

**BOARD OF TRUSTEES REGULAR BOARD MEETING  
GUSTINE UNIFIED SCHOOL DISTRICT  
1500 MEREDITH AVENUE  
GUSTINE, CA 95322  
WEDNESDAY, JUNE 14 2023  
Closed Session – 6:00 p.m.      Open Session – 7:00 p.m.**

**I. CALL TO ORDER - 6:00 p.m. – OPEN SESSIONS OF THIS MEETING WILL BE RECORDED**

**A. Roll Call**

Mr. Kevin Bloom, President  
Mr. Zachery Ramos, Clerk  
Mr. Kevin Cordeiro, Board Member  
Mrs. Loretta Rose, Board Member  
Mr. Gary Silva, Board Member  
Mr. Alejandro Maldonado Limon, Student Board Member

**B. Public Comment**

The public may comment on any closed-session agenda item.

**II. CLOSED SESSION**

**A. Public Employee Discipline/Dismissal/Release [Gov't Code Section 54957]**

**B. Conference with Labor Negotiator Bryan Ballenger, Superintendent – GRТА/CSEA (Govt. Code 54954.5 (f) pursuant to Govt. Code 54957.6)**

**C. Public Employee Performance Evaluation Superintendent**

**III. RECONVENE TO OPEN SESSION**

**A. Pledge of Allegiance**

**B. Report from Closed Session**

**C. Revision/Ordering of Agenda**

**D. Adoption of Agenda**

**E. Disability-Related Modifications**

Request for any disability-related modification or accommodation, including auxiliary aids or services in order to participate in the public meeting, may be made by contacting the Gustine Unified School District Office at (209) 854-3784 as soon as possible. Agendas and other writings may also be requested in alternative formats, as outlined in Section 12132 of the Americans with Disabilities Act.

**IV. REPORTS AND PRESENTATIONS**

**A. Student ASB Reports**

**B. Student Board Member Report – Alejandro Maldonado Limon**

**C. Board Reports**

**D. Superintendent Report**

**E. Attendance Report**

## **V. CONSENT AGENDA**

Items under Consent are considered as a group. Only one motion is necessary to approve these items. Consent items are of a routine nature and for which the Superintendent recommends approval. In accordance with the law, the public has a right to comment on any agenda item. At the request of any member of the Board, any item of the Consent Agenda shall be removed and given individual consideration for action as a regular action item on the agenda.

### **A. Personnel**

1. Rodrigues, Kristine – Resignation, Special Education Teacher, GHS
2. Adams, Toni – Hire Girls' JV Volleyball Coach, GHS (23-24 SY)
3. Laupua, Soloman – Hire Girls' Varsity Volleyball Coach, GHS (23-24 SY)
4. Ortega, Sergio – Hire Girls' Varsity Soccer Coach, GHS (23-24 SY)
5. Victoria, Lino – Boys' Varsity Soccer Coach, GHS (23-24 SY)
6. Villalobos, Brianna – Assign Volunteer Cheer Advisor, GHS (23-24 SY)
7. Esparza, Lisa – Hire Cheer Advisor, GHS (23-24 SY)
8. Edwards, Patricia Renee – Hire Color Guard Advisor, GHS
9. Moua, Jim – Resignation, 6<sup>th</sup> Grade Teacher, GMS
10. Fuentes Ayala, Verenis – Resignation, School Psychologist, GUSD
11. Gallichio, Yolanda – Hire Head Varsity Softball Coach, GHS (23-24 SY)
12. Crowfoot, Jaime – Hire Head JV Softball Coach, GHS (23-24 SY)
13. Day, Rachel – Hire Agricultural Teacher, GHS
14. Palomino, Roberto – Hire Head Varsity Girls' Basketball Coach, GHS (23-24 SY)
15. Murillo De Leon, Juan – Math Teacher, GHS
16. Azevedo, Frank – Resignation, Varsity Girls' Basketball Coach, GHS
17. Fernandez, Ana – Resignation, 2<sup>nd</sup> Grade Teacher, GES
18. Guerrero, Alma – Resignation, Instructional Aide, GES
19. Gonzalez, Joanna – Resignation, HR Intern, GUSD
20. Pena, Jacob – Hire Varsity Basketball Coach, GMS
21. Victoria Maldonado, Lino – Hire Summer School Teacher, GHS
22. Real-Galaviz, Jose – Hire Summer School Teacher, GHS
23. Cardoso, Sarah – Hire ASB Advisor, GMS
24. Silveira, Ryan – Hire 6<sup>th</sup> Grade Teacher, GMS
25. Palomino, Mike – Hire Varsity Assistant Football Coach, GHS
26. Laupua Vanisi, Nafetalai – Hire Head Junior Varsity Football Coach, GHS
27. Palomino, Joao – Hire Junior Varsity Assistant Football Coach, GHS

### **B. Minutes**

1. May 8, 2023, Special Meeting
2. May 10, 2023, Regular Meeting
3. May 24, 2023, Special Meeting

### **C. Yearly Renewals and Contracts**

1. Sodexo America, LLC (23-24 Meal Program Extension Renewal #4)
2. ASAP (Renewal)
3. Frontline Education (Renewal)
4. Xello (Renewal)
5. MCOE Agreement for Media Services (Renewal)
6. MCOE Teacher Induction Program MOU (Renewal)

7. Migrant Education Region 3 Agreement (Renewal)
8. Ubeo Maintenance Business Services Maintenance Agreement (Renewal)
9. Gutierrez, Perry & Villarreal Agreement (Renewal)
10. Small School Districts Association (Renewal)
11. Apptegy (Renewal)
12. School Innovations & Achievement (Renewal)
13. Blossoming Speech Therapy, LCC Agreement (Renewal)
14. Capitol Advocacy Partners (Renewal)

**D. Donations**

1. Anderson, Patricia Ramos - \$200.00 to GHS Football Team
2. Tri Counties Bank - \$500 to GMS (CRA donation)
3. Antojitos Mi Pueblo – \$150.00 to GHS ASB

**VI. INFORMATION/DISCUSSION/REPORT**

**A. Mr. Rasmussen**

**VII. COMMUNICATION FROM THE PUBLIC**

Members of the public may bring before the Board matters that are not listed on the agenda. The Board may refer such a matter to the Superintendent or designee or take it under advisement but shall not take action at that time. Comments will be accepted during this time concerning any action item on the agenda. The Board will consider all comments prior to taking action on the item as listed on the agenda in the Action Item section. (Gov. Sec. 54954.3) Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item (BP 9323).

**VIII. ACTION**

**A. Warrants**

Recommendations:

It is recommended that the Board of Trustees ratify the warrants.

**B. 2023-2024 LCAP, Public Hearing**

Recommendations:

It is recommended that the Board of Trustees hold a public hearing to obtain community input regarding the 2022-2023 LCAP.

**C. 2023-2024 Budget Adoption, Public Hearing**

Recommendations:

It is recommended that the Board of Trustees hold a public hearing to obtain community input regarding the 2022-2023 Adopted Budget.

**D. Resolution NO. 2022-23-18 Authorization to Sign on Behalf of the Governing Board**

Recommendations:

1. It is recommended that the Board of Trustees waive the reading of Resolution NO. 2022-23-18 Authorization to Sign on Behalf of the Governing Board.
2. It is recommended that the Board of Trustees approve Resolution NO. 2022-23-18 Authorization to Sign on Behalf of the Governing Board.



**E. Job Descriptions for Bilingual Community Outreach and Board Certified Assistant Behavior Analyst (BCaBA)**

Recommendations:

It is recommended that the Board of Trustees approve the Bilingual Community Outreach and Board Certified Assistant Behavior Analyst (BCaBA) Job Descriptions.

**F. Single Plan for Student Achievement (SPSA) – RES, GES, GMS GHS, and PHS**

Recommendations:

It is recommended that the Board of Trustees approve the Single Plan for Student Achievement (SPSA) – RES, GES, GMS, GHS, and PHS.

**G. FFA Overnight Trips for the 2023-2024 School Year**

Recommendations:

It is recommended that the Board of Trustees approve the FFA Overnight Trips for the 2023-2024 School Year.

**H. Ratification of GUSD/CSEA Tentative Agreement for the 2023-2024 School Year Part One**

Recommendations:

It is recommended that the Board of Trustees approve the Ratification of GUSD/CSEA Tentative Agreement for the 2023-2024 School Year.

**I. GHS Course of Studies Outlines**

Recommendations:

It is recommended that the Board of Trustees approve the GHS Course of Study Outlines.

**J. California State University, Fresno MOU**

Recommendations:

It is recommended that the Board of Trustees approve the California State University Fresno MOU.

**K. GoGuardian TutorMe Purchase**

Recommendations:

It is recommended that the Board of Trustees approve the GoGuardian TutorMe Purchase.

**IX. ADVANCED PLANNING**

**A. Reg. Board Mtg. June 28, 2023 @ 7:00 p.m. @ DO (Budget Adoption)**

**B. Future Agenda Items**

**X. ADJOURN TO CLOSED SESSION (If needed)**

**XI. RECONVENE TO OPEN SESSION**

**XII. REPORT FROM CLOSED SESSION**

**XIII. ADJOURNMENT**



**REPORTS  
AND  
PRESENTATIONS**

Romero Elementary School  
13500 W. Luis Road  
Santa Nella, CA 95322  
(209) 854-6177 Office  
(209) 826-6858 Fax



Nicholas Freitas  
Principal  
nfreitas@gustineusd.org

Jacqueline Garcia  
School Secretary  
jagarcia@gustineusd.org

Mariana Franco  
Bilingual Liaison  
Attendance Clerk  
mfranco@gustineusd.org

Cara Oliveira  
Health Services Aide  
cnunes@gustineusd.org

## Administrative Report to the Gustine Unified School District Board

June 2023

**Name:** Nicholas Freitas – Principal

**School Enrollment:** 186

### **Monthly Highlights:**

May was hectic and full of thrilling events for Romero Elementary. We held several events for the students and parents to enjoy, and they were well attended.

We honored our hard-working Classified and Certificated staff appreciation week.

Thanks to our parent volunteers and Parent-Teacher Cub, we held our 2nd 5th-grade promotion ceremony. Two of our 5th-grade students conducted a moving speech. The parents and students expressed their appreciation and gratitude for putting the celebration together, which was enjoyed by everyone involved.

Gustine Elementary, Volta, and Romero Elementary competed in the 25th annual Romero Games. Each team competed in several activities, such as the 50-yard dash, 4x100 distance relay, softball



throw, running long jump, etc. The outstanding team was awarded to Romero, and Volta was awarded team sportsmanship. Thank you to Gustine Elementary and Volta for making this event a success.

Our annual Science fair was well attended and a lot of fun. UC Merced visited the campus

with their Mobile Maker Lab to do science activities with all the students.

Romero hosted the Future Chef competition this month. Thank you to all the judges, Sedexo, and students for some great food. Jesus Lopez came in 1st place with his winning Tilapia dish.





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# Gustine High School

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Principal – Adam Cano; Assistant Principal – Barbara Azevedo  
Counselors - Ashley Ramirez, Daisy Zagazeta

June 4, 2023,

I would like to thank the GUSD Board of Trustees, Superintendent Ballenger, and the district office staff for helping our team and Gustine High School throughout the year and ending positively. All the support is greatly appreciated. I would like to again thank all of the GHS staff for their dedication and resilience during the year. Their work is impressive, and their compassion and understanding toward our students and families are appreciated. I believe family and friends enjoyed a well put together Graduation ceremony on Friday, June 2nd. A big thanks to Mrs. Verdin, Mrs. Azevedo, Ms. Ramirez and Mrs. Zagazeta in coordinating the graduation practices and getting the kinks out so the ceremony ran smooth. I would also like to that the maintenance and custodian depts for setting up the props and decorations to make the ceremony look very professional and a memorable experience for all.

