100-520003-121-00-0000	Unrestricted Resources	Mileage-Other	$7.37
						Total For Fund Number: 0100	$7.37
						Total Amount of Payment:	**$7.37**
12742405	4920	CASTILLO, ANDREW	PV - 29392	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	$267.46
						Total For Fund Number: 0100	$267.46
						Total Amount of Payment:	**$267.46**
12742406	1751	CDW-G	PO - 27675	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$836.55
						Total For Fund Number: 0100	$836.55
						Total Amount of Payment:	**$836.55**
12742407	1301	CENTRAL UNION PTC	PV - 29394	0100-1100-0-1110-1000-430000-323-00-0000	State Lottery	Materials and Supplies	$541.05
						Total For Fund Number: 0100	$541.05
						Total Amount of Payment:	**$541.05**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12742408	2864	DIGITECH INTEGRATION INC	PV - 29377	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$190.00
			PO - 27078	0100-8150-0-0000-8100-560009-525-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$408.27
					Total For Fund Number: 0100		$598.27
					Total Amount of Payment:		**$598.27**
12742409	2800	DOZIER, CARRIE	PV - 29365	0100-0000-0-1110-3140-520003-121-00-0000	Unrestricted Resources	Mileage-Other	$110.22
					Total For Fund Number: 0100		$110.22
					Total Amount of Payment:		**$110.22**
12742410	4595	EMS LINQ INC.	PO - 27632	1300-5310-0-0000-3700-580011-000-00-0000	Child Nutrition - School Programs	Software License Renewals	$275.00
			PO - 27632	1300-5310-0-0000-3700-580011-000-00-0000	Child Nutrition - School Programs	Software License Renewals	$44.20
			PO - 27632	1300-5310-0-0000-3700-580011-000-00-0000	Child Nutrition - School Programs	Software License Renewals	$91.67
					Total For Fund Number: 1300		$410.87
					Total Amount of Payment:		**$410.87**
12742411	4739	FOOD 4 THOUGHT LLC	PO - 27230	1300-5466-0-0000-3700-470000-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food	$319.91
			PO - 27230	1300-5466-0-0000-3700-470000-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food	$322.29
			PO - 27230	1300-5466-0-0000-3700-470000-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food	$459.83
			PO - 27230	1300-5466-0-0000-3700-470000-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food	$671.05
					Total For Fund Number: 1300		$1,773.08
					Total Amount of Payment:		**$1,773.08**
12742412	4473	GOLD GULCH ADVENTURES	PV - 29384	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$754.00
			PV - 29385	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$1,200.00
					Total For Fund Number: 0100		$1,954.00
					Total Amount of Payment:		**$1,954.00**
12742413	4473	GOLD GULCH ADVENTURES	PV - 29383	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$100.00
					Total For Fund Number: 0100		$100.00
					Total Amount of Payment:		**$100.00**
12742414	417	GONZALES, CHRISTINA	PV - 29388	0100-6762-0-1133-1000-430001-525-39-0000	Arts, Music, & Instructional Materials Discretionary Block Grant	Instructional Materials/Classroom	$1,019.06
					Total For Fund Number: 0100		$1,019.06
					Total Amount of Payment:		**$1,019.06**
12742415	4987	HOME DEPOT PRO	PV - 29364	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$70.95
					Total For Fund Number: 0100		$70.95
					Total Amount of Payment:		**$70.95**
12742416	572	LEMOORE AUTO SUPPLY	PO - 27063	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$15.52
					Total For Fund Number: 0100		$15.52

Commercial Payment Register
For Payments Dated: 04/05/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
						Total Amount of Payment:	**$15.52**
12742417	575	LEMOORE HARDWARE	PV - 29382	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$32.15
			PO - 27062	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$26.74
			PO - 27062	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$26.74
			PO - 27062	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$26.74
			PO - 27062	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$26.74
			PO - 27062	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$1.38
			PO - 27062	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$2.14
			PO - 27062	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$2.14
			PO - 27062	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$3.00
			PO - 27062	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$6.21
					Total For Fund Number: 0100		$153.98
					Total Amount of Payment:		**$153.98**
12742418	4839	LOPEZ, BIANCA	PV - 29390	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	$58.95
					Total For Fund Number: 0100		$58.95
					Total Amount of Payment:		**$58.95**
12742419	3537	MID VALLEY DISPOSAL	PO - 27783	0100-0000-0-1110-8200-550050-525-00-0000	Unrestricted Resources	Garbage	$719.70
					Total For Fund Number: 0100		$719.70
					Total Amount of Payment:		**$719.70**
12742420	4989	OVERSTREET, CASSANDRA	PV - 29386	0100-1100-0-1110-2700-580060-222-00-0000	State Lottery	Prof. Serv. & Oper. Exp. -Fingerprinting	$14.00
					Total For Fund Number: 0100		$14.00
					Total Amount of Payment:		**$14.00**
12742421	4236	PERFORMANCE AIR	PV - 29379	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$2,170.34
					Total For Fund Number: 1300		$2,170.34
					Total Amount of Payment:		**$2,170.34**
12742422	4567	RIOS, SYLVIA	PV - 29400	1300-5310-0-0000-3700-520003-000-00-0000	Child Nutrition - School Programs	Mileage-Other	$87.44
					Total For Fund Number: 1300		$87.44
					Total Amount of Payment:		**$87.44**
12742423	882	SMART & FINAL	PV - 29381	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$80.12
			PV - 29380	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$204.79
					Total For Fund Number: 0100		$284.91
					Total Amount of Payment:		**$284.91**
12742424	4469	STARNE, NICKOLAS	PV - 29391	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	$133.40
					Total For Fund Number: 0100		$133.40
					Total Amount of Payment:		**$133.40**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12742425	916	STRATFORD PUBLIC UTILITY	PO - 27004	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	$941.80
			PO - 27004	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	$1,018.61
			PO - 27004	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	$1,775.61
					Total For Fund Number: 0100		$3,736.02
					Total Amount of Payment:		**$3,736.02**
12742426	926	SYSCO FOOD SERVICES OF N	PV - 29395	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$471.35
					Total For Fund Number: 0100		$471.35
12742426	926	SYSCO FOOD SERVICES OF N	PO - 27233	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$2,122.78
			PO - 27233	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,399.22
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$1,433.19
			PO - 27233	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$892.96
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$2,164.73
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$1,041.00
			PO - 27233	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$333.84
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$2,731.44
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$2,734.65
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$688.20
			PO - 27233	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$2,121.38
			PO - 27233	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,546.22
			PO - 27233	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$246.47
			PO - 27233	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$274.41
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$223.30
			PO - 27233	1300-5310-0-0000-3700-470004-000-00-0000	Child Nutrition - School Programs	A LA Carte	$75.71
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$97.28
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$145.92
			PO - 27233	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$2,401.15
			PO - 27233	1300-5310-0-0000-3700-470004-000-00-0000	Child Nutrition - School Programs	A LA Carte	$67.12
			PO - 27233	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$44.56
			PO - 27233	1300-5310-0-0000-3700-470004-000-00-0000	Child Nutrition - School Programs	A LA Carte	$37.64
			PV - 29397	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$72.60
			PV - 29396	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$109.43
					Total For Fund Number: 1300		$23,005.20
					Total Amount of Payment:		**$23,476.55**
12742427	4760	TOSTE, DAVID	PV - 29389	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	$77.45
					Total For Fund Number: 0100		$77.45

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total Amount of Payment:		$77.45
12742428	4169	US SOAP WEST LLC	PV - 29398	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$90.09
			PV - 29399	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$167.85
					Total For Fund Number: 1300		$257.94
					Total Amount of Payment:		$257.94
12742429	4990	VAREA, JONE	PV - 29387	0100-1100-0-1110-2700-580060-222-00-0000	State Lottery	Prof. Serv. & Oper. Exp. -Fingerprinting	$14.00
					Total For Fund Number: 0100		$14.00
					Total Amount of Payment:		$14.00
12742430	1013	WEST VALLEY SUPPLY	PV - 29376	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$251.64
			PO - 27052	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$93.06
			PO - 27052	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$93.06
			PO - 27052	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$93.07
			PO - 27052	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$93.07
			PO - 27052	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$72.31
			PO - 27052	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$72.32
			PO - 27052	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$121.34
			PO - 27052	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$168.19
					Total For Fund Number: 0100		$1,058.06
					Total Amount of Payment:		$1,058.06

District: 11 Central Union Elementary School District

Fund	Total
0100	$12,693.53
1300	$29,568.78
1400	$5,881.73
3500	$23,526.91
4000	$88,225.92
Total # of Payments: 31	**$159,896.87**

Total # of Payments: 31   **Grand Total: $ 159,896.87**

Warrant Register For Warrants
Dated 04/10/2024

irrant Number	Vendor Number	Vendor Name	Amount
12742906	4347	IMAGINE U CHILDREN'S MUSEUM	$700.00
12742907	505	ISLAND WATERPARK	$869.10
12742908	526	KAPLAN SCHOOL SUPPLY CORP.	$5,989.22
12742909	1105	MORGAN & SLATES	$34.71

Total Amount of All Warrants: **$7,593.03**

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	4	$7,593.03
Credit Card Payments	0	

Grand Total for Payments Dated: 04/10/2024 $7,593.03

☐   Authorized Officer/Employee   _____

Or

☐   Board Members *   _____

_____

_____

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_____

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval
By _____   Date _____

This order must be returned to KCOE prior to distribution of payments.

Central Union Elementary School District

Commercial Payment Register
For Payments Dated: 04/10/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12742906	4347	IMAGINE U CHILDREN'S MU!	PO - 27842	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$700.00
						Total For Fund Number: 0100	$700.00
						Total Amount of Payment:	**$700.00**
12742907	505	ISLAND WATERPARK	PO - 27104	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$869.10
						Total For Fund Number: 0100	$869.10
						Total Amount of Payment:	**$869.10**
12742908	526	KAPLAN SCHOOL SUPPLY C(	PO - 27727	0100-6053-0-1110-1000-430000-000-00-0000	Child Dev: CA Prekinder Planning & Implementation Grant Program - CA Universal	Materials and Supplies	$5,989.22
						Total For Fund Number: 0100	$5,989.22
						Total Amount of Payment:	**$5,989.22**
12742909	1105	MORGAN & SLATES	PO - 27058	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$34.71
						Total For Fund Number: 0100	$34.71
						Total Amount of Payment:	**$34.71**

District: 11 Central Union Elementary School District

Fund	Total
0100	$7,593.03

Total # of Payments: 4 $7,593.03

Total # of Payments: 4   **Grand Total:**   **$ 7,593.03**

irrant Number	Vendor Number	Vendor Name	Amount
12743046	2413	DENISE ALLVIN-BONO	$282.49
12743047	4112	ELIZABETH ALVARADO	$129.90
12743048	4092	AMERICAN BUSINESS MACHINES	$15.00
12743049	63	AT&T	$46.24
12743050	111	BILLINGSLEY TIRE INC	$94.00
12743051	4833	JAMES BOCHMAN	$60.30
12743052	186	STACY CARDOZA	$144.04
12743053	4433	JOHN ECKER	$176.50
12743054	3342	ENFINITY	$23,543.41
12743055	4888	ERICKA FAIR	$14.00
12743056	1670	FIRST CLASS PEST CONTROL	$314.00
12743057	4967	FIRST STRING SPORTS	$9,116.25
12743058	4719	COLLEEN GODDARD	$107.38
12743059	401	GOLD STAR FOODS INC.	$7,895.55
12743060	2241	ANNE GONZALES	$882.61
12743061	3378	CECILIA GONZALEZ	$55.08
12743062	4358	HOME DEPOT PRO	$357.47
12743063	4942	IMPERIAL DADE	$4,974.66
12743064	518	JORGENSEN COMPANY	$238.26
12743065	4887	KRISTENE KINDER	$16.90
12743066	542	KINGS CO OFFICE OF EDUCATION	$128,750.00
12743067	552	KINGS WASTE & RECYCLING AUTHRTY	$440.00
12743068	562	LA TAPATIA TORTILLA INC	$603.00
12743069	1946	LEMOORE FOOD LOCKER	$2,819.35
12743070	4839	BIANCA LOPEZ	$60.30
12743071	3954	MCGRAW HILL EDUCATION	$60,706.89
12743072	4922	ALEXANDRA MELVIN	$72.90
12743073	4991	JAY M NICHOLAS	$8.71
12743074	4835	RACHEL Y. NIX	$8.71
12743075	3944	MARIELA OCHOA	$24.53
12743076	4301	OIL CHANGER	$90.14
12743077	3974	PBK ARCHITECTS INC.	$450.00
12743078	4236	PERFORMANCE AIR	$2,326.69
12743079	1487	POWERSCHOOL GROUP LLC	$18,738.00
12743080	761	PRODUCERS DAIRY	$8,822.97
12743081	3989	ARACELI RIOS	$70.42
12743082	802	ROBINSON'S	$876.34
12743083	2038	CHRISTINE SANTOS	$257.37
12743084	886	SO. CALIF.GAS CO	$4,301.54
12743085	935	TERMINIX INTL	$3,987.00
12743086	958	TULARE COUNTY OFFICE OF ED	$26,627.03
12743087	4694	REBECCA UNDERWOOD	$8.04

Total Amount of All Warrants: **$308,513.97**

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	42	$308,513.97
Credit Card Payments	0	
Grand Total for Payments Dated:	04/12/2024	$308,513.97

☐ Authorized Officer/Employee _____

Or

☐ Board Members * _____

_____

_____

_____

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* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval
By _____ Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register
For Payments Dated: 04/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743046	2413	ALLVIN-BONO, DENISE	PV - 29441	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$16.28
			PV - 29420	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$266.21
						Total For Fund Number: 0100	$282.49
						Total Amount of Payment:	**$282.49**
12743047	4112	ALVARADO, ELIZABETH	PV - 29459	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	$129.90
						Total For Fund Number: 0100	$129.90
						Total Amount of Payment:	**$129.90**
12743048	4092	AMERICAN BUSINESS MACH	PV - 29419	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$15.00
						Total For Fund Number: 0100	$15.00
						Total Amount of Payment:	**$15.00**
12743049	63	AT&T	PO - 27014	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	$46.24
						Total For Fund Number: 0100	$46.24
						Total Amount of Payment:	**$46.24**
12743050	111	BILLINGSLEY TIRE INC	PO - 27084	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$29.50
			PO - 27084	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$29.50
			PO - 27084	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$35.00
						Total For Fund Number: 0100	$94.00
						Total Amount of Payment:	**$94.00**
12743051	4833	BOCHMAN, JAMES	PV - 29440	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	$60.30
						Total For Fund Number: 0100	$60.30
						Total Amount of Payment:	**$60.30**
12743052	186	CARDOZA, STACY	PV - 29438	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$144.04
						Total For Fund Number: 0100	$144.04
						Total Amount of Payment:	**$144.04**
12743053	4433	ECKER, JOHN	PV - 29442	0100-6762-0-1156-1000-430001-222-39-0000	Arts, Music, & Instructional Materials Discretionary Block Grant	Instructional Materials/Classroom	$176.50
						Total For Fund Number: 0100	$176.50
						Total Amount of Payment:	**$176.50**
12743054	3342	ENFINITY	PO - 27010	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	$8,902.07
			PO - 27010	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$6,904.66
			PO - 27010	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	$7,736.68
						Total For Fund Number: 0100	$23,543.41
						Total Amount of Payment:	**$23,543.41**
12743055	4888	FAIR, ERICKA	PV - 29413	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$14.00
						Total For Fund Number: 0100	$14.00
						Total Amount of Payment:	**$14.00**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743056	1670	FIRST CLASS PEST CONTROL	PO - 27239	0100-0000-0-0000-8200-550070-121-00-0000	Unrestricted Resources	Pest Control	$50.00
			PO - 27239	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	$60.00
			PO - 27239	0100-0000-0-1110-8200-550070-222-00-0000	Unrestricted Resources	Pest Control	$52.00
			PO - 27239	0100-0000-0-1110-8200-550070-424-00-0000	Unrestricted Resources	Pest Control	$52.00
			PO - 27239	0100-0000-0-1110-8200-550070-323-00-0000	Unrestricted Resources	Pest Control	$50.00
			PO - 27239	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	$50.00
					Total For Fund Number: 0100		$314.00
					Total Amount of Payment:		**$314.00**
12743057	4967	FIRST STRING SPORTS	PO - 27576	0100-3213-0-1110-1000-430000-424-35-0302	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Materials and Supplies	$9,116.25
					Total For Fund Number: 0100		$9,116.25
					Total Amount of Payment:		**$9,116.25**
12743058	4719	GODDARD, COLLEEN	PV - 29456	0100-0000-0-1110-1000-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$107.38
					Total For Fund Number: 0100		$107.38
					Total Amount of Payment:		**$107.38**
12743059	401	GOLD STAR FOODS INC.	PV - 29430	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$115.35
			PV - 29427	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$437.58
			PV - 29428	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$599.20
			PV - 29426	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$172.32
			PV - 29431	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$228.96
			PV - 29429	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$1,531.72
			PV - 29434	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$527.43
			PV - 29433	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$1,003.30
			PV - 29435	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$208.22
			PV - 29437	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$223.89
			PV - 29436	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$271.24
			PV - 29432	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$412.42
			PO - 27232	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$128.25
			PO - 27232	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$257.40
			PO - 27232	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$658.80
			PO - 27232	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$568.58
			PO - 27232	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$585.54
			CM - 27120	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	-$34.65
					Total For Fund Number: 1300		$7,895.55
					Total Amount of Payment:		**$7,895.55**

Commercial Payment Register
For Payments Dated: 04/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743060	2241	GONZALES, ANNE	PV - 29460	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	$199.42
			PV - 29463	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$87.48
			PV - 29462	0100-7210-0-1110-1000-430000-323-00-0000	American Indian Education	Materials and Supplies	$423.64
			PV - 29461	0100-7210-0-1110-1000-430000-323-00-0000	American Indian Education	Materials and Supplies	$172.07
						Total For Fund Number: 0100	$882.61
						Total Amount of Payment:	**$882.61**
12743061	3378	GONZALEZ, CECILIA	PV - 29439	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$55.08
						Total For Fund Number: 0100	$55.08
						Total Amount of Payment:	**$55.08**
12743062	4358	HOME DEPOT PRO	PV - 29425	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$6.03
			PV - 29424	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$9.58
			PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$9.58
			PO - 27071	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$9.58
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$9.59
			PO - 27071	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$45.90
			PO - 27071	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$213.92
			PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$53.29
						Total For Fund Number: 0100	$357.47
						Total Amount of Payment:	**$357.47**
12743063	4942	IMPERIAL DADE	PO - 27231	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$925.48
			PO - 27231	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$4,049.18
						Total For Fund Number: 1300	$4,974.66
						Total Amount of Payment:	**$4,974.66**
12743064	518	JORGENSEN COMPANY	PO - 27068	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$238.26
						Total For Fund Number: 0100	$238.26
						Total Amount of Payment:	**$238.26**
12743065	4887	KINDER, KRISTENE	PV - 29414	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$16.90
						Total For Fund Number: 0100	$16.90
						Total Amount of Payment:	**$16.90**
12743066	542	KINGS CO OFFICE OF EDUCA	PO - 27186	0100-2600-0-1110-1000-580004-525-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	$15,000.00
			PO - 27185	0100-2600-0-1110-1000-580004-323-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	$22,500.00
			PO - 27187	0100-2600-0-1110-1000-580004-424-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	$42,500.00
			PO - 27041	0100-2600-0-1110-1000-580004-525-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	$48,750.00

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total For Fund Number: 0100		$128,750.00
					Total Amount of Payment:		**$128,750.00**
12743067	552	KINGS WASTE & RECYCLINC	PV - 29457	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$175.00
			PV - 29423	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$26.95
			PO - 27066	0100-8150-0-0000-8100-580000-222-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$18.85
			PO - 27066	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$31.20
			PO - 27066	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$31.85
			PO - 27066	0100-8150-0-0000-8100-580000-323-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$47.60
			PO - 27066	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$52.65
			PO - 27066	0100-8150-0-0000-8100-580000-424-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$55.90
					Total For Fund Number: 0100		$440.00
					Total Amount of Payment:		**$440.00**
12743068	562	LA TAPATIA TORTILLA INC	PV - 29451	0100-7032-0-0000-0000-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	$603.00
					Total For Fund Number: 0100		$603.00
					Total Amount of Payment:		**$603.00**
12743069	1946	LEMOORE FOOD LOCKER	PV - 29443	1300-5466-0-0000-3700-470001-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food - Lunch Program	$409.18
			PV - 29446	1300-5466-0-0000-3700-470001-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food - Lunch Program	$648.70
			PV - 29445	1300-5466-0-0000-3700-470001-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food - Lunch Program	$773.45
			PV - 29444	1300-5466-0-0000-3700-470001-000-00-0000	Child Nutrition: Supply Chain Assistance (SCA) Funds	Food - Lunch Program	$988.02
					Total For Fund Number: 1300		$2,819.35
					Total Amount of Payment:		**$2,819.35**
12743070	4839	LOPEZ, BIANCA	PV - 29448	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	$60.30
					Total For Fund Number: 0100		$60.30
					Total Amount of Payment:		**$60.30**
12743071	3954	MCGRAW HILL EDUCATION	CM - 27121	0100-6762-0-1110-1000-410000-121-31-0101	Arts, Music, & Instructional Materials Discretionary Block Grant	Textbooks	-$2,954.25
			PO - 27639	0100-6762-0-1110-1000-410000-121-31-0101	Arts, Music, & Instructional Materials Discretionary Block Grant	Textbooks	$63,661.14
					Total For Fund Number: 0100		$60,706.89
					Total Amount of Payment:		**$60,706.89**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743072	4922	MELVIN, ALEXANDRA	PV - 29416	0100-0000-0-1110-3110-520003-121-00-0000	Unrestricted Resources	Mileage-Other	$72.90
						Total For Fund Number: 0100	$72.90
						Total Amount of Payment:	**$72.90**
12743073	4991	NICHOLAS, JAY M	PV - 29421	0100-0000-0-0000-2100-520003-121-00-0000	Unrestricted Resources	Mileage-Other	$8.71
						Total For Fund Number: 0100	$8.71
						Total Amount of Payment:	**$8.71**
12743074	4835	NIX, RACHEL Y.	PV - 29417	0100-0000-0-0000-2100-520003-121-00-0000	Unrestricted Resources	Mileage-Other	$8.71
						Total For Fund Number: 0100	$8.71
						Total Amount of Payment:	**$8.71**
12743075	3944	OCHOA, MARIELA	PV - 29449	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$24.53
						Total For Fund Number: 0100	$24.53
						Total Amount of Payment:	**$24.53**
12743076	4301	OIL CHANGER	PV - 29454	0100-8150-0-0000-8100-580000-222-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$90.14
						Total For Fund Number: 0100	$90.14
						Total Amount of Payment:	**$90.14**
12743077	3974	PBK ARCHITECTS INC.	PV - 29450	1400-0000-0-0000-8500-620000-525-00-7588	Unrestricted Resources	Buildings and Improvement of Buildings	$450.00
						Total For Fund Number: 1400	$450.00
						Total Amount of Payment:	**$450.00**
12743078	4236	PERFORMANCE AIR	PV - 29458	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$245.00
			PV - 29447	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$2,081.69
						Total For Fund Number: 0100	$2,326.69
						Total Amount of Payment:	**$2,326.69**
12743079	1487	POWERSCHOOL GROUP LLC	PO - 27816	0100-0050-0-0000-7700-580011-121-00-0000	Classroom Standards	Software License Renewals	$18,738.00
						Total For Fund Number: 0100	$18,738.00
						Total Amount of Payment:	**$18,738.00**
12743080	761	PRODUCERS DAIRY	PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$300.82
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$514.15
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$390.09
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$407.75
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$425.41
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$460.91
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$301.27
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$318.93
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$354.51
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$194.87

Commercial Payment Register
For Payments Dated: 04/12/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743080	761	PRODUCERS DAIRY	PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$247.85
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$247.85
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$247.66
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$265.77
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$283.43
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$283.43
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$371.90
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$318.74
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$248.02
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$212.44
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$619.92
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$638.12
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$691.10
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$176.85
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$159.37
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$106.31
			PO - 27235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$35.50
					Total For Fund Number: 1300		$8,822.97
					Total Amount of Payment:		**$8,822.97**
12743081	3989	RIOS, ARACELI	PV - 29422	0100-2600-0-1110-3140-520003-121-00-0000	Expanded Learning Opportunities Program	Mileage-Other	$70.42
					Total For Fund Number: 0100		$70.42
					Total Amount of Payment:		**$70.42**
12743082	802	ROBINSON'S	PV - 29452	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$876.34
					Total For Fund Number: 0100		$876.34
					Total Amount of Payment:		**$876.34**
12743083	2038	SANTOS, CHRISTINE	PV - 29418	0100-0000-0-1110-3140-430000-323-00-0000	Unrestricted Resources	Materials and Supplies	$257.37
					Total For Fund Number: 0100		$257.37
					Total Amount of Payment:		**$257.37**
12743084	886	SO. CALIF.GAS CO	PO - 27005	0100-0000-0-1110-8200-550010-222-00-0000	Unrestricted Resources	Gas	$1,935.36
			PO - 27005	0100-0000-0-1110-8200-550010-525-00-0000	Unrestricted Resources	Gas	$847.96
			PO - 27005	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	$39.76
			PO - 27005	0100-0000-0-1110-8200-550010-525-00-0000	Unrestricted Resources	Gas	$65.97
			PO - 27005	0100-0000-0-1110-8200-550010-424-00-0000	Unrestricted Resources	Gas	$589.63
			PO - 27005	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	$628.08
			PO - 27005	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	$194.78

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
						Total For Fund Number: 0100	$4,301.54
						Total Amount of Payment:	**$4,301.54**
12743085	935	TERMINIX INTL	PV - 29453	0100-0000-0-1110-8200-550070-323-00-0000	Unrestricted Resources	Pest Control	$3,987.00
						Total For Fund Number: 0100	$3,987.00
						Total Amount of Payment:	**$3,987.00**
12743086	958	TULARE COUNTY OFFICE OF	PV - 29455	0100-0000-0-0000-2420-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$26,627.03
						Total For Fund Number: 0100	$26,627.03
						Total Amount of Payment:	**$26,627.03**
12743087	4694	UNDERWOOD, REBECCA	PV - 29415	0100-0000-0-0000-2100-520003-121-00-0000	Unrestricted Resources	Mileage-Other	$8.04
						Total For Fund Number: 0100	$8.04
						Total Amount of Payment:	**$8.04**

District: 11 Central Union Elementary School District

Fund		Total
0100		$283,551.44
1300		$24,512.53
1400		$450.00
Total # of Payments:	**42**	**$308,513.97**

Total # of Payments:	**42**	**Grand Total:**	**$ 308,513.97**

irrant Number	Vendor Number	Vendor Name	Amount
12743584	4862	AMAZON CAPITAL SERVICES INC	$9,905.06
12743585	4092	AMERICAN BUSINESS MACHINES	$30.00
12743586	4568	ARAMARK UNIFORM & CAREER APPAREL GR	$3,295.83
12743587	2796	AT&T	$1,035.93
12743588	165	CALIFORNIA DEPARTMENT OF EDUCATION	$363.88
12743589	4314	CANON FINANCIAL SERVICES INC	$4,923.99
12743590	1751	CDW-G	$131.66
12743591	4787	NICOLE CLARK	$151.91
12743592	4515	CWDL CPAS	$9,804.60
12743593	332	CURTIS ELIA	$139.35
12743594	3983	BRITTANY GATELY	$83.55
12743595	2525	GOLDEN EAGLE CHARTER INC.	$850.00
12743596	4876	DAVID GOLDSMITH	$1,500.00
12743597	2241	ANNE GONZALES	$486.00
12743598	4358	HOME DEPOT PRO	$122.94
12743599	3845	BARBARA INFANTE	$291.79
12743600	516	JONES SCHOOL SUPPLY CO. INC.	$701.56
12743601	544	KINGS CO TROPHY	$1,469.33
12743602	1314	LAKESHORE 2002	$2,269.33
12743603	598	LOZANO SMITH	$513.50
12743604	616	ALICIA MARTELLA	$82.66
12743605	3954	MCGRAW HILL EDUCATION	$169,911.18
12743606	712	OFFICE DEPOT INC	$6,367.25
12743607	4208	DAVID PILCHER	$236.45
12743608	4108	JIM RICKARD	$184.14
12743609	3624	CRYSTAL SHANNON-CUNNINGHAM	$120.99
12743610	1498	NICOLE SMYERS	$224.88
12743611	3232	ANDREA SPRINGER	$303.37
12743612	1126	HEIKO SWEENEY	$62.31
12743613	2601	TOTAL COMPENSATION SYSTEMS	$3,150.00
12743614	3773	ANNMARIE VANGRONINGEN	$96.10
12743615	1593	VERIZON WIRELESS	$314.38
12743616	1710	JENNIFER WARD	$355.03

Total Amount of All Warrants: **$219,478.95**
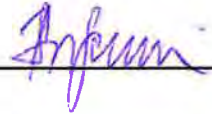
School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	33	$219,478.95
Credit Card Payments	0	

Grand Total for Payments Dated: 04/19/2024 $219,478.95

☐   Authorized Officer/Employee   _____

Or

☐   Board Members *   _____

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* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval
By _____   Date _____

This order must be returned to KCOE prior to distribution of payments.