Summertime activities:

- Boys and Girls Club on campus in June and July.
- Football - summer practices and two 7 on 7 games with surrounding schools.
- Boys and Girls Basketball practice throughout the summer to prepare for their season.
- Girls' Volleyball practices in the summer to prepare for the fall season.
- FFA Tractor Pulls
- 4th of July Fireworks
- GHS Round-Up - August 3rd for 9th through 12th grade.

Gustine High School appreciates your continued support throughout the school year!

Adam Cano, Principal, Gustine High School





"Home of the Red-Tailed Hawk"

Amanda Hazan-Sanchez  
**Principal**  
ahsanchez@gustineusd.org

Hector Perez  
**Assistant Principal**  
hperez@gustineusd.org

Christina Reynoso  
**School Secretary**  
creynoso@gustineusd.org

Cohinda Corona  
**Attendance Clerk**  
ccorona@gustineusd.org

Silvia Martinez  
**Bilingual Liaison**  
smartinez@gustineusd.org

Kimberly Villanueva  
**Health Services Aide**  
kvillanueva@gustineusd.org

**Expect  
Excellence!**

Gustine Elementary School  
2806 Grove Avenue  
Gustine, CA 95322  
(209) 854-6496 Office  
(209) 854-9165 Fax  
<https://ges.gustineusd.org/>



Pa Square GESLearns

# Administrative Report Gustine Unified School District

Amanda Hazan-Sanchez, Proud Principal  
of Gustine Elementary School

GES was busy with student activities and testing in the month of April. GES students celebrated a busy May with Romero Games and finishing a solid 3<sup>rd</sup>. GES 5<sup>th</sup> grade students had the opportunity to attend the GES pool for a field trip, GES Kindergarteners and 4<sup>th</sup> grade students attended Hilmar Cheese for a field trip. The year finished up with the 3<sup>rd</sup> trimester awards ceremony, and Kindergarten and 5<sup>th</sup> grade promotion.

GES Teachers have continued to actively participate in LETRS Training, and Writing Training as well as training for UFLI. They finished up the school year with a Zoom training from LETRS Facilitators.

We are looking forward to all of the fun activities planned for the beginning of the school year.

**We currently have 536 Hawks at GES!**



# *Gustine Unified School District Maintenance and Operations*

**Russell Hazan**

**Director of Maintenance and Operations**

**6/14/23**

## **MONTHLY REPORT**

As school ends and summer begins, the maintenance and custodial staff have begun deep cleaning and working on summer projects. We have already begun working on projects at Romero and will move on to Gustine Middle School once RES is completed.

### **Romero Elementary School:**

- Paint exterior of buildings
- Irrigation repairs
- Gopher abatement
- HVAC repair
- Basic maintenance and work order completion as needed

### **Gustine Elementary School:**

- Replace irrigation electrical panel
- Repair/Replace man gates
- Irrigation repairs
- HVAC repairs
- Plumbing repairs
- Basic maintenance and work order completion as needed

### **Gustine Middle School:**

- Set up for Graduation
- Repair classroom lighting
- Irrigation repairs
- Basic maintenance and work order completion as needed

### **Gustine High School:**

- Set up for graduation
- Grade track for graduation
- Clear sewage line in Freshman hall
- HVAC repairs
- Plumbing repairs
- Irrigation repairs
- Basic maintenance and work order completion as needed

**CONSENT  
AGENDA**



# MINUTES

**MINUTES OF THE SPECIAL MEETING GOVERNING BOARD  
GUSTINE UNIFIED SCHOOL DISTRICT  
MAY 8, 2023**

**TIME AND PLACE**

The special meeting of the Gustine Unified School District Board of Education was held on Monday, May 8, 2023. The meeting was held in the Board Room, 1500 Meredith Avenue, Gustine, California.

**CALL TO ORDER**

The meeting was called to order at approximately 5:08 p.m. by Board President Kevin Bloom.

**BOARD MEMBERS PRESENT**

Mr. Kevin Bloom, Board President, Mr. Kevin Cordeiro, Mr. Zachery Ramos, Mrs. Loretta Rose, and Mr. Gary Silva were present. Student Board member Alejandro Maldonado Limon was absent.

**APPROVAL OF AGENDA**

Mr. Ramos made a motion to approve the agenda as presented, seconded by Mr. Cordeiro. Motion carried, 5-0.

**COMMUNICATION FROM THE PUBLIC**

None

**WORKSHOP**

- A. Mission, Vision & Goals – Mr. Osvaldo De Luna helped the Board in selecting a new mission and vision by having them explore core values using the three-loop system.

**ADJOURNMENT**

Mrs. Rose made a motion to adjourn the meeting, seconded by Mr. Cordeiro. Motion carried, 5-0. Meeting adjourned at 7:03 p.m.

**APPROVED AND ADOPTED**

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Zachery Ramos, Clerk

**MINUTES OF THE REGULAR MEETING GOVERNING BOARD  
GUSTINE UNIFIED SCHOOL DISTRICT  
MAY 10, 2023**

**TIME AND PLACE**

The regular meeting of the Gustine Unified School District Board of Education was held on Tuesday, May 10, 2023. The meeting was held in the Board Room, 1500 Meredith Avenue, Gustine, California.

**CALL TO ORDER**

The meeting was called to order at approximately 6:01 p.m. by Board President, Kevin Bloom. The Board went into Closed Session and reconvened to Open Session at approximately 7:04 p.m.

**BOARD MEMBERS PRESENT**

Mr. Kevin Bloom, Board President, Mr. Kevin Cordeiro, Mr. Zachery Ramos, Mr. Gary Silva, and Mrs. Loretta Rose. Student Board Member Mr. Alejandro Maldonado Limon was present during Open session.

**REPORT FROM CLOSED SESSION**

In closed session, regarding Student Discipline Case NO. 2022-23-01, the Board voted unanimously voted to reinstate this student for the 23-24 school year. The roll call vote was as follows: 5-Ayes, 0-Nays, 0-Abstained.

**APPROVAL OF AGENDA**

Mr. Silva made a motion to approve the agenda as presented, seconded by Mrs. Rose. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

**REPORTS AND PRESENTATIONS**

- A. Student ASB Reports** – RES Student ASB Representative, Eliab Zavala, presented the report to the Board on various ongoing activities at Romero Elementary School.

GHS Student ASB Representative, Grant Hazan, presented the report to the Board on various ongoing activities at Gustine High School.

- B. Alejandro Maldonado Limon Board Report** - Student Board Member gave his report to the Board on various ongoing activities at Gustine High School.

- C. Board Reports** – Mr. Silva stated that he attended the Shell Beach Conference which was very educational. He also attended the PLTI graduation. It was very well attended and very well presented. He congratulated the participants.

Mrs. Rose said she also attended the Shell Beach Conference. Reminded every about the Community Resource Fair on May 11, 2023, from 5-8 pm.

Mr. Ramos stated that he too attended the Shell Beach Conference. He will also be attending the CSBA Delegate Assembly meeting in Sacramento. He's looking into getting more help for our area. For teacher appreciation week he thanked the teachers for all that they do. He



congratulated FFA and 4-H for participating in the May Day Fair. He also congratulated all the PLTI graduates.

Mr. Bloom congratulated all the PLTI graduates.

**D. Superintendent Report** – Dr. Ballenger stated that a lot is going on. We are finishing up with state testing. Spring sports are coming to an end. He attended the PLTI graduation. It's nice to see parents committed to learning how to better serve their children. He too attended the Shell Beach Conference. The Board is working on a new vision statement. He also attended the ACSA Administrative Assistant Dinner with a number of our administrators and administrative assistants. He also thanked all the teachers for all that they do.

**E. Attendance Report** – GES won the attendance award for having the highest percentage.

**F. Financial Report** – Mr. Rizvi went over the General Fund and Nutrition Services Fund.

#### **CONSENT AGENDA**

Mrs. Rose made a motion to approve the Consent Agenda as presented, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

#### **INFORMATION/DISCUSSION/REPORT**

**A. None**

#### **COMMUNICATION FROM THE PUBLIC**

Yadira – She's a parent of a GUSD student and said that the children's safety is important. Parents have heard about bullying happening on the buses. Students aren't reporting this because they are afraid of the repercussions. She is asking if cameras can be installed on the buses. Also, parents don't have money for gas to bring their students to school. What happens when students don't go to school? There won't be any money for the district.

Jacqueline – Not having transportation is affecting families in Santa Nella. She is asking the district to reinstate the 10 bus routes. Her students have been absent due to lack of district transportation and she doesn't have a car to bring them.

Rosario Hernandez – She needs to work. She depends on the district transportation services. This has impacted her emotionally. The cancelling of routes has caused her lots of stress. She doesn't have anyone to take her kids to school. She's asking the district to make the bus driver job more appealing. Drivers use Gustine as a stepping stone and leave for another job with a higher salary. She works in Gilroy and she misses a lot of work due to her kid's doctor appointments and having to miss work just to bring them to school will affect her economically.

Maria Salazar – When students are released early they are on the bus too long. Please hire more drivers. Please find a solution. Improve bus driver wages. What was the outcome of the transportation study? For a whole year, she drove her and other students to school every day. What if she got into an accident? She stopped because she didn't want that burden.

Anel Flores – She asked the district what happened to the \$300K that was to hire a private company to provide transportation and what was the outcome of the transportation survey that was sent to parents. They would like to know how the district came to the decision to purchase the vans. Why weren't the parents asked about purchasing the vans? She is asking the district to reinstate all the bus routes like in past years. To help families who live more than 10 miles from the schools. Parents want their kids to attend school.

Erica Martinez – She like all the other parents attending the board meeting is asking for more drivers. Dads work in the Bay area and moms don't drive so students are absent. They would also like all the routes to be reinstated. Students who live in Santa Nella should have first preference, not those who live 10 minutes away. Due to the long bus rides her students are very tired and students are getting behind on their education.

Patricia Ramos Anderson – She is very supportive of this community asking for safe quality on bussing to the schools but more importantly also the sustainability of bus drivers. Paying a living wage in order to maintain quality drivers because the district is becoming a training session for other companies. Basically, they get trained here and they move on. The district needs accessible transportation and also address the issue of gangs. Gangs that are coming from Gustine on the school bus. What's important is that buses need to be provided to this community because they don't have public transit. When there is a vacancy, appoint people from their community. They do not have representation from Santa Nella.

Alma – She also supports these parents.

### **ACTION ITEMS**

**A. Warrants** – Mr. Ramos made a motion to ratify the warrants, seconded by Mrs. Rose. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

**B. Board Policy Updates March 2023, Second Reading**

1. Mrs. Rose made a motion to waive the reading of Board Policy Updates March 2023, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

2. Mr. Ramos made a motion to approve the Board Policy Updates March 2023, seconded by Mr. Maldonado Limon. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

**C. Gustine High School - AP Testing Cost** – Mrs. Rose made a motion to approve the Gustine High School payment for AP testing for the 2022-23 school year, seconded by Mr. Ramos. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

**D. Merced County SELPA MOU Transfer of ERMHS Funds From Member LEAS to SELPA** – Mr. Cordeiro made a motion to approve the Merced County SELPA MOU Transfer ERMHS Funds from Member LEAS to SELPA, seconded by Mrs. Rose. Student Representative Preferential Vote: Aye. Motion carried, 5-0.



- E. **Gustine High School Course of Study Outlines Business Management Enterprises** – Mr. Maldonado Limon made a motion to approve the new courses and course of study outlines for Gustine High School, seconded by Mr. Ramos. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- F. **Gustine High School Victoria Murphy Consultation and Support for RSP, SDC, and General Ed Teachers** – Mr. Ramos made a motion to approve the Gustine High School proposal for consultation and support provided by Victory Murphy, Board Certified Analyst, seconded by Mr. Silva. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- G. **2023 Maintenance Summer Project Budget Plan** – Mr. Cordeiro made a motion to approve the 2023 Maintenance Summer Project Budget Plan, seconded by Mr. Silva. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- H. **Gustine Central Kitchen - Hazmat Abatement Contractor** – Mr. Ramos made a motion to approve the Gustine Central Kitchen- Hazmat Abatement Contractor, seconded by Mr. Maldonado Limon. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- I. **Gustine High School - Music Equipment for Gustine High School** – Mr. Cordeiro made a motion to approve the Gustine High School - Music Equipment for Gustine High School, seconded by Mr. Ramos. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- J. **GHS Technology Purchase** – Mr. Silva made a motion to approve the GHS Technology Purchase, seconded by Mr. Maldonado Limon. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- K. **2023-24 MCOE Professional Development Math K-12** – Mr. Ramos made a motion to approve the 2023-24 MCOE Professional Development Math K-12, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- L. **2023-24 MCOE Professional Development Science 6-12** – Mr. Silva made a motion to approve the 2023-24 MCOE Professional Development Science 6-12, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- M. **2023-24 MCOE Professional Development ERWC 9-12** – Mr. Ramos made a motion to approve the 2023-24 MCOE Professional Development ERWC 9-12, seconded by Mr. Silva. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- N. **Age of Learning Math and Reading Academy Purchase for TK/K** – Mrs. Rose made a motion to approve the Age of Learning Math and Reading Academy Purchase for TK/K, seconded by Mr. Silva. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

- O. Curriculum Associates i-Ready Licenses and PD Purchase K-12** – Mr. Cordeiro made a motion to approve the Curriculum Associates i-Ready Licenses and PD Purchase K-12, seconded by Mr. Maldonado Limon. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- P. CSEA Sunshine Proposal to GUSD for 2023-2024 School Year, Public Hearing** - Mr. Bloom opened the Public Hearing at 8:38 p.m. regarding the CSEA Sunshine Proposal to GUSD for the 2023-2024 school year. There being no comments, the Public Hearing was closed at 8:39 p.m.
- Q. GUSD Sunshine Proposal to CSEA for 23-24 & 24-25 School Years, Public Hearing** - Mr. Bloom opened the Public Hearing at 8:39 p.m. regarding the GUSD Sunshine Proposal to CSEA for the 23-24 & 24-25 school year. There being no comments, the Public Hearing was closed at 8:40 p.m.
- R. 2023-2024 Revised School Year Calendar** – Mr. Silva made a motion to approve the 2023-2024 Revised School Year Calendar, seconded by Mr. Maldonado Limon. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

#### **ADVANCED PLANNING**

- A. Reg. Board Mtg. June 14, 2023, @ 7:00 p.m. @ DO (Public Hearing)
- B. Reg. Board Mtg. June 28, 2023, @ 7:00 p.m. @ DO (Budget Adoption)
- C. Future Agenda Items:
1. May 23, 2023 – GHS FFA Banquet
  2. GMS Graduation – June 1, 2023
  3. GHS & PHS Graduation – June 2, 2023 @ 7:30 p.m.

#### **ADJOURN TO CLOSED SESSION**

The Board adjourned to Closed Session at 8:45 p.m. Student Representative left the meeting at this time.

#### **RECONVENE TO OPEN SESSION**

The Board reconvened to Open Session at 9:21 p.m.

#### **REPORT FROM CLOSED SESSION**

Nothing to report.

#### **ADJOURNMENT**

Mrs. Rose made a motion to adjourn the meeting, seconded by Mr. Ramos. Motion carried, 5-0. Meeting adjourned at 9:21 p.m.

#### **APPROVED AND ADOPTED**

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Zachery Ramos, Clerk of the Board



**MINUTES OF THE SPECIAL MEETING GOVERNING BOARD  
GUSTINE UNIFIED SCHOOL DISTRICT  
MAY 24, 2023**

**TIME AND PLACE**

The special meeting of the Gustine Unified School District Board of Education was held on Wednesday, May 24, 2023. The meeting was held in the Board Room, 1500 Meredith Avenue, Gustine, California.

**CALL TO ORDER**

The meeting was called to order at approximately 6:45 p.m. by Board President Kevin Bloom.

**BOARD MEMBERS PRESENT**

Mr. Kevin Bloom, Board President, Mr. Kevin Cordeiro, Mr. Zachery Ramos, Mrs. Loretta Rose, and Mr. Gary Silva were present. Student Board member Alejandro Maldonado Limon was present during Open session.

**APPROVAL OF AGENDA**

Mr. Silva made a motion to approve the agenda as presented, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

**BOARD TRANSPORTATION PRESENTATION**

Mr. Bloom and Dr. Ballenger presented the GUSD Transportation Presentation to the public.

**COMMUNICATION FROM THE PUBLIC**

Mr. Josh Williams spoke about the toy gun incident that happened on Tuesday, May 16<sup>th</sup>. Both children are suspended over this incident. Both missing their final days of their Senior year, pending expulsion. One of the students has never been in trouble. The other has invested his life in making a positive change. The Senior class has played a game called Senior Assassin where they use water guns all through the month of May. ASB addressed this with the administration and although it's not a school-sanctioned activity, it is such a part of the final day's activities that the administration advised not to play during school hours because it would be a distraction. If they had a black gun to paint it colorful and make sure it had orange to signify it's a toy. The school went as far as to make statements over the loudspeaker that if the toy guns were out they would be confiscated. Kids would come out the front gates pulling their guns out of their bags and start a war. We can act like the school didn't know that they had them and that they weren't aware of the game. You can say that the school did in some ways sanction this but the statements put out by the school completely contradict their actual knowledge of the game. They thought the worst that would happen was the toy gun would be confiscated. The school said it was an airsoft gun or an imitation firearm but it isn't. It's a water ball toy blaster. In the final days of school, they should be feeling the most joy and accomplishment instead they are facing expulsion. He pleaded with the Board to schedule an emergency board meeting tomorrow so as to not have the boys miss everything. The school punishment is excessive with no time to work together in resolving the situation. Yes, a water gun was shot at school. He is asking the Board to intervene.

Elizabeth Williams also spoke about the incident that occurred at GHS on May 16<sup>th</sup>. Two students are being excessively and unfairly punished for participating in a game that was known by the



administration as law enforcement. The school administration is denying any knowledge which has proven to be a false claim. This game of Senior Assassins was permitted by the administration and announcements were made saying that any toys would be confiscated. It was also stated that any toys needed to be brightly colored which this was. At no time was there mention of any other consequences, yet these two seniors are facing expulsion two weeks before graduation which will drastically impact the rest of their lives. One student has never been in trouble with the school and is taking this incredibly hard. The other student has overcome many adversities and worked so very hard to earn his diploma. Neither deserves to have it ripped away, especially in the final hour. The administration is in violation of multiple educational codes and this needs to be addressed and corrected immediately. She asked the Board to hear this matter in an emergency session to hear the whole story and make an informed decision.

Margie Hensley also spoke in favor of her great-grandson Joshua Williams. She too thinks the discipline is harsh and is asking the Board to reconsider.

Richard Hensley, Joshua's great-grandfather, also spoke in favor of him and too is asking the Board to reconsider.

Laura Lopez is the parent of three children attending Gustine schools. She isn't contesting the legitimacy or overall effectiveness of the school policy. However, when dealing with life-altering situations such as the incident that occurred on the 16<sup>th</sup> at the high school you have to leave room for a case to be evaluated on an individual basis. You have to leave room for students who don't fit the cookie-cutter norm. As parents, they elected you to advocate for the children in situations like this. Situations where you need to stand up and work against the grain. All she is asking is for the Board to take into account the power they each have to alter their future. She too asked the Board to schedule an emergency meeting to have these kids reinstated before these seniors miss any more of their senior activities. She is willing to get parent signatures if needed.

Anel Flores had questions regarding the transportation presentation. She asked if the district wasn't required to provide transportation, was she obligated to send her students to school. Dr. Ballenger replied that there is a state law obligating her. She then asked, how is she to take them if she doesn't have a car. Dr. Ballenger replied saying that is the reason transportation is provided. Ms. Flores stated that there are only five buses running. She also asked about the district looking for bus drivers in the Bay area and if they know how much they get paid. Dr. Ballenger replied, "No, this isn't the Bay area." She asked them to look at the pay and compare it with the pay in Gustine. Mr. Bloom responded that the cost of living is much lower in Gustine and to keep in mind that the bus drivers are on a union contract. Dr. Ballenger told Ms. Flores that the reason for the special meeting was to have an open dialogue in order to come up with a solution. There are some things that the district can and can not do. She questioned about the vans. She doesn't want just anyone driving her students. She also asked about all the buses having cameras but that hasn't been addressed. Mrs. Pometta, Director of Transportation, clarified that all the buses except one have cameras. Dr. Ballenger asked Ms. Flores, moving forward how does the district attract bus drivers? He announced that there were computers in the room if there were any people willing to fill out the application and the district would train them. Ms. Flores replied for him to talk to the bus drivers. Mr. Ramos reminded everyone that this isn't just a Merced County issue. Transportation is an issue statewide.

Mr. Isai Palma asked what the district is doing to attract drivers, and if they have considered how much money the district would lose if students were absent. He also wanted to know the results of the evaluation of the bus routes. Dr. Ballenger stated that the district is already attending job fairs, has posted banners at every campus, and sent messages through ParentSquare. According to the study, the routes are the best routes.

Mrs. Pometta stated that at this time there are six drivers. Four are in Santa Nella. The Romero kids are all bussed on the fifth bus. The sixth bus is special ed. The only kids not being serviced right now are the students who live north of Snyder. They start driving at 6:00 am and because of time constraints, they can't go around and pick up more kids. They would be late to school. We do pick up kids that have hardships. Pushing back the school start times will affect everything. Right now, everyone is being picked up, the issue is when a driver is sick.

Antonia Sierra commented that she quit working because of the stress of getting called constantly about a route being cancelled. She also was interested in applying but realized the responsibility, the salary, not having a lot of hours, and not being able to spend summers with her family she decided not to. Two things that worry her are during the 21-22 school year, the elementary had a score of three. In a recent meeting, she heard that due to excessive absences, the score is barely above one. They are looking for incentives for the students to study more so the test scores go up. But with the routes being cancelled frequently how are scores going to rise? Second, students get picked up very early and are being dropped off very late.

Mr. Ramos expressed that he knows the importance of having bus transportation. The Board members take this very seriously and care about all the students in the district.

Pablo Real asked for a moment of silence for the Uvalde Texas incident that happened 1 year ago. He commends the district and drivers. There are unions involved, you need to deal with them. People don't want to work.

Mr. Cordeiro addressed the public regarding not having children in the school system. He prefers not to so the public can't accuse him of favoritism.

Arturo Alapizco and other students, who didn't state their names, also spoke in favor of Joshua Williams.

Sue Williams also spoke in favor of Joshua Williams.

Maria Alapizco stated there have always been issues with transportation. The students always arrive late even before the pandemic. She understands the purchase of the vans. Regarding the salary, where is the union representative? There is a process for this. Everything takes time. She prefers to take her own children to school. She's spent a lot of money on gas. You can't control it when no one is applying.

Nicole Lemos, her son is Raymond Lemos, she just wanted to reiterate what others have already said about the two students and the incident. She too thinks the punishment is extensive. She

wants to let parents know to educate themselves and their kids about their rights and the laws about suspensions and expulsions. On what's is allowed and what isn't.