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743584	4862	AMAZON CAPITAL SERVICES	PO - 27827	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	$24.88
			PO - 27802	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$64.34
			PO - 27782	0100-0000-0-1110-3140-430000-525-00-0000	Unrestricted Resources	Materials and Supplies	$21.44
			PO - 27782	0100-0000-0-1110-3140-430000-525-00-0000	Unrestricted Resources	Materials and Supplies	$123.33
			PO - 27794	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$2,059.19
			PV - 29480	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$13.93
			PV - 29481	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$32.95
			PV - 29482	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$48.65
			PV - 29484	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$57.38
			PV - 29483	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$40.16
			PO - 27805	0100-0038-0-1110-1000-430000-424-00-0000	Donations	Materials and Supplies	$23.11
			PO - 27805	0100-0038-0-1110-1000-430000-424-00-0000	Donations	Materials and Supplies	$26.80
			PO - 27805	0100-0038-0-1110-1000-430000-424-00-0000	Donations	Materials and Supplies	$16.08
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$16.87
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$9.64
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$9.64
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$15.18
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$10.74
			CM - 27127	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	-$9.64
			CM - 27125	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	-$116.63
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$8.56
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$8.57
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$8.87
			CM - 27126	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	-$4.28
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$37.86
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$32.15
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$57.92
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$64.30
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$39.66
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$22.18
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$30.00
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$21.40
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$18.41
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$9.99

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743584	4862	AMAZON CAPITAL SERVICE!	PV - 29479	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$447.20
			PO - 27795	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$897.48
			PO - 27785	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$373.62
			PO - 27825	0100-1100-0-1110-1000-430000-323-00-0000	State Lottery	Materials and Supplies	$222.84
			PO - 27759	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$107.14
			PO - 27759	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$107.14
			PO - 27826	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	$119.76
			PO - 27767	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$122.24
			PO - 27820	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$132.98
			PO - 27820	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$132.98
			PO - 27820	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$132.98
			PO - 27820	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$132.98
			PO - 27820	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$132.98
			PO - 27820	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$132.98
			PO - 27820	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$132.98
			PO - 27803	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$13.55
			PO - 27811	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$12.85
			PO - 27785	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$20.25
			PO - 27814	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$21.43
			PO - 27767	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$57.89
			PO - 27803	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$27.85
			PO - 27803	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$22.35
			PO - 27803	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$24.71
			PO - 27803	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$25.95
			PO - 27820	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$57.88
			PO - 27786	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$63.78
			PO - 27786	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$41.76
			PO - 27829	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$9.27
			CM - 27123	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	-$2.32
			PO - 27811	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$5.42
			PO - 27819	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$7.99
			PO - 27785	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$8.48
			CM - 27128	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	-$10.06
			PO - 27785	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$9.65
			PO - 27811	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$7.50

Commercial Payment Register
For Payments Dated: 04/19/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
			PO - 27829	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$6.42
			PO - 27829	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$8.56
			PO - 27811	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$8.99
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$8.57
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$8.58
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$8.01
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$8.57
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$6.68
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$5.35
			CM - 27122	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	-$7.98
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$12.62
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$12.66
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$12.08
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$12.54
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$12.58
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$16.71
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$13.92
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$11.54
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$9.90
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$10.71
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$13.93
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$13.93
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$17.11
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$13.71
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$9.26

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743584	4862	AMAZON CAPITAL SERVICES	PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$25.73
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$17.15
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$35.38
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$21.44
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$22.49
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$31.52
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$32.66
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$38.60
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$20.11
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$46.06
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$21.44
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$26.79
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$26.80
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$31.05
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$54.05
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$10.71
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$14.70
			PO - 27763	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$10.70
			PO - 27821	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$10.70
			PO - 27762	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$115.77
			PO - 27762	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$96.46
			PO - 27762	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$171.36
			PO - 27762	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$340.82
			PO - 27762	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$342.73

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743584	4862	AMAZON CAPITAL SERVICES	CM - 27124	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	-$6.86
			PV - 29478	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$135.14
			PO - 27775	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$240.09
			PO - 27775	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$257.24
			PO - 27775	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$188.64
			PO - 27776	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$119.16
			PV - 29477	0100-8150-0-0000-8100-430000-121-00-0000	Ongoing & Major Maint. Acct.	Materials and Supplies	$75.65
			PO - 27776	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$119.20
			PO - 27776	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$119.21
			PO - 27813	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$102.94
			PO - 27776	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$86.74
			PO - 27776	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$49.65
					Total For Fund Number: 0100		$9,905.06
					Total Amount of Payment:		**$9,905.06**
12743585	4092	AMERICAN BUSINESS MACH	PO - 27155	0100-1100-0-1110-2700-430000-525-00-0000	State Lottery	Materials and Supplies	$15.00
			PO - 27155	0100-1100-0-1110-2700-430000-525-00-0000	State Lottery	Materials and Supplies	$15.00
					Total For Fund Number: 0100		$30.00
					Total Amount of Payment:		**$30.00**
12743586	4568	ARAMARK UNIFORM & CAR	PO - 27083	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$5.65
			PO - 27083	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$5.65
			PO - 27083	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$6.21
			PO - 27083	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$6.21
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$39.88
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$39.88
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$43.91
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$43.91
			PO - 27083	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$45.95
			PO - 27083	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$53.21
			PO - 27083	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$45.95

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743586	4568	ARAMARK UNIFORM & CAR	PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$71.62
			PO - 27083	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$17.70
			PO - 27083	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$25.89
			PO - 27083	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$25.89
			PO - 27083	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$25.89
			PO - 27083	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$77.77
			PO - 27083	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$77.77
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$71.62
			PO - 27083	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$124.17
			PO - 27083	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$124.17
			PO - 27083	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$125.41
			PO - 27083	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$125.41
			PO - 27083	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$161.79
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$94.62
			PO - 27083	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$94.62
			PO - 27083	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$107.69
			PO - 27083	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$107.69
			PO - 27083	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$87.78
			PO - 27083	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$87.78
			PO - 27083	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$91.46
			PO - 27083	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$91.46
			PO - 27083	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$91.46
			PO - 27083	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$91.46

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743586	4568	ARAMARK UNIFORM & CAR	PO - 27083	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$96.77
			PO - 27083	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$96.77
						Total For Fund Number: 0100	$2,531.07
12743586	4568	ARAMARK UNIFORM & CAR	PV - 29469	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$94.80
			PV - 29470	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$94.80
			PV - 29471	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$94.80
			PV - 29472	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$94.80
			PV - 29465	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$96.39
			PV - 29466	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$96.39
			PV - 29467	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$96.39
			PV - 29468	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$96.39
						Total For Fund Number: 1300	$764.76
						Total Amount of Payment:	**$3,295.83**
12743587	2796	AT&T	PO - 27012	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$34.93
			PO - 27012	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	$59.01
			PO - 27012	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	$113.14
			PO - 27012	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	$123.81
			PO - 27012	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$264.65
			PO - 27012	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$440.39
						Total For Fund Number: 0100	$1,035.93
						Total Amount of Payment:	**$1,035.93**
12743588	165	CALIFORNIA DEPARTMENT (	PV - 29496	0100-0000-0-0000-0000-866000-000-00-0000	Unrestricted Resources	Interest	$363.88
						Total For Fund Number: 0100	$363.88
						Total Amount of Payment:	**$363.88**
12743589	4314	CANON FINANCIAL SERVICE	PO - 27299	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$4,923.99
						Total For Fund Number: 0100	$4,923.99
						Total Amount of Payment:	**$4,923.99**
12743590	1751	CDW-G	PO - 27743	0100-0050-0-0000-7700-580011-121-00-0000	Classroom Standards	Software License Renewals	$131.66
						Total For Fund Number: 0100	$131.66
						Total Amount of Payment:	**$131.66**

Commercial Payment Register
For Payments Dated: 04/19/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743591	4787	CLARK, NICOLE	PV - 29489	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$151.91
						Total For Fund Number: 0100	$151.91
						Total Amount of Payment:	**$151.91**
12743592	4515	CWDL CPAS	PV - 29500	0100-0000-0-0000-7190-580070-121-00-0000	Unrestricted Resources	Prof Serv & Oper. Exp. - Audit Exp	$9,804.60
						Total For Fund Number: 0100	$9,804.60
						Total Amount of Payment:	**$9,804.60**
12743593	332	ELIA, CURTIS	PV - 29491	0100-1100-0-1160-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	$139.35
						Total For Fund Number: 0100	$139.35
						Total Amount of Payment:	**$139.35**
12743594	3983	GATELY, BRITTANY	PV - 29486	0100-1100-0-1156-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	$37.45
			PV - 29487	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	$46.10
						Total For Fund Number: 0100	$83.55
						Total Amount of Payment:	**$83.55**
12743595	2525	GOLDEN EAGLE CHARTER II	PV - 29498	0100-1100-0-1156-1000-560000-222-00-0000	State Lottery	Rentals, Leases, Repairs and Noncapitalized Improvements	$850.00
						Total For Fund Number: 0100	$850.00
						Total Amount of Payment:	**$850.00**
12743596	4876	GOLDSMITH, DAVID	PO - 27846	0100-0050-0-0000-7700-580000-121-00-0000	Classroom Standards	Other Services and Operating Expenditures	$1,500.00
						Total For Fund Number: 0100	$1,500.00
						Total Amount of Payment:	**$1,500.00**
12743597	2241	GONZALES, ANNE	PV - 29476	0100-7210-0-1110-1000-430000-323-00-0000	American Indian Education	Materials and Supplies	$486.00
						Total For Fund Number: 0100	$486.00
						Total Amount of Payment:	**$486.00**
12743598	4358	HOME DEPOT PRO	PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct	Maintenance Supplies	$31.31
			PV - 29464	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct	Maintenance Supplies	$91.63
						Total For Fund Number: 0100	$122.94
						Total Amount of Payment:	**$122.94**
12743599	3845	INFANTE, BARBARA	PV - 29474	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$291.79
						Total For Fund Number: 0100	$291.79
						Total Amount of Payment:	**$291.79**
12743600	516	JONES SCHOOL SUPPLY CO.	PO - 27865	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$701.56
						Total For Fund Number: 0100	$701.56
						Total Amount of Payment:	**$701.56**
12743601	544	KINGS CO TROPHY	PV - 29490	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$1,469.33
						Total For Fund Number: 0100	$1,469.33
						Total Amount of Payment:	**$1,469.33**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743602	1314	LAKESHORE 2002	CM - 27130	0100-6053-0-1110-1000-430000-000-00-0000	Child Dev: CA Prekinder Planning & Implementation Grant Program - CA Universal	Materials and Supplies	-$77.79
			PO - 27760	0100-6053-0-1110-1000-430000-000-00-0000	Child Dev: CA Prekinder Planning & Implementation Grant Program - CA Universal	Materials and Supplies	$2,630.53
			PO - 27760	0100-6053-0-1110-1000-430000-000-00-0000	Child Dev: CA Prekinder Planning & Implementation Grant Program - CA Universal	Materials and Supplies	$145.48
			CM - 27129	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	-$428.89
					Total For Fund Number: 0100		$2,269.33
					Total Amount of Payment:		**$2,269.33**
12743603	598	LOZANO SMITH	PO - 27025	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$39.50
			PO - 27025	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$474.00
					Total For Fund Number: 0100		$513.50
					Total Amount of Payment:		**$513.50**
12743604	616	MARTELLA, ALICIA	PV - 29494	0100-1100-0-1110-2700-430000-424-00-0000	State Lottery	Materials and Supplies	$82.66
					Total For Fund Number: 0100		$82.66
					Total Amount of Payment:		**$82.66**
12743605	3954	MCGRAW HILL EDUCATION	PO - 27639	0100-6762-0-1110-1000-410000-121-31-0101	Arts, Music, & Instructional Materials Discretionary Block Grant	Textbooks	$169,911.18
					Total For Fund Number: 0100		$169,911.18
					Total Amount of Payment:		**$169,911.18**
12743606	712	OFFICE DEPOT INC	PO - 27769	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$527.02
			PO - 27764	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$139.77
			PO - 27780	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$301.31
			PO - 27804	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$151.57
			PO - 27780	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$808.36
			PO - 27780	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$1,629.77
			PO - 27787	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	$1,629.77
			PO - 27764	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$84.28
			PO - 27823	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$71.05
			PO - 27768	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$51.12
			PO - 27768	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$53.60
			PO - 27765	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$333.80
			PO - 27822	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$127.37

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12743606	712	OFFICE DEPOT INC	PO - 27765	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	$243.97
					Total For Fund Number: 0100		$6,152.76
12743606	712	OFFICE DEPOT INC	PO - 27824	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$214.49
					Total For Fund Number: 1300		$214.49
					Total Amount of Payment:		**$6,367.25**
12743607	4208	PILCHER, DAVID	PV - 29495	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$236.45
					Total For Fund Number: 0100		$236.45
					Total Amount of Payment:		**$236.45**
12743608	4108	RICKARD, JIM	PV - 29492	0100-6762-0-1156-1000-430001-424-00-0000	Arts, Music, & Instructional Materials Discretionary Block Grant	Instructional Materials/Classroom	$184.14
					Total For Fund Number: 0100		$184.14
					Total Amount of Payment:		**$184.14**
12743609	3624	SHANNON-CUNNINGHAM, C	PV - 29485	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$120.99
					Total For Fund Number: 0100		$120.99
					Total Amount of Payment:		**$120.99**
12743610	1498	SMYERS, NICOLE	PV - 29499	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$224.88
					Total For Fund Number: 0100		$224.88
					Total Amount of Payment:		**$224.88**
12743611	3232	SPRINGER, ANDREA	PV - 29493	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$303.37
					Total For Fund Number: 0100		$303.37
					Total Amount of Payment:		**$303.37**
12743612	1126	SWEENEY, HEIKO	PV - 29475	0100-1100-0-1110-2700-520003-222-00-0000	State Lottery	Mileage-Other	$62.31
					Total For Fund Number: 0100		$62.31
					Total Amount of Payment:		**$62.31**
12743613	2601	TOTAL COMPENSATION SYS	PV - 29473	0100-0000-0-0000-7200-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$3,150.00
					Total For Fund Number: 0100		$3,150.00
					Total Amount of Payment:		**$3,150.00**
12743614	3773	VANGRONINGEN, ANNMARI	PV - 29488	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$96.10
					Total For Fund Number: 0100		$96.10
					Total Amount of Payment:		**$96.10**
12743615	1593	VERIZON WIRELESS	PO - 27003	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$231.39
				PO - 27003	0100-8150-0-0000-8100-590010-424-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	$1.29
				PO - 27003	0100-8150-0-0000-8100-590010-120-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	$81.70
					Total For Fund Number: 0100		$314.38
					Total Amount of Payment:		**$314.38**
12743616	1710	WARD, JENNIFER	PV - 29497	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$355.03

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total For Fund Number: 0100		$355.03
					Total Amount of Payment:		**$355.03**

District: 11 Central Union Elementary School District

Fund		Total
0100		$218,499.70
1300		$979.25
	Total # of Payments: 33	$219,478.95

Total # of Payments: 33	Grand Total:	$ 219,478.95

irrant Number	Vendor Number	Vendor Name	Amount
12744066	4085	RICARDO GONZALEZ	$200.00
12744067	4358	HOME DEPOT PRO	$304.82
12744068	518	JORGENSEN COMPANY	$238.26
12744069	2182	KINGS AREA RURAL TRANSIT	$42.00
12744070	4367	KONA ICE OF KINGS COUNTY	$937.50
12744071	2886	LOWE'S	$458.48
12744072	3872	PRISMATIC MAGIC	$1,084.00
12744073	4204	VANIR CONSTRUCTION MANAGEMENT INC.	$63,217.28
12744074	4934	VAST NETWORKS	$875.00

Total Amount of All Warrants: **$67,357.34**

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	**9**	**$67,357.34**
Credit Card Payments	**0**	

Grand Total for Payments Dated: 04/24/2024 $67,357.34

☐   Authorized Officer/Employee

Or

☐   Board Members *

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval
By _____   Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register
For Payments Dated: 04/24/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12744066	4085	GONZALEZ, RICARDO	PO - 27788	0100-1100-0-1110-1000-580000-424-00-0000	State Lottery	Other Services and Operating Expenditures	$200.00
						Total For Fund Number: 0100	$200.00
						Total Amount of Payment:	**$200.00**
12744067	4358	HOME DEPOT PRO	PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$72.24
			PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$26.24
			PO - 27071	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$196.17
			PV - 29506	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$10.17
						Total For Fund Number: 0100	$304.82
						Total Amount of Payment:	**$304.82**
12744068	518	JORGENSEN COMPANY	PV - 29507	0100-8150-0-0000-8100-580000-222-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$238.26
						Total For Fund Number: 0100	$238.26
						Total Amount of Payment:	**$238.26**
12744069	2182	KINGS AREA RURAL TRANSI	PO - 27761	0100-5634-0-1110-1000-580000-127-00-0000	American Rescue Plan- Homeless Children and Youth II (ARP HCY II)	Other Services and Operating Expenditures	$42.00
						Total For Fund Number: 0100	$42.00
						Total Amount of Payment:	**$42.00**
12744070	4367	KONA ICE OF KINGS COUNT	PO - 27877	0100-0000-0-1110-1000-430000-531-00-0000	Unrestricted Resources	Materials and Supplies	$937.50
						Total For Fund Number: 0100	$937.50
						Total Amount of Payment:	**$937.50**
12744071	2886	LOWE'S	PO - 27061	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$76.38
			PO - 27061	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$29.99
			PO - 27061	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$34.53
			PV - 29501	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$37.66
			PV - 29502	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$279.92
						Total For Fund Number: 0100	$458.48
						Total Amount of Payment:	**$458.48**
12744072	3872	PRISMATIC MAGIC	PO - 27686	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	$1,084.00
						Total For Fund Number: 0100	$1,084.00
						Total Amount of Payment:	**$1,084.00**
12744073	4204	VANIR CONSTRUCTION MAN	PV - 29505	1400-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	$3,160.86
						Total For Fund Number: 1400	$3,160.86
12744073	4204	VANIR CONSTRUCTION MAN	PV - 29504	3500-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	$12,643.46
						Total For Fund Number: 3500	$12,643.46
12744073	4204	VANIR CONSTRUCTION MAN	PV - 29503	4000-0000-0-0000-8500-620010-424-10-7592	Unrestricted Resources	Architect Fees	$47,412.96

Commercial Payment Register
For Payments Dated: 04/24/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
						Total For Fund Number: 4000	$47,412.96
						Total Amount of Payment:	**$63,217.28**
12744074	4934	VAST NETWORKS	PV - 29510	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$125.00
			PV - 29511	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$125.00
			PV - 29512	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$125.00
			PV - 29513	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$125.00
			PV - 29514	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$125.00
			PV - 29508	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$125.00
			PV - 29509	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$125.00
						Total For Fund Number: 0100	$875.00
						Total Amount of Payment:	**$875.00**

District: 11 Central Union Elementary School District

Fund	Total
0100	$4,140.06
1400	$3,160.86
3500	$12,643.46
4000	$47,412.96
Total # of Payments: 9	**$67,357.34**

Total # of Payments: 9		**Grand Total:**	**$ 67,357.34**

rrant Number	Vendor Number	Vendor Name	Amount
12744130	4112	ELIZABETH ALVARADO	$391.67
12744131	4092	AMERICAN BUSINESS MACHINES	$45.00
12744132	2789	LAURIE ANDERSON	$177.82
12744133	4965	CENTRAL VALLEY STEEL STRUCTURES LLC	$12,781.76
12744134	4580	TAYLOR CONOVER	$299.88
12744135	4861	STACEY CORBIERE	$31.58
12744136	4993	CREATIVE GRAPHIX AND THREADS LLC	$800.00
12744137	2640	DARIN DENNEY	$523.80
12744138	2864	DIGITECH INTEGRATION INC.	$2,050.88
12744139	337	EMPLOYMENT DEVELOPMENT DEPT	$2,577.27
12744140	3244	FASTENAL COMPANY	$2.60
12744141	3241	MANUEL GARCIA	$2,834.81
12744142	2525	GOLDEN EAGLE CHARTER INC.	$5,306.80
12744143	2241	ANNE GONZALES	$140.41
12744144	4085	RICARDO GONZALEZ	$200.00
12744145	1761	KELLY GOSSCHALK	$66.15
12744146	4992	JUSTENE GUZMAN	$117.91
12744147	4534	HANFORD SENTINEL	$669.16
12744148	4358	HOME DEPOT PRO	$104.87
12744149	4236	PERFORMANCE AIR	$6,053.81
12744150	781	PAULA RAMOS	$113.62
12744151	4940	REBECCA A REYNOLDS	$1,169.63
12744152	802	ROBINSON'S	$954.53
12744153	2737	SANTA ROSA RANCHERIA ED CENTER	$400.00
12744154	4111	KELLI SOWERS	$454.44
12744155	914	STONEY'S SAND & GRAVEL LLC	$53.32
12744156	1607	SWEETWATER SOUND INC	$972.00
12744157	936	LAUREN THAYER	$291.83
12744158	958	TULARE COUNTY OFFICE OF ED	$500.00
12744159	3984	US BANK (ADDINGTON)	$3,263.43
12744160	3986	US BANK (FULLERTON)	$7,612.93
12744161	3985	US BANK (SANTAMARIA)	$3,412.08
12744162	3450	VINCENT COMMUNICATIONS INC	$2,079.58
12744163	4056	BARBARA WILLIAMS	$98.72
12744164	4485	ZENDESK GROUP	$4,242.24

Total Amount of All Warrants: **$60,794.53**

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	**35**	**$60,794.53**
Credit Card Payments	**0**	
Grand Total for Payments Dated:	**04/26/2024**	**$60,794.53**

☐   Authorized Officer/Employee   _____

                 Or

☐   Board Members *   _____

            _____

            _____

            _____

            _____

            _____

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval
By _____ Date _____

This order must be returned to KCOE prior to distribution of payments.

Commercial Payment Register
For Payments Dated: 04/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12744130	4112	ALVARADO, ELIZABETH	PV - 29522	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	$391.67
						Total For Fund Number: 0100	$391.67
						Total Amount of Payment:	**$391.67**
12744131	4092	AMERICAN BUSINESS MACH	PO - 27664	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$15.00
			PO - 27360	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$15.00
			PO - 27360	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$15.00
						Total For Fund Number: 0100	$45.00
						Total Amount of Payment:	**$45.00**
12744132	2789	ANDERSON, LAURIE	PV - 29523	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$177.82
						Total For Fund Number: 0100	$177.82
						Total Amount of Payment:	**$177.82**
12744133	4965	CENTRAL VALLEY STEEL ST	PO - 27554	0100-7032-0-0000-8500-620000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Buildings and Improvement of Buildings	$12,781.76
						Total For Fund Number: 0100	$12,781.76
						Total Amount of Payment:	**$12,781.76**
12744134	4580	CONOVER, TAYLOR	PV - 29524	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$299.88
						Total For Fund Number: 0100	$299.88
						Total Amount of Payment:	**$299.88**
12744135	4861	CORBIERE, STACEY	PV - 29539	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$31.58
						Total For Fund Number: 0100	$31.58
						Total Amount of Payment:	**$31.58**
12744136	4993	CREATIVE GRAPHIX AND TH	PO - 27875	0100-0000-0-1110-1000-430000-531-00-0000	Unrestricted Resources	Materials and Supplies	$800.00
						Total For Fund Number: 0100	$800.00
						Total Amount of Payment:	**$800.00**
12744137	2640	DENNEY, DARIN	PV - 29538	0100-1100-0-1110-2700-520003-222-00-0000	State Lottery	Mileage-Other	$523.80
						Total For Fund Number: 0100	$523.80
						Total Amount of Payment:	**$523.80**
12744138	2864	DIGITECH INTEGRATION INC	PV - 29543	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$2,050.88
						Total For Fund Number: 0100	$2,050.88
						Total Amount of Payment:	**$2,050.88**
12744139	337	EMPLOYMENT DEVELOPME	PV - 29534	0100-0000-0-0000-0000-951500-000-00-0000	Unrestricted Resources	State Unemployment Insurance	$2,517.42
						Total For Fund Number: 0100	$2,517.42
12744139	337	EMPLOYMENT DEVELOPME	PV - 29535	1300-0000-0-0000-0000-951500-000-00-0000	Unrestricted Resources	State Unemployment Insurance	$59.85
						Total For Fund Number: 1300	$59.85
						Total Amount of Payment:	**$2,577.27**
12744140	3244	FASTENAL COMPANY	PO - 27076	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$2.60

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
						Total For Fund Number: 0100	$2.60
						Total Amount of Payment:	**$2.60**
12744141	3241	GARCIA, MANUEL	PV - 29572	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$622.05
			PO - 27202	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$1,429.83
			PO - 27201	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$782.93
						Total For Fund Number: 0100	$2,834.81
						Total Amount of Payment:	**$2,834.81**
12744142	2525	GOLDEN EAGLE CHARTER II	PV - 29525	0100-1100-0-1110-1000-580007-222-00-0000	State Lottery	Transportation/not School	$5,306.80
						Total For Fund Number: 0100	$5,306.80
						Total Amount of Payment:	**$5,306.80**
12744143	2241	GONZALES, ANNE	PV - 29536	0100-0000-0-1110-2495-430000-323-31-0201	Unrestricted Resources	Materials and Supplies	$93.30
			PV - 29537	0100-7210-0-1110-1000-430000-323-00-0000	American Indian Education	Materials and Supplies	$47.11
						Total For Fund Number: 0100	$140.41
						Total Amount of Payment:	**$140.41**
12744144	4085	GONZALEZ, RICARDO	PO - 27891	0100-1100-0-1110-1000-580000-525-00-0000	State Lottery	Other Services and Operating Expenditures	$200.00
						Total For Fund Number: 0100	$200.00
						Total Amount of Payment:	**$200.00**
12744145	1761	GOSSCHALK, KELLY	PV - 29519	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$66.15
						Total For Fund Number: 0100	$66.15
						Total Amount of Payment:	**$66.15**
12744146	4992	GUZMAN, JUSTENE	PV - 29532	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$117.91
						Total For Fund Number: 0100	$117.91
						Total Amount of Payment:	**$117.91**
12744147	4534	HANFORD SENTINEL	PV - 29557	0100-0000-0-0000-7100-580040-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. - Advertising	$308.98
						Total For Fund Number: 0100	$308.98
12744147	4534	HANFORD SENTINEL	PV - 29560	1400-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$18.00
						Total For Fund Number: 1400	$18.00
12744147	4534	HANFORD SENTINEL	PV - 29559	3500-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$72.04
						Total For Fund Number: 3500	$72.04
12744147	4534	HANFORD SENTINEL	PV - 29558	4000-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$270.14
						Total For Fund Number: 4000	$270.14
						Total Amount of Payment:	**$669.16**
12744148	4358	HOME DEPOT PRO	PV - 29541	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$6.43
			PV - 29540	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$19.22
			PV - 29542	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$6.42

Commercial Payment Register
For Payments Dated: 04/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12744148	4358	HOME DEPOT PRO	PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$53.58
			PO - 27071	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$19.22
						Total For Fund Number: 0100	$104.87
						Total Amount of Payment:	**$104.87**
12744149	4236	PERFORMANCE AIR	PV - 29526	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$900.74
			PV - 29527	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$2,441.57
			PV - 29529	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$1,370.00
			PV - 29528	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$395.00
			PV - 29530	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$701.50
			PV - 29531	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$245.00
						Total For Fund Number: 0100	$6,053.81
						Total Amount of Payment:	**$6,053.81**
12744150	781	RAMOS, PAULA	PV - 29521	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$113.62
						Total For Fund Number: 0100	$113.62
						Total Amount of Payment:	**$113.62**
12744151	4940	REYNOLDS, REBECCA A	PO - 27625	0100-3213-0-1191-3110-580000-000-35-0302	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$210.49
			PO - 27625	0100-3213-0-1191-3110-580000-000-35-0302	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$249.55
			PO - 27625	0100-3213-0-1191-3110-580000-000-35-0302	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$269.08
			PO - 27625	0100-3213-0-1191-3110-580000-000-35-0302	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$440.51
						Total For Fund Number: 0100	$1,169.63
						Total Amount of Payment:	**$1,169.63**
12744152	802	ROBINSON'S	PO - 27737	0100-7032-0-0000-3700-430000-000-00-0000	Child Nutrition: Kitchen Infrastructure & Training Funds 2022	Materials and Supplies	$954.53
						Total For Fund Number: 0100	$954.53
						Total Amount of Payment:	**$954.53**
12744153	2737	SANTA ROSA RANCHERIA EL	PV - 29571	0100-1100-0-1135-1000-580000-323-00-0000	State Lottery	Other Services and Operating Expenditures	$400.00
						Total For Fund Number: 0100	$400.00
						Total Amount of Payment:	**$400.00**
12744154	4111	SOWERS, KELLI	PV - 29517	0100-3218-0-1110-1000-430000-121-31-0203	ELO Grant: ESSER III State Reserve Emergency Needs	Materials and Supplies	$410.94
			PV - 29516	0100-0000-0-1110-3120-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$43.50