Alma Miranda asked if transportation isn't required then why does she pay taxes for bus transportation when building a new home? Mr. Bloom replied that that money goes to education, not specifically bus transportation. We are here to find a solution.

**ADJOURN TO CLOSED SESSION**

The Board adjourned to Closed Session at 8:12 p.m. Student Representative left the meeting at this time.

**RECONVENE TO OPEN SESSION**

The Board reconvened to Open Session at 9:22 p.m.

**REPORT FROM CLOSED SESSION**

Nothing to report

**ADJOURNMENT**

Mr. Ramos made a motion to adjourn the meeting, seconded by Mrs. Rose. Motion carried, 5-0. Meeting adjourned at 9:23 p.m.

**APPROVED AND ADOPTED**

---

Zachery Ramos, Clerk

**YEARLY  
CONTRACT  
RENEWALS**



**CONTRACT EXTENSION**

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 7 Pages

Renewal (Extension Number) <b>4</b>	Agreement Number (Base year) <b>2019-20</b>
--	--

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

**SCHOOL FOOD AUTHORITY'S NAME**

Gustine Unified School District

**FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER**

Sodexo America, LLC; TIN #52-2208632

2. Base year contract term: Effective date: **7/1/2019** Expiration date: **6/30/2020**

Extension year: Effective date: **7/1/2023** Expiration date: **6/30/2024**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:  
**\$610,053** (maximum dollar amount)

The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)**

- A. The parties have agreed to renew the Agreement for an additional one-year period pursuant to Section II. General Terms and Conditions A. Term. There are no additional one-year renewal options available.
- B. The following "Cost Per Meal" table shall supersede and replace the current table contained in Exhibit B of the Agreement:

5. Delete all references to Child and Adult Care Feeding (CACFP) in the original contract.

**COST PER MEAL**

Prices must not include values for donated foods, and must include all meal programs

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	149,319	\$ 1.862	\$ 278,032
Lunch	162,052	\$ 2.013	\$ 326,211
Seamless Summer Feeding Option	2,366	\$ 2.013	\$ 4,763
Non-Reimbursable Meals @ \$1.00 Meal Equivalent	1,186	\$ 0.883	\$ 1,047
<b>Total Meals, Rate &amp; Total</b>	<b>314,923</b>	<b>\$ 1.937</b>	<b>\$ 610,053</b>

\*Units to be provided by SFA



**FOOD SERVICE MANAGEMENT COMPANY**

CONTRACTOR'S NAME (If other than an individual, state whether a corporation, partnership, etc.)

Sodexo America, LLC #52-2208632

BY (Authorized Signature)



DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

Leslie Milinkovic, Senior Vice President

ADDRESS

9801 Washingtonian Blvd., Gaithersburg, MD 20878 Attn: Law Department

**SCHOOL FOOD AUTHORITY**

SCHOOL FOOD AUTHORITY NAME

Gustine Unified School District

BY (Authorized Signature)



DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

Bryan Ballenger, Superintendent

ADDRESS

1500 Meredith Ave, Gustine, CA 95322

**INSTRUCTIONS FOR USE:**

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number. Every agreement (contract) should have a number assigned to identify that contract. If there is not an agreement number, identify the contract by the year of the contract also known as base year.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate **the current cost per meal**. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.

**Debarment, Suspension, and Other Responsibility Matters**

As required by Executive Order 12549, Debarment and Suspension, for prospective participants/Respondents in primary covered transactions:

A. The Respondent certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the Respondent is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

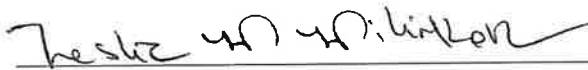
Sodexo America, LLC

Contractor/Company Name

Award Number, Contract Number, or Project Name

Leslie M. Milinkovic, Vice President

Name(s) and Title(s) of Authorized Representatives

  
Signature(s)

01-19-2023

Date

### Attachment I: Certification Regarding Lobbying

**The undersigned certifies, to the best of his or her knowledge and belief, that:**

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization: Sodexo America, LLC

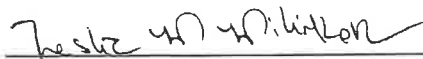
Street address: 9801 Washingtonian Blvd.

City, State, Zip: Gaithersburg, Maryland 20878

Leslie M. Milinkovic

CERTIFIED BY: (type or print)

TITLE: Vice President

  
(Signature)

01-19-2023  
(Date)



## INSTRUCTION FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to the title 31 U.S.C. section 1352. The filing of a form is required for each payment or Agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer of employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity, Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1<sup>st</sup> tier, Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 check "Subawardee". then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1)). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative Agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First name, and Middle Initial (MI).



11. Enter the amount of compensation paid or reasonable expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box (es). Check all boxes that apply. If payment is made through in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box (es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone *number*.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.



VENDOR #:73619Z

CNIPS ID #: 01963-SN-24-PSD

**STANDARD AGREEMENT TO FURNISH FOOD SERVICE  
BETWEEN A CHILD AND ADULT CARE FOOD PROGRAM AGENCY  
AND A FOOD SERVICE VENDOR**

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3. PROVIDE THE AGENCY, FOR APPROVAL, A PROPOSED MENU FOR EACH MONTH AT LEAST\* 15 DAYS PRIOR TO THE BEGINNING OF THE MONTH TO WHICH THE MENU APPLIES. ANY CHANGES TO THE MENU MADE AFTER AGENCY APPROVAL, MUST BE AGREED UPON BY THE AGENCY AND DOCUMENTED ON THE MENU RECORDS.
4. ASSURE THAT EACH MEAL PROVIDED TO THE AGENCY UNDER THIS CONTRACT MEETS THE MINIMUM REQUIREMENTS AS TO THE NUTRITIONAL CONTENT AS SPECIFIED BY THE SCHEDULE B—MEAL PATTERN (ATTACHED) WHICH IS EXCERPTED FROM 7 CFR, SECTION 226.20.
5. MAINTAIN COST RECORDS SUCH AS INVOICES, RECEIPTS, AND/OR OTHER DOCUMENTATION THAT SHOWS THE PURCHASE, OR AVAILABILITY TO THE VENDOR, OF MEAL COMPONENTS, AS ITEMIZED IN THE MEAL PREPARATION RECORDS.
6. MAINTAIN FULL AND ACCURATE RECORDS WHICH DOCUMENT: (1) THE MENUS LISTING ALL MEALS PROVIDED TO THE AGENCY DURING THE TERM OF THIS CONTRACT; (2) A LISTING OF ALL NUTRITIONAL COMPONENTS OF EACH MEAL; AND (3) AN ITEMIZATION OF THE QUANTITIES OF EACH COMPONENT USED TO PREPARE SAID MEAL. THE VENDOR AGREES TO PROVIDE MEAL PREPARATION DOCUMENTATION BY USING YIELD FACTORS FOR EACH FOOD ITEM AS LISTED IN THE U. S. DEPARTMENT OF AGRICULTURE (USDA) FOOD BUYING GUIDE WHEN CALCULATING AND RECORDING THE QUANTITY OF FOOD PREPARED FOR EACH MEAL.
7. MAINTAIN, ON A DAILY BASIS, AN ACCURATE COUNT OF THE NUMBER OF MEALS, BY MEAL TYPE, PREPARED FOR THE AGENCY. MEAL COUNT DOCUMENTATION MUST INCLUDE THE NUMBER OF MEALS REQUESTED BY THE AGENCY.
8. ALLOW THE AGENCY TO INCREASE OR DECREASE THE NUMBER OF MEAL ORDERS, AS NEEDED, WHEN THE REQUEST IS MADE WITHIN\* 48 HOURS OF THE SCHEDULED DELIVERY TIME.
9. PRESENT TO THE AGENCY AN INVOICE, ACCOMPANIED BY REPORTS, NO LATER THAN THE\* 15th DAY OF EACH MONTH THAT ITEMIZES THE PREVIOUS MONTH'S DELIVERY. THE VENDOR AGREES TO FORFEIT PAYMENT FOR MEALS WHICH ARE NOT READY WITHIN ONE HOUR OF THE AGREED UPON DELIVERY TIME, ARE SPOILED OR UNWHOLESOME AT THE TIME OF DELIVERY, OR DO NOT OTHERWISE MEET THE MEAL REQUIREMENTS CONTAINED IN THIS AGREEMENT.
10. PROVIDE THE AGENCY WITH A COPY OF CURRENT HEALTH CERTIFICATIONS FOR THE FOOD SERVICE FACILITY IN WHICH IT PREPARES MEALS FOR USE IN THE CACFP. THE VENDOR SHALL ENSURE THAT ALL HEALTH AND SANITATION REQUIREMENTS OF THE CALIFORNIA *RETAIL FOOD CODE* FACILITIES LAW AND CHAPTER 4 OF THE CALIFORNIA *HEALTH AND SAFETY CODE* ARE MET AT ALL TIMES.
11. OPERATE IN ACCORDANCE WITH CURRENT CACFP REGULATIONS.
12. RETAIN ALL REQUIRED RECORDS FOR A PERIOD OF THREE YEARS AFTER THE END OF THE FISCAL YEAR TO WHICH THEY PERTAIN (OR LONGER, IF AN AUDIT IS IN PROGRESS) AND, UPON REQUEST, MAKE ALL ACCOUNTS AND RECORDS PERTAINING TO THE AGREEMENT AVAILABLE TO THE AGENCY, REPRESENTATIVES OF THE CALIFORNIA DEPARTMENT OF EDUCATION, THE USDA, AND THE U.S. GENERAL ACCOUNTING OFFICE FOR AUDIT OR ADMINISTRATIVE REVIEW AT A REASONABLE TIME AND PLACE.
13. NOT SUBCONTRACT FOR THE TOTAL MEAL, WITH OR WITHOUT MILK, OR FOR THE ASSEMBLY OF THE MEAL.

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\*Negotiable time frame

VENDOR #:73619Z  
CNIPS ID #: 01963-SN-24-PSD

**STANDARD AGREEMENT TO FURNISH FOOD SERVICE  
BETWEEN A CHILD AND ADULT CARE FOOD PROGRAM AGENCY  
AND A FOOD SERVICE VENDOR**

**THE VENDOR CERTIFIES:**

- 1. NEITHER IT NOR ITS PRINCIPALS ARE PRESENTLY DEBARRED, SUSPENDED, PROPOSED FOR DEBARMENT, DECLARED INELIGIBLE, OR VOLUNTARILY EXCLUDED FROM PARTICIPATION IN THIS TRANSACTION BY ANY FEDERAL DEPARTMENT OR AGENCY.

WHERE THE BIDDER IS UNABLE TO CERTIFY TO ANY OF THE STATEMENTS IN THIS CERTIFICATION, SUCH AGENCY SHALL ATTACH AN EXPLANATION TO THIS PROPOSAL.

- 2. AS REQUIRED BY THE STATE DRUG-FREE WORKPLACE ACT OF 1990 (GOVERNMENT CODE, SECTION 8350 ET. SEQ.) AND THE FEDERAL DRUG-FREE WORKPLACE ACT OF 1988, AND IMPLEMENTED AT TITLE 34, CODE OF FEDERAL REGULATIONS (34 CFR), PART 85, SUBPART F, FOR GRANTEEES, AS DEFINED AT 34 CFR, PART 85, SECTIONS 85.605 AND 85.610, THE BIDDER CERTIFIES THAT IT WILL CONTINUE TO PROVIDE A DRUG-FREE WORKPLACE.

**THE AGENCY AGREES TO:**

- 1. REQUEST BY TELEPHONE NO LATER THAN N/A AN ACCURATE NUMBER OF TIME OF DAY AND DAY OF WEEK MEALS TO BE DELIVERED TO THE AGENCY ON EACH Monday-Friday. NOTIFY THE WEEKDAY OR SPECIFIC DAYS AS APPROPRIATE VENDOR OF NECESSARY INCREASES OR DECREASES IN THE NUMBER OF MEAL ORDERS WITHIN\* 72/24 HOURS OF THE SCHEDULED DELIVERY TIME. ERRORS IN MEAL ORDER COUNTS MADE BY THE AGENCY SHALL BE THE RESPONSIBILITY OF THE AGENCY.
- 2. ENSURE THAT AN AGENCY REPRESENTATIVE RECEIVES THE MEALS FOR EACH SITE, AT THE SPECIFIED TIME ON EACH SPECIFIED DAY. THIS INDIVIDUAL WILL INSPECT AND SIGN FOR THE REQUESTED NUMBER OF MEALS. THIS INDIVIDUAL WILL VERIFY THE TEMPERATURE, QUALITY, AND QUANTITY OF EACH MEAL DELIVERED. THE AGENCY ASSURES THE VENDOR THAT THIS INDIVIDUAL WILL BE TRAINED AND KNOWLEDGEABLE IN THE RECORD KEEPING AND MEAL REQUIREMENTS OF THE CACFP, AND IN HEALTH AND SANITATION PRACTICES.
- 3. PROVIDE PERSONNEL TO SERVE MEALS, CLEAN THE SERVING AND EATING AREAS, AND ASSEMBLE TRANSPORT CARTS AND AUXILIARY ITEMS FOR RETURN TO THE VENDOR NO LATER THAN After meal service TIME EACH DAY.
- 4. NOTIFY THE VENDOR WITHIN 10 DAYS OF RECEIPT OF THE NEXT MONTH'S PROPOSED MENU OF ANY CHANGES, ADDITIONS, OR DELETIONS, WHICH WILL BE REQUIRED IN THE MENU REQUEST.
- 5. PROVIDE THE VENDOR WITH A COPY OF 7 CFR, PART 226; THE CACFP SCHEDULE B—MEAL PATTERN; AND ALL OTHER TECHNICAL ASSISTANCE MATERIALS PERTAINING TO THE FOOD SERVICE REQUIREMENTS OF THE CACFP. THE AGENCY WILL, WITHIN 24 HOURS OF RECEIPT FROM THE STATE AGENCY, ADVISE THE VENDOR OF ANY CHANGES IN THE FOOD SERVICE REQUIREMENTS OF THE CACFP.

\*Negotiable time frame

VENDOR #:73619Z  
 CNIPS ID #: 01963-SN-24-PSD

**STANDARD AGREEMENT TO FURNISH FOOD SERVICE  
 BETWEEN A CHILD AND ADULT CARE FOOD PROGRAM AGENCY  
 AND A FOOD SERVICE VENDOR**

6. PAY THE VENDOR BY THE 30<sup>th</sup> DAY OF EACH MONTH THE FULL AMOUNT AS PRESENTED ON THE MONTHLY ITEMIZED INVOICE. THE AGENCY AGREES TO NOTIFY THE VENDOR WITHIN 48 HOURS OF RECEIPT OF ANY DISCREPANCY IN THE INVOICE.

**TERMS OF THE AGREEMENT:**

THIS AGREEMENT WILL TAKE EFFECT COMMENCING July 1, 2023 AND SHALL BE FOR A PERIOD  
DATE  
 OF ONE CALENDAR YEAR. IT MAY BE TERMINATED BY WRITTEN NOTIFICATION GIVEN BY EITHER PARTY HERETO THE OTHER PARTY AT LEAST 30 DAYS PRIOR TO THE DATE OF TERMINATION.

**SCHOOL FOOD AUTHORITY VENDING TO AN AGENCY:**

PER 7 CFR, SECTION 226.20(i), AGENCIES WHO SERVE MEALS TO CHILDREN 5 YEARS AND OLDER AND VEND FROM A SCHOOL THAT PARTICIPATES IN THE NATIONAL SCHOOL LUNCH AND SCHOOL BREAKFAST PROGRAMS MAY USE THE NATIONAL SCHOOL LUNCH MEAL PATTERN. ENTER THE MEAL PATTERN YOU WILL USE: CACFP MEAL PATTERN

**IN WITNESS WHEREOF, THE PARTIES HERETO HAVE EXECUTED THIS AGREEMENT AS OF THE DATES INDICATED BELOW:**

VENDOR OFFICIAL SIGNATURE	AGENCY OFFICIAL SIGNATURE
VENDOR OFFICIAL NAME (PLEASE TYPE)	AGENCY OFFICIAL NAME (PLEASE TYPE)
LESLIE M. MILINKOVIC	GUSTINE USD
TITLE	TITLE
Vice President	SUPERINTENDENT
PHONE NUMBER	PHONE NUMBER
425-213-4393	209-854-3784
DATE	DATE





# INVOICE

5600 American Blvd. West, Suite 400  
Bloomington, MN 55437  
[billing@asapconnected.com](mailto:billing@asapconnected.com)

DATE: 07/01/2023  
INVOICE #: INV00112020  
PYMT TERMS: Due on Receipt  
DUE DATE: 07/01/2023

**BILL TO:**  
Gustine Adult School  
13500 Luis Avenue,  
Gustine, CA 95322-1843

**SHIP TO:**  
Gustine Adult School  
13500 Luis Avenue,  
Gustine, CA 95322-1843

Account Number: C0001981

DESCRIPTION	SUBSCRIPTION PERIOD	QTY	UNIT PRICE	LINE TOTAL
ASAP Annual Subscription Fee - Standard	07/01/2023 - 06/30/2024	1	\$2,543.32	\$2,543.32
Subtotal				\$2,543.32
Sales tax				\$0.00
Total				\$2,543.32

Thank you for your business

Gustine Adult School  
13500 Luis Avenue  
Gustine, CA 95322-1843

DATE: 07/01/2023  
INVOICE #: INV00112020  
PAYMENT TERMS: Due on Receipt  
DUE DATE: 07/01/2023

Administrative Software Applications, Inc.  
PO Box 200200  
Dallas, TX 75320-0200

Account Number: C0001981

<p><b>Amount Enclosed</b></p> <p>\$</p>
---

Payable to: Administrative Software Applications, Inc.

For electronic payment options, please refer to your invoice email

Gustine Unified School Dist  
 Accounts Payable  
 1500 Meredith Ave  
 Gustine CA 95322

**Start Date:** 7/1/2023

**Due Date:** 7/31/2023

**PAYMENT INFORMATION**
**Please send checks to:**

 Frontline Technologies Group LLC  
 PO Box 780577  
 Philadelphia, PA 19178-0577

**To make payment via ACH/EFT:**

 Bank Name: Wells Fargo, N.A.  
 Account Name: Frontline Technologies Group LLC  
 ABA/Routing #: 121000248  
 Account #: 4121566533  
 Swift Code: WFBIUS6S

Please include the invoice number in the memo of your check or ACH payment to ensure timely processing.

 Please send remittance advice to [Billing@FrontlineEd.com](mailto:Billing@FrontlineEd.com).

 You can find a copy of our W9 at <http://help.frontlinek12.com/WebNav/Docs/FrontlineEducationW9.pdf>.

Qty	Description	Start	End	End User	Rate	Amount
1	Absence & Time Solution	7/1/2023	6/30/2024	14732 Gustine Unified School District	\$17,151.82	\$17,151.82

Your timely payment is important to maintain a continuous subscription status and allow for delivery of services. Our billing system tracks by contract, not PO#. Therefore, we are unable to address questions based on PO#. If information is needed about your PO#, please contact your organization's financial department.

SUBTOTAL \$17,151.82

**TOTAL DUE**  
**by 7/31/2023** \$17,151.82

# ORDER / QUOTE



REF-056349

## QUOTE FOR:

ATTN: **Accounts Payable**  
Gustine Unified School District  
1500 Meredith Ave.  
Gustine, CA 95322

## REQUESTED BY:

Kim Medeiros  
Gustine Unified School District  
1500 Meredith Ave.  
Gustine, CA 95322

## SUBSCRIPTION PERIOD:

Start Date: **Sep 1, 2023**  
End Date: **Aug 31, 2024**  
Duration: **12 months**

		ANNUAL		
PRODUCT	QTY	RATE	PRICE	SUBTOTAL
Xello for High School ▼	590	<b>\$4.95</b> Per Student	\$4.95	\$2,920.50
Xello for Middle School ▼	417	<b>\$4.25</b> Per Student	\$4.25	\$1,772.25
Xello for Elementary School ▼	130	<b>\$2.50</b> Per Student	\$2.50	\$325.00
Student Tracker (NSC) ▼ SCH ID # and Contract End Date is required if existing client.	1	<b>\$595.00</b> Per School	\$595.00	\$595.00
Data Integration Services ▼ Data integration services – SSO, automated account provisioning, and rostering.	4	<b>\$300.00</b> Per School	\$300.00	\$1,200.00
Custom Web Training ▼ Training must occur within the contract period	3	<b>\$450.00</b> Per Session	\$450.00	\$1,350.00

## NOTES:

## GRAND TOTAL:

**\$8,162.<sup>75</sup>**  
USD

Xello Terms of Use Agreement  
W8 Form  
Billing + Renewals FAQ's



jhonatanl@xello.world



Fax: 416.463.0938

1867 Yonge Street • Suite 700 • Toronto, ON M4S 1Y5 • Canada



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

## AGREEMENT FOR MEDIA SERVICES

An Agreement between Merced County Office of Education, hereinafter referred to as the **Media Center**, and the **Gustine Unified School District** hereinafter referred to as the **District**.

The term of this Agreement shall begin July 1, 2023 or upon execution of this Agreement by all parties, whichever is later, and end June 30, 2024.

The **Media Center** will provide the following services and resources:

1. Accounts and access to the following online resources:
  - a) Portal access (portal.mcoe.org)
  - b) California Streaming with CALSnap search
  - c) Online Media Catalog (Insignia)
  - d) PebbleGo and PebbleGo Next (K-5)
  - e) Scholastic Go (K-12)
  - f) Mystery Science (K-5)
2. Audiovisual learning resources (VHS, DVDs, CDs, etc.) and models, kits, realia, and books.
3. DVD site collection.
4. Access to the Teacher Center which includes: poster printers, Ellison Dies, laminator, paper cutters, copier, vinyl printing and cutter, and includes materials at discounted pricing.
5. Access and support for the MCOE and Media Center Computer Lab.
6. Support for setting up electronic learning resource trainings.
7. Credentialed Library Services.

The **District** agrees to the following:

1. Inform all staff using instructional materials provided through this contract no duplication of copyrighted material owned and/or licensed by the Merced County Office of Education shall be permitted beyond the term of this contract.
2. Transfer to the County Schools Service Fund a sum equal to the rate multiplied by the total ADA of the District as reported on the previous year's P-1 Report.



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3. Adhere to the Merced County Office of Education Policy, Regulation and Exhibit 5022: Student and Family Privacy Rights. **Refer to Exhibit A of this Agreement, pages E-1 through E-8.**
4. **COVID-19 REQUIREMENTS**  
Contractor, at Contractor's sole expense, shall follow all State and local laws, rules, regulations, guidelines, and orders related to the COVID-19 pandemic in the performance of its work under this Agreement. This shall include, but not be limited to, creating a COVID-19 worksite specific prevention plan prior to conducting Contractor's business/activity. Contractor is encouraged to frequently reference [www.covid19.ca.gov](http://www.covid19.ca.gov) for information on State requirements for operation of specified businesses/activities

This Agreement will be reviewed and evaluated prior to the Agreement termination to determine what, if any, modifications may be needed.