Central Union Elementary School District

Commercial Payment Register
For Payments Dated: 04/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total For Fund Number: 0100		$454.44
					Total Amount of Payment:		**$454.44**
12744155	914	STONEY'S SAND & GRAVEL I	PO - 27054	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$53.32
					Total For Fund Number: 0100		$53.32
					Total Amount of Payment:		**$53.32**
12744156	1607	SWEETWATER SOUND INC	PO - 27838	0100-6762-0-1156-1000-430001-222-39-0000	Arts, Music, & Instructional Materials Discretionary Block Grant	Instructional Materials/Classroom	$972.00
					Total For Fund Number: 0100		$972.00
					Total Amount of Payment:		**$972.00**
12744157	936	THAYER, LAUREN	PV - 29533	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$291.83
					Total For Fund Number: 0100		$291.83
					Total Amount of Payment:		**$291.83**
12744158	958	TULARE COUNTY OFFICE OF	PO - 27778	0100-6500-0-5760-1110-520000-000-00-0000	Special Education	Travel and Conferences	$500.00
					Total For Fund Number: 0100		$500.00
					Total Amount of Payment:		**$500.00**
12744159	3984	US BANK (ADDINGTON)	PV - 29569	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$547.85
			PV - 29568	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$273.93
			PV - 29567	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$2,162.48
			PV - 29562	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$3.37
			PV - 29561	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$10.01
			PV - 29563	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$19.71
			PV - 29565	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$7.17
			PV - 29564	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$8.96
			PV - 29566	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$90.00
			PV - 29570	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$139.95
					Total For Fund Number: 0100		$3,263.43
					Total Amount of Payment:		**$3,263.43**
12744160	3986	US BANK (FULLERTON)	PV - 29544	0100-1100-0-1110-2700-430006-222-00-0000	State Lottery	Other Supplies	$57.89
			PV - 29577	0100-1100-0-1110-2700-430006-222-00-0000	State Lottery	Other Supplies	$89.39
			PV - 29574	0100-3218-0-1110-1000-520000-121-00-0000	ELO Grant: ESSER III State Reserve Emergency Needs	Travel and Conferences	$492.62
			PV - 29573	0100-3218-0-1110-1000-520000-121-00-0000	ELO Grant: ESSER III State Reserve Emergency Needs	Travel and Conferences	$2,050.00
			PV - 29575	0100-3218-0-1110-1000-520000-121-00-0000	ELO Grant: ESSER III State Reserve Emergency Needs	Travel and Conferences	$2,050.00
			PV - 29576	0100-3218-0-1110-1000-520000-121-00-0000	ELO Grant: ESSER III State Reserve Emergency Needs	Travel and Conferences	$2,050.00
			PO - 27410	0100-0000-0-1110-2495-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$127.78

Commercial Payment Register
For Payments Dated: 04/26/2024

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12744160	3986	US BANK (FULLERTON)	PO - 27801	0100-0000-0-1110-8200-430000-120-00-0000	Unrestricted Resources	Materials and Supplies	$605.11
			PV - 29545	0100-0000-0-0000-7490-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$90.14
						Total For Fund Number: 0100	$7,612.93
						Total Amount of Payment:	**$7,612.93**
12744161	3985	US BANK (SANTAMARIA)	PV - 29552	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$481.80
			PV - 29553	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$373.80
			PV - 29551	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$408.00
			PV - 29555	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$431.01
			PO - 27789	0100-0038-0-1110-1000-430000-424-00-0000	Donations	Materials and Supplies	$679.22
			PO - 27817	0100-0097-0-0000-7600-430000-107-00-0000	Safety Credits	Materials and Supplies	$175.89
			PO - 27841	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$52.10
			PV - 29549	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	$40.75
			PV - 29556	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$48.92
			PV - 29554	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$199.44
			PV - 29550	0100-0000-0-1110-8200-430000-120-00-0000	Unrestricted Resources	Materials and Supplies	$20.36
						Total For Fund Number: 0100	$2,911.29
12744161	3985	US BANK (SANTAMARIA)	PO - 27844	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$428.79
						Total For Fund Number: 1300	$428.79
12744161	3985	US BANK (SANTAMARIA)	PV - 29546	1400-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$3.75
						Total For Fund Number: 1400	$3.75
12744161	3985	US BANK (SANTAMARIA)	PV - 29547	3500-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$15.00
						Total For Fund Number: 3500	$15.00
12744161	3985	US BANK (SANTAMARIA)	PV - 29548	4000-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$53.25
						Total For Fund Number: 4000	$53.25
						Total Amount of Payment:	**$3,412.08**
12744162	3450	VINCENT COMMUNICATION:	PO - 27882	0100-0097-0-0000-7600-430000-107-31-0203	Safety Credits	Materials and Supplies	$2,079.58
						Total For Fund Number: 0100	$2,079.58
						Total Amount of Payment:	**$2,079.58**
12744163	4056	WILLIAMS, BARBARA	PV - 29520	0100-4035-0-1110-7410-430000-121-00-0000	Title II Teacher Quality	Materials and Supplies	$66.96
			PV - 29518	0100-0000-0-0000-2100-520003-121-00-0000	Unrestricted Resources	Mileage-Other	$31.76
						Total For Fund Number: 0100	$98.72
						Total Amount of Payment:	**$98.72**
12744164	4485	ZENDESK GROUP	PO - 27881	0100-0050-0-0000-7700-580011-121-00-0000	Classroom Standards	Software License Renewals	$4,242.24
						Total For Fund Number: 0100	$4,242.24
						Total Amount of Payment:	**$4,242.24**

Commercial Payment Register
For Payments Dated: 04/26/2024

District: 11 Central Union Elementary School District

Fund	Total
0100	$59,873.71
1300	$488.64
1400	$21.75
3500	$87.04
4000	$323.39
Total # of Payments: 35	**$60,794.53**

Total # of Payments: 35	**Grand Total:**	**$ 60,794.53**

11 Central Union Elementary School District
Fiscal Year: 2024
Requested by tsantamaria

Fiscal Position Report
April 2024

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Fund: 1300 Cafeteria Fund

		April Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		$624,385.25	$624,385.25		
REVENUES						
2) Federal Revenues	8100-8299	$65,327.88	$435,540.87	$712,000.00	61.17	38.83
3) Other State Revenues	8300-8599	$98,208.21	$501,478.73	$786,200.00	63.79	36.21
4) Other Local Revenues	8600-8799	· $3,090.40	$27,329.47	$10,630.36	257.09	(157.09)
5) Total, Revenues		**$166,626.49**	**$964,349.07**	**$1,508,830.36**	**63.91**	**36.09**
EXPENDITURES						
2) Classified Salaries	2000-2999	$47,845.68	$429,115.44	$443,277.00	96.81	3.19
3) Employee Benefits	3000-3999	$23,356.27	$207,884.17	$227,842.00	91.24	8.76
4) Books and Supplies	4000-4999	$52,004.07	$431,613.80	$675,027.45	63.94	36.06
5) Services, Oth Oper Exp	5000-5999	$3,433.41	$35,366.71	$133,000.00	26.59	73.41
6) Capital Outlay	6000-6999	$0.00	$0.00	$0.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	$0.00	$0.00	$64,030.44	0.00	100.00
9) Total Expenditures		**$126,639.43**	**$1,103,980.12**	**$1,543,176.89**	**71.54**	**28.46**
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	$0.00	$0.00	$0.00	0.00	100.00
3) Contributions	8980-8999	$0.00	$0.00	$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		**$0.00**	**$0.00**	**$0.00**	**0.00**	**100.00**
NET INCREASE (DECREASE) IN FUND BALANCE		**$39,987.06**	**($139,631.05)**	**($34,346.53)**		
ENDING FUND BALANCE			**$484,754.20**	**$590,038.72**		

11 Central Union Elementary School District
Fiscal Year: 2024
Requested by tsantamaria

Fiscal Position Report
April 2024

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Fund: 0100 General Fund

		April Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		$26,001,111.83	$26,001,111.54		
REVENUES						
1) LCFF Sources	8010-8099	$1,073,642.00	$16,526,317.46	$20,252,357.00	81.60	18.40
2) Federal Revenues	8100-8299	$4,391,105.00	$12,042,377.70	$11,404,803.82	105.59	(5.59)
3) Other State Revenues	8300-8599	$183,179.00	$2,351,294.38	$4,562,848.00	51.53	48.47
4) Other Local Revenues	8600-8799	$73,318.12	$1,092,654.77	$1,208,152.03	90.44	9.56
5) Total, Revenues		$5,721,244.12	$32,012,644.31	$37,428,160.85	85.53	14.47
EXPENDITURES						
1) Certificated Salaries	1000-1999	$1,235,499.21	$11,522,782.70	$14,283,821.19	80.67	19.33
2) Classified Salaries	2000-2999	$419,551.58	$4,114,205.90	$5,150,676.61	79.88	20.12
3) Employee Benefits	3000-3999	$654,040.66	$6,164,596.90	$9,769,951.05	63.10	36.90
4) Books and Supplies	4000-4999	$300,810.21	$1,575,670.47	$2,423,127.74	65.03	34.97
5) Services, Oth Oper Exp	5000-5999	$276,597.43	$2,999,956.44	$5,111,492.13	58.69	41.31
6) Capital Outlay	6000-6999	$12,781.76	$267,642.50	$1,089,006.94	24.58	75.42
7) Other Outgo(excl. 7300`s)	7100-7499	$7,167.00	$65,293.00	$272,598.00	23.95	76.05
8) Direct/Indirect Support	7300-7399	$0.00	$0.00	($57,636.45)	0.00	100.00
9) Total Expenditures		$2,906,447.85	$26,710,147.91	$38,043,037.21	70.21	29.79
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	$0.00	$227,386.47	$303,182.00	75.00	25.00
B) Transfers Out	7610-7629	$0.00	$704,367.79	$772,490.72	91.18	8.82
3) Contributions	8980-8999	$0.00	$16,515.00	($76,276.98)	(21.65)	121.65
4) Total, Other Financing Sources/Uses		$0.00	($460,466.32)	($545,585.70)	94.88	5.12
NET INCREASE (DECREASE) IN FUND BALANCE		$2,814,796.27	$4,842,030.08	($1,160,462.06)		
ENDING FUND BALANCE			$30,843,141.91	$24,840,649.48		

11 Central Union Elementary School District
Fiscal Year: 2024
Requested by tsantamaria

Fiscal Position Report
April 2024
Restricted

Page 1 of 1
5/7/2024 10:17:07AM

Fund: 0100 General Fund

		April Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		$6,601,746.25	$6,601,745.78		
REVENUES						
2) Federal Revenues	8100-8299	$1,153,582.00	$1,970,330.75	$2,630,674.42	74.90	25.10
3) Other State Revenues	8300-8599	$169,875.00	$1,926,527.23	$3,672,728.00	52.45	47.55
4) Other Local Revenues	8600-8799	$72,432.00	$632,797.05	$804,033.00	78.70	21.30
5) Total, Revenues		**$1,395,889.00**	**$4,529,655.03**	**$7,107,435.42**	**63.73**	**36.27**
EXPENDITURES						
1) Certificated Salaries	1000-1999	$104,922.61	$1,244,821.12	$1,609,266.77	77.35	22.65
2) Classified Salaries	2000-2999	$46,283.29	$565,660.08	$720,202.92	78.54	21.46
3) Employee Benefits	3000-3999	$56,031.83	$619,579.18	$2,279,143.37	27.18	72.82
4) Books and Supplies	4000-4999	$266,559.13	$1,247,769.61	$1,671,590.47	74.65	25.35
5) Services, Oth Oper Exp	5000-5999	$149,092.02	$1,198,734.01	$2,485,155.21	48.24	51.76
6) Capital Outlay	6000-6999	$12,781.76	$58,509.37	$513,105.36	11.40	88.60
7) Other Outgo(excl. 7300`s)	7100-7499	$0.00	$0.00	$194,113.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	$0.00	$0.00	$212,093.99	0.00	100.00
9) Total Expenditures		**$635,670.64**	**$4,935,073.37**	**$9,684,671.09**	**50.96**	**49.04**
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	$0.00	$0.00	$0.00	0.00	100.00
3) Contributions	8980-8999	$0.00	$16,515.00	$1,999,272.46	0.83	99.17
4) Total, Other Financing Sources/Uses		**$0.00**	**$16,515.00**	**$1,999,272.46**	**0.83**	**99.17**
NET INCREASE (DECREASE) IN FUND BALANCE		**$760,218.36**	**($388,903.34)**	**($577,963.21)**		
ENDING FUND BALANCE			**$6,212,842.91**	**$6,023,782.57**		

11 Central Union Elementary School District
Fiscal Year: 2024
Requested by tsantamaria

Fiscal Position Report
April 2024
Unrestricted

Page 1 of 1

5/7/2024 10:17:32AM

Fund: 0100 General Fund

		April Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		$19,399,365.58	$19,399,365.76		
REVENUES						
1) LCFF Sources	8010-8099	$1,073,642.00	$16,526,317.46	$20,252,357.00	81.60	18.40
2) Federal Revenues	8100-8299	$3,237,523.00	$10,072,046.95	$8,774,129.40	114.79	(14.79)
3) Other State Revenues	8300-8599	$13,304.00	$424,767.15	$890,120.00	47.72	52.28
4) Other Local Revenues	8600-8799	$886.12	$459,857.72	$404,119.03	113.79	(13.79)
5) Total, Revenues		$4,325,355.12	$27,482,989.28	$30,320,725.43	90.64	9.36
EXPENDITURES						
1) Certificated Salaries	1000-1999	$1,130,576.60	$10,277,961.58	$12,674,554.42	81.09	18.91
2) Classified Salaries	2000-2999	$373,268.29	$3,548,545.82	$4,430,473.69	80.09	19.91
3) Employee Benefits	3000-3999	$598,008.83	$5,545,017.72	$7,490,807.68	74.02	25.98
4) Books and Supplies	4000-4999	$34,251.08	$327,900.86	$751,537.27	43.63	56.37
5) Services, Oth Oper Exp	5000-5999	$127,505.41	$1,801,222.43	$2,626,336.92	68.58	31.42
6) Capital Outlay	6000-6999	$0.00	$209,133.13	$575,901.58	36.31	63.69
7) Other Outgo(excl. 7300`s)	7100-7499	$7,167.00	$65,293.00	$78,485.00	83.19	16.81
8) Direct/Indirect Support	7300-7399	$0.00	$0.00	($269,730.44)	0.00	100.00
9) Total Expenditures		$2,270,777.21	$21,775,074.54	$28,358,366.12	76.79	23.21
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	$0.00	$227,386.47	$303,182.00	75.00	25.00
B) Transfers Out	7610-7629	$0.00	$704,367.79	$772,490.72	91.18	8.82
3) Contributions	8980-8999	$0.00	$0.00	($2,075,549.44)	0.00	100.00
4) Total, Other Financing Sources/Uses		$0.00	($476,981.32)	($2,544,858.16)	(93.19)	193.19
NET INCREASE (DECREASE) IN FUND BALANCE		$2,054,577.91	$5,230,933.42	($582,498.85)		
ENDING FUND BALANCE			$24,630,299.00	$18,816,866.91		

CENTRAL UNION SCHOOL DISTRICT
RESOLUTION #H-05-13-2024

BEFORE THE BOARD OF TRUSTEES OF THE
CENTRAL UNION SCHOOL DISTRICT
KINGS COUNTY, CALIFORNIA

IN THE MATTER OF

Adoption of a Fee Justification Study and
Increase in School Facilities Fees and Adoption of CEQA notice of Exemption

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, the governing board ("Board") of the Central Union Elementary School District ("District") has caused a study to be prepared by SchoolWorks entitled 2024 Developer Fee Justification Study (incorporated herein by reference and hereinafter referred to as the "Study"), which identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, and the increased school facilities made necessary by virtue of the burden imposed by the development; and

WHEREAS the Central Union Elementary School District ("District") by agreement with the high school district[s] sharing geographical territory with the District ("Fee-Sharing Agreement"), may levy 60% of the total fees permitted pursuant to Government Code Section 65995 for development in areas in which the District provides school services. The remaining permitted fees shall be allocated to the high school district(s) within whose boundaries the residential, commercial, or industrial development shall occur; and

WHEREAS, pursuant to the authority of Government Code section 65995, subdivision (b)(3), the fees authorized by Education Code section 17620 have presently been established by the State Allocation Board ("SAB") in the amount of $5.17 per square foot for residential development and $0.84 per square foot for commercial/industrial development; and
WHEREAS based upon the Fee-Sharing Agreement and in accordance with the increased level of fees permitted by the SAB pursuant to Government Code section 65995, the District may levy the following fees, which represent a percentage of the SAB Authorized Fee Amounts

1. $3.10 per square foot of residential development (60% of $5.17).
2. $0.50 per square foot of commercial/industrial development (60% of $0.84).

These amounts are justified by the needs of the District alone and do not include the needs of the high school district[s]; and

WHEREAS, Education Code section 17621 specifically exempts the adoption, increase, or imposition of any fee, charge, dedication or other requirement pursuant to Education Code section 17620 from the provisions of the California Environmental Quality Act ("CEQA")(Pub. Resources Code Section 21000 et seq.); and

WHEREAS, upon a determination that the imposition of school facilities fees under Education Code section 17620 is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, title 14, section 15062.

NOW, THEREFORE, BE IT RESOLVED, that the Board makes the following findings:

1. Prior to the adoption of this resolution ("Resolution"), the Board of the District conducted a public hearing at which oral and/or written presentations were made as part of the Board's regularly scheduled meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published twice in the newspaper in accordance with Government Code sections 66017 and 66018. Additionally, at least 10 days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.

2. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential and commercial/industrial development in the District.

3. The fees are to be used to finance the construction and reconstruction of school facilities.

4. There is a reasonable relationship between the need for the imposition of the fee and the types of development projects upon which the fees shall be imposed for the purpose of the construction or reconstruction of school facilities, in that residential, commercial and industrial development will generate students who will attend District schools. These students cannot be housed by the District without additional school facilities, or the reconstruction of existing school facilities. The fees will be used to fund all, or a portion of, new school facilities, or to reconstruct existing school facilities.

5. There is a reasonable relationship between the amount of the fee and the cost of the additional or reconstructed school facilities attributable to the development upon which the fee shall be imposed, in that the square footage of these developments has a direct relationship to the number of students that will be generated, and thus to the facilities the District must add and/or reconstruct in order to accommodate the additional students.

6. The District maintains a separate capital facilities account, or fund, as required by Government Code section 66006.

7. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.

AND BE IT FURTHER RESOLVED that the Board incorporates herein by reference, approves and adopts the Study entitled 2024 Developer Fee Justification Study, prepared by SchoolWorks which documents the need for the school facilities fees.

AND BE IT FURTHER RESOLVED that since the Study justifies fees at or in excess of the SAB Authorized Fee Amounts, the District, in accordance with Education Code sections 17620, et seq., and Government Code sections 65995, et seq., and the Fee-Sharing Agreement, hereby increases fees to the following amounts:

1. $3.10 per square foot of residential development;
2. $0.50 per square foot of commercial or industrial development except for Rental Self Storage facilities in which a fee of $0.13 per square foot is justified.

AND BE IT FURTHER RESOLVED that the amount collected on behalf of both the District and the high school district[s] pursuant to this Resolution shall not exceed a total of $5.17 per square foot for residential development and $0.84 per square foot of commercial or industrial development.

AND BE IT FURTHER RESOLVED that the increase in fees shall take effect sixty (60) days after the date of this Resolution.

AND BE IT FURTHER RESOLVED that the Superintendent of the District, or his or her designee, shall give notice of the Board's action herein to all cities and counties with jurisdiction over the territory of the District in accordance with the requirements of Education Code section 17620 and 17621, requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

AND BE IT FURTHER RESOLVED that developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to increase fees, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.

AND BE IT FURTHER RESOLVED that the District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.

AND BE IT FURTHER RESOLVED that the Board hereby finds that the increase in fees hereunder is statutorily exempt from the requirements of CEQA pursuant to Education Code section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby adopts this Resolution and directs the Superintendent, or his or her designee, to file a certified copy of this Resolution, together with all relevant supporting documentation and a map clearly indicating the boundaries of the

area subject to the fee, to each city and each county in which the District is situated, pursuant to Education Code section 17621.

The foregoing Resolution was adopted at a regular meeting of the Board of Trustees of the Central Union Elementary School District on this 13th day of May, 2024, by the following vote:

	AYE	NO	ABSTAIN	ABSENT
Dale Davidson, Area 1	☐	☐	☐	☐
Jeffrey Gilcrease, Area 2	☐	☐	☐	☐
Sarah Strait, Area 3	☐	☐	☐	☐
Vacant, Area 4	☐	☐	☐	☐
Ceil Howe, III, Area 5	☐	☐	☐	☐

I, Sarah Strait, Clerk of the Board of Trustees of the Central Union Elementary School District, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on May 13, 2024.

Sarah Strait, Clerk
Board of Trustees
Central Union Elementary School District
Kings County, California

MARCH 2024

2024 DEVELOPER FEE JUSTIFICATION STUDY FOR CENTRAL UNION SCHOOL DISTRICT

THOMAS ADDINGTON,
SUPERINTENDENT

PREPARED BY

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Appendices

- **Census Data**

- **Use of Developer Fees**

- **Site Development Costs**

- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 24, 2024**

- **Annual Adjustment to School Facility Program Grants**

Executive Summary

This Developer Fee Justification Study demonstrates that the Central Union School District requires its share of the full statutory impact fee to accommodate impacts from development activity.

A fee of $4.79 per square foot for residential construction and a fee of $0.78 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **$5.17** per square foot for residential construction and **$0.84*** per square foot for commercial/industrial construction. This proposed increase represents $0.38 per square foot and $0.06 per square foot for residential and commercial/industrial construction, respectively. The Districts share of the developer fees is 60 percent.

The following table shows the impacts of the new fee amounts:

Table 1

Central Union School District
Developer Fee Collection Rates

Totals	Previous	New	Change
Residential	$4.79	$5.17	$0.38
Commercial/Ind.	$0.78	$0.84	$0.06
District Share:	60.00%		
Net Impact	Previous	New	Change
Residential	$2.87	$3.10	$0.23
Commercial/Ind.	$0.47	$0.50	$0.03

*except for Rental Self Storage facilities in which a fee of $0.13 per square foot is justified.

The total projected number of housing units to be built over the next five years is 10. The average area per unit is 2,221 square feet. This Study demonstrates a need of $8.76 per square foot for residential construction.

Background

Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As new development generates students, additional school facilities or modernization of existing facilities will be needed to house the new students. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority sited in Education Code Section 17620 states in part "… the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at $1.50 per square foot for residential construction and $0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **$5.17** per square foot of residential construction and **$0.84** per square foot of commercial or industrial construction.

Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the Central Union School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Central Union School District. The students generated will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

Enrollment and Impacts

In 2023/2024 the District's total enrollment (CBEDS) was 1,595 students. The enrollment by grade level is shown here in Table 2.

Table 2

Central Union School District
CURRENT ENROLLMENT

Grade	2023/2024
TK/K	234
1	179
2	182
3	177
4	175
5	173
6	170
TK-6 Total	1,290
7	161
8	144
7-8 Total	305
TK-8 Total	1,595

This data will be the basis for the enrollment impacts which will be presented later after a review of the development projections and the student generation factors.

Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.50 for grades TK-8. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students living in the school district as of the 2020 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

**Central Union School District
STUDENT GENERATION FACTORS**

Grades	Students per Household
TK-6	0.50209
7-8	0.12245
Total	**0.62454**

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **41.5%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Impacts

The Central Union School District has experienced an average new residential construction rate of approximately two units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the various city planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average two units per year. Projecting the average rate forward, we would expect that 10 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.6245 to the projected 10 units of residential housing, we expect that six students will be generated from the new residential construction over the next five years. This includes five elementary school students and one middle school student.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

Table 4

Central Union School District
DEVELOPMENT IMPACT ANALYSIS

Grades	Generation Rate	Students Generated
TK to 6	0.5021	5
7 to 8	0.1224	1
Totals	**0.6245**	**6**

Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

Table 5
List of Core and Support Facilities

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

Table 6
State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1st-3rd Grades	25 Students/Classroom
4th-6th Grades	25 Students/Classroom
7th-8th Grades	27 Students/Classroom
Non Severe Special Ed	13 Students/Classroom

Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District's current State calculated capacity is shown in Table 7.

Table 7

Central Union School District
Summary of Existing Facility Capacity

School Facility	Permanent Classrooms	Portable Classrooms	Chargeable Portables	Total Chargeable Classrooms	State Loading Factor	State Funded Projects	Total State Capacity
Grades TK-6	53	40	15	68	25	0	1700
Grades 7-8	12	8	3	15	27	0	405
Special Ed	4	0	0	4	13	0	52
Totals	69	48	18	87		0	2157

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There were a total of 69 permanent classrooms in the District when the baseline was established. In addition, there were 48 portable classrooms. However, OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Therefore, the chart shows the chargeable portables as 18 which is 25% of the permanent classroom count. This results in a total classroom count of 87 and is referred to as the chargeable classrooms since it accounts for the fact that some of the portables were not included in the total. This is done to account for the fact that portables are typically considered to be temporary, especially when the total number exceeds 25% of the permanent classrooms.

To determine the total capacity based on State standards, the capacity of the chargeable classrooms are multiplied by the State loading. As Table 7 shows, the total State capacity of the District facilities is 2,157 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in the space needed analysis did not include the impact of any new housing units.

Table 8

Central Union School District
Summary of Available District Capacity

School Facility	State Capacity	Space Needed	Available Capacity
Grades TK-6	1,700	1,414	286
Grades 7-8	405	326	79
Special Ed	52	43	9
Totals	2,157	1,783	374

The District capacity of 2,157 is more than the space needed of 1,783, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 374 students.

Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Central Union School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

Reconstruction/Modernization Costs

In addition to any new facilities needed, there is also a need to reconstruct or modernize existing facilities in order to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. In order to generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction in order to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of closed or unused school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district facility needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of

development will need to be accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur in order to have available school housing for the students generated from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building Program.

Table 9

Modernization Project Needs

School	Eligible Modernization Grants			State Funding	District Share	Project Total
	Elem	**Middle**	**Spec Ed**			
Akers Elem	0	29	0	$217,428	$144,952	$362,379
Central Elem	234	62	12	$2,073,134	$1,382,089	$3,455,223
Neutra Elem	475	0	17	$3,260,889	$2,173,926	$5,434,815
Stratford Elem	242	55	0	$1,914,449	$1,276,299	$3,190,748
TOTALS	**951**	**146**	**29**	**$7,465,899**	**$4,977,266**	**$12,443,165**

Table 10

New Development Share of Modernization Costs

Grade	Eligible Modernization Grants	Students	New Development $/Student	Amount
TK-6	951	5	$32,106	$160,530
7-8	146	1	$34,038	$34,038
Totals	**1,097**	**6**		**$194,568**

Includes students from new developments not housed in new facilities.
Amounts based on State OPSC allowances for new construction projects.

This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.

To accurately account for the amount of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total District modernization needs.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

The modernization needs are included for the students not housed in new facilities but who would be housed in existing facilities that are eligible for and need to be modernized to provide adequate housing and to maintain the existing level of service for the students generated by development.

Table 11

Central Union School District
Summary of Residential Impact

School Facility	Students Generated	Available Space	Net Unhoused	Construction Cost Per Student	Total Facility Costs
Elementary	5	286	0	$32,106	$0
Middle	1	79	0	$34,038	$0
Site Purchase: 0.0 acres					$0
Site Development:					$0

New Construction needs due to development:	**$0**
Modernization needs due to development:	**$194,568**
TOTAL DEVELOPMENT IMPACT:	**$194,568**
Average cost per student:	**$32,428**
Total Residential Sq Ft:	**22,210**
Residential Fee Justified:	**$8.76**

The total need for school facilities based solely on the impact of the 10 new housing units projected over the next five years totals $194,568. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 2,221 square feet. The total area for 10 new homes would therefore be 22,210 square feet. The total residential fee needed to be able to collect $194,568 would be **$8.76** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development

projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less.

Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/ industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments "1990 San DAG Traffic Generators" are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

Table 12

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report

Students per Employee

The number of students per employee is determined by using the S0802: Means of Transportation to Work by Selected Characteristics 2018-2022 American Community Survey 5-Year Estimates and DP1: Profile of General Population and Housing Characteristics 2020: DEC Demographic Profile for the District. There were 4,800 employees and 2,584 homes in the District. This represents a ratio of 1.8576 employees per home.

There were 1613.8 school age children living in the District in 2020. This is a ratio of 0.3362 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (27.9%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.0938.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 11.

Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the

employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (27.9 percent).
- Housing units per employee (0.5383). This was derived from the 2018-2022 ACS 5 Year Estimates and DP1 data for the District, which indicates there were 2,584 housing units and 4,800 employees.
- Percentage of employees that will occupy new housing units (80 percent).
- Average square feet per dwelling unit (2,221).
- Residential fee charged by the District ($3.10 (60% of $5.17) per square foot).
- Average cost per student was determined in Table 11.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 13

Central Union School District
Summary of Commercial and Industrial Uses

Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.0938	0.265	$32,428	$8.61	$2.34	$6.27
Community Shopping Centers	1.53	0.0938	0.144	$32,428	$4.65	$1.27	$3.38
Neighborhood Shopping Centers	2.71	0.0938	0.254	$32,428	$8.24	$2.24	$6.00
Industrial Business Parks	3.52	0.0938	0.330	$32,428	$10.71	$2.91	$7.80
Industrial Parks	1.35	0.0938	0.127	$32,428	$4.11	$1.12	$2.99
Rental Self Storage	0.06	0.0938	0.006	$32,428	$0.18	$0.05	$0.13
Scientific Research & Development	3.04	0.0938	0.285	$32,428	$9.25	$2.51	$6.74
Lodging	1.13	0.0938	0.106	$32,428	$3.44	$0.93	$2.51
Standard Commercial Office	4.79	0.0938	0.449	$32,428	$14.57	$3.96	$10.61
Large High Rise Commercial Office	4.31	0.0938	0.404	$32,428	$13.11	$3.57	$9.54
Corporate Offices	2.69	0.0938	0.252	$32,428	$8.18	$2.23	$5.95
Medical Offices	4.27	0.0938	0.401	$32,428	$12.99	$3.53	$9.46

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the Districts share of the State Maximum Fee is now $0.50 (60% of $0.84) for commercial/ industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of $0.13 per square foot of Rental Self Storage construction.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from new development totals $194,568. The amount the District would collect over the five year period at the maximum rate of $3.10 (60% of $5.17) for residential and $0.50 (60% of $0.84) for commercial/industrial development would be as follows:

$3.10 x 10 homes x 2,221 sq ft per home = $68,851 for Residential

$0.50 x 2,000 sq ft per year x 5 years = $5,000 for Commercial/Industrial

Total projected 5 year income: $73,851

The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the Central Union School District.
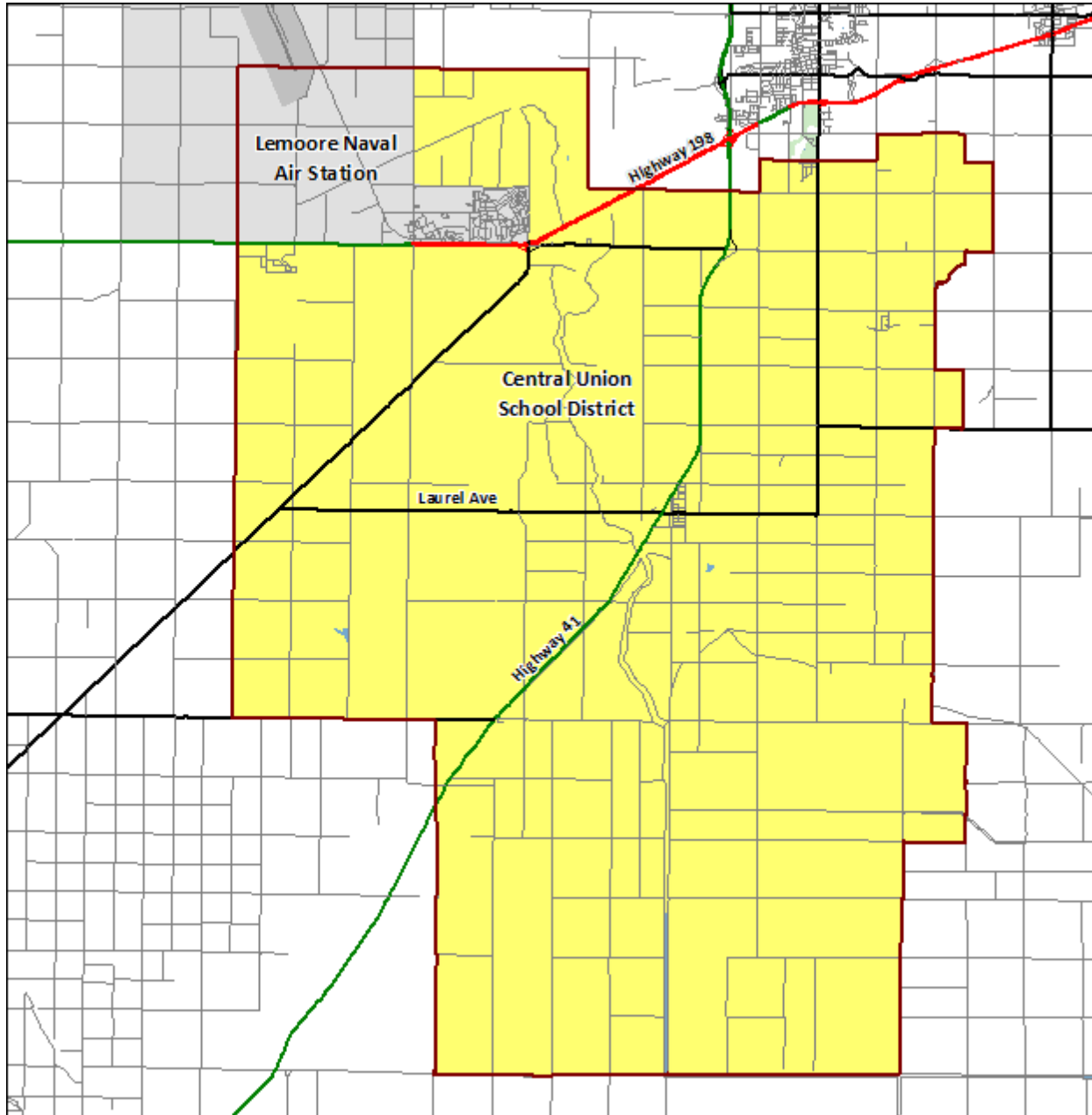
Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Central Union School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.6245 TK-8 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of $8.76 per square foot of residential development. Each square foot of residential development will generate $3.10 (60% of $5.17) in developer fees resulting in a shortfall of $5.66 per square foot.

Benefit Nexus: The developer fees to be collected by the Central Union School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

1) New Schools: When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.

2) Additions to Existing Schools: When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

3) Portable Replacement Projects: Some of the District's capacity is in portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.

4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District plans to use the developer fees on projects listed in its 2021 Facilities Master Plan Update (see appendices).

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 60%. The reasonable relationship identified by these findings provides the required justification for the Central Union School District to levy the maximum fees of $3.10 (60% of $5.17) per square foot for residential construction and $0.50 (60% of $0.84) per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of $0.13 per square foot is justified as authorized by Education Code Section 17620.

Appendices

2024 Developer Fee Justification Study

Central Union School District

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

United States® Census Bureau

Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

Central Union Elementary School District, California

Label	Count	Percent
❯ SEX AND AGE		
❯ MEDIAN AGE BY SEX		
❯ RACE		
❯ TOTAL RACES TALLIED [1]		
❯ HISPANIC OR LATINO		
❯ HISPANIC OR LATINO BY RACE		
❯ RELATIONSHIP		
❯ HOUSEHOLDS BY TYPE		
❮ HOUSING OCCUPANCY		
❮ Total housing units	2,877	100.0%
Occupied housing units	2,584	89.8%
❮ Vacant housing units	293	10.2%
For rent	144	5.0%
Rented, not occupied	10	0.3%
For sale only	10	0.3%
Sold, not occupied	3	0.1%
For seasonal, recreational, or	4	0.1%
All other vacants	122	4.2%
❮ VACANCY RATES		
Homeowner vacancy rate (percent)	1.7	(X)
Rental vacancy rate (percent) [5]	6.6	(X)
❮ HOUSING TENURE		
❮ Occupied housing units	2,584	100.0%
Owner-occupied housing units	567	21.9%
Renter-occupied housing units	2,017	78.1%

Table Notes

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

Survey/Program: Decennial Census

Year: 2020

Table ID: DP1

Note: For information on data collection, confidentiality protection, nonsampling error, subject definitions, and guidance on using the data, visit the 2C Census Demographic and Housing Characteristics File (DHC) Technical Documentation webpage.

To protect respondent confidentiality, data have undergone disclosure avoidance methods which add "statistical noise" - small, random additions or subtractions - to the data so that no one can reliably link the published data to a specific person or household. The Census Bureau encourages data users to aggregate small populations and geographies to improve accuracy and diminish implausible results.

An "(X)" means not applicable.

An "-" means the statistic could not be computed because there were an insufficient number of observations.

[1] The alone or in combination categories are tallies of responses rather than respondents. That is, the alone or in combination categories are not mutually exclusive. Individuals who reported two races were counted in two separate and distinct alone or in combination race categories, while those who reported three races were counted in three categories, and so on. For example, a respondent who indicated "White **and** Black or African American" was counted in the White alone or in combination category as well as in the Black or African American alone or in combination category. Consequently, the sum of all alone or in combination categories equals the number of races reported (i.e., responses), which exceeds the total population.

[2] "Child" includes biological, adopted, and stepchildren of the householder.

[3] "Own children" includes biological, adopted, and stepchildren of the householder.

[4] The homeowner vacancy rate is the proportion of the homeowner inventory that is vacant "for sale." It is computed by dividing the total number of vacant units "for sale only" by the sum of owner-occupied units, vacant units that are "for sale only," and vacant units that have been sold but not yet occupied; and then multiplying by 100.

[5] The rental vacancy rate is the proportion of the rental inventory that is vacant "for rent." It is computed by dividing the total number of vacant unit "for rent" by the sum of the renter-occupied units, vacant units that are "for rent," and vacant units that have been rented but not yet occupied; and th multiplying by 100.

Source: U.S. Census Bureau, 2020 Census Demographic Profile

Selected Housing Characteristics

Central Union Elementary School District, California

Label	Estimate	Margin of Error	Percent	Percent Margin of Err
∨ HOUSING OCCUPANCY				
∨ Total housing units	2,608	±253	2,608	(
Occupied housing units	2,250	±283	86.3%	±5
Vacant housing units	358	±141	13.7%	±5
Homeowner vacancy rate	0.0	±8.8	(X)	(
Rental vacancy rate	1.0	±1.6	(X)	(
∨ UNITS IN STRUCTURE				
∨ Total housing units	2,608	±253	2,608	(
1-unit, detached	1,082	±220	41.5%	±1
1-unit, attached	1,226	±229	47.0%	±3
2 units	157	±89	6.0%	±3
3 or 4 units	43	±53	1.6%	±2
5 to 9 units	11	±16	0.4%	±0
10 to 19 units	0	±21	0.0%	±1
20 or more units	6	±13	0.2%	±0
Mobile home	83	±45	3.2%	±1
Boat, RV, van, etc.	0	±21	0.0%	±1
∨ YEAR STRUCTURE BUILT				
∨ Total housing units	2,608	±253	2,608	(

Table Notes

Selected Housing Characteristics

Survey/Program: American Community Survey
Year: 2022
Estimates: 5-Year
Table ID: DP04

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, an towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the
Methodology
section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling errc (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Households not paying cash rent are excluded from the calculation of median gross rent.

Telephone service data are not available for certain geographic areas due to problems with data collection of this question that occurred in 2019. Both ACS 1-year and ACS 5-year files were affected may take several years in the ACS 5-year files until the estimates are available for the geographic areas affected.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest inter or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-")

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

**

The margin of error could not be computed because there were an insufficient number of sample observations.

***

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

*****

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.

Means of Transportation to Work by Selected Characteristics

Label	Central Union Elementary School District, California		Car, tru
	Total		
	Estimate	Margin of Error	
> Workers 16 years and over	4,800	±424	
> EARNINGS IN THE PAST 12 MONTHS (IN 2022 INFLATION-ADJUSTED DOLLARS) FOR WORKERS			
> POVERTY STATUS IN THE PAST 12 MONTHS			
> Workers 16 years and over	4,800	±424	
∨ Workers 16 years and over who did not work from home	4,549	±389	
> TIME OF DEPARTURE TO GO TO WORK			
∨ TRAVEL TIME TO WORK			
Less than 10 minutes	27.9%	±7.1	
10 to 14 minutes	11.8%	±3.6	
15 to 19 minutes	19.1%	±6.2	
20 to 24 minutes	19.0%	±6.9	
25 to 29 minutes	1.6%	±1.3	
30 to 34 minutes	8.6%	±3.5	
35 to 44 minutes	2.9%	±2.3	
45 to 59 minutes	5.2%	±2.5	
60 or more minutes	4.0%	±2.8	
Mean travel time to work (minutes)	18.4	±2.1	
∨ Workers 16 years and over in households	3,041	±414	

Table Notes

Means of Transportation to Work by Selected Characteristics

Survey/Program: American Community Survey

Year: 2022

Estimates: 5-Year

Table ID: S0802

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, an towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the
Methodology
section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling errc (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry titles and their 4-digit codes are based on the 2017 North American Industry Classification System. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

Occupation titles and their 4-digit codes are based on the 2018 Standard Occupational Classification.

When information is missing or inconsistent, the Census Bureau logically assigns an acceptable value using the response to a related question or questions. If a logical assignment is not possible, dat are filled using a statistical process called allocation, which uses a similar individual or household to provide a donor value. The "Allocated" section is the number of respondents who received an allocated value for a particular subject.

Several means of transportation to work categories were updated in 2019. For more information, see: Change to Means of Transportation.

In 2019, methodological changes were made to the class of worker question. These changes involved modifications to the question wording, the category wording, and the visual format of the categories on the questionnaire. The format for the class of worker categories are now listed under the headings "Private Sector Employee," "Government Employee," and "Self-Employed or Other." Additionally, the category of Active Duty was added as one of the response categories under the "Government Employee" section for the mail questionnaire. For more detailed information about the

2019 changes, see the 2016 American Community Survey Content Test Report for Class of Worker located at http://www.census.gov/library/working-papers/2017/acs/2017_Martinez_01.html.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-")

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

**

The margin of error could not be computed because there were an insufficient number of sample observations.

***

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

*****

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.

Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
  o Construction
  o Modernization/reconstruction
  o Architectural and engineering costs
  o Permits and plan checking
  o Testing and inspection
  o Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

Ed Code Section 17620. (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: …

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.

Determination of Average State allowed amounts for Site Development Costs

Elementary Schools

District	Project #	Acres	Original OPSC Site Development	Inflation Factor	2009 Adjusted Site Development	Project Year	2009 Cost/Acre	
Davis Jt Unified	3	9.05	$532,282	38.4%	$1,473,469	2004	$162,814	
Dry Creek Jt Elem	2	8.5	$516,347	46.2%	$1,509,322	2002	$177,567	
Dry Creek Jt Elem	5	11.06	$993,868	20.1%	$2,387,568	2006	$215,874	
Elk Grove Unified	5	12.17	$556,011	48.2%	$1,648,316	2001	$135,441	
Elk Grove Unified	10	11	$690,120	48.2%	$2,045,888	2001	$185,990	
Elk Grove Unified	11	10	$702,127	48.2%	$2,081,483	2001	$208,148	
Elk Grove Unified	14	10	$732,837	46.2%	$2,142,139	2002	$214,214	
Elk Grove Unified	16	9.86	$570,198	46.2%	$1,666,733	2002	$169,040	
Elk Grove Unified	17	10	$542,662	46.2%	$1,586,243	2002	$158,624	
Elk Grove Unified	20	10	$710,730	43.2%	$2,034,830	2003	$203,483	
Elk Grove Unified	25	10	$645,923	38.4%	$1,788,052	2004	$178,805	
Elk Grove Unified	28	10.03	$856,468	24.4%	$2,130,974	2005	$212,460	
Elk Grove Unified	39	9.91	$1,007,695	20.1%	$2,420,785	2006	$244,277	
Folsom-Cordova Unified	1	9.79	$816,196	20.1%	$1,960,747	2006	$200,281	
Folsom-Cordova Unified	4	7.5	$455,908	46.2%	$1,332,654	2002	$177,687	
Folsom-Cordova Unified	5	8	$544,213	46.2%	$1,590,776	2002	$198,847	
Folsom-Cordova Unified	8	8.97	$928,197	11.2%	$2,063,757	2007	$230,073	
Galt Jt Union Elem	2	10.1	$1,033,044	38.4%	$2,859,685	2004	$283,137	
Lincoln Unified	1	9.39	$433,498	46.2%	$1,267,148	2002	$134,947	
Lodi Unified	3	11.2	$555,999	46.2%	$1,625,228	2002	$145,110	
Lodi Unified	10	11.42	$1,245,492	46.2%	$3,640,669	2002	$318,798	
Lodi Unified	19	9.93	$999,164	11.2%	$2,221,545	2007	$223,721	
Lodi Unified	22	10	$1,416,212	7.7%	$3,051,426	2008	$305,143	
Natomas Unified	6	8.53	$685,284	46.2%	$2,003,138	2002	$234,834	
Natomas Unified	10	9.83	$618,251	43.2%	$1,770,061	2003	$180,067	
Natomas Unified	12	9.61	$735,211	24.4%	$1,829,275	2005	$190,351	
Rocklin Unified	8	10.91	$593,056	46.2%	$1,733,548	2002	$158,895	
Stockton Unified	1	12.66	$1,462,232	7.7%	$3,150,582	2008	$248,861	
Stockton Unified	2	10.5	$781,675	43.2%	$2,237,946	2003	$213,138	
Stockton Unified	6	12.48	$1,136,704	20.1%	$2,730,703	2006	$218,806	
Tracy Jt Unified	4	10	$618,254	46.2%	$1,807,204	2002	$180,720	
Tracy Jt Unified	10	10	$573,006	38.4%	$1,586,202	2004	$158,620	
Washington Unified	1	8	$446,161	46.2%	$1,304,163	2002	$163,020	**2024**
Washington Unified	4	10.76	$979,085	7.7%	$2,109,575	2008	$196,057	**Adjusted Value**
Totals		**341.16**			**$68,791,833**	**Average**	**$201,641**	**$339,346**

Middle and High Schools

District	Project #	Acres	Original OPSC Site Development	Inflation Factor	2009 Adjusted Site Development	Project Year	2009 Cost/Acre	
Western Placer Unified	4	19.3	$5,973,312	24.4%	$7,431,085	2005	$385,030	
Roseville City Elem	2	21.6	$1,780,588	48.2%	$2,639,311	2000	$122,190	
Elk Grove Unified	4	66.2	$8,659,494	48.2%	$12,835,704	2000	$193,893	
Elk Grove Unified	13	76.4	$9,791,732	48.2%	$14,513,986	2001	$189,974	
Elk Grove Unified	18	84.3	$13,274,562	43.2%	$19,002,626	2003	$225,417	
Grant Jt Union High	2	24	$2,183,840	48.2%	$3,237,039	2000	$134,877	
Center Unified	1	21.2	$1,944,310	46.2%	$2,841,684	2002	$134,042	
Lodi Unified	2	13.4	$1,076,844	46.2%	$1,573,849	2002	$117,451	
Lodi Unified	6	13.4	$2,002,164	46.2%	$2,926,240	2002	$218,376	
Galt Jt Union Elem	1	24.9	$2,711,360	46.2%	$3,962,757	2002	$159,147	
Tahoe Truckee Unified	2	24	$2,752,632	43.2%	$3,940,412	2003	$164,184	
Davis Unified	5	23.3	$3,814,302	43.2%	$5,460,199	2003	$234,343	
Woodland Unified	3	50.2	$8,664,700	46.2%	$12,663,792	2002	$252,267	
Sacramento City Unified	1	35.2	$4,813,386	46.2%	$7,034,949	2002	$199,856	
Lodi Unified	4	47	$7,652,176	46.2%	$11,183,950	2002	$237,956	
Stockton Unified	3	49.1	$8,959,088	43.2%	$12,824,996	2003	$261,202	
Natomas Unified	11	38.7	$3,017,002	38.4%	$4,175,850	2004	$107,903	**2024**
Rocklin Unified	11	47.1	$11,101,088	24.4%	$13,810,282	2005	$293,212	**Adjusted**
Totals		**679.3**			**$142,058,711**	**Average**	**$209,125**	**Value**
Middle Schools:		**260.7**			**$49,447,897**	**Middle**	**$189,704**	**$319,258**
High Schools:		**418.6**			**$92,610,814**	**High**	**$221,217**	**$372,291**

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) in each calendar year. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2020 and 2022 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 7.84% percent, during the two-year period from January 2022 to January 2024, requiring the assessment for development fees to be adjusted as follows beginning January 2024:

RS Means Index Maximum Level I Assessment Per Square Foot

	2020	2022	2024
Residential	$4.08	$4.79	$5.17
Commercial/Industrial	$0.66	$0.78	$0.84

RECOMMENDATION

Increase the 2024 maximum Level I assessment for development in the amount of 7.84 percent using the RS Means Index to be effective immediately.

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 24, 2024

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-23	Adjusted Grant Per Pupil Effective 1-1-24
Elementary	1859.71	$15,983	$15,770
Middle	1859.71	$16,904	$16,679
High	1859.71	$21,509	$21,223
Special Day Class – Severe	1859.71.1	$44,911	$44,314
Special Day Class – Non-Severe	1859.71.1	$30,036	$29,637
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	$19	$19
Automatic Fire Detection/Alarm System – Middle	1859.71.2	$25	$25
Automatic Fire Detection/Alarm System – High	1859.71.2	$43	$42
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	$80	$79
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	$57	$56
Automatic Sprinkler System – Elementary	1859.71.2	$268	$264
Automatic Sprinkler System – Middle	1859.71.2	$319	$315
Automatic Sprinkler System – High	1859.71.2	$331	$327
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	$846	$835
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	$567	$559

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 24, 2024

<u>Grant Amount Adjustments</u>

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-23	Adjusted Grant Per Pupil Effective 1-1-24
Elementary	1859.78	$6,086	$6,005
Middle	1859.78	$6,436	$6,350
High	1859.78	$8,427	$8,315
Special Day Class - Severe	1859.78.3	$19,396	$19,138
Special Day Class – Non-Severe	1859.78.3	$12,977	$12,804
State Special School – Severe	1859.78	$32,330	$31,900
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	$198	$195
Automatic Fire Detection/Alarm System – Middle	1859.78.4	$198	$195
Automatic Fire Detection/Alarm System – High	1859.78.4	$198	$195
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	$544	$537
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	$365	$360
Over 50 Years Old – Elementary	1859.78.6	$8,454	$8,342
Over 50 Years Old – Middle	1859.78.6	$8,942	$8,823
Over 50 Years Old – High	1859.78.6	$11,705	$11,549
Over 50 Years Old – Special Day Class – Severe	1859.78.6	$26,948	$26,590
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	$18,019	$17,779
Over 50 Years Old – State Special Day School – Severe	1859.78.6	$44,910	$44,313

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 24, 2024

<u>Grant Amount Adjustments</u>

New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-23	Adjusted Grant Amount Effective 1-1-24
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82.1 1859.82.2 1859.125 1859.125.1	$262	$259
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82.1 1859.82.2 1859.125 1859.125.1	$470	$464
Portable Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82.1 1859.125 1859.125.1	$59	$58
Portable Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82.1 1859.125 1859.125.1	$152	$150

New Construction Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-23	Adjusted Grant Amount Effective 1-1-24
Parking Spaces (per stall)	1859.76	$20,325	$20,055
General Site Grant (per acre for additional acreage being acquired)	1859.76	$26,016	$25,670
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	$9,775	$9,645

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Admiral Akers School	16 63883 6010292	4/15/2024	5/13/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Admiral Akers School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Continuous Improvement Site Plan

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by Admiral Akers School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Continuous Improvement Site Plan

Our school implements challenging academic standards in reading, language arts, math, social studies and science, using state-adopted curriculum that will prepare students to succeed in college and career. These standards apply to all students, including those with learning disabilities as well as English Language Learners. State assessments are administered annually in ELA, Math, Science (5th & 8th), and English Proficiency; in addition, a variety of local assessments in both academics and social/emotional areas are given at least every trimester. Student achievement, progress, English language proficiency, discipline rates, attendance, and chronic absenteeism are monitored regularly.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of our review for the School Plan for Student Achievement (SPSA), data was gathered from student, parent, and staff surveys. Parent groups were also consulted during School Site Council (SSC) and Parent Club (PTC) meetings. Site leadership teams and staff meetings are two ways in which input is obtained.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No resource inequities identified.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

N/A

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Suspension rate--Hispanic, Socioeconomic Disadvantaged. English/Language Arts--Students with Disabilities.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Admiral Akers School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	1.09%	0.87%	8	8	6
African American	11.3%	11.02%	11.14%	83	81	77
Asian	0.8%	0.82%	0.87%	6	6	6
Filipino	4.8%	4.22%	4.2%	35	31	29
Hispanic/Latino	28.1%	27.89%	28.36%	206	205	196
Pacific Islander	1.0%	0.14%	0.14%	7	1	1
White	39.0%	38.50%	38.21%	286	283	264
Multiple/No Response	13.8%	16.19%	16.21%	101	119	112
Total Enrollment				733	735	691

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	92	67
Grade 1	77	73	73
Grade 2	77	69	68
Grade3	51	73	66
Grade 4	72	59	68
Grade 5	52	67	55
Grade 6	118	105	108
Grade 7	117	101	92
Grade 8	106	96	94
Total Enrollment	733	735	691

Conclusions based on this data:

1. Demographics based on ethnicity stay consistent regardless of transient movement of military families.

2. Enrollment has declined slightly when looking at a three year average.

3. Our sixth grade continues to be the largest overall class size. 4th and 5th grade numbers exceed that of other grade levels in terms of class size.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	15	18	16	2.0%	2.4%	2.3%
Fluent English Proficient (FEP)	29	27	17	4.0%	3.7%	2.5%
Reclassified Fluent English Proficient (RFEP)	5			33.3%		

Conclusions based on this data:

1. We typically have a low number of English Learners at Akers School, this has been consistent over the years.

2. Approximately 25-30% of our English Learners are reclassified each year.

3. Because Akers is mostly military families, many of our EL students leave before the end of the year and many of them enroll after school is in session.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	72	66	0	71	65	0	71	65	0.0	98.6	98.5
Grade 4	74	56	63	0	54	62	0	54	62	0.0	96.4	98.4
Grade 5	58	72	52	0	71	52	0	71	52	0.0	98.6	100.0
Grade 6	119	100	106	0	97	105	0	97	105	0.0	97.0	99.1
Grade 7	114	99	90	0	97	88	0	97	88	0.0	98.0	97.8
Grade 8	109	94	87	0	92	86	0	92	86	0.0	97.9	98.9
All Grades	531	493	464	0	482	458	0	482	458	0.0	97.8	98.7

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

Overall Achievement for All Students																					
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2425.	2455.		23.94	38.46		26.76	26.15		29.58	23.08		19.72	12.31
Grade 4		2476.	2481.		20.37	22.58		29.63	35.48		29.63	24.19		20.37	17.74
Grade 5		2534.	2515.		38.03	28.85		25.35	30.77		19.72	17.31		16.90	23.08
Grade 6		2516.	2515.		10.31	11.43		38.14	30.48		23.71	32.38		27.84	25.71
Grade 7		2565.	2546.		13.40	13.64		45.36	37.50		28.87	19.32		12.37	29.55
Grade 8		2598.	2605.		27.17	24.42		38.04	41.86		18.48	26.74		16.30	6.98
All Grades	N/A	N/A	N/A		21.37	21.62		35.06	34.06		24.69	24.67		18.88	19.65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.94	33.85		56.34	55.38		19.72	10.77
Grade 4		11.11	9.68		75.93	82.26		12.96	8.06
Grade 5		26.76	21.15		69.01	71.15		4.23	7.69
Grade 6		11.34	18.10		65.98	50.48		22.68	31.43
Grade 7		19.59	14.77		70.10	67.05		10.31	18.18
Grade 8		25.00	34.88		60.87	55.81		14.13	9.30
All Grades		19.71	22.05		65.98	62.01		14.32	15.94

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Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27	24.62		69.01	63.08		19.72	12.31
Grade 4		22.22	16.13		68.52	67.74		9.26	16.13
Grade 5		22.54	17.31		56.34	50.00		21.13	32.69
Grade 6		8.25	9.52		53.61	63.81		38.14	26.67
Grade 7		22.68	15.91		64.95	64.77		12.37	19.32
Grade 8		20.65	20.93		63.04	68.60		16.30	10.47
All Grades		17.63	16.81		62.03	63.76		20.33	19.43

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Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27	18.46		73.24	66.15		15.49	15.38
Grade 4		7.41	11.29		79.63	83.87		12.96	4.84
Grade 5		19.72	15.38		73.24	75.00		7.04	9.62
Grade 6		18.56	7.62		68.04	83.81		13.40	8.57
Grade 7		14.43	17.05		76.29	64.77		9.28	18.18
Grade 8		22.83	18.60		68.48	76.74		8.70	4.65
All Grades		16.39	14.41		72.61	75.33		11.00	10.26

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		16.90	18.46		66.20	72.31		16.90	9.23
Grade 4		20.37	19.35		64.81	75.81		14.81	4.84
Grade 5		26.76	25.00		63.38	63.46		9.86	11.54
Grade 6		18.56	18.10		68.04	64.76		13.40	17.14
Grade 7		13.40	17.05		75.26	57.95		11.34	25.00
Grade 8		34.78	25.58		59.78	67.44		5.43	6.98
All Grades		21.78	20.31		66.60	66.38		11.62	13.32