Therefore, the amount to be paid by the District for services for the 2023-2024 school year is computed as follows:

**Basic Services:**

$$1587 \times \$5.00 = \$7,935.00 + \$100 \text{ (delivery)} = \underline{\$8,035.00}$$

**Additional Options:**

The following digital resources are available at an additional cost. Check **Yes** to add or **No** to decline:

Yes No

**Nearpod\*\*:** 1587 x \$7.10 Annual Rate = \$11,267.70

**\*\*Nearpod discount rate expires June 16, 2023.** Confirmation of addon purchase must be received by Media Center before expiration date – [media@mcoe.org](mailto:media@mcoe.org)

**eLearn.mcoe.org:** 1587 x \$2.00 Annual Rate = \$3,174.00

+ \$500.00 Annual Tech Fee = \$500.00

NURTURE • SERVE • LEAD

Equal Employment Opportunity





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**Capstone/PebbleGO add-ons are school specific\*\***

**\*\* Pricing is based on 10+ elementary schools in the county. Price may increase if a minimum of 10 schools are not reached. The deadline to opt-in is June 16<sup>th</sup>, 2023.**

Yes No

**PebbleGO Connect Platform Activity Bundles – Please fill out form below**

**Connect Platform (annual access) = \$622.50 per school**

*Includes 58 Themed collections with 5 activity plans each – 290 Activity Plans with 143 free eBooks included, aligned to cross-curricular standards*

OR

Yes No

**eBooks Bundle packages (Connect Platform included with bundle for first year) – Please fill out form below**

**Pick one (1) eBooks bundle for your school(s):**

1. Base Connect eBook Package – 300 perpetual ebooks = \$4,374.00 per school
2. Core Connect eBook Package – 1000 perpetual ebooks = \$11,610 per school
3. Deluxe Connect eBook Package – 2000 perpetual ebooks = \$20,250.00 per school
4. Premier Connect eBook Package – 3000 perpetual ebooks = \$26,730.00 per school

Continued on next page



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

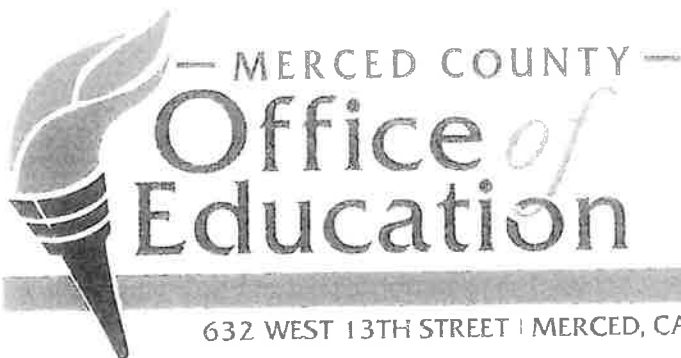
632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

If opting in for PebbleGO Connect and/or eBook bundles, please complete the below fields:

	School Name	Mark (x) to add Connect Platform	OR	eBooks Bundle Package (Base, Core, Deluxe, or Premier)	Amount (\$) of Connect or eBooks Bundle
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Total

**23-24 Connect Total and eBook Bundle Grand Total**



Steve M. Tietjen, Ed.D. County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

**SIGNATURE AND BUDGET PAGE**

**MERCED COUNTY OFFICE OF EDUCATION**

John Magneson  
John Magneson, Assistant Superintendent  
Educational Services

4/24/23  
Date

Janet Riley  
Janet Riley, Assistant Superintendent  
Business Services

5/22/2023  
Date

**Gustine Unified School District**

\_\_\_\_\_  
Print Name and Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**BILLING INFORMATION**

\_\_\_\_\_  
District/Program Account Code

\_\_\_\_\_  
Billing Address (If Applicable)

\_\_\_\_\_  
Media Services Account Code



— MERCED COUNTY —  
**Office of  
Education**

Steve M. Tietjen, Ed.D. County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

2023 - 2025  
Memorandum of Understanding  
Between  
Merced County Office of Education Teacher  
Induction Program  
and  
Gustine Unified School District

This is a Memorandum of Understanding (MOU) between the Merced County Office of Education (MCOE) and the participating district.

The goal of this partnership is to provide quality professional development and support to first and second year Induction candidates, which will lead to a Clear Credential recommendation, as established in the Teacher Induction Program Standards.

This MOU will define:

1. Project Governance
2. General Responsibilities
3. Fiscal Responsibility

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Equal Employment Opportunity

## **Project Governance**

1. The Credentialing Advisory Council (CAC) is composed of the Credential Program Director, Teacher Induction Program (TIP) Coordinator, Clear Administrative Services Credential (CASC) Coordinator, Intern Coordinator, administrative representatives from each participating district or private school and representative candidates and mentors.
2. The CAC will meet two times each year in the Fall and Spring. It is critical that each partner district provides a representative to the CAC.
3. Operational leadership of the CAC will be provided by the Credential Program Director.

## **General Responsibilities**

### The Teacher Induction Program will:

1. Provide ongoing training and professional learning opportunities for candidates and mentors based on the California Standards for the Teaching Profession as well as needs expressed by candidates, mentors, and districts
2. Provide all necessary program materials to each candidate and mentor
3. Ensure that candidates, mentors, and site administrators complete the Agreement of Duties form upon program entry or when taking on a new candidate
4. Establish and maintain accurate candidate records and reports as required by the California Commission on Teacher Credentialing (CCTC) for Clear Credential recommendation
5. Provide assessment documentation to meet the CCTC program requirements yearly through formal and informal program reviews
6. Submit required reports and documents to the CCTC and to the Credentialing Advisory Council as requested
7. Provide support to mentors ensuring both "just in time" support and long-term analysis of teaching practice to help candidates develop enduring professional skills
8. Provide site administrator training
9. Notify district if circumstances mandate the removal of a candidate for misconduct

### Participating district will:

1. Inform new teachers about the TIP program in their first year of teaching with a preliminary credential



2. Inform candidate of any financial responsibility for TIP at time of hire
3. Have new teachers enroll in the TIP Program - <https://tinyurl.com/3xawd8if>
4. Appoint a representative to the Credentialing Advisory Council and ensure attendance by representatives (or designee) at ALL meetings annually
5. Pair candidates with qualified mentors taking into consideration credential, grade or content expertise, geographic proximity, and/or school schedules. **The pairing will be completed within 30 days of the start of the teaching contract**
6. Ensure candidates and mentors attend an orientation in order to develop the Individual Learning Plan **within 60 days** of the start of school
7. Ensure that mentors complete appropriate mentor training
8. Ensure dedicated time for ongoing candidate and mentor interactions; 1-2 hours per week on average of individualized support/mentoring as required by program standards
9. Ensure participation in professional learning programs designed and provided for candidates and mentors
10. Ensure that candidates are assigned to a content area which allows them to implement state adopted academic standards
11. Ensure that candidates and mentors participate in at least one triad conversation with site administration **BEFORE** attending an orientation
12. Ensure that all site administrators attend the TIP administrator workshop
13. Recognize that work done in TIP is for professional growth and development of the candidate and not for evaluative purposes
14. Annually submit the district's procedure and criteria for selecting mentors
15. Notify the candidate of their removal from the TIP if they are removed due to misconduct

### **Fiscal Responsibility**

#### The Teacher Induction Program will:

1. Invoice districts twice per year, in October and February, for the cost of their teachers' participation while working toward a Clear Credential. Budget transfer will be completed via district resource code
2. Reimburse districts up to two half-days of sub pay (district sub rate) for any mentor or candidate who joins the CAC and attends the two meetings per year

3. Reimburse districts up to eight days of sub pay (district sub rate) for release time for each mentor to attend optional Cognitive Coaching training

Participating district will:

1. Pay MCOE \$3,000 annually for each teacher enrolled in TIP\*

2. Payments from MCOE to district employees who provide services to the TIP will be included in district payroll. A timesheet provided by TIP will be completed by the instructor/mentor and Teacher Induction Coordinator and sent to the District. MCOE will reimburse the district a flat rate amount once an invoice (with a budget code provided), and a payroll support document (PAY328) are provided to the TIP. The district will need to calculate the employer paid costs and deduct it from the paid stipend. The district can also elect to cover the employer paid cost themselves, but will not be reimbursed.

- i. Instructors who will be presenting workshops for the TIP will be paid \$50/hour.
- ii. Lead Mentors, who will be hired by the Teacher Induction Coordinator, will be paid \$2,000/year at 40 hours throughout the year. The Lead Mentors will provide Mentor support and review work for TIP

*\*If participating in District Co-Op Agreement, pay annually per the Co-Op Agreement for 2 TIP candidates. The district will pay \$3,000/per candidate beyond the 2 included in the Co-Op Agreement.*

**Assurances by Participants**

The signatures below indicate that the parties have agreed to the provisions of the MOU until such time as either the District or the MCOE TIP terminate the agreement in writing. The intent to terminate will be received no later than May 1 of each calendar year.  
The term of this MOU will be from July 1, 2023 through June 30, 2025.

**John Magneson** Digitally signed by John Magneson  
Date: 2023.04.25 16:12:23 -07'00'

Assistant Superintendent  
Merced County Office of Education

District Superintendent or Designee

Date

Print Name

Date

**Karla Paul** Digitally signed by Karla Paul  
Date: 2023.04.21 11:06:07 -07'00'

Teacher Induction Coordinator  
Merced County Office of Education

District Board Member or Designee  
School District (if required)

Date

Print Name

Date

Bargaining Unit Representative  
(if required)

Print Name

Date

MIGRANT EDUCATION – REGION 3  
632 W. 13<sup>th</sup> Street  
Merced CA 95341  
(209) 381-6703

Partnership Agreement  
Between  
Migrant Education Region III  
And

### **GUSTINE UNIFIED SCHOOL DISTRICT**

This agreement is between Migrant Education Region III, hereinafter referred to as the region and **GUSTINE UNIFIED SCHOOL DISTRICT** District hereinafter referred to as the district. This agreement is established due to the reason(s) checked below.

- No reimbursement to the district.
- Less than 100 MEP identified students

The period covered by this agreement shall be from **July 1, 2023 to June 30, 2024**. There are currently **60** migrant students in the district as reported in the Migrant Student Information Network (MSIN).

Based on the needs of its Migrant students, the region and the district agree to the following:

### **REGIONAL RESPONSIBILITIES**

#### **I&R**

- Provide identification and recruitment services.

#### **School Readiness**

- Invite parents to participate in regional sponsored school readiness activities to promote parent involvement strategies, home based instructional support, parenting skills, etc.

#### **Instructional Services**

- Make available School/Home Base Services in ELA/ELD and Math depending on availability of Tutors for **K-12** students.

#### **Elementary Services**

- The MEP office will hire part-time Academic Tutors (AT) to support migrant students. The ATs will provide:
  - Academic Tutoring
    - Provide individual and small group tutoring to migrant students as prescribed by classroom teachers on the students' needs and progress (afterschool).
    - Works individually with students in any phase of the writing

process. Leads critique groups for writing. Responds to student writing using discourse mode writing assignments, which students have had the opportunity to revise and edit.

- Conducts tutorial sessions in all areas of mathematics/English.
- Communicates frequently with the coordinator (or Teacher) regarding student progress and areas of concern.

### High School Services

- The MEP office will hire part-time Academic Counseling Assistants (ACA) to support migrant students. The ACAs will provide:
  - Academic advising
    - In collaboration with the site administrators and guidance counselors, assist with keeping MEP students informed of their progress towards high school graduation (A-G and graduation requirements).
    - Provide individual and small group tutoring to migrant students as prescribed by classroom teachers on the students' needs and progress (lunchtime and after school).
  - Cyber High
    - In agreement with school staff members, provide students with the opportunity to recover credits needed to stay on track for graduation through Cyber-High.
    - Assist students with their Cyber High coursework outside their regular school day (lunchtime and after school).
  - College Awareness
    - Assist students in researching career opportunities; disperse information regarding scholarships, workshops, career fairs, and college visitation field trips.
    - Connect students with universities and provide them with a positive learning experience via our College Assistance Migrant Program.

### Out of School Youth

- Provide referral services to Out of School Youth through a case management model delivered by a part-time county Youth Outreach Specialist in the student's home.

### Parent Involvement

- Parent Advisory Council (PAC) is required **if more than 100** MEP identified students in the district. MEP will conduct 6 District PACs, if more than 100 students.
- Invite all parents to attend the Area and State Parent Conferences and other regionally sponsored parent involvement activities.

### Health

- Make available Vision and Dental Screenings to MEP students and provide health referral services to appropriate agencies.

**Summer Activities**

- Make available School/Home Base Services in ELA/ELD and Math during summer periods.
- Provide services to the students by hiring a teacher, a binational teacher from Mexico, migrant tutors, and Mini-Corps tutors.
- Invite students to regional summer activities.

**Technical Assistance**

- Collaborate with LEA staff to promote and identify best practices that meet the needs of migrant students.
- Provide information via Box.com

**DISTRICT/SCHOOL RESPONSIBILITIES**

The District/School will:

- Refer potential MEP students to the Region for identification and recruitment.
- Flag MEP students on state assessments in the district/school database.
- Provide access to student assessment information as agreed by parents when they sign the Certificate of Eligibility.
- Provide and maintain a work area, which is conducive to serving students and families for migrant education staff.
- Identify and address the needs of migrant children in coordination with other state and federal categorical programs operated by the district.
- Access Box.com to exchange information regarding identified students for eligibility lists and services provided

In witness whereof, the following parties have executed this agreement.

Amelia Jimenez  
Amelia Jimenez, Ed.D.  
Regional Director

6/5/23  
Date

  
Dr. Bryan Ballenger  
Superintendent

6/2/23  
Date





3131 Esplanade, Chico, CA 95973

PH: (530) 343-6065

FAX: (530) 343-9470

# MAINTENANCE AGREEMENT

Date: 5/11/2023  
Contract # \_\_\_\_\_  
UBEO Account Rep: A.J. Hohn

Purchase Order# \_\_\_\_\_  
(Include hard copy if PO is required)

### BILL TO:

Company Name:	Gustine USD		
Department:			
Address:	1500 Meredith Ave		
City:	Gustine	County:	
State:	CA	Zip:	95322
Phone #:	(209) 854-3784		
Contact:			
Email Address:			

### SHIP TO:

Various, please see attached Schedule A

Company Name:			
Department:			
Address:			
City:		County:	
State:		Zip:	
Phone #:		Fax:	
Contact:			
Email Address:			

### Meter Contact Information:(for those not pulling electronically)

Contact Name:	
Phone Number:	
Email Address:	
Primary Service Tech:	

### AGREEMENT START DATE: Installation of new devices

This maintenance plan is effective for 24months from the agreement start date (install date if applicable). Base charges are payable in advance with overages billed in arrears

COVERAGE TYPE: (Network support and related technical services are NOT covered by this agreement. Such services are offered with optional TSA agreement.)

- STANDARD (GF) (Includes all parts & labor; Excludes ALL consumables.)  Excludes Drum (GP)
- BUNDLED (AI) (Includes all parts, labor and consumable toner. Consumables such as, but not limited to staples, ink stamps, paper or specialty media are excluded)
- Wide Format "Plus" (AIP) (Includes all parts, labor & supplies, including 20 lb standard bond paper)
- NON-STANDARD (TO) (Includes consumable toner cartridges only. Excludes all parts, labor, and consumables such as, but not limited to staples, ink stamps, paper or specialty media)

### COVERED EQUIPMENT

COVERED EQUIPMENT	ESTIMATED ANNUAL VOLUME	MANUFACTURER'S PUBLISHED YIELD PER CONTAINER	MINIMUM VOLUME CHARGE PER MONTH	MONTHLY CHARGE PER MONTH	OVERAGE/EXTRA COPY CHARGE
<b>Please Refer to Schedule A</b>	<b>BW / Mono</b>		16,000	<b>\$770.00</b>	0.02
	<b>Color</b>		2,500		0.18

### QUANTITY OF TONER INCLUDED IN AGREEMENT:

In the case of supply inclusive agreements, UBEO West, LLC will supply to the Customer toner free of charge according to the Manufacturer's Published Yield per Container. At UBEO West, LLC's discretion, may perform a Toner Usage Reconciliation audit from time to time. If Customer's toner usage exceeds the manufacturer's published yields, UBEO West, LLC will bill the Customer for excess toner usage at its lowest published price.

Minimum Total Per MONTH **\$770.00**  
(Plus Applicable Taxes)

RENEWAL: YES  NO

### BILLING CYCLE - Bases

- Monthly  Annual
- Quarterly  Semi-Annual
- No base billing

### BILLING CYCLE - Meters

- Monthly  Annual
- Quarterly  Semi-Annual

### SPECIAL INSTRUCTIONS

Maintenance Agreement is a combination of customer owned and leased devices. The agreement is a 24 month term with all Kyocera devices having an obsolescence term date of May 31, 2025. To include all: service, labor, parts, and toner.

For managed print agreements (Printers), you agree that if you retire, replace and/or add new equipment, you grant the UBEO West, LLC the ability to reflect these additions or deletions of said equipment and your payment under this agreement may adjust accordingly.

For agreements without a base billing, the above stated pricing is based upon the guaranteed number of images listed under "Estimated annual volume". All images will be billed per the billing in arrears for actual usage.

Customer agrees to purchase and UBEO West, LLC agrees to provide maintenance service for the equipment listed above, in accordance with the terms and conditions of this agreement. No terms or conditions, expressed or implied, are authorized unless they appear on the original of this agreement and are signed by the customer and an officer of UBEO West, LLC. The additional terms and conditions of this agreement listed on the reverse side are incorporated in and made part of this agreement. No change, alteration or amendment of these terms and conditions are authorized or effective unless agreed upon in writing by an officer of UBEO West, LLC. No course or dealing or other conduct or custom shall constitute an amendment to the terms hereof nor alter or vary the terms of this agreement.

X

CUSTOMER SIGNATURE  
**BRYAN BALLENGER**  
Print Name

TITLE  
**Sup**

DATE  
**5/11/23**

X

UBEO West, LLC APPROVAL

TITLE

DATE

v 8.0 02/26/2016

Page 1 of 2

- 1 During the term of this agreement, and for each unit of equipment listed on the front of this document or any subsequent amendment or Schedule, the UBEO West, LLC will provide, without additional charge, emergency repair service, preventative service, replacement parts (except under the conditions noted in this agreement) and in case of supply inclusive agreements (see front page for this agreement's specific coverage) all supplies (except, as applicable, paper, staples, and clear toner) under the usage limitation conditions listed in the front page of this document. The initial term of this agreement shall be for a period of 24 months and shall be automatically renewed for additional 1 month period unless written notice is received by either party at least 90 days prior to the expiration of the initial term of the Agreement or any renewal thereof. This agreement shall NOT be assignable by customer without UBEO West, LLC's prior written consent. UBEO West, LLC shall have the right to cancel this agreement if any item is sold to a third party without such consent.
- 2 Maintenance charges provided herein are based upon the current costs of parts and labor and are subject to periodic increases and the effect of inflation. After the first year anniversary date of this agreement and any subsequent twelve month period, the minimum annual or monthly maintenance charges and charges for any average copies/prints will increase a minimum of 5% over the charges of the previous year. In addition, the minimum billing charge, on any single billing period shall be \$35.00. In addition, UBEO West, LLC may assess an additional fuel and/or freight surcharge to offset higher than normal service costs as a result of adverse economic conditions.
- 3 It is understood that should customer wish to add additional, recently acquired but not "new", printers (HP, Kyocera and the like) to this agreement that UBEO West, LLC reserves the right to inspect and approve the addition of each. Such approval is contingent on age and overall condition of the printers in question. UBEO West, LLC might, after inspection, require that certain reconditioning or repairs be made before the equipment in question is covered under this maintenance agreement.
- 4 All routine preventative maintenance and emergency service necessary to keep the equipment in efficient operating order will be performed by UBEO West, LLC staff during its regular business hours (8:00 AM to 5:00 PM Monday through Friday except holidays) at no cost to Customer provided that such services shall not include the following:
  - a) repairs resulting from causes other than normal use; Customer's willful act, use of any paper stock that does not meet machine specifications, negligence or misuse including, without limitation, damage to any part or mechanisms and/or use or supplies or spare parts not manufactured or used or supplied or spare parts not manufactured by the original equipment manufacturer and which cause abnormally high service calls or service problems; accident, transportation, failure of electrical power, air conditioning or humidity control related problems, acts of nature (fire, flood etc), theft or
  - b) repairs made necessary by service performed by personnel other than an UBEO West, LLC representative, or
  - c) work which the customer requests to be performed outside regular business hours, or
  - d) reconditioning or modification to the equipment except those specified by UBEO West, LLC's Technical Service Department to assure greater performance of the equipment.