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Conclusions based on this data:

1. Overall 55.68% of students met or exceeded standards in English Language Arts Literacy.

2. Overall 3rd and 8th grades had the highest percentage of students that met or exceeded standard.

3. Overall 6th grade had the lowest percentage of students meet or exceed standards in English Language arts literacy.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	72	66	0	71	65	0	71	65	0.0	98.6	98.5
Grade 4	74	56	63	0	54	61	0	54	61	0.0	96.4	96.8
Grade 5	58	72	52	0	71	52	0	71	52	0.0	98.6	100.0
Grade 6	119	100	106	0	97	104	0	97	104	0.0	97.0	98.1
Grade 7	114	99	90	0	97	87	0	97	87	0.0	98.0	96.7
Grade 8	109	94	87	0	92	86	0	92	86	0.0	97.9	98.9
All Grades	531	493	464	0	482	455	0	482	455	0.0	97.8	98.1

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2426.	2449.		15.49	21.54		38.03	35.38		22.54	26.15		23.94	16.92
Grade 4		2488.	2501.		18.52	21.31		37.04	47.54		35.19	22.95		9.26	8.20
Grade 5		2531.	2529.		28.17	28.85		28.17	25.00		23.94	32.69		19.72	13.46
Grade 6		2506.	2509.		11.34	10.58		20.62	23.08		35.05	38.46		32.99	27.88
Grade 7		2553.	2499.		20.62	12.64		26.80	6.90		30.93	33.33		21.65	47.13
Grade 8		2578.	2602.		30.43	32.56		18.48	23.26		26.09	24.42		25.00	19.77
All Grades	N/A	N/A	N/A		20.75	20.22		26.97	25.27		29.05	30.33		23.24	24.18

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.72	30.77		59.15	50.77		21.13	18.46
Grade 4		20.37	27.87		66.67	60.66		12.96	11.48
Grade 5		32.39	26.92		46.48	61.54		21.13	11.54
Grade 6		12.37	15.38		55.67	55.77		31.96	28.85
Grade 7		18.56	9.20		59.79	43.68		21.65	47.13
Grade 8		28.26	36.05		46.74	48.84		25.00	15.12
All Grades		21.58	23.30		55.19	52.75		23.24	23.96

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.54	23.08		53.52	55.38		23.94	21.54
Grade 4		20.37	29.51		62.96	62.30		16.67	8.20
Grade 5		26.76	23.08		54.93	59.62		18.31	17.31
Grade 6		13.40	6.73		48.45	63.46		38.14	29.81
Grade 7		21.65	12.64		58.76	51.72		19.59	35.63
Grade 8		26.09	31.40		48.91	53.49		25.00	15.12
All Grades		21.58	19.78		53.94	57.58		24.48	22.64

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.49	23.08		66.20	66.15		18.31	10.77
Grade 4		14.81	24.59		70.37	65.57		14.81	9.84
Grade 5		22.54	15.38		69.01	63.46		8.45	21.15
Grade 6		10.31	12.50		65.98	62.50		23.71	25.00
Grade 7		15.46	11.49		67.01	66.67		17.53	21.84
Grade 8		23.91	29.07		58.70	55.81		17.39	15.12
All Grades		17.01	18.90		65.77	63.08		17.22	18.02

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Conclusions based on this data:

1. Grade 7 has the most students below standards in all areas of math.

2. Approximately 45.5 % of students either met or exceeded standards.

3. Grade 4 has the highest percentage of students at or exceeding standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		4	*
4	*		*	*		*	*		*	*		5
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	4	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										17	14	15

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	42.86	26.67	64.71	21.43	26.67	11.76	28.57	46.67	11.76	7.14	0.00	17	14	15

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	50.00	46.67	52.94	42.86	46.67	17.65	7.14	6.67	5.88	0.00	0.00	17	14	15

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Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	14.29	13.33	64.71	35.71	20.00	17.65	35.71	40.00	17.65	14.29	26.67	17	14	15

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Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	50.00	40.00	70.59	50.00	53.33	5.88	0.00	6.67	17	14	15

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Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.18	57.14	53.33	52.94	42.86	40.00	5.88	0.00	6.67	17	14	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	28.57	20.00	76.47	35.71	40.00	17.65	35.71	40.00	17	14	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	7.14	20.00	76.47	85.71	80.00	11.76	7.14	0.00	17	14	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 22/23 approx. 54% of our students scored at a Level 3 or 4 in Overall Language (approx. 94% in Oral Lang., 33% in Written Lang.)

2. In 22/23 approximately 93% of our student scored Well Developed or Somewhat/Moderately in both Listening and Speaking and 100% in Writing.

3. Due to the low number of students and high transitory rate, it is difficult to make any general conclusions.

School and Student Performance Data

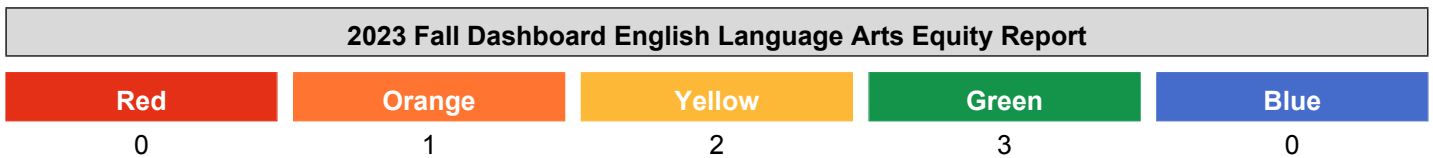## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
691	**27.9**	**2.3**	**0.3**
Total Number of Students enrolled in Admiral Akers School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	16	2.3
Foster Youth	2	0.3
Homeless		
Socioeconomically Disadvantaged	193	27.9
Students with Disabilities	76	11

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	77	11.1
American Indian	6	0.9
Asian	6	0.9
Filipino	29	4.2
Hispanic	196	28.4
Two or More Races	112	16.2
Pacific Islander	1	0.1
White	264	38.2

Conclusions based on this data:

1. About 28% of our students are socioeconomically disadvantaged (which is down from 44%), and approximately 11% (up from 10.3%) have been identified as having disabilities.

2. The majority of our population at Akers is white 38.2% and Hispanic 28.4%.

3. English Learners account for approximately 2.3%.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Students are performing well in English Language Arts.

2. Chronic absenteeism is an area of focus with consistent communication with parents.

3. Math is an area of concern.

School and Student Performance Data
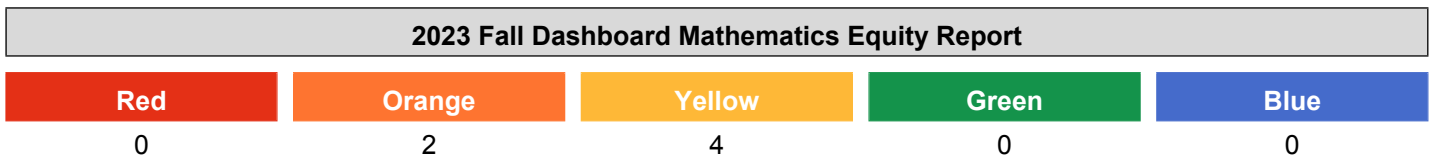
Academic Performance
English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	3	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	38.4 points below standard	Less than 11 Students
10.4 points above standard	Decreased Significantly -28.2 points	
Maintained -0.3 points		2 Students
426 Students	14 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0 Students	3.3 points below standard	57.1 points below standard
	Maintained +1 points	Maintained -2.1 points
	119 Students	61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green 2.2 points below standard Increased +8.5 points 51 Students	Fewer than 11 Students 4 Students	Fewer than 11 Students 5 Students	62.3 points above standard Increased +3.6 points 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 0.4 points above standard Decreased -7.3 points 112 Students	Green 19.1 points above standard Increased +5.8 points 73 Students	Less than 11 Students 1 Student	Green 11 points above standard Maintained +0.1 points 164 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 9 Students	Less than 11 Students 5 Students	11.5 points above standard Maintained +1.7 points 404 Students

Conclusions based on this data:

1. Akers is above standard in all areas of English Language Arts. In Language Arts we are 10.4 points above standard, which is a decrease .2 points over last year.

2. Our Filipino students score the highest, and our Hispanic and African-American students are the greatest area of concern.

3. Our students with disabilities are 57.1 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	4	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	90.9 points below standard	Less than 11 Students
13.2 points below standard	Decreased Significantly -42.2 points	
Maintained -1.6 points		2 Students
	14 Students	
423 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
0 Students	30.1 points below standard	65.9 points below standard
	Maintained +1.3 points	Increased Significantly +17.5 points
	117 Students	61 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow 29.8 points below standard Increased Significantly +19.7 points 50 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students	73.1 points above standard Increased +8.8 points 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 26.9 points below standard Decreased -4 points 110 Students	Yellow 8.3 points below standard Maintained +2.1 points 73 Students	Less than 11 Students 1 Student	Yellow 12.9 points below standard Decreased -7.9 points 164 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 9 Students	Less than 11 Students 5 Students	11.7 points below standard Maintained -1.4 points 401 Students

Conclusions based on this data:

1. In Mathematics we are 13.2 points below standard, which is a decrease of last year's 11.6 points below standard.

2. Our English Learners are 90.9 points below standard, which is a significant decrease as compared to last year's 48.6 points below standard.

3. Students with disabilities are 65.9 points below standard, which is an improvement over last year's 83.4 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
81.8 points above standard making progress towards English language proficiency
Number of EL Students: 11 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	1	1	8

Conclusions based on this data:

1. No conclusions based on available data, although progression seems very positive.

School and Student Performance Data

Academic Performance
College/Career Report

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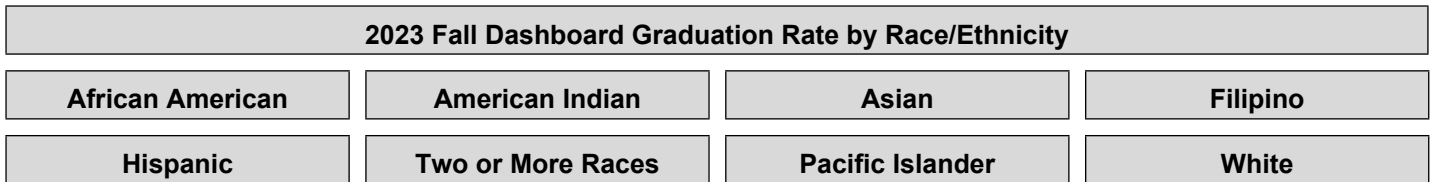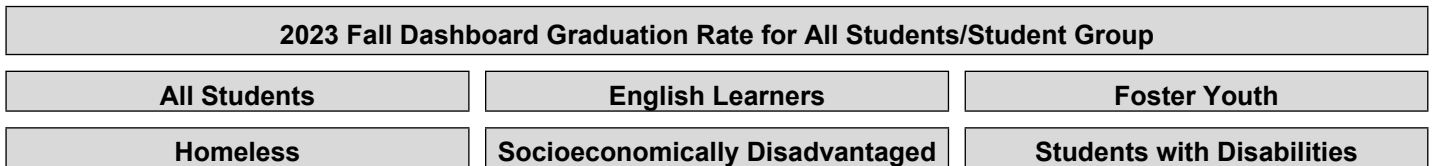
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data
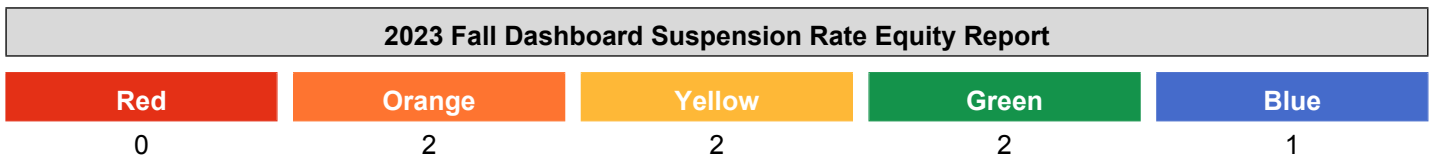
Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	11.1% Chronically Absent	Less than 11 Students
5% Chronically Absent	Declined -16.7	2 Students
Declined Significantly -10.2	18 Students	
742 Students		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
0 Students	5.3% Chronically Absent	5% Chronically Absent
	Declined Significantly -12.7	Declined -14.8
	226 Students	100 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	Less than 11 Students	Less than 11 Students	**Green**
6.1% Chronically Absent			2.9% Chronically Absent
Declined -9.3	6 Students	7 Students	Declined -2.9
82 Students			34 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	**Blue**	Less than 11 Students	**Blue**
6.7% Chronically Absent	2.5% Chronically Absent		4.6% Chronically Absent
Declined Significantly -16.9	Declined -11.7	1 Student	Declined Significantly -5.3
209 Students	118 Students		285 Students

Conclusions based on this data:

1. Our English Learners are 11.1 % chronically absent, which is an improvement over last year's 27.8%.

2. Hispanic and African American have similar levels of chronic absenteeism (6.7% and 6.1%, respectively.)

3. Chronic Absenteeism has declined significantly as compared to last year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	5.6% suspended at least one day	Less than 11 Students
2.2% suspended at least one day	Increased 5.6	2 Students
Declined -0.3	18 Students	
759 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
0 Students	2.6% suspended at least one day	1% suspended at least one day
	Increased 0.9	Declined -2
	229 Students	102 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	Less than 11 Students	Less than 11 Students	Blue
3.5% suspended at least one day	6 Students	7 Students	0% suspended at least one day
Declined -1.8			Maintained 0
86 Students			34 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	Less than 11 Students	Green
2.8% suspended at least one day	3.3% suspended at least one day	1 Student	1.4% suspended at least one day
Increased 0.6	Declined -0.3		Declined -0.5
217 Students	120 Students		288 Students

Conclusions based on this data:

1. In regard to Rac/Ethnicity, African Americans have the highest suspension rate at 3.5%, which is down from 5.3%.

2. Several groups/ethnicities have 0 or no reported suspensions.

3. Suspension alternatives and consistent discipline practices have been successful.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Implement effective standards-based, 21st century instruction that addresses the needs of all students and providing equity in opportunity for all students to meet or exceed grade level standards. In English/Language Arts, each grade level will increase number of meeting/exceeding students by 5% including all significant subgroups on the SBAC.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP GOAL #1:
All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

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.

School wide, we had 56% of our students meet or exceed standards on the 2021-22 ELA SBAC. For the 2022-23 school year, school wide, we had 55.68% students meet or exceed standards, a decrease .32%.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Statewide Assessments	All students distance from standard met ELA 10.4 points above standard.	All Students distance from Standard Met ELA - Decrease of .32 points above standard 2023 Dashboard
Implementation of Content and Performance Standards	Full Implementation	Full Implementation and Sustainability
Percentage of English Learners who made progress towards English language proficiency (ELPAC).	All students proficiency results (11 students) Overall: EL's who decreased at least one ELPI level - 9.1% EL's who maintained ELPI level - 9.1% EL's who maintained ELPI level 4 - 9.1% EL's who progressed at least one ELPI level - 72.7%	Increase in percentage in students moving up proficiency scale.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	STRATEGY: During the 2023-24 school year, Akers will differentiate reading instruction through the ExCEL model in grades K-5. This will allow students to receive small group, differentiated instruction targeting their areas of need. Teacher created Units of Study which are cross-curricular will be used to guide the order of content and standards. ELD instruction will be provided through ELD and SDAIE. Reading and Writing interventions will be used for target areas of need for students in all grades. In grades 6-8, lab classes will provide intervention for all students. Fully implement standards based reading and writing instruction incorporating CUESD state-adopted text and supplemental resources.	All Students	LCFF General Fund Lottery: Instructional Materials
1.2	Continue school-wide K-8 differentiated small group reading and intervention using differentiated materials. ELD instruction will be provided through ELD and SDAIE. Reading and Writing interventions will be used for target areas of need for students in all grades. Continue student access to books and school library resources to encourage independent reading and literacy skills.	All Students	General Fund LCFF Lottery: Instructional Materials
1.3	Akers will differentiate reading instruction through the ExCEL model. This will allow students to receive small group, differentiated instruction targeting their areas of need. Vocabulary development is the focus of academic walkthroughs for the 2022 - 23 school year.	All Students K-5	General Fund LCFF Lottery: Instructional Materials
1.4	All classrooms have the appropriate time allocations for content instruction for all students. Teacher created Units of Study which are cross-curricular will be used to guide the order of content and standards. Teachers will use a direct instructional model to teach the writing process in alignment to the grade level writing standards. Intervention electives are assigned to students in need, which will allow students to receive small group, differentiated instruction targeting their	All Students 6-8	LCFF No Additional Costs General Fund

	areas of need. Continue student access to books and school library resources to encourage independent reading and literacy skills.			Lottery: Instructional Materials Library General Fund
1.5	Teachers will use designated and integrated ELD instruction to meet the needs of English Learners. Differentiated instruction will be used to target the needs of students with disabilities, and other underperforming students to ensure access to grade level standards and core curriculum.	Designated English Language Learners, SWD, and underperforming students not identified as EL or SWD.		Lottery: Instructional Materials LCFF General Fund
1.6	Increase access and use of technology in the classroom to support instruction and access to grade level standards. Teachers will provide students with explicit instruction on the use of technology and applications. Provide on-site assistance to staff to support the use of technology to monitor student progress. 1:1 iPads for all students, document cameras and Apple TV in all classrooms.	All Students		General Fund District/Site Funding
1.7	Groups of teachers and administrators have received and continue to receive training around developing and sustaining PLCs and CFAs to support the learning of all students.	All students		LCFF No Additional Costs General Fund
1.8	Implement the district assessments in reading including iready, IAB's and FIAB's. Use formative assessments to monitor student progress. Follow the district adopted testing calendar and include site-based assessments to reflect required assessments, formative assessments and state testing.	All Students		None Specified No Additional Costs
1.9	Increase number of books in the school library by integrating identified literacy library resources. Promote independent reading and incentives (Accelerated Reading) that will lead to increased independent reading and improved literacy skills.	All Students		Library General Fund No Additional Costs
1.10	Increased student attendance and improve student discipline through use of relationship building, family connectedness training, Anchored for Life, Deployment Club, and student access to school counselor as well as district psychologist.	All Students		General Fund

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics - Implement effective standards-based, 21st century instruction that addresses the needs of all students and providing equity in opportunity for all students to meet or exceed grade level standards. In mathematics, each grade level will increase number of meeting/exceeding students by 5% including all significant subgroups on the SBAC.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP Goal #2
Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

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.

45.49 of all students in grades 3-8 met or exceeded the standards, a decrease of 2.23% and 13.2 points below standards. In math, our English Learners are 90.9 points below standards and our students with disabilities are 65.9 points below standard.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Statewide Assessments - Mathematics	All Students Distance from Standard Met Math -13.2 points below standards, a decrease of 1.6 2023 Dashboard	All Students Distance from Standard Met Math - Increase 5 points Fall 2024 Dashboard
Implementation of SBE Adopted Standards	Full Implementation	Full implementation and sustainability

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	STRATEGY: During the 2023-24 school year, Akers will continue to implement the new California Standards. Instruction will be differentiated as needed to ensure that all students' needs are met.	All Students	General Fund

	Teacher created Units of Study will be used to guide the order of content and standards.		LCFF
2.2	Common formative assessments will be created in math both site and district wide. Math intervention will continue for grades 3rd – 8th. Provide differentiated mathematics instruction/intervention based on identified student need. Follow the district adopted testing calendar and include site-based assessments to reflect required assessments, formative assessments and state testing.	All Students	Interventions/ Donation Account District Funded General Fund
2.3	Grade level teams will identify basic grade level math skills and monitor student progress of these skills. Students not meeting expected progress will participate in math intervention (such as math lab, Focus Period, SAS, homework club, and before, during, and after school). Students who have mastered the standards will receive extension/enrichment.	All Students	General Fund Interventions/ Donation Account
2.4	Increase access and use of technology in the classroom to support instruction and access to grade level standards.	All Students	General Fund District/Site Funding
2.5			District Funded No Additional Costs General Fund
2.6			No Additional Costs
2.7			General Fund

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Although the overall scores in math decreased a few points, interventions are proving to be effective as evidenced by progress on district iready assessments.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

100% of Akers teachers will receive professional development, either through outside opportunities or as part of our Professional Learning Communities.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP Goal #3:
All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

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.

Akers ADA for the 2022-23 school year averaged approximately 96.74%.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Attendance	Average daily attendance 96.27% P2 data Spring 2023	Average daily attendance 97% P2 data Spring 2024
Chronic Absenteeism	Chronic absenteeism rate indicator 5.0% Dashboard, 2023	Chronic absenteeism rate indicator to maintain below 3.0% Dashboard, 2024
Pupil Suspension	Suspension Rate 2.2% Dashboard, 2023	Suspension Rate 2.0% Dashboard Fall 2024
Pupil Expulsion	Expulsion Rate 0.0%	Expulsion Rate 0.0%

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Wide Behavior Expectations posted and reviewed with students, staff, and parents.	All Students	General Fund

3.2	Strategic student connectedness activities between staff and students.	All Students	General Fund No Additional Costs
3.3	Counseling services both district provided and Navy provided through Military Family Life Counselor	All Students	District Funded No Additional Costs Other
3.4	Multi-Tiered Systems of Support	All Students	LCFF
3.5	Attendance Incentives, behavior incentives	All Students	General Fund District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

100% of English learners will receive designated ELD instruction as well as integrated ELD. Students will be monitored on a trimester basis and redesignated as appropriate.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Meet the needs of English Learners to acquire English Language Proficiency and academic proficiency.

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.

Akers has a small percentage of students identified as English Learners, yet it is important that their needs are met through designated and integrated ELD instruction.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Programs/Services to enable English Learners to access CA and ELD standards	No reported SBAC scores for English Learners Not a significant subgroup.	English Learners to have a positive points above standard 2024 Dashboard
Percentage of English Learners who make English Proficiency progress	81.8% making progress towards English Language proficiency.	90% of English Learners will make progress. 2024 ELPAC data
English Learner Reclassification Rate	One student was reclassified out of 11 identified students.	Continue with positive reclassification numbers

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	KCOE ELD coaching for teaching staff and adminstration	English Learners	LCFF
4.2	During school intervention focusing on English language acquisition.	English Learners	LCFF

4.3	RFEP celebration at the end of the school year.	English Learners	
			LCFF

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

100% of teachers will be assigned to teach content they are credentialed to teach.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP GOAL #2:
Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	STRATEGY: Campus walk-throughs will occur monthly to address safety/maintenance concerns. We will partner with our school resource officer and security to discuss and implement needed safety measures. Teacher assignment monitoring will continue to be a district function. Continue to support the district in hiring highly qualified teachers by participating in the interview process. • Ongoing		No additional costs
5.2	Akers has 100% of teaching staff as highly qualified. • Ongoing		No additional costs

5.3	Akers has 0% of teaching staff mis-assigned to teach specific content areas. • Ongoing			No additional costs
5.4	Akers scored exemplary on the Williams Visit at the start of the 2023-24 school year. • Ongoing			No additional costs
5.5	Every classroom has the required state-adopted textbooks and materials for each student. • Ongoing			No additional costs
5.6	MTSS implementation • Ongoing			General Fund

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

100% of English learners will receive Designated ELD instruction as well as Integrated ELD. Students will be monitored on a trimester basis and redesignated as appropriate.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP GOAL #3:
Meet the needs of English Learners to acquire English Proficiency and Academic Proficiency.

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.

Akers would like to have an improvement in the number of students being reclassified as well as reclassification criteria and protocols for EL students who have IEPs.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	STRATEGY: Teachers will receive ELD professional development through the district adjusted professional development days. Teachers will continue to work together to provide ELD instruction. Student progress will be monitored and intervention plans will be made for those students not making adequate progress. Implement instructional strategies that provide good first instruction and support English learners, students with disabilities, and other underperforming students in reading, writing, and mathematics targeted to the students' proficiency levels in speaking, listening, reading and writing. • Ongoing		General Fund

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Increase ADA to 97%. We will reduce the number of discipline referral tickets by 10% through improved classroom management techniques, trainings, and positive reinforcement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP GOAL #4:
Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions, and bullying.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	STRATEGY: Attendance will be monitored regularly and truancy letters will be sent home as needed. Parent intervention/education will take place to notify parents of SARB procedures. Parents will receive SARB brochures and Saturday School notices as needed to improve their child's attendance. In accordance with our bully plan, we will continue to have bullying a topic discussed at each staff meeting. We will have assemblies that address bullying for all grades and teachers will implement Second Step Lessons throughout the year. Student incident reports will be handled immediately and non-structured time during the school day will have targeted adult supervision. We will partner with our school resource officer as needed to ensure a safe learning environment for all.		No additional costs

		Attendance monitoring, truancy letters, and SARB • Ongoing		
	7.2	Saturday School remediation offered to all students ¬-Ongoing		District Funded
	7.3	Incentives for attendance through the Eagle Buck store • Ongoing		Attendance budget
	7.4	Trimester reward activities for students with no-referrals • Trimester		No additional costs
	7.5	Good behavior rewarded through Student of the Month and Student of the Trimester. • Monthly		No additional costs
	7.6	Promote student attendance and good citizenship to support daily access to core instruction and services. • Ongoing		General Fund/ attendance incentives
	7.7	Bullying addressed at staff meetings. • Ongoing		No additional costs
	7.8	School-wide assemblies addressing policies, procedures, and rules. Assemblies that target the issue of bullying. • Ongoing Fall and Spring		General Fund
	7.9	Teachers will implement Social Emotional Learning Lessons in the primary classrooms and Common Sense Media lessons in 6th-8th classrooms. • Ongoing		No additional costs
	7.10	Bully reports and student discipline issues will be investigated and processed immediately. • Ongoing		No additional costs
	7.11	We will participate in Red Ribbon week with a focus on being bullied and drug free. ¬-Week in October		No additional costs

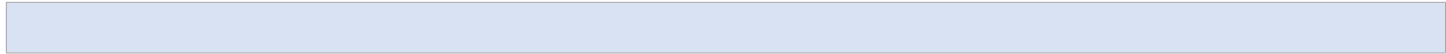| 7.12	Deployment groups will meet regularly to support students who have a deployed parent. • Ongoing		District Funded
7.13	MTSS – Multi-tiered system of support district and site development		No additional costs for site

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review
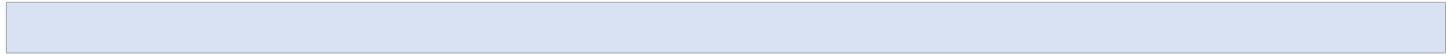
SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

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

X School Principal

X Classroom Teachers

X Other School Staff

X Parent or Community Members

Name of Members	Role
Thalia Dabdub-Adames	Parent or Community Member
Rachelle Erickson	Parent or Community Member
Joshua Norris	Parent or Community Member
Terrace Sanders	Parent or Community Member
Sharon Shaw-Porter	Parent or Community Member
Jennifer Escola	Classroom Teacher
Katie Kirby	Classroom Teacher
Lauren Thayer	Classroom Teacher
Sabrina Vernon	Other School Staff
Heiko Sweeney	Principal
Darin Denney	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/15/24.

Attested:

[signature]	Principal, Heiko Sweeney on 4/15/24
[signature]	SSC Chairperson, Rachelle Erickson on 4/15/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements
This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

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

Requirements for the Plan
II.   The SPSA shall include the following:
    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

* ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

* ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

* ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Elementary School	16-63883-6010300	5/3/2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Central Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by Central Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School-Wide Plan meets the ESSA (Every Student Succeeds Act) requirements through: A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards through evidence-based strategies and actions. Our school implements challenging academic standards in reading, math, and science, using state-adopted curriculum that will prepare students to succeed in college and career. These standards apply to all students, including those with learning disabilities. State assessments are administered annually in ELA, Math, Science, and English Proficiency. Student achievement, progress, English language proficiency, discipline rates, and chronic absenteeism are monitored regularly.Throughout the year, multiple educational partners discuss available data and share their thoughts on areas for improvement in student achievement as well as focused on student groups that are areas of focus.

The site continually analyzes our local data and the California Dashboard during Professional Learning Community meetings, District Advisory Committee meetings, School Site Council Meetings, District Instructional Leadership Team meetings, Site Leadership Team meetings, Staff Meetings, Student Leadership Teams, English Learner Advisory Counsel (ELAC), and various other forums. Through the process of developing this plan, we carefully aligned with the LCAP and with specific actions to meet the needs of our student groups. The current LCAP Plan goals are as follows:

Goal 1: All students provided CONDITIONS FOR LEARNING leading to college and career readiness.

Goal 2: Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Goal 3: All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making

Central's plan to meet the Every Student Succeeds Act and align with all appropriate agencies includes the following focus areas:
Decrease chronic absenteeism
Decrease suspension rates
Strengthen campus culture/student connectedness, to ensure a safe and healthy campus
Increase ELA Academic Performance
Increase Math Academic Performance

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Educational Partners are crucial to SPSA development, review, and update. The site engages is students, parents and staff individually through surveys and regular conversations. Partners are also involved in the SPSA process through a variety of staff, parent, and other partners committees and meetings. The Continuous Cycle of Improvement is the framework for these opportunities to share relevant data, analyze with educational partners, and seek input.

School Site Council - 10/5/23, 11/3/23, 4/4/24 & 5/3/24
Indian Education Council - 9/19/23, 10/19/23, 11/16/23, 2/4/24, 3/19/24, & 4/16/24
Staff Meetings -8/14/23, 9/14/23, 10/26/23, 11/9/23, 12/14/23, 1/25/24 and 4/25/24
Site Leadership Team Meetings - 8/17/23, 10/19/23, 1/18/24, 2/15/24, & 3/14/24

| P3CC Team Meetings and Convenings - 9/21/23-9/22/23, 10/30/23, 12/4/23,1/22/24, 2/8/24-2/9/24, 3/5/24, 4/18/24, 5/9/24-5/10/24 & 5/20/24 |
| After School Program (KCOE) - 9/6/23 and 3/16/24 |

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No resource inequites were identified as a result of the required needs assessment.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Central Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	28.5%	28.99%	25.6%	74	80	64
African American	0.4%	%	0.4%	1	0	1
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	56.5%	58.33%	60%	147	161	150
Pacific Islander	%	%	0%		0	0
White	6.5%	4.35%	6%	17	12	15
Multiple/No Response	8.1%	8.33%	8%	21	23	20
			Total Enrollment	260	276	250

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	22	22	23
Grade 1	24	24	25
Grade 2	24	31	26
Grade3	34	28	36
Grade 4	29	38	26
Grade 5	39	30	29
Grade 6	28	39	29
Grade 7	32	28	31
Grade 8	28	36	25
Total Enrollment	260	276	250

Conclusions based on this data:

1. Overall, student enrollment continues to slightly decline.

2. Based upon this data, the two dominant populations (Hispanic and American Indian) have not remained consistent. The American Indian population is underreported due to Hispanic ethnicity being a primary indicator during enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	17	22	23	6.5%	8.0%	9.2%
Fluent English Proficient (FEP)	18	19	9	6.9%	6.9%	3.6%
Reclassified Fluent English Proficient (RFEP)	14	15		0.0%	5.4%	

Conclusions based on this data:

1. The EL enrollment has increased slightly over the last 3 years.

2. By looking at this data and moving more students into the RFEP category, it is evident that our ELD instructional strategies are working

3. There continues to be an increase in the reclassification rate of the EL population.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	30	35	0	29	35	0	29	35	0.0	96.7	100.0
Grade 4	29	36	26	0	35	26	0	35	26	0.0	97.2	100.0
Grade 5	41	30	27	0	29	26	0	29	26	0.0	96.7	96.3
Grade 6	28	38	28	0	36	28	0	36	28	0.0	94.7	100.0
Grade 7	31	31	30	0	29	30	0	29	30	0.0	93.5	100.0
Grade 8	30	37	27	0	36	27	0	36	27	0.0	97.3	100.0
All Grades	194	202	173	0	194	172	0	194	172	0.0	96.0	99.4

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2359.	2389.		10.34	17.14		13.79	17.14		13.79	28.57		62.07	37.14
Grade 4		2391.	2390.		5.71	7.69		11.43	11.54		17.14	23.08		65.71	57.69
Grade 5		2434.	2473.		6.90	11.54		13.79	30.77		24.14	15.38		55.17	42.31
Grade 6		2478.	2448.		0.00	3.57		22.22	17.86		44.44	25.00		33.33	53.57
Grade 7		2534.	2540.		10.34	0.00		24.14	43.33		34.48	36.67		31.03	20.00
Grade 8		2497.	2488.		2.78	7.41		25.00	14.81		22.22	25.93		50.00	51.85
All Grades	N/A	N/A	N/A		5.67	8.14		18.56	22.67		26.29	26.16		49.48	43.02

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Reading Demonstrating understanding of literary and non-fictional texts									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	17.14		*	60.00		*	22.86
Grade 4		8.57	*		48.57	*		42.86	*
Grade 5		*	*		*	*		*	*
Grade 6		0.00	*		58.33	*		41.67	*
Grade 7		*	10.00		*	80.00		*	10.00
Grade 8		8.33	*		44.44	*		47.22	*
All Grades		6.19	6.98		58.25	63.37		35.57	29.65

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Writing Producing clear and purposeful writing									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	8.57		*	48.57		*	42.86
Grade 4		5.71	*		34.29	*		60.00	*
Grade 5		*	*		*	*		*	*
Grade 6		2.78	*		55.56	*		41.67	*
Grade 7		*	13.33		*	70.00		*	16.67
Grade 8		8.33	*		41.67	*		50.00	*
All Grades		5.67	9.30		46.39	48.84		47.94	41.86

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Listening Demonstrating effective communication skills									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	5.71		*	65.71		*	28.57
Grade 4		11.43	*		68.57	*		20.00	*
Grade 5		*	*		*	*		*	*
Grade 6		8.33	*		75.00	*		16.67	*
Grade 7		*	10.00		*	83.33		*	6.67
Grade 8		2.78	*		69.44	*		27.78	*
All Grades		6.70	6.40		70.62	71.51		22.68	22.09

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	Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*	17.14		*	51.43		*	31.43
Grade 4		0.00	*		57.14	*		42.86	*
Grade 5		*	*		*	*		*	*
Grade 6		8.33	*		77.78	*		13.89	*
Grade 7		*	13.33		*	66.67		*	20.00
Grade 8		5.56	*		63.89	*		30.56	*
All Grades		7.73	10.47		61.86	58.72		30.41	30.81

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Conclusions based on this data:

1. Increases were made for all grade levels in the majority of performance indicators in areas tested.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	30	35	0	29	35	0	29	35	0.0	96.7	100.0
Grade 4	29	36	26	0	35	26	0	35	26	0.0	97.2	100.0
Grade 5	41	30	27	0	29	26	0	29	26	0.0	96.7	96.3
Grade 6	28	38	28	0	36	28	0	36	28	0.0	94.7	100.0
Grade 7	31	31	30	0	30	30	0	30	30	0.0	96.8	100.0
Grade 8	30	37	27	0	37	27	0	37	27	0.0	100.0	100.0
All Grades	194	202	173	0	196	172	0	196	172	0.0	97.0	99.4

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2400.	2407.		3.45	22.86		31.03	17.14		20.69	20.00		44.83	40.00
Grade 4		2426.	2391.		5.71	0.00		8.57	7.69		37.14	38.46		48.57	53.85
Grade 5		2422.	2473.		0.00	0.00		6.90	34.62		20.69	19.23		72.41	46.15
Grade 6		2470.	2418.		2.78	0.00		13.89	10.71		41.67	14.29		41.67	75.00
Grade 7		2430.	2520.		3.33	10.00		3.33	10.00		20.00	53.33		73.33	26.67
Grade 8		2473.	2445.		2.70	0.00		8.11	3.70		29.73	11.11		59.46	85.19
All Grades	N/A	N/A	N/A		3.06	6.40		11.73	13.95		29.08	26.16		56.12	53.49

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*	25.71		*	37.14		*	37.14
Grade 4		5.71	*		48.57	*		45.71	*
Grade 5		*	*		*	*		*	*
Grade 6		2.78	*		44.44	*		52.78	*
Grade 7		3.33	16.67		23.33	40.00		73.33	43.33
Grade 8		0.00	*		51.35	*		48.65	*
All Grades		3.06	9.88		45.92	37.79		51.02	52.33

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*	22.86		*	40.00		*	37.14
Grade 4		2.86	*		51.43	*		45.71	*
Grade 5		*	*		*	*		*	*
Grade 6		0.00	*		58.33	*		41.67	*
Grade 7		0.00	10.00		46.67	73.33		53.33	16.67
Grade 8		2.70	*		54.05	*		43.24	*
All Grades		2.04	6.98		53.57	48.84		44.39	44.19

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*	14.29		*	60.00		*	25.71
Grade 4		11.43	*		54.29	*		34.29	*
Grade 5		*	*		*	*		*	*
Grade 6		11.11	*		52.78	*		36.11	*
Grade 7		0.00	10.00		56.67	73.33		43.33	16.67
Grade 8		5.41	*		67.57	*		27.03	*
All Grades		7.14	6.40		56.63	57.56		36.22	36.05

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Conclusions based on this data:

1. At this time, there is no data over multi-periods of time that provides a clear conclusion of growth or a decrease in any area, however there are some slight improvement areas noted.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	4	*
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	5	*	4
4	*	*	*	*	*	*	*	*	*	*	4	*
5	*	*	*	*	*	*	*	*	*	5	*	*
6	*	*	*	*	*	*	*	*	*	*	4	*
7		*	*		*	*		*	*		*	4
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										21	24	24

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	16.67	16.67	28.57	20.83	33.33	33.33	33.33	37.50	19.05	29.17	12.50	21	24	24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	25.00	37.50	47.62	33.33	37.50	9.52	20.83	12.50	19.05	20.83	12.50	21	24	24

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	12.50	4.17	19.05	16.67	25.00	47.62	25.00	37.50	28.57	45.83	33.33	21	24	24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	12.50	37.50	66.67	70.83	37.50	14.29	16.67	25.00	21	24	24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.10	33.33	54.17	47.62	50.00	37.50	14.29	16.67	8.33	21	24	24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	12.50	4.17	61.90	33.33	54.17	33.33	54.17	41.67	21	24	24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students ||||||||||||
| | Well Developed ||| Somewhat/Moderately ||| Beginning ||| Total Number of Students |||
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	16.67	4.17	52.38	54.17	79.17	33.33	29.17	16.67	21	24	24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Because of the small population of English Learners, summative data in this area does not provide adequate information

School and Student Performance Data

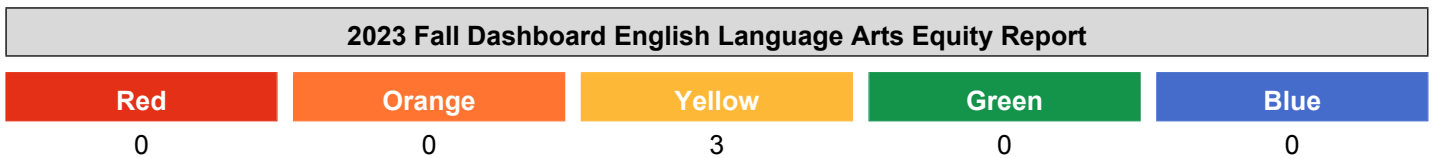## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
250	**61.2**	**9.2**	**2.8**
Total Number of Students enrolled in Central Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	9.2
Foster Youth	7	2.8
Homeless	1	0.4
Socioeconomically Disadvantaged	153	61.2
Students with Disabilities	29	11.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.4
American Indian	64	25.6
Hispanic	150	60
Two or More Races	20	8
White	15	6

Conclusions based on this data:

1. One student was identified as homeless on this campus during the 22/23 school year.

2. A total of 61.2% of students are Socioeconomically disadvantaged which is a slight decease from the previous school year (62.7%).

3. A total of 11.6% of students have been identified as students with disabilities which is a slight increase from 11.2% from the 21/22 school year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to the small population of English Learners, no performance color has been assigned.

2. Performance indicators in chronic absenteeism and suspension rates decreased from Very High for all students in the 21/22 school year to Medium or Yellow results in both areas.

3. Performance indicators improved to a Yellow for the 22/23 school year from Low levels the previous year in the areas of ELA and Math for all students tested.

School and Student Performance Data

Academic Performance
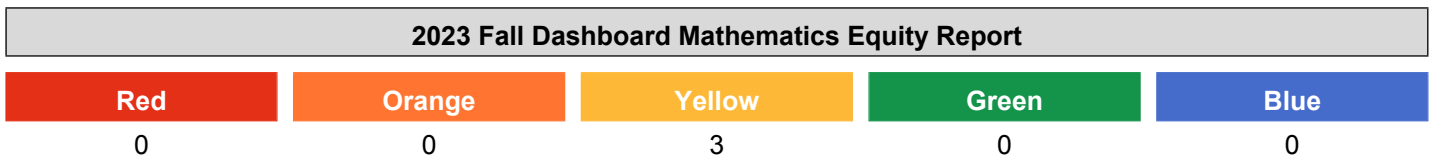### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	81.2 points below standard	Less than 11 Students
52 points below standard	Decreased Significantly -30.4 points	
Increased +6.6 points		6 Students
164 Students	15 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	98.8 points below standard
	49.6 points below standard	Increased Significantly +25.7 points
1 Student	Increased +10.8 points	
	108 Students	25 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Yellow	No Performance Color	No Performance Color
1 Student	66.5 points below standard	0 Students	0 Students
	Increased +10.9 points		
	38 Students		

Hispanic	Two or More Races	Pacific Islander	White
Yellow	76.4 points below standard	No Performance Color	32.7 points below standard
44.6 points below standard	Increased Significantly +26.6 points	0 Students	13 Students
Increased +7.8 points	14 Students		
98 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.1 points below standard	Less than 11 Students	51.8 points below standard
Decreased Significantly -48.1 points		Increased +10.9 points
12 Students	3 Students	143 Students

Conclusions based on this data:

1. A total of 164 students who tested in 2023 scored within the "Yellow" indicator level. This is a 6.6 point increase from the previous year and movement from a "Low" to a "Medium" level.

2. American Indian students moved from an indicator of "Very Low or Red" for the 2022 school year to a "Medium or Yellow" for the 2023 school year as they increased by 10.9 points.

3. Hispanic students moved from an indicator of "Low or Orange" for the 2022 school year to a "Medium or Yellow or" for the 2023 school year as they increased by 7.8 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	79.7 points below standard	Less than 11 Students
76.8 points below standard	Increased +4 points	
Increased +8.7 points		6 Students
164 Students	15 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	133.9 points below standard
	70.7 points below standard	Increased +3.2 points
1 Student	Increased Significantly +21.6 points	25 Students
	108 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Yellow	No Performance Color	No Performance Color
1 Student	89.4 points below standard	0 Students	0 Students
	Increased Significantly +21.3 points		
	38 Students		

Hispanic	Two or More Races	Pacific Islander	White
Yellow	85.6 points below standard	No Performance Color	53.9 points below standard
71.9 points below standard	Increased Significantly +16.6 points	0 Students	13 Students
Increased +6 points	14 Students		
98 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.5 points below standard	Less than 11 Students	78.5 points below standard
Increased Significantly +18.8 points		Increased +9.9 points
12 Students	3 Students	143 Students

Conclusions based on this data:

1. A total of 164 students who tested in 2023 scored within the "Yellow" indicator level. This is a 8.7 point increase from the previous year and movement from a "Low" to a "Medium or Yellow" level.

2. American Indian students moved from an indicator of "Very Low or Red" for the 2022 school year to a "Medium or Yellow" for the 2023 school year as they increased by 21.3 points.

3. Socioeconomically disadvantaged students moved from an indicator of "Low or Orange" for the 2022 school year to a "Medium or Yellow" for the 2023 school year as they increased by 21.6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
60.9 points above standard making progress towards English language proficiency
Number of EL Students: 23 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	4	1	13

Conclusions based on this data:

1. There was an increase of EL students over the past year. Current total is 23 and up from 17 students.

2. The 23 students scored 60.9 points above standard and progress toward English language proficiency

3. Due to the small population, there is no performance level assigned to this group.

School and Student Performance Data
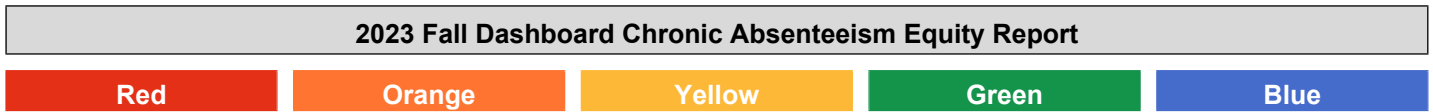
Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue

Lowest Performance (left) — **Highest Performance** (right)

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	14.3% Chronically Absent	7.1% Chronically Absent
17.2% Chronically Absent	Declined -49.7	Declined -40.2
Declined Significantly -46.6	28 Students	14 Students
261 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
1 Student	19.2% Chronically Absent	20.6% Chronically Absent
	Declined Significantly -44.6	Declined -59.4
	167 Students	34 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Yellow 13.2% Chronically Absent Declined -59.6 68 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 22.9% Chronically Absent Declined Significantly -42.1 157 Students	0% Chronically Absent Declined -52.2 20 Students	No Performance Color 0 Students	0% Chronically Absent Declined -29.4 15 Students

Conclusions based on this data:

1. A total of 34 Students with Disabilities accounted for a "Orange or Low" indicator score in the area of Chronic Absenteeism for the 2022/23 school year. An improvement from a "Very High or Red" from the 21/22 school year. This is a 20.6% decline of chronic absenteeism for Students with Disabilities population who have improved their attendance.

2. A total of 157 Hispanic students accounted for a "Yellow or Medium" indicator score in the area of Chronic Absenteeism for the 2022/23 school year. An improvement from a "Very High or Red" from the 21/22 school year. This is a 22.9.% decline of chronic absenteeism for the Hispanic student population who have improved their attendance.

3. A total of 68 American Indian students accounted for a "Yellow or Medium" indicator score in the area of Chronic Absenteeism for the 2022/23 school year. An improvement from a "Very High or Red" from the 21/22 school year. This is a 13.2% decline of chronic absenteeism for the American Indian student population who have improved their attendance.

School and Student Performance Data
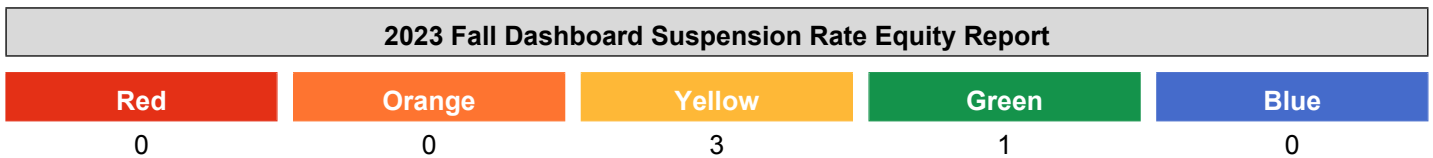
Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	3.6% suspended at least one day	6.7% suspended at least one day
6.4% suspended at least one day	Declined -0.3	Declined -19.6
Declined Significantly -2.3	28 Students	15 Students
264 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Green
1 Student	5.9% suspended at least one day	2.9% suspended at least one day
	Declined Significantly -5.2	Declined -2.8
	170 Students	34 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Yellow 5.7% suspended at least one day Declined -5.3 70 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 7% suspended at least one day Declined Significantly -1.1 157 Students	4.8% suspended at least one day Declined -8.3 21 Students	No Performance Color 0 Students	6.7% suspended at least one day Increased 6.7 15 Students

Conclusions based on this data:

1. American Indian, Hispanic and Socio-economic disadvantaged populations indicated decreases in suspension rates for the 22/23 school year. Indicators reported the following declines in 22/23: American Indian a 5.3%, Hispanic 1.1%, and SES 5.2%. All indicators moved from a "Very High or Red" suspension rate in 21/22 to a "Medium or Yellow" suspension rate in 22/23.

2. Students with Disabilities demonstrated a "High or Orange" suspension rate in the 21/22 school year and have moved to a "Medium or Yellow" during the 22/23 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Continue to provide all students with the CONDITIONS FOR LEARNING (broad educational program, qualified staff, standards aligned instructional materials, and well maintained facilities) due to no identified need.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP GOAL #1:
All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

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.

No need identified at this time.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Teachers appropriately assigned & fully credentialed 1B Pupil Access to standards-aligned Instructional Materials 1C Facilities maintained in good repair	1A Teachers - Goal Met 100% Teachers appropriately assigned 100% Teachers fully credentialed. (2023 SARC) 1B Instructional Materials Instructional Materials 100% (Sufficiency of Materials Fall 2023) 1C Facilities - Goal Met Exemplary (FIT Tool Fall 2023)	1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned 100% Teachers fully credentialed 1B Instructional Materials Instructional Materials 100% 1C Facilities Facilities Good or Better
2A Implementation of SBE adopted content and performance standards Pending Tool from Cindee		
2B Programs/Services enable ELs to access CA and ELD Standards	100% ELs access and enrollment in courses aligned to CA State Standards.	100% ELs access and enrollment in courses aligned to CA State Standards.

	100% ELs access and enrollment in ELD. (Master Schedule)	100% ELs access and enrollment in ELD. (Master Schedule)
7A Broad Course of study	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)
7B Programs/Services Unduplicated Students	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)
7C Programs/Services Students with exceptional needs	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Regular facility walks with site head custodian to identify and rectify identified needs. (as evidenced by metric 1C)	All Students	0 None Specified
1.2	Monitor the use of State Adopted materials and implementation of State Standards through regular classroom walkthroughs and ongoing conversations with staff. (as evidenced by metric 2A)	All Students	0 None Specified
1.3	Develop Master Schedule which provides access to all students and ensure that all students are enrolled in appropriate courses of study through regular monitoring. (as evidenced by metrics 7A, 7B, and 7C)	All Students	0 None Specified None Specified
1.4			None Specified
1.5			LCFF

1.6			LCFF
1.7			None Specified None Specified
1.8			None Specified
1.9			None Specified
1.10			None Specified
1.11			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Regular facility walks with site head custodian to identify and rectify identified needs continue take place and assist in maintaining the site's ability to meet all Williams Review requirements

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Central Elementary will reduce the Chronic Absenteeism Rate of Native American Students to 13% and Students with Disabilities to 17% as measured by the 2023 CA Schools Dashboard.

Central Elementary will reduce the Suspension Rate of Native American Students to 7% and Students with Disabilities to 5% as measured by the 2023 CA Schools Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP Goal #2:
Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

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.

Although the 2023 CA Schools Dashboard data demonstrated improvement in the areas of Chronic Absenteeism and Suspension Rates for Native American students and Students With Disabilities, continued effort needs to be made to decrease the trend for these specific populations.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5A School Attendance Rates	94.0% Spring 2023 P2 Data	96.5% Spring 2024 P2 Data
5B Chronic Absenteeism 5C Site Attendance Plan	CA Schools Dashboard 2023 Chronic Absenteeism Indicator All Students Yellow - 17.2% American Indian 13.2% SWD 20.6% Hispanic 22.9%	CA Schools Dashboard 2024 Chronic Absenteeism Rate Indicator All Students 12.5% American Indian 10% SWD 15% Hispanic 15%
6A Pupil Suspension	CA Schools Dashboard 2023	CA Schools Dashboard 2024

		Suspension Rate Indicator All Students Yellow 6.4% American Indian 5.7% SWD 2.9%	Suspension Rate Indicator All Students 5% American Indian 3.5% SWD 2.5%
6B Local Measures – Sense of Safety and School Connectedness	Local data Winter 2023 (Panorama) Sense of Safety 54% School Belonging/Connectedness 66%	Local data Winter 2024 (Panorama) Sense of Safety 60% School Belonging/Connectedness 70%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue to utilize site attendance plan to address attendance concerns through tiered levels systems of intervention and support for all students. (as evidenced by metric 5C)	All Students	0 General Fund/ attendance incentives
2.2	Utilize school wide expectations for student behavior and conduct to help guide disciplinary and corrective measures for student behaviors.	All Students	None Specified
2.3	Develop and enhance activities to assist in reaching out to students experiencing academic/social issues that are barriers to fully engaging in the school setting.	American Indian Students	60,000 Other
2.4	Continue to utilize support staff personnel (Counselor, Psychologist, LMFT, Tribal Social Services, After School Program, and Santa Rosa Rancheria Education Dept. and Recreation Dept. as support systems for student engagement and learning.	All Students	None Specified
2.5	Parent Engagement Activities and Parent Teacher Club to support parental involvement - National Parent Involvement Day and Family Academic Walkthroughs in the Fall and Spring, Morning Events - Grandparents Day, Muffins and Moms, Donuts and Dads, etc., Family Literacy Night - Parents, Phonics and Pizza	All Grade Levels	None Specified
2.6			None Specified
2.7			None Specified

2.8			None Specified
2.9			None Specified
2.10			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

School safety was made the greatest increase as students responded more favorably about their sense of safety while at school.

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

There was no significant change or difference from year to year impacting these outcomes.

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

There will be a continued effort made and exploration of services and resources to address the changing needs of students to feel connected and safe at school.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Central Elementary will aim to close the gap in ELA and Math.

- Decrease All Students ELA from 52 points below standard to 42 points below standard using evidence based curriculum as measured by the 2024 Dashboard ELA Indicator.
- Decrease All Students Math from 76.8 points below standard to 65 points below standard using evidence based curriculum as measured by the 2024 Dashboard Math Indicator.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP Goal #3:
All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on 2022 CA Schools Dashboard, all students are low in both ELA and Math. American Indian (AI) students and Students with Disabilities (SWD) are Very Low in both ELA and Math.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4A Statewide Assessments English Language Arts	CA Schools Dashboard 2023 Academic Performance indicator: ELA All Students 52 points below standard Native American Students 66.5 points below standard Students w/Disabilities 98.8 points below standard	CA Schools Dashboard 2024 Academic Performance Indicator: ELA ALL Students 42 points below standard Native American Students 55 points below standard Students w/Disabilities 85 points below standard
4A Statewide Assessments Mathematics	CA Schools Dashboard 2023 Academic Performance indicator Math All Students 76.8 points below standard Native American Students	CA Schools Dashboard 2024 Academic Performance Indicator: Math ALL Students 65 Points below Standard Native American Students

		89.4 points below standard Students w/Disabilities 133.9 points below standard	70 points below standard Students w/Disabilities 125 points below standard
Pupil Outcomes		Learning in Broad Course of Study ELA 99% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% (T2 Data) At least 1 Performance or Exhibit including Visual and/or Performing Arts	Learning in Broad Course of Study ELA 100% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% At least 1 Performance or Exhibit including Visual and/or Performing Arts

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to deliver a broad course of study for all students.	All Students	0 None Specified
3.2	Students will receive differentiated instruction based on students' strengths and needs aligned to rigorous grade level State Standards. Use of current assessments show students are making steady academic progress (Lexia, Accelerated Reading, Wonders, BPST's, Frys Word List, ESGI, IReady)	All Students	0 None Specified
3.3	Students will participate in tiered intervention services to increase skills and proficiency of grade level standards in Math and ELA. Intervention groups focusing on listening and speaking standards are offered to support student learning.	All Students	0 None Specified
3.4	Continue to make progress towards English Language development, proficiency and increase the Reclassification rate.	All EL students	0 None Specified
3.5	Staff will continue to focus on data that drives and develops school wide tiered levels of intervention (i.e. deployment and ongoing cycles of assessment) that aim toward improvement for understanding essential standards and learning targets.	All Students	None Specified
3.6			None Specified

3.7			None Specified
3.8			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, students made improvements in both ELA and Math as they demonstrated increases of 6.6 and 8.7 points in both areas.

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

There will be a continuance of current services with the allotted budget for the 24-25 school year.

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

No changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1			None Specified (Parent Involvement) None Specified
4.2			None Specified
4.3			None Specified
4.4			None Specified

4.5			None Specified
4.6			None Specified
4.7			None Specified
4.8			None Specified
4.9			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1			None Specified
5.2			None Specified
5.3			None Specified
5.4			None Specified
5.5			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1			None Specified
6.2			None Specified
6.3			None Specified
6.4			None Specified
6.5			None Specified

			Teachers will be making a focused effort to increase the EL students' exposure to print and language. Ongoing.
6.6			None Specified
6.7			None Specified
6.8			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1			None Specified
7.2			None Specified
7.3			None Specified
7.4			None Specified
7.5			None Specified

7.6			None Specified
7.7			None Specified
7.8			None Specified
7.9			None Specified
7.10			None Specified
7.11			None Specified
7.12			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

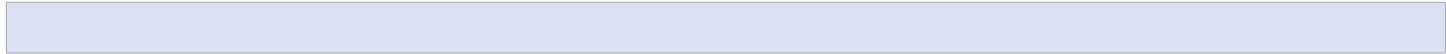# Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

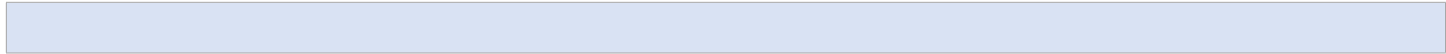# Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$60,000.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
General Fund/ attendance incentives	$0.00
None Specified	$0.00
Other	$60,000.00

Subtotal of state or local funds included for this school: $60,000.00

Total of federal, state, and/or local funds for this school: $60,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
General Fund/ attendance incentives	0.00
None Specified	0.00
Other	60,000.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund/ attendance incentives	0.00
	None Specified	0.00
	Other	60,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	60,000.00
Goal 3	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Anne Gonzales	Principal
Alyssa Camara	Classroom Teacher
Nicole Rocha	Classroom Teacher
Stephanie Billingsley	Classroom Teacher
Martha Maciel	Other School Staff
Kim Hernandez	Parent or Community Member
Kristene Kinder	Parent or Community Member
Vanessa Varela	Parent or Community Member
Esperanza Ortiz	Parent or Community Member
Yanet Vargas	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

[signature]	Principal, Anne Gonzales on 5/3/2024
[signature]	SSC Chairperson, Esperanza Ortiz on 5/3/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

   A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1.   The comprehensive needs assessment of the entire school shall:

         a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

         b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

            i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

            ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

   B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
R. J. Neutra Elementary School	16-63883-6010318	4/29/24	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by R. J. Neutra Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Neutra Elementary has been identified for ATSI for the following student groups:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by R. J. Neutra Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
⟩ Additional Targeted Support and Improvement
Neutra Elementary has been identified for ATSI for the following student groups:

The School-Wide Plan meets the ESSA (Every Student Succeeds Act) requirements through: A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards through evidence-based strategies and actions. Our school implements challenging academic standards in reading, math, and science, using state-adopted curriculum that will prepare students to succeed in college and career. These standards apply to all students, including those with learning disabilities. State assessments are administered annually in ELA, Math, Science, and English Proficiency. Student achievement, progress, English language proficiency, discipline rates, and chronic absenteeism are monitored regularly.Throughout the year, multiple educational partners discuss available data and share their thoughts on areas for improvement in student achievement as well as focused on student groups that are areas of focus.