All of the foregoing shall be invoiced in accordance with UBEO West, LLC's established per call rates and part charges then in effect. Additionally, UBEO West, LLC shall have the right, when reasonably in need for reasons of significant equipment failure, to substitute equivalent Equipment (age, model, accessories and meter) at any time during the term thereof. Any removed parts replaced by UBEO West, LLC shall become the property of UBEO West, LLC. UBEO West, LLC shall have full and free access to the Equipment in order to provide service thereon and customer shall from time to time advise UBEO West, LLC of the names of its employees who shall act as "key operators," with responsibility for performing basic operator maintenance as described by UBEO West, LLC personnel.
- 5 Certain "housekeeping" duties as outlined in the Owners Instruction Manual provided with the equipment (such as cleaning the glass, clearing misfeeds, if possible, etc) are the customer's responsibility. If a representative of UBEO West, LLC is called to do servicing of this nature the customer will be charged at the established rates for this service. Customer responsible for providing manufacturer recommended, adequate power supply.
- 6 Meter reading(s) must be provided by customer in accordance to the frequency stated on the reverse side of this Agreement. Customer agrees to provide correct meter readings to insure accurate and timely billing to the customer by UBEO West, LLC. If correct meter readings are not provided timely, UBEO West, LLC will calculate an estimated meter reading(s) and bill the Customer in accordance to the frequency contracted for. UBEO West, LLC may assess an additional surcharge to offset administrative costs should calls need to be made to Customer in order to secure meter readings. In addition, UBEO West, LLC may automatically collect from the Equipment, via electronic transmission to a secure off-site location, certain data to be used for servicing the equipment, billing meters, supply replenishment or product improvement purposes. Automatic transmitted data may include, but is not limited to, product registration, meter reads, supply level, equipment settings, and problem/fault code data. All such data shall be transmitted in a secure manner specified by UBEO West, LLC.
- 7 Additional service such as cosmetic, modification, or relocation, etc. requested and authorized by Customer and rendered by UBEO West, LLC will be charged at established rates for such service.
- 8 If customer's service and/or supply account becomes past due, UBEO West, LLC may (a) refuse service or delivery of supplies until account is made current or (b) provide service on a C.O.D. per call basis at the then current rate for time and materials. Additionally, Customer agrees to pay to UBEO West, LLC its cost and expense of collection including reasonable attorney's fees and all charges earned for service provided before the Customer went on a per call C.O.D. basis for non-payment per the terms of the agreement.
- 9 Liquidated damages: In the event that the customer defaults or chooses to cancel this Agreement before its original term or any extension thereof, Customer promises to pay to the UBEO West, LLC the following amounts as reasonable liquidated damages (and not as a penalty) for breach thereof:
  - a) Contracts with 24 or more months remaining: twelve times the monthly base (or as the case may be quarterly base divided by 3) plus six months average overages, if any. Overage average shall be determined as the average sum of overage billing the customer has been invoiced for during the current term or 6 months whichever is longer.
  - b) Contracts with 13 to 23 months remaining: nine times the monthly base plus six months average overages, if any. Overage average shall be determined as the average sum of overage billing the customer has been invoiced for the previous 6 months.
  - c) Contracts with 12 or less months remaining or any subsequent 12 month renewal: six times the monthly base plus six months average overages, if any. Overage average shall be determined as the average sum of overage billing the customer has been invoiced for during the previous 6 months.
- 10 Cancellation for Non-Performance: Customer may cancel the agreement for non-performance as follows: Customer must forward to UBEO West, LLC via registered mail, to the address listed on the front of this document, the specific problems with the system or other area(s) of non-performance and dissatisfaction. UBEO West, LLC shall have 30 days to correct the problem. If UBEO West, LLC has not corrected the problem within 30 days, Customer may notify UBEO West, LLC of their intent to cancel in 30 days, after which time the Customer is no longer bound by the Liquidated Damages portion of this agreement. Cancellation of the maintenance agreement for non-performance does not provide relief to the Customer from being obligated to make all remaining lease payments (if any) to the leasing company providing financing services for the equipment in question. This agreement may be cancelled by UBEO West, LLC for any reason.
- 11 Retained Title: Title to all supplies furnished hereunder, including consumable parts such as drums, remains with the UBEO West, LLC until said supplies are consumed to the extent they may not be further utilized in the copy/printing process. In the event this agreement is cancelled by either party, Customer agrees to return to the UBEO West, LLC all unused supplies provided under this agreement including toner and photoconductor.
- 12 UBEO West, LLC's obligation and warranties under this Agreement are in lieu of (a) all other warranties, expressed or implied, including implied warranties of merchantability and fitness for a particular purpose and (b) all other obligation or liabilities for damages including but not limited to personal injury or property damage, loss of profit or other consequential damages arising out of or in connection with this agreement of the maintenance service performed hereunder. Nor shall UBEO West, LLC be responsible for delays or inability to service caused directly or indirectly by strikes, accidents, climatic conditions or any other reason of similar nature beyond its control. This agreement shall be governed and construed according to the laws of the State of California.
- 13 Payment terms are upon receipt of invoice (URI) unless otherwise specified. Late charges will be assessed on the outstanding balance if payments are not received within 15 days of invoice date. The minimum late charge is \$9.50. Late charges will not exceed the maximum permitted by law. Customer agrees to pay to UBEO West, LLC a charge of \$25 for any returned checks per occurrence if any of seller's checks are returned to UBEO West, LLC unpaid. Upon default of any payment or any other aspect of this Agreement, UBEO West, LLC may at its option, declare the entire outstanding balance due and payable, including the Liquidated Damages stated in Section 9 of this Agreement.
- 14 In the event of any litigation arising out of this Agreement, the prevailing party shall be entitled to recover reasonable attorney's fees and costs from the other

This agreement constitutes the entire agreement between the parties with respect to the furnishing of maintenance service superseding all previous proposals oral or written. No representation or statement not contained herein shall be binding upon UBEO West, LLC as a warranty or otherwise, nor shall this Agreement be modified or amended unless signed by UBEO West, LLC's General Manager

\_\_\_\_\_

Customer Initials





Agreement Number

Description for the Agreement. Dated \_\_\_\_\_ by and between the undersigned and UBEQ West, LLC

Initial \_\_\_\_\_ Date \_\_\_\_\_

EQUIPMENT INFORMATION							Black and White				Color Pool			
Model #	Serial #	Ownership	Location	Department	Address	Zip	Start Meter	Pool #	Covered Copies	Overage Rate	Start Meter	Pool #	Covered Copies	Overage Rate
HP E45028DN		Lessor	Gustine USD	Superintendent	1500 Meredith Ave	Gustine, CA								
HP E45028DN		Lessor	Gustine USD Gustine Elementary School	Principals Office	2806 Grove Ave	Gustine, CA								
HP M47528f		Lessor	Gustine USD Gustine High School	Gustine HS - Front Office	501 North Ave	Gustine, CA								
HP M451	CNDG325998	Customer	Gustine USD	Cafeteria Office/ Food services	1500 Meredith Ave	Gustine, CA								
HP M454	VNB3502924	Customer	Gustine USD	L. Filippini	1500 Meredith Ave	Gustine, CA								
HP M479	MXBCM7344Y	Customer	Gustine USD Adult Education	701 Wallis Ave Gustine, CA	685 Wallis Ave	Gustine, CA								
HP M252	VNB3F28580	Customer	Gustine USD Gustine Elementary School	E-4	2806 Grove Ave	Gustine, CA						Color 1	2,500	0.18
HP M452	VNB3K05543	Customer	Gustine USD Gustine Elementary School	Principal Office	2806 Grove Ave	Gustine, CA								
HP M475	CNC8DCDV5N	Customer	Gustine USD Gustine Elementary School		2806 Grove Ave	Gustine, CA								
HP M477	VNB8JCJRQ	Customer	Gustine USD Gustine Elementary School		2806 Grove Ave	Gustine, CA								
MTB P5026	VDT6900303	Customer	Gustine USD Gustine Elementary School		2806 Grove Ave	Gustine, CA								
HP M452	VNB3C15401	Customer	Gustine USD Gustine High School	Rm 11	501 North Ave	Gustine, CA								
HP M452	VNB3B96650	Customer	Gustine USD Gustine High School	Room 24	501 North Ave	Gustine, CA								
HP M454	VNB3502484	Customer	Gustine USD Gustine Middle School	Kathy's Desk	28075 Sullivan Rd	Gustine, CA								
HP M451	CNDG226928	Customer	Gustine USD Maintenance Dept	Maintenance office	685 Wallis Ave	Gustine, CA								
HP M452	VNB3X26614	Customer	Gustine USD Romero Elementary School	Principal's office	13500 W Luis Rd	Santa Nella, CA		BW 1	18,000	0.02				
HP M40040dn		Lessor	Gustine USD	Dist Office (Sara)	1500 Meredith Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD	Back office (Break)	1500 Meredith Ave	Gustine, CA								
HP MFP 428f dn		Lessor	Gustine USD Gustine Elementary School	Computer Lab F2	2806 Grove Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Gustine Elementary School	F-6	2806 Grove Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Gustine Elementary School	Computer Lab	2806 Grove Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Gustine High School	Rm 13 HS	501 North Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Gustine High School	Conference Rm	501 North Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Gustine High School	Assistant Principal's Office	501 North Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Gustine High School	Rm 10	501 North Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Gustine Middle School	Principal Office	28075 Sullivan Rd	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Gustine Middle School	Library Classroom	28075 Sullivan Rd	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Maintenance Dept	RM D2	685 Wallis Ave	Gustine, CA								
HP M40040dn		Lessor	Gustine USD Romero Elementary School	C2	13500 W Luis Rd	Santa Nella, CA								
HP M40040dn		Lessor	Gustine USD Romero Elementary School	C-3	13500 W Luis Rd	Santa Nella, CA								
HP M40040dn	PHBB316529	Customer	Gustine USD		1500 Meredith Ave	Gustine, CA								

No Color - BW / Mono Devices Only



Agreement Number

Description for the Agreement. Dated _____ by and between the undersigned and UBEO West, LLC							Initial		Date					
EQUIPMENT INFORMATION							Black and White			Color Pool				
Model #	Serial #	Ownership	Location	Department	Address	Zip	Start Meter	Pool #	Covered Copies	Overage Rate	Start Meter	Pool #	Covered Copies	Overage Rate
MTB P2235DW	VCU6200345	Customer	Gustine USD Gustine Middle School	Room E-2	28075 Sullivan Rd	Gustine, CA		BW 1	16,000	0.02	No Color - BW / Mono Devices Only			
MTB P2235DW	VCU6200303	Customer	Gustine USD Gustine Middle School	Room C-1	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200351	Customer	Gustine USD Gustine Middle School	Room T-4	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200352	Customer	Gustine USD Gustine Middle School	Room D4	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200344	Customer	Gustine USD Gustine Middle School	Room C-4 - NOT NETWORKED	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200346	Customer	Gustine USD Gustine Middle School	Room E-1	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200347	Customer	Gustine USD Gustine Middle School	Room C-3	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200343	Customer	Gustine USD Gustine Middle School	Room T-2	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200354	Customer	Gustine USD Gustine Middle School	Room J-3	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200348	Customer	Gustine USD Gustine Middle School	Room E-4	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU6200356	Customer	Gustine USD Gustine Middle School	Computer Lab	28075 Sullivan Rd	Gustine, CA								
MTB P2235DW	VCU7602389	Customer	Gustine USD Gustine Middle School	Cafeteria	28075 Sullivan Rd	Gustine, CA								
MTB FS1370DN	Q652944605	Customer	Gustine USD Romero Elementary School	Library	13500 W Luis Rd	Santa Nella, CA								
MTB FS1370DN	Q652944610	Customer	Gustine USD Romero Elementary School	Front Office	13500 W Luis Rd	Santa Nella, CA								
MTB P2135	LVK6X55144	Customer	Gustine USD Romero Elementary School	ROOM G-5	13500 W Luis Rd	Santa Nella, CA								

CUSTOMER ACCEPTANCE

This Equipment Schedule A is hereby Verified as correct by the undersigned Lessee, who acknowledges receipt of a copy:

Dated: 5/1/23 Customer: ROMERO USD Signature: [Signature] Title: SUP Print Name: BRYAN BALLINGER

Dated: \_\_\_\_\_ Customer: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Print Name: \_\_\_\_\_

# CALIFORNIA JUDICIAL REFERENCE ADDENDUM

## AGREEMENT #

Addendum to Agreement # \_\_\_\_\_ and any future supplements/schedules thereto, between Gustine USD, as Customer and UBEO West, LLC, as Lessor/Secured Party ("Agreement"). The words "you" and "your" refer to Customer. The words "we," "us" and "our" refer to Lessor/Secured Party

The parties wish to amend the above-referenced Agreement by adding the following language:

1. Any and all disputes, claims and controversies arising out of, connected with or relating to the Agreement or the transactions contemplated thereby (individually, a "Dispute") that are brought before a forum in which pre-dispute waivers of the right to trial by jury are invalid under applicable law shall be subject to the terms contained in this Addendum in lieu of the jury trial waiver otherwise provided in the Agreement. Disputes may include, without limitation, tort claims, counterclaims, claims brought as class actions, claims arising from schedules, supplements, exhibits or other documents to the Agreement executed in the future, disputes as to whether a matter is subject to judicial reference, or claims concerning any aspect of the past, present or future relationships arising out of or connected with the Agreement.
2. Any and all Disputes shall be heard by a referee and resolved by judicial reference pursuant to California Code of Civil Procedure ("CCCP") §§ 638 et seq. The referee shall be a retired California state court judge or an attorney licensed to practice law in the State of California with at least 10 years' experience practicing commercial law. The parties shall not seek to appoint a referee that may be disqualified pursuant to CCCP §§641 or 641.2 without the prior written consent of all parties. If the parties are unable to agree upon a referee within 10 calendar days after one party serves a written notice of intent for judicial reference upon the other parties, then the referee will be selected by the court in accordance with CCCP