The site continually analyzes our local data and the California Dashboard during Professional Learning Community meetings, District Advisory Committee meetings, School Site Council Meetings, District Leadership meeting, Site Lead Leadership meetings, Staff Meeting, Student Leadership Team, and various other forums. Through the process of developing this plan, we carefully aligned with the LCAP and with specific actions to meet the needs of our student groups. The current LCAP School Plan goals are as follows:

Goals 1:
All students provided CONDITIONS FOR LEARNING leading to college and career readiness.

All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness.

Goals 2:
Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Goal 3:
All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making

Neutra's plan to meet the Every Student Succeeds Act and align with all appropriate agencies includes focus areas to:
Decrease chronic absenteeism
Decrease suspension rates
Strengthen campus culture/student connectedness, to ensure a safe and healthy campus

Educational Partner Involvement

How, when, and with whom did R. J. Neutra Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As part of our review for the 2023-24 School Plan for Student Achievement (SPSA), data was gathered from student, parent, and staff surveys. Parent groups were also consulted during School Site Council (SSC), Grade Level Leads Meetings, Staff Meetings, and Site ILT Meetings.

School Site Leads Meeting
8/15/24
9/19/24

10/17/24
12/19/24
1/16/25
2/20/25
3/20/25
4/17/25
5/15/25

School Site Council (SSC)

Staff Meetings
8/22/24
9/12/24
9/26/24
10/10/24
10/24/24
11/7/24
11/28/24
12/12/24
1/9/25
1/23/25
2/13/25
2/27/25
3/13/25
3/17/25
4/10/25
4/24/25
5/8/25
5/22/25

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Neutra: Red Dashboard Indictor, suspensions, African American Students. In order to meet the need of all students a designed SEL block has been built into the master schedule from 8:00-8:30 each morning. Teachers use this time to provide lessons regarding students social and emotional needs. Teachers have created and clearly communicated classroom expectations and positive behavior incentives for all students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for R. J. Neutra Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	8.2%	9.83%	7.08%	40	45	31
Asian	1.4%	0.87%	2.28%	7	4	10
Filipino	4.7%	5.24%	3.88%	23	24	17
Hispanic/Latino	25.2%	23.36%	27.85%	123	107	122
Pacific Islander	0.6%	0.87%	0.68%	3	4	3
White	42.7%	43.67%	44.29%	209	200	194
Multiple/No Response	17.2%	16.16%	13.93%	84	74	61
			Total Enrollment	489	458	438

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	108	115	126
Grade 1	81	73	72
Grade 2	72	82	60
Grade3	84	70	59
Grade 4	70	63	59
Grade 5	74	55	62
Total Enrollment	489	458	438

Conclusions based on this data:

1. Although we have a high transient population, our student subgroups remain fairly consistent year to year.

2. We have had a drop in student enrollment from 608 in the 19-20 school year to currently 458..

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	7	8	8	1.4%	1.7%	1.8%
Fluent English Proficient (FEP)	7	6	7	1.4%	1.3%	1.6%
Reclassified Fluent English Proficient (RFEP)	4	0		0.0%	0.0%	

Conclusions based on this data:

1. Our number of students who are identified as English Learners has decreased from the 19-20 school year.

2. We have a very low percentage of EL students enrolled during the 21-22 school year at 1.7%.

3. Of the 1.7% of students 1.3% were Fluent English Proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	73	56	0	70	56	0	70	56	0.0	95.9	100.0
Grade 4	70	63	61	0	61	59	0	61	59	0.0	96.8	96.7
Grade 5	74	48	61	0	46	59	0	46	59	0.0	95.8	96.7
All Grades	230	184	178	0	177	174	0	177	174	0.0	96.2	97.8

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2451.	2452.		30.00	32.14		27.14	32.14		30.00	16.07		12.86	19.64
Grade 4		2537.	2514.		57.38	38.98		22.95	30.51		14.75	13.56		4.92	16.95
Grade 5		2543.	2536.		30.43	38.98		45.65	25.42		10.87	20.34		13.04	15.25
All Grades	N/A	N/A	N/A		39.55	36.78		30.51	29.31		19.77	16.67		10.17	17.24

Overall Achievement for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		27.14	32.14		54.29	51.79		18.57	16.07
Grade 4		34.43	38.98		62.30	50.85		3.28	10.17
Grade 5		26.09	35.59		67.39	50.85		6.52	13.56
All Grades		29.38	35.63		60.45	51.15		10.17	13.22

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		25.71	25.00		61.43	50.00		12.86	25.00
Grade 4		37.70	35.59		55.74	52.54		6.56	11.86
Grade 5		23.91	22.03		69.57	64.41		6.52	13.56
All Grades		29.38	27.59		61.58	55.75		9.04	16.67

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		11.43	16.07		78.57	71.43		10.00	12.50
Grade 4		36.07	20.34		62.30	69.49		1.64	10.17
Grade 5		10.87	20.34		80.43	72.88		8.70	6.78
All Grades		19.77	18.97		73.45	71.26		6.78	9.77

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		20.00	26.79		65.71	60.71		14.29	12.50
Grade 4		26.23	20.34		68.85	57.63		4.92	22.03
Grade 5		26.09	25.42		65.22	61.02		8.70	13.56
All Grades		23.73	24.14		66.67	59.77		9.60	16.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Neutra has consistently had more than 50% of our students score in the area of "at or near standard" or "above standard" in ELA on the CAASPP assessment for 2021-2022 school year.

2. According to the 2021-22 CAASPP data, our 5th grade students struggle the most with Listening.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	73	56	0	69	56	0	69	56	0.0	94.5	100.0
Grade 4	70	63	61	0	61	59	0	61	59	0.0	96.8	96.7
Grade 5	74	48	61	0	46	59	0	46	59	0.0	95.8	96.7
All Grades	230	184	178	0	176	174	0	176	174	0.0	95.7	97.8

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2460.	2463.		26.09	28.57		40.58	44.64		21.74	14.29		11.59	12.50
Grade 4		2530.	2517.		36.07	30.51		45.90	37.29		14.75	27.12		3.28	5.08
Grade 5		2539.	2536.		34.78	33.90		30.43	28.81		23.91	16.95		10.87	20.34
All Grades	N/A	N/A	N/A		31.82	31.03		39.77	36.78		19.89	19.54		8.52	12.64

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.13	33.93		47.83	51.79		13.04	14.29
Grade 4		55.74	54.24		37.70	38.98		6.56	6.78
Grade 5		36.96	38.98		52.17	44.07		10.87	16.95
All Grades		44.32	42.53		45.45	44.83		10.23	12.64

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.88	25.00		56.52	58.93		11.59	16.07
Grade 4		26.23	20.34		67.21	69.49		6.56	10.17
Grade 5		26.09	25.42		65.22	50.85		8.70	23.73
All Grades		28.41	23.56		62.50	59.77		9.09	16.67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.78	39.29		53.62	51.79		11.59	8.93
Grade 4		27.87	25.42		67.21	67.80		4.92	6.78
Grade 5		13.04	25.42		73.91	64.41		13.04	10.17
All Grades		26.70	29.89		63.64	61.49		9.66	8.62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Based on the data above, the percentage of students who met/exceeded standard increased from previous two years.

2. Based on the data above, concepts and procedures are a strength, especially in 4th grade.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	4	4
1		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades										7	7	8

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Overall Language
Percentage of Students at Each Performance Level for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. We do not have enough reportable data to draw conclusions due to our low number of English Learner students.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
438	**36.3**	**1.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in R. J. Neutra Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	1.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	159	36.3
Students with Disabilities	58	13.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	7.1
Asian	10	2.3
Filipino	17	3.9
Hispanic	122	27.9
Two or More Races	61	13.9
Pacific Islander	3	0.7
White	194	44.3

Conclusions based on this data:

1. 44% of our student population comes from socioeconomically disadvantaged households.

2. Our largest ethnicity subgroup is white at almost 44%

3. Almost 10% of our student population has been identified to be a student with a disability.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

1. We are doing a good job addressing our students' academic needs in English Language Arts and Mathematics as reported on the Dashboard.

2. Suspension rate has a high indicator.

3. Chronic Absenteeism has a high indicator.

School and Student Performance Data

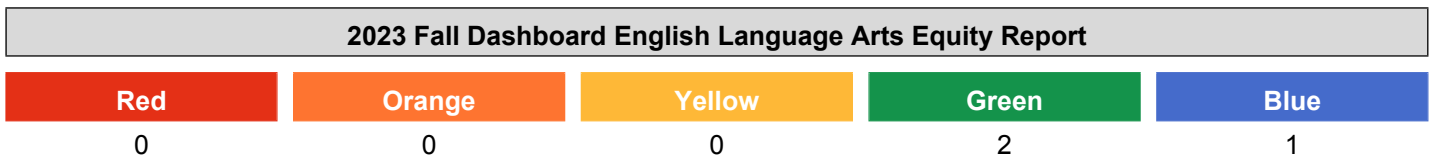## Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 38.6 points above standard Maintained -2.1 points 153 Students	Less than 11 Students 3 Students	Less than 11 Students 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	Green 17.4 points above standard Decreased Significantly -19.8 points 57 Students	48.9 points below standard Decreased Significantly -40.3 points 27 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
6 points above standard Decreased Significantly - 31.1 points 17 Students	No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 56.5 points above standard Increased +14.3 points 41 Students	33.5 points above standard Decreased Significantly - 15.2 points 18 Students	Less than 11 Students 2 Students	Green 32 points above standard Maintained -1.4 points 66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 1 Student	Less than 11 Students 2 Students	40 points above standard Maintained -1.6 points 146 Students

Conclusions based on this data:

1. All students reported on the Academic Performance for English Language Arts Scored at least high or very high.

2. All student groups were above standard.

3. Students with disabilities were 8.6 points below standard but No performance level was indicated as there were not enough students to create a group (only 7 students).

School and Student Performance Data
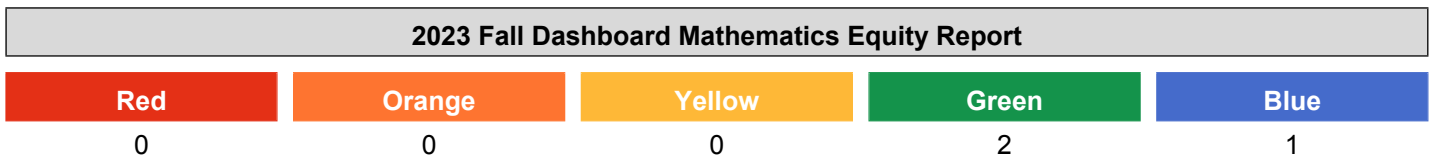
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 29.3 points above standard Maintained -0.8 points 153 Students	Less than 11 Students 3 Students	Less than 11 Students 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	Green 14.2 points above standard Decreased -7.2 points 57 Students	28.7 points below standard Decreased -3.8 points 27 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
12.6 points above standard	No Performance Color	Less than 11 Students	Less than 11 Students
Decreased -9.8 points	0 Students	4 Students	5 Students
17 Students			

Hispanic	Two or More Races	Pacific Islander	White
Blue	18.8 points above standard	Less than 11 Students	Green
36.5 points above standard	Decreased Significantly -16.4 points	2 Students	29.7 points above standard
Increased Significantly +24.8 points	18 Students		Decreased -4.1 points
41 Students			66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	28.7 points above standard
1 Student	2 Students	Maintained -1.4 points
		146 Students

Conclusions based on this data:

1. All students reported for academic performance in mathematics scored high or very high.

2. All student groups that had a performance level score above standard.

3. Students with disciplines didn't have enough to make a performance level indicator; however, they scored 25.0 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 4 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Not enough students to make a EL performance level indicator group.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	27.3% Chronically Absent	Less than 11 Students
8.1% Chronically Absent	0	1 Student
Declined Significantly -9.4	11 Students	
494 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
0 Students	10.1% Chronically Absent	11.4% Chronically Absent
	Declined Significantly -12.5	Declined -10.8
	169 Students	79 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Less than 11 Students	5% Chronically Absent
5% Chronically Absent	0 Students	10 Students	Declined -11
Declined -12			20 Students
40 Students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	Less than 11 Students	Green
12.7% Chronically Absent	7.2% Chronically Absent	5 Students	5.6% Chronically Absent
Declined -5.1	Declined -21		Declined Significantly -8.3
134 Students	69 Students		216 Students

Conclusions based on this data:

1. 17.5% of all students were considered chronically absent in 2021-22

2. Our Social Economically Disadvantaged reported group had the highest chronic absenteeism rate of 22.6% followed by Students with Disabilities at 22.2%.

3. Our hispanic sub group had the highest chronic absenteeism rate of 17.8%.

School and Student Performance Data
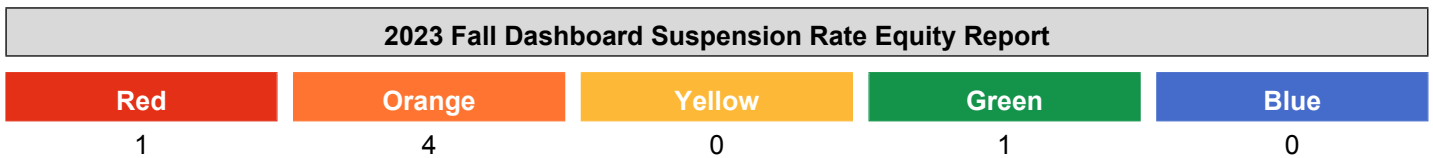
Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	0% suspended at least one day	Less than 11 Students
3.8% suspended at least one day	Maintained 0	1 Student
Increased 0.5	11 Students	
506 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0 Students	4.1% suspended at least one day	5% suspended at least one day
	Increased 1.2	Increased 2.1
	170 Students	80 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Less than 11 Students	0% suspended at least one day
9.5% suspended at least one day	0 Students	10 Students	Maintained 0
Increased 3.3			22 Students
42 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	Less than 11 Students	Orange
1.4% suspended at least one day	4.3% suspended at least one day	5 Students	4.1% suspended at least one day
Declined -1.7	Increased 0.6		Increased 1.1
138 Students	69 Students		220 Students

Conclusions based on this data:

1. In 2022, our African American subgroup had a very high indicator for suspension rates at 6.3%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Continue to provide the students with the Conditions for Learning by ensuring they receive a broad educational program delivered by qualify staff, our educational programs, facilities and materials.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP GOAL #1:
All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

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.

No identified need at this time.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Teachers appropriately assigned & fully credentialed 1B Pupil Access to standards-aligned Instructional Materials 1C Facilities maintained in good repair	1A Teachers - Goal Met 96% Teachers appropriately assigned 92% Teachers fully credentialed. (SARC) 1B Instructional Materials Instructional Materials 100% (Sufficiency of Materials 1C Facilities - Goal Met Exemplary	1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned 100% Teachers fully credentialed (SARC) 1B Instructional Materials Instructional Materials 100% (Sufficiency of Materials) 1C Facilities Facilities Good or Better (FIT Tool)
2A Implementation of SBE adopted content and performance standards		
2B Programs/Services enable ELs to access CA and ELD Standards	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (Master Schedule)

7A Broad Course of study	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)
7B Programs/Services Unduplicated Students	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)
7C Programs/Services Students with exceptional needs	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1			None Specified None Specified
1.2			None Specified None Specified
1.3			None Specified None Specified
1.4			None Specified
1.5			None Specified

			None Specified
			None Specified
1.6			None Specified
			None Specified
1.7			None Specified
			None Specified
1.8			None Specified
			None Specified
1.9			None Specified
			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Ensure that there are opportunities for parents, students, and the community to engage and participate collaboratively in the educational process.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP Goal #2:
Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

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.

Decrease chronic absenteeism
Decrease suspension rates
Strengthen campus culture/student connectedness, to ensure a safe and healthy campus

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent input in decision making and participation is adequately sought.	92% of parents agree Spring 2023 Parent LCAP Survey	94% of parents agree Spring 2023 Parent LCAP Survey
5A School Attendance Rates	95.5% Spring 2023 P2 Data	96% Spring 2024 P2 Data
5B Chronic Absenteeism	Chronic Absenteeism rate 17.5%	Chronic Absenteeism Rate 3.0
6A Pupil Suspension (Decrease in African American Suspension)	Suspension Rate Indicator 3.8% African American Suspension Rate Indicator 9.5%	Suspension Rate Indicator 2.0% African American Suspension Rate Indicator 2.0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School-Wide Behavior Expectations (Tier 1, Tier 2, Tier 3 for social emotional, academics, behavioral).	All Students	None Specified None Specified
2.2	Strategic student connectedness activities between staff, students, and community (Color Run, Family Engagement Opportunities, Spirit Assemblies, Kestrel/Student of the Month awards).	All Students	None Specified
2.3	Counseling Services , MFLC, & Behavior Intervention Aide	All Students	None Specified
2.4	Multi-Tiered Systems of Support (SOAR Academy, SOAR Club)	All students	None Specified None Specified None Specified
2.5	Attendance incentives and acknowledgments (SOAR Attendance, Announcing perfect attendance, attendance trophy, attendance magnets, attendance flags, attendance rally for TK-K students)	All Students	None Specified None Specified
2.6	Administration to regularly monitor attendance, contact parents, and coordinate SART/SARB as needed.	All Students	None Specified
2.7	Positive Behavior Incentives	All Students	

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of the strategies and activities are improving student connectedness and improving chronic absenteeism as well as discipline.

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

The intended implementation is showing improvement at this time.

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

No changes will be made at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Students will continue to make progress toward proficient achievement of state adopted standards.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Overarching LCAP Goal #3:
All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

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.

Students will continue to make growth toward meeting a proficiency level in iReady.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4A Statewide Assessments English Language Arts	CA Schools Dashboard 2023 Academic Performance Indicator Reading All Students High, 38.6 points above standard Socioeconomically Disadvantage 17.4 Above Standard 57 Students English Learners (Data not displayed - 2 students) Local Data - Winter iReady ELA All Students 54% Proficient Socioeconomically Disadvantage 27% Proficient SWD 25% Proficient	Academic Performance Indicator: ELA ALL Students Continue to score high on the performance index. American Indian Continue to score high on the performance index. Students with Disabilities Gain 10 points in this category on the performance level index. (Dashboard: 2023-24 data)
4A Statewide Assessments	CA Schools Dashboard 2023	Academic Performance Indicator: Math

Mathematics	Academic Performance Indicator Math All Students High, 29.3 points above standard Socio-economically Disadvantaged 4.2% Above Standard 57 Students English Learners (Data not displayed - 2 students) Local Data - Spring iReady Math All Students 34 % Proficient Socio-economically Disadvantaged 41% Above Standard 57 Students SWD 10% Proficient	ALL Students Continue to score high on the performance index. American Indian Continue to score high on the performance index. Students with Disabilities Gain 10 points in this category on the performance level index. (Dashboard: 2023-24 data)
4C Percentage of ELs making progress towards English Proficiency 4D English Learner Reclassification Rate	4C Percentage of ELs making progress towards English Language Proficiency Data Not Displayed - less than 11 students CA Schools Dashboard 2023 4D English Learner Reclassification Rate 0%	4C Percentage of ELs making progress toward English language proficiency Not enough students to make an indicator. (2023 Dashboard) 4D English Learner Reclassification Rate Not enough students to make an indicator.
8 Pupil Outcomes	Learning in Broad Course of Study ELA 99% Math 94% Science 99% Social Studies 99% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% (T2 Data) At least 1 Performance or Exhibit including Visual and/or Performing Arts	Learning in Broad Course of Study ELA 100% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% At least 1 Performance or Exhibit including Visual and/or Performing Arts

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	Monitor all student state/district assessments and provide interventions when necessary. Continue using small group reading to provide additional reading instruction to all students at their instructional learning level.	All Students	None Specified
3.2	Neutra continues to implement a intervention/enrichment program to supplement Neutra students in reading success. The small group reading instruction program created by Neutra staff continues to be the staple of reading instruction. It allows students to work at a skill level/group level that benefits each student. Student movement from group to group depends on skill need and is fluid.	All Students	None Specified
3.3	The focus this year during Team Time Tier 2 Intervention was mathematics to support students at their level.	All Students	None Specified
3.4	Teachers and classified staff provide before and after school tutoring.	All Students	None Specified
3.5	iReady will continue to be utilized for interventions. Students will meet the recommended 30-40 weekly minutes on their learning path.	All Students	None Specified
3.6			None Specified None Specified
3.7			None Specified
3.8			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1			None Specified
4.2			None Specified
4.3			None Specified
4.4			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1			No additional costs
5.2			No additional costs
5.3			No additional costs

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1			None Specified
6.2			None Specified
6.3			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1			None Specified

None Specified |
| 7.2 | | | No additional costs |
| 7.3 | | | None Specified |

7.4			No additional costs
7.5			None Specified
7.6			None Specified
7.7			Principal Assistant Principal Teachers
7.8			No additional costs
7.9			None Specified
7.10			No additional costs
7.11			None Specified
7.12			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Elizabeth Alvarado	Principal
Taylor Conover	Classroom Teacher
Bev Parker	Classroom Teacher
Jeff Shimmon	Classroom Teacher
Merri Marriano	Other School Staff
Ginny Grady Steele	Parent or Community Member
Ashley Lemaster	Parent or Community Member
Alexandria Parker	Parent or Community Member
Joshua Steel	Parent or Community Member
Chris Lehn	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on Apri 20, 2023.

Attested:

Michelle King	Principal, Elizabeth Alvarado on April 20, 2023
[signature]	SSC Chairperson, Chris Lehn on Apri 20, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

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

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

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

Requirements for the Plan
II.   The SPSA shall include the following:
    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stratford Elementary School	16-63883-6010326	April 17, 2024	May 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Stratford Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by Stratford Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Stratford School implements challenging academic standards in reading, math and science, using state-adopted curriculum that will prepare students to succeed in college and career paths. These standards apply to all students, including those with learning disabilities. State assessments are administered annually in English/Language Arts, Math, Science, and English Proficiency. Student achievement, progress, English language proficiency, discipline rates, and chronic absenteeism are regularly monitored.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of our review for the 2024-2025 Single Plan for Student Achievement (SPSA), data was gathered from students, parents, and staff members through surveys. Parent groups were also consulted during School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. Staff meetings are held twice per month, and leadership meetings once per month, for the purpose of gathering and sharing data.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

No resource inequities were identified from the required needs assessment.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

No state indicators were in the "red" or "orange" category for overall performance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups scored two or more performance levels below the "all student" performance level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

No other needs were noted.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Stratford Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	1.3%	1.76%	3.73%	4	5	11
African American	1.0%	1.76%	1.69%	3	5	5
Asian	0.7%	0.70%	0.34%	2	2	1
Filipino	0.7%	0.35%	0.34%	2	1	1
Hispanic/Latino	88.4%	88.73%	87.8%	266	252	259
Pacific Islander	1.0%	1.06%	1.02%	3	3	3
White	5.7%	3.17%	3.05%	17	9	9
Multiple/No Response	1.3%	2.46%	2.03%	4	7	6
			Total Enrollment	301	284	295

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	39	33	33
Grade 1	33	29	27
Grade 2	35	28	28
Grade3	36	32	30
Grade 4	39	33	33
Grade 5	30	40	36
Grade 6	38	31	47
Grade 7	21	34	28
Grade 8	30	24	33
Total Enrollment	301	284	295

Conclusions based on this data:

1. For the 2024-2025 school year, we will need two 8th grade teachers due to a large class size.

2. For the 2024-2025 school year, we will no longer need a 4/5 combination class due to smaller class sizes.

3. For the 2024-2025 school year, we will continue to need two 6th grade classes based on a large class size.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	72	95	106	23.9%	33.5%	35.9%
Fluent English Proficient (FEP)	62	46	39	20.6%	16.2%	13.2%
Reclassified Fluent English Proficient (RFEP)	57	42		6.9%	14.8%	

Conclusions based on this data:

1. Very few students were reclassified as fluent English proficient during the 2022-2023 school year.

2. The number of students identified as English Learners increased significantly during the 2022-2023 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	32	29	0	32	29	0	32	29	0.0	100.0	100.0
Grade 4	38	33	32	0	33	32	0	33	32	0.0	100.0	100.0
Grade 5	30	41	33	0	41	33	0	41	33	0.0	100.0	100.0
Grade 6	37	31	44	0	30	44	0	30	44	0.0	96.8	100.0
Grade 7	22	32	32	0	32	32	0	32	32	0.0	100.0	100.0
Grade 8	29	24	34	0	24	34	0	24	34	0.0	100.0	100.0
All Grades	192	193	204	0	192	204	0	192	204	0.0	99.5	100.0

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2368.	2445.		6.25	24.14		25.00	31.03		18.75	34.48		50.00	10.34
Grade 4		2411.	2410.		9.09	0.00		15.15	9.38		18.18	50.00		57.58	40.63
Grade 5		2424.	2443.		7.32	6.06		4.88	27.27		31.71	15.15		56.10	51.52
Grade 6		2455.	2451.		3.33	2.27		10.00	13.64		30.00	29.55		56.67	54.55
Grade 7		2515.	2481.		6.25	6.25		34.38	18.75		21.88	15.63		37.50	59.38
Grade 8		2511.	2535.		4.17	8.82		25.00	29.41		29.17	29.41		41.67	32.35
All Grades	N/A	N/A	N/A		6.25	7.35		18.23	21.08		25.00	28.92		50.52	42.65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25	*		68.75	*		25.00	*
Grade 4		9.09	0.00		63.64	71.88		27.27	28.13
Grade 5		4.88	6.06		56.10	69.70		39.02	24.24
Grade 6		6.67	2.27		36.67	50.00		56.67	47.73
Grade 7		3.13	6.25		71.88	53.13		25.00	40.63
Grade 8		*	5.88		*	58.82		*	35.29
All Grades		6.25	5.88		57.81	61.76		35.94	32.35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25	*		56.25	*		37.50	*
Grade 4		6.06	0.00		45.45	65.63		48.48	34.38
Grade 5		2.44	3.03		36.59	57.58		60.98	39.39
Grade 6		3.33	4.55		46.67	38.64		50.00	56.82
Grade 7		6.25	3.13		56.25	43.75		37.50	53.13
Grade 8		*	8.82		*	67.65		*	23.53
All Grades		5.73	6.37		46.88	55.88		47.40	37.75

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	*		65.63	*		34.38	*
Grade 4		3.03	3.13		75.76	62.50		21.21	34.38
Grade 5		9.76	6.06		58.54	72.73		31.71	21.21
Grade 6		0.00	4.55		86.67	72.73		13.33	22.73
Grade 7		12.50	9.38		75.00	78.13		12.50	12.50
Grade 8		*	5.88		*	79.41		*	14.71
All Grades		5.21	6.37		71.88	74.02		22.92	19.61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		0.00	*		62.50	*		37.50	*
Grade 4		0.00	3.13		75.76	68.75		24.24	28.13
Grade 5		7.32	9.09		60.98	45.45		31.71	45.45
Grade 6		10.00	4.55		63.33	68.18		26.67	27.27
Grade 7		9.38	12.50		62.50	56.25		28.13	31.25
Grade 8		*	14.71		*	55.88		*	29.41
All Grades		6.25	9.80		63.54	61.76		30.21	28.43

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. According to 2022-23 CAASPP data, 28% of our students performed at or above standard in English/Language Arts.

2. According to 2022-23 CAASPP data, 32% of our students performed below standard in the reading domain.

3. According to 2022-23 CAASPP data, almost 38% of our students performed below standard in the writing domain.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	32	29	0	32	29	0	32	29	0.0	100.0	100.0
Grade 4	38	33	32	0	33	32	0	33	32	0.0	100.0	100.0
Grade 5	30	41	33	0	41	33	0	41	33	0.0	100.0	100.0
Grade 6	37	31	44	0	30	44	0	30	44	0.0	96.8	100.0
Grade 7	22	32	32	0	32	32	0	32	32	0.0	100.0	100.0
Grade 8	29	24	34	0	24	34	0	24	34	0.0	100.0	100.0
All Grades	192	193	204	0	192	204	0	192	204	0.0	99.5	100.0

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2402.	2439.		15.63	24.14		25.00	24.14		18.75	27.59		40.63	24.14
Grade 4		2407.	2430.		3.03	3.13		12.12	12.50		18.18	46.88		66.67	37.50
Grade 5		2421.	2463.		2.44	3.03		4.88	12.12		24.39	45.45		68.29	39.39
Grade 6		2413.	2443.		0.00	4.55		6.67	4.55		10.00	25.00		83.33	65.91
Grade 7		2480.	2451.		9.38	3.13		12.50	6.25		25.00	18.75		53.13	71.88
Grade 8		2458.	2508.		0.00	14.71		12.50	14.71		20.83	20.59		66.67	50.00
All Grades	N/A	N/A	N/A		5.21	8.33		11.98	11.76		19.79	30.39		63.02	49.51

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75	*		43.75	*		37.50	*
Grade 4		3.03	3.13		33.33	59.38		63.64	37.50
Grade 5		2.44	9.09		36.59	57.58		60.98	33.33
Grade 6		0.00	4.55		10.00	36.36		90.00	59.09
Grade 7		9.38	9.38		46.88	31.25		43.75	59.38
Grade 8		*	11.76		*	41.18		*	47.06
All Grades		5.73	11.27		34.38	42.16		59.90	46.57

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00	*		40.63	*		34.38	*
Grade 4		3.03	3.13		42.42	40.63		54.55	56.25
Grade 5		2.44	0.00		29.27	57.58		68.29	42.42
Grade 6		3.33	0.00		23.33	36.36		73.33	63.64
Grade 7		9.38	3.13		53.13	37.50		37.50	59.38
Grade 8		*	14.71		*	52.94		*	32.35
All Grades		7.81	7.35		39.58	46.08		52.60	46.57

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25	*		65.63	*		28.13	*
Grade 4		3.03	9.38		51.52	62.50		45.45	28.13
Grade 5		0.00	0.00		46.34	72.73		53.66	27.27
Grade 6		0.00	2.27		40.00	45.45		60.00	52.27
Grade 7		0.00	3.13		68.75	56.25		31.25	40.63
Grade 8		*	17.65		*	41.18		*	41.18
All Grades		1.56	9.31		57.81	55.88		40.63	34.80

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Conclusions based on this data:

1. According to 2022-23 CAASPP data, almost 47% of our students performed below standard in the math domain of concepts and procedures.

2. According to 2022-23 CAASPP data, almost 47% of our students performed below standard in the math domain of problem solving and modeling.

3. According to 2022-23 CAASPP data, almost 35% of our students performed below standard in the math domain of communicating reasoning.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California (ELPAC)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1407.2	1436.2	1423.4	1419.7	1435.2	1431.9	1377.9	1438.3	1403.1	18	13	17
1	1435.4	1415.1	*	1439.8	1421.1	*	1430.3	1408.9	*	13	16	9
2	*	1472.2	1465.2	*	1467.3	1473.6	*	1476.7	1456.2	10	15	13
3	*	1468.6	1472.3	*	1470.0	1484.6	*	1466.8	1459.6	6	11	13
4	*	*	1494.2	*	*	1501.5	*	*	1486.4	10	8	11
5	*	1511.4	*	*	1516.6	*	*	1505.6	*	7	13	8
6	*	*	1525.3	*	*	1525.9	*	*	1524.4	7	10	14
7	*	*	1547.2	*	*	1570.0	*	*	1523.6	6	8	11
8	*	*	*	*	*	*	*	*	*	6	7	6
All Grades										83	101	102

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	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	15.38	23.53	11.11	30.77	35.29	44.44	46.15	29.41	27.78	7.69	11.76	18	13	17
1	7.69	0.00	*	15.38	25.00	*	61.54	43.75	*	15.38	31.25	*	13	16	*
2	*	13.33	7.69	*	33.33	23.08	*	46.67	61.54	*	6.67	7.69	*	15	13
3	*	0.00	0.00	*	18.18	61.54	*	72.73	15.38	*	9.09	23.08	*	11	13
4	*	*	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
5	*	7.69	*	*	30.77	*	*	53.85	*	*	7.69	*	*	13	*
6	*	*	14.29	*	*	35.71	*	*	42.86	*	*	7.14	*	*	14
7	*	*	9.09	*	*	72.73	*	*	9.09	*	*	9.09	*	*	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.64	8.00	10.78	25.30	32.00	41.18	50.60	46.00	34.31	14.46	14.00	13.73	83	100	102

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	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	23.08	17.65	50.00	23.08	52.94	16.67	46.15	17.65	27.78	7.69	11.76	18	13	17
1	15.38	6.25	*	69.23	25.00	*	7.69	50.00	*	7.69	18.75	*	13	16	*
2	*	26.67	15.38	*	40.00	38.46	*	20.00	46.15	*	13.33	0.00	*	15	13
3	*	0.00	38.46	*	54.55	38.46	*	36.36	0.00	*	9.09	23.08	*	11	13
4	*	*	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11
5	*	15.38	*	*	76.92	*	*	0.00	*	*	7.69	*	*	13	*
6	*	*	21.43	*	*	71.43	*	*	7.14	*	*	0.00	*	*	14
7	*	*	72.73	*	*	18.18	*	*	9.09	*	*	0.00	*	*	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.10	21.00	31.37	48.19	39.00	44.12	16.87	28.00	17.65	10.84	12.00	6.86	83	100	102

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	15.38	5.88	11.11	23.08	35.29	44.44	61.54	35.29	27.78	0.00	23.53	18	13	17
1	7.69	0.00	*	15.38	18.75	*	23.08	50.00	*	53.85	31.25	*	13	16	*
2	*	13.33	0.00	*	20.00	15.38	*	46.67	61.54	*	20.00	23.08	*	15	13
3	*	0.00	0.00	*	9.09	23.08	*	45.45	46.15	*	45.45	30.77	*	11	13
4	*	*	0.00	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11
5	*	0.00	*	*	15.38	*	*	46.15	*	*	38.46	*	*	13	*
6	*	*	14.29	*	*	21.43	*	*	28.57	*	*	35.71	*	*	14
7	*	*	0.00	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.02	6.00	4.90	9.64	14.00	18.63	50.60	53.00	47.06	33.73	27.00	29.41	83	100	102

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	23.08	17.65	72.22	76.92	70.59	11.11	0.00	11.76	18	13	17
1	46.15	18.75	*	46.15	62.50	*	7.69	18.75	*	13	16	*
2	*	20.00	15.38	*	66.67	84.62	*	13.33	0.00	*	15	13
3	*	27.27	38.46	*	54.55	38.46	*	18.18	23.08	*	11	13
4	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11
5	*	15.38	*	*	84.62	*	*	0.00	*	*	13	*
6	*	*	7.14	*	*	92.86	*	*	0.00	*	*	14
7	*	*	9.09	*	*	90.91	*	*	0.00	*	*	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.10	19.00	19.61	61.45	68.00	72.55	14.46	13.00	7.84	83	100	102

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	11.11	7.69	17.65	55.56	76.92	70.59	33.33	15.38	11.76	18	13	17
1	0.00	6.25	*	92.31	62.50	*	7.69	31.25	*	13	16	*
2	*	20.00	23.08	*	66.67	69.23	*	13.33	7.69	*	15	13
3	*	18.18	23.08	*	72.73	53.85	*	9.09	23.08	*	11	13
4	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
5	*	61.54	*	*	30.77	*	*	7.69	*	*	13	*
6	*	*	64.29	*	*	35.71	*	*	0.00	*	*	14
7	*	*	90.91	*	*	9.09	*	*	0.00	*	*	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.71	32.00	39.22	61.45	51.00	50.98	10.84	17.00	9.80	83	100	102

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	5.56	15.38	5.88	66.67	76.92	76.47	27.78	7.69	17.65	18	13	17
1	15.38	6.25	*	38.46	50.00	*	46.15	43.75	*	13	16	*
2	*	6.67	0.00	*	73.33	84.62	*	20.00	15.38	*	15	13
3	*	0.00	0.00	*	27.27	53.85	*	72.73	46.15	*	11	13
4	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
5	*	0.00	*	*	61.54	*	*	38.46	*	*	13	*
6	*	*	7.14	*	*	35.71	*	*	57.14	*	*	14
7	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.23	6.00	5.88	43.37	51.00	56.86	49.40	43.00	37.25	83	100	102

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Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	23.08	29.41	16.67	69.23	29.41	55.56	7.69	41.18	18	13	17
1	15.38	0.00	*	38.46	81.25	*	46.15	18.75	*	13	16	*
2	*	20.00	7.69	*	66.67	69.23	*	13.33	23.08	*	15	13
3	*	9.09	0.00	*	72.73	92.31	*	18.18	7.69	*	11	13
4	*	*	0.00	*	*	90.91	*	*	9.09	*	*	11
5	*	7.69	*	*	61.54	*	*	30.77	*	*	13	*
6	*	*	21.43	*	*	64.29	*	*	14.29	*	*	14
7	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.64	10.00	11.76	61.45	74.00	69.61	28.92	16.00	18.63	83	100	102

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. According to 2022-23 ELPAC data, our English Learners performed highest overall in the speaking domain.

2. During the 2022-23 school year, a larger number of incoming TK and kindergarten students were identified as English learners than the previous year.

3. According to 2022-23 ELPAC data, our English Learners struggled most overall in the reading domain.

School and Student Performance Data

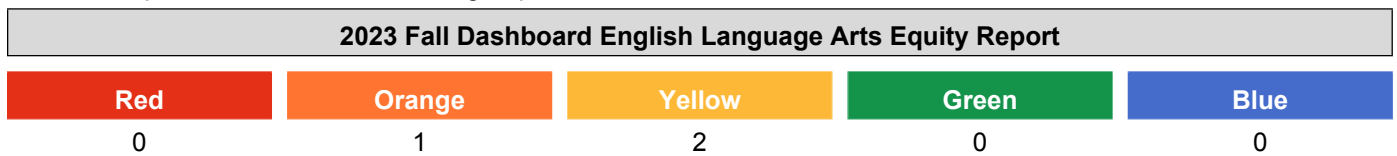## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
295	**86.8**	**35.9**	**1**
Total Number of Students enrolled in Stratford Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	106	35.9
Foster Youth	3	1
Homeless	7	2.4
Socioeconomically Disadvantaged	256	86.8
Students with Disabilities	15	5.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.7
American Indian	11	3.7
Asian	1	0.3
Filipino	1	0.3
Hispanic	259	87.8
Two or More Races	6	2
Pacific Islander	3	1
White	9	3.1

Conclusions based on this data:

1. 87% of our students come from socioeconomically disadvantaged households.

2. 35.9% of our students are currently identified as English Learners.

3. 5.1% of our students have been diagnosed with a learning disability. This includes students receiving services for speech only.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. During the 2022-23 school year, our chronic absenteeism rate decreased significantly from the previous year.

2. During the 2022-23 school year, our English Learner progress increased significantly from the previous year.

3. We need to continue to make growth in the areas of English/Language Arts, Mathematics, and English Learner progress.

School and Student Performance Data

Academic Performance
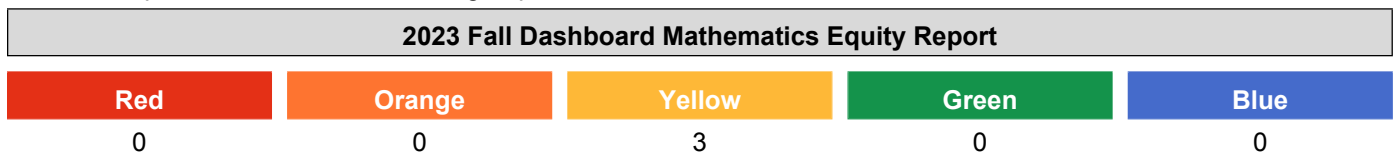### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
47.8 points below standard	72.3 points below standard	
Increased +12.9 points	Increased +3.3 points	4 Students
188 Students	63 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	102.1 points below standard
0 Students	48.4 points below standard	Increased Significantly +42.4 points
	Increased Significantly +19.5 points	14 Students
	164 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 46.4 points below standard Increased +13.5 points 163 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.9 points below standard Increased Significantly +21.7 points 55 Students	Less than 11 Students 8 Students	48.3 points below standard Increased Significantly +15.9 points 95 Students

Conclusions based on this data:

1. According to 2023 fall dashboard, our students with disabilities increased by 42.4 points in English/Language Arts.

2. According to 2023 fall dashboard, our students scored 47.8 points below standard in English/Language Arts overall. This is an increase of 12.9 points from the previous year.

3. According to 2023 fall dashboard, our socioeconomically disadvantaged students increased by 19.5 points overall in English/Language Arts.

School and Student Performance Data
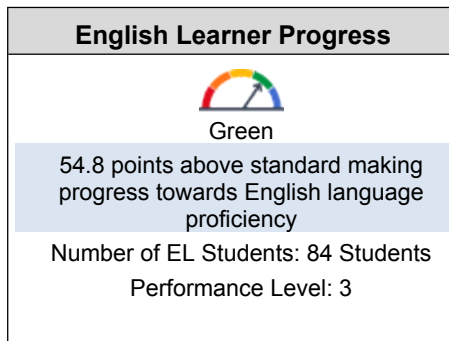
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
68.4 points below standard	88.6 points below standard	
Increased Significantly +24.4 points	Increased Significantly +22.3 points	4 Students
188 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	140.3 points below standard
0 Students	71.8 points below standard	Increased Significantly +45.3 points
	Increased Significantly +25.4 points	14 Students
	164 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 67.2 points below standard Increased Significantly +25.2 points 163 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.5 points below standard Increased Significantly +43.2 points 55 Students	Less than 11 Students 8 Students	68.2 points below standard Increased Significantly +20.3 points 95 Students

Conclusions based on this data:

1. According to 2023 fall dashboard, our English Learner students increased by 22.3 points in mathematics.

2. According to 2023 fall dashboard, our students with disabilities increased by 45.3 points in mathematics.

3. According to 2023 fall dashboard, our students scored 68.4 points below standard in mathematics. This is an overall increase of 24.4 points.

School and Student Performance Data

Academic Performance
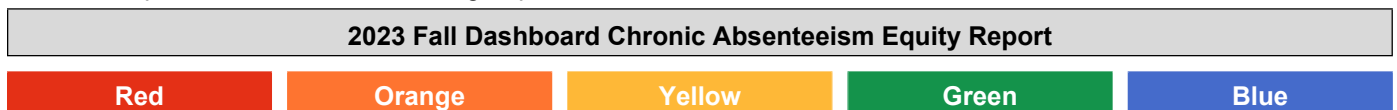### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
54.8 points above standard making progress towards English language proficiency
Number of EL Students: 84 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
13	25	1	45

Conclusions based on this data:

1. According to 2023 fall dashboard, 15% of our English Learners decreased one ELPI level from the previous year.

2. According to 2023 fall dashboard, 54% of our English Learners progressed at least one ELPI level from the previous year.

3. According to 2023 fall dashboard, our English Learner progress increased significantly overall from the previous year.

School and Student Performance Data

Academic Engagement
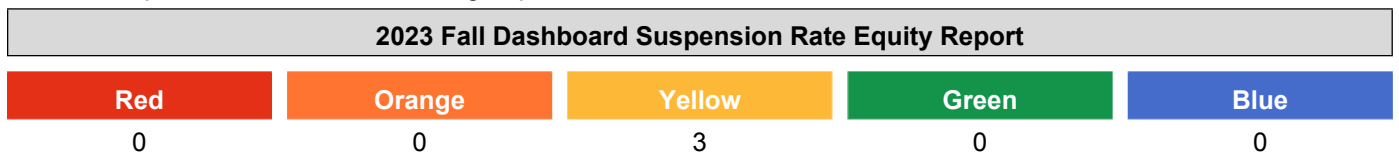### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	Less than 11 Students
6% Chronically Absent	1.8% Chronically Absent	9 Students
Declined Significantly -21.1	Declined -23	
316 Students	113 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	4.8% Chronically Absent
7 Students	5.8% Chronically Absent	Declined -21.6
	Declined Significantly -20.6	21 Students
	277 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	9.1% Chronically Absent 0 11 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 6.5% Chronically Absent Declined Significantly -20 278 Students	Less than 11 Students 6 Students	Less than 11 Students 3 Students	0% Chronically Absent Declined -27.3 11 Students

Conclusions based on this data:

1. According to 2023 fall dashboard, our overall chronic absenteeism rate declined significantly from the previous year.

2. According to 2023 fall dashboard, our overall chronic absenteeism rate was 6%. This is a 21% decline from the previous school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
1.5% suspended at least one day	1.7% suspended at least one day	10 Students
Maintained 0.2	Maintained -0.2	
328 Students	116 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	0% suspended at least one day
7 Students	1.7% suspended at least one day	Maintained 0
	Maintained 0.2	22 Students
	288 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	0% suspended at least one day 11 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 1% suspended at least one day Increased 0.3 289 Students	Less than 11 Students 6 Students	Less than 11 Students 3 Students	9.1% suspended at least one day Increased 9.1 11 Students

Conclusions based on this data:

1. According to 2023 fall dashboard, our overall suspension rate remained the same overall from the previous year.

2. According to 2023 fall dashboard, 1.5% of our students were suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Equitable Access to Core Programs**
> Continue to provide all students access to Basic Services, ie: appropriately assigned and credentialed teachers, their own copy of standards-aligned materials, and facilities that meet the standard of "good repair."

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Overarching LCAP GOAL #1:
> All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

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.

> English Learners will be provided both Designated and Integrated ELD as part of the core curriculum to enable access to the CA content standards.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of SBE adopted standards	full implementation	full implementation and sustainability
Pupil Access to Instructional Materials	100% of students have access to instructional materials. Williams Review Fall 2023	100% of students have access to instructional materials. Williams Review Fall 2024
Teachers appropriately assigned and fully credentialed	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.
Facilities maintained appropriately	Facilities are rated good or better in all areas. Facilities Inspection Tool (FIT) Fall 2023	Facilities are rated good or better in all areas. Facilities Inspection Tool (FIT) Fall 2024
Broad Course of Study	100% of students have access to ELA, science, history, math, PE, and integrated visual and performing arts. Site Master Schedule 2023-24	100% of students have access to ELA, science, history, math, PE, and integrated visual and performing arts. Site Master Schedule 2024-25

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Goal is fully supported through Centralized Services provided through the District's LCAP.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All students have access to fully credentialed teachers, standards-aligned materials, and facilities that are in good repair.

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

No major changes were made between the intended implementation and/or budgeted expenditures.

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **School Connectedness**
> Stratford School will maintain a chronic absenteeism rate below 3% during the 2024-25 school year.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Overarching LCAP Goal #2:
> Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

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.

> The pandemic had a significant negative impact on student attendance. Students and parents are now adjusting to regular mandatory school attendance. Stratford's chronic absenteeism rate from the 2023 dashboard was 6%.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent input in decision making and participation is adequately sought.	94% of parents agree Spring 2023 Parent LCAP Survey	95% of parents will agree Spring 2024 Parent LCAP survey
School Attendance	Average daily attendance 97.1% P2 data Spring 2023	Average daily attendance greater than 97.3% P2 data Spring 2024
Local Measures- Sense of Safety and School Connectedness	Sense of Safety 63% Sense of Belonging 65% Student SEL Survey Winter 2023	Sense of Safety 65% Sense of Belonging 67% Student SEL Survey Winter 2024
Chronic Absenteeism	Chronic Absenteeism rate 6% Dashboard Fall 2023	Chronic Absenteeism rate below 3% Dashboard Fall 2024
Pupil Suspension	Suspension Rate 1.5% Dashboard Fall 2023	Suspension Rate below 3% Dashboard Fall 2024

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Parent Involvement Activities	All Students	5,000 Title I
2.2	2.2 Systematic plan to develop school connectedness for students and increase student attendance	All Students	5,000 Title I
2.3	2.3 School wide behavior expectations	All Students	5,000 Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

With a conscious effort to keep students engaged and connected to school, our chronic absenteeism rate decreased significantly compared to the previous school year.

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

No major differences are noted between the intended implementation and/or the budgeted expenditures to implement strategies/activities.

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

We will continue to focus on implementing strategies to increase school connectedness for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **English Learner Progress**
> Stratford school will increase the percentage of English Learner students progressing at least one ELPI level by 5%, from 54% to 59%, on the annual ELPAC assessment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Overarching LCAP Goal #3:
> All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

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.

> School wide, our students performed 47.8 points below standard in ELA and 68.4 points below standard in Math on state assessments.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Programs/Services to enable English Learners to access CA and ELD standards	English Learners Distance from Standard Met ELA 72.3 points below standard Math 88.6 points below standard Fall 2023 Dashboard (Spring 2023 SBAC)	English Learners Distance from Standard Met ELA Increase 15 points, 57.3 points below standard Math Increase 15 points 73.6 points below standard Fall 2024 Dashboard (Spring 2024 SBAC)
Statewide Assessments – English Language Arts	All Students Distance from Standard Met ELA 47.8 points below standard Fall 2023 Dashboard (Spring 2023 SBAC)	All Students Distance from Standard Met ELA Increase 15 points 32.8 points below standard Fall 2024 Dashboard (Spring 2024 SBAC)
Statewide Assessments – Mathematics	All Students Distance from Standard Met	All Students Distance from Standard Met

	Math 68.4 points below standard Fall 2023 Dashboard (Spring 2023 SBAC)	ELA Increase 15 points 53.4 points below standard Fall 2024 Dashboard (Spring 2024 SBAC)
Percentage of English Learners who make English Proficiency progress	54% of EL students making progress. Spring 2023 ELPAC Data	69% of English Learners will make progress. Spring 2024 ELPAC data
English Learner Reclassification Rate	3% reclassification rate for English Learners. Dataquest 2022-23 RFEP data	6% reclassification rate for English Learners. Dataquest 2023-24 RFEP data

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Tier 3 Reading Specialist & Support Staff	Targeted Students in need of intensive intervention in reading	250,034.00 Title I
3.2	3.2 English Language Arts Intervention, Enrichment, and Differentiation based on student needs	All students	20,000 Title I
3.3	3.3 Math Intervention, Enrichment, and Differentiation based on student needs	All students	12,000 Title I
3.4	3.4 Hands-on Science Experiences	All students	1,934 Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

According to 2023 fall dashboard, 54% of our English Learner students progressed at least one ELPI level from the previous year on the annual ELPAC assessment.

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

No major differences are noted between the intended implementation and/or the budgeted expenditures to implement strategies/activities.

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

No changes will be made to this goal.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$298,968.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$298,968.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$298,968.00

Subtotal of additional federal funds included for this school: $298,968.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $298,968.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	298,968.00

Expenditures by Budget Reference

Budget Reference	Amount
	288,968.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	298,968.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	15,000.00
Goal 3	283,968.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Jennifer DeRaad	Other School Staff
Christina Gonzales	Principal
Selina Becerra	Parent or Community Member
Julie Duty	Parent or Community Member
Gloria Jaramillo	Parent or Community Member
Esperansa Lopez	Parent or Community Member
Cecelia Torres	Parent or Community Member
Erin Ferreira	Classroom Teacher
Barbara Infante	Classroom Teacher
Rachel Wills	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Maria Gonzalez (signature)	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 17, 2024.

Attested:

(signature)	Principal, Christina Gonzales on 4-17-24
(signature)	SSC Chairperson, Julie Duty on 4-17-24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:
   A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

**CENTRAL UNION SCHOOL DISTRICT
RESOLUTION #I-05-13-2024**

**BEFORE THE BOARD OF TRUSTEES OF THE
CENTRAL UNION SCHOOL DISTRICT,
KINGS COUNTY, CALIFORNIA**

**IN THE MATTER OF RESOLUTION ORDERING
GOVERNING BOARD MEMBER ELECTIONS;
CONSOLIDATION OF ELECTIONS;
SPECIFICATIONS OF THE ELECTION ORDER**

WHEREAS, under Elections Code Sections 1302 and 10404.5 School Districts have established the election day for governing board members as the same day upon which a primary, municipal, or general election is held in the even numbered years; and

WHEREAS, the Board of Supervisors received a resolution from the Central Union Elementary School District whose boundaries are located, in whole or in part, within Kings County, establishing election of governing board members on the same day upon which the statewide general election is held; and

WHEREAS, other elections may be held in whole or in part of the territory of the school district and it is to the advantage of the district to consolidate therewith;

NOW, THEREFORE, IT IS ORDERED that an election be held within the territory included in the district on the **5th day of November 2024**, for the purpose of electing board of trustee member{s} to the governing board of the said school district in accordance with the following specifications:

SPECIFICATIONS OF THE ELECTION ORDER

1. The election shall be held on Tuesday, the **5th day of November 2024**. The purpose of the election is to choose **three** member{s} of the governing board of this school district.

2. This governing board hereby requests and consents to the consolidation of this election with other elections which may be held in whole or in part of the territory of the district, as provided in Elections Code Section 10403.

3. The District has determined that the Central Union Elementary School District will not pay for the Candidate's Statement. The Candidate's Statement will be limited to 200 words.

4. Adopt A or B:

    __X__ A. In the event of a tie vote, the winner of this election shall be determined by lot at a time and place designated by the

governing board.

_____ B. In the event of a tie vote, the governing board shall call a runoff election on the sixth Tuesday following the election at which the tie vote occurred.

5. It is the desire of this Board that the county superintendent of schools publishes the notice of election in the following newspaper, which is a newspaper of general circulation that is regularly circulated territory: The Hanford Sentinel.

The foregoing Resolution was passed and adopted at a regular meeting of the Board of Trustees of the Central Union Elementary School District on this **13th day of May 2024**, by the following vote:

	AYE	NO	ABSTAIN	ABSENT
	☐	☐	☐	☐
Dale Davidson, Trustee Area 1	☐	☐	☐	☐
Jeff Gilcrease, Trustee Area 2	☐	☐	☐	☐
Sarah Strait, Trustee Area 3	☐	☐	☐	☐
Vacant, Trustee Area 4	☐	☐	☐	☐
Ceil Howe, III, Trustee Area 5				

I, Sarah Strait, Clerk of the Board of Trustees of the Central Union Elementary School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its meeting held on **May 13, 2024.**

_____

Sarah Strait, Clerk
Board of Trustees
Central Union Elementary School District
Kings County, California

NOTICE TO COUNTY ELECTIONS OFFICIAL OF ELECTIVE OFFICES
TO BE FILLED AND TRANSMITTAL OF MAP AND BOUNDARIES

Central Union Elementary School District _____
(Name of District)

TO THE COUNTY CLERK OF KINGS COUNTY
NOTICE IS HEREBY GIVEN that the elective offices of the District to be filled as the
General District Election to be held Tuesday, November 5, 2024 - are as follows:

NAME OF OFFICE	TRUSTEE AREA	ELECTED BY DIVISION NO. OR AT-LARGE	NAME OF INCUMBENT OR APPOINTEE	ELECTED OR APPOINTED? MO. / YR.	TO BE ELECTED FOR A **SHORT** TERM (2YRS) OR A **FULL** TERM (4YRS)
Board of Trustee	1	Division	Dale Davidson	Elected 11/2020	Full Term (4 years)
Board of Trustee	3	Division	Sarah Strait	Appointed 10/2023	Short Term (2 years)
Board of Trustee	4	Division	Vacant		Full Term (4 years)

(1) A map showing the boundaries of the district and boundaries of the division of the district, if any, within this county is attached hereto.

(2) The Candidate is to pay for the publication of a Candidate's Statement of Qualification, pursuant to Elections Code Section 13307.

Dated: May 13, 2024

_____
District Superintendent

15783 18th Avenue _____
District Address

559-924-3405 _____
District Phone Number

NOTE: **THIS NOTICE AND TRANSMITTAL SHALL BE MADE AT LEAST 125 DAYS BEFORE THE GENERAL DISTRICT ELECTION** AND SHALL EITHER BE DELIVERED IN PERSON OR MAILED BY CERTIFIED MAIL IN TIME TO REACH THE KINGS COUNTY OFFICE OF EDUCATION, 1144 W. LACEY BLVD., HANFORD, CA 93230.

Resolution #I-05-13-2024 Election Order

2024 Central Union Trustee Area

Area 2

Area 3

Area 1

Area 4

Area 5

W Stutz Ave

W Cole Ave

Franklin Ave

W Mitchell Ave

W Marmon Ave

W Palmer Ave

W Tornado Ave

Gale Ave

Orange Ave

Omaha Ave

Quebec Ave

Quail Ave

27th St

25th St

27th Ave

Lemoore Naval Air Sta

Arnold Court Rd

CA-198 W

21 1/2 Ave

19 1/2 Ave

Kent Ave

Kansas Ave

Laurel Ave

20th Ave

22nd Ave

Madison Ave

23rd Ave

28th Ave

Newton Ave

CA-41

State Highway 41

3rd Ave

21st Ave

Pueblo Ave

26 1/2 Ave

Nevada Ave

8th St

5th St

9th St

20th Ave

Montana Ave

19th Ave

S 19th Ave

W Iona Ave

Champlain St

38 Ave

17th Ave

Iona Ave

Index Ave

Idaho Ave

Jackson Ave

18th Ave

19th Ave

Jersey Ave

Java Ave

King Ave

Lansing Ave

Lincoln Ave

Lakeview Ave

Medford Ave

CA-198 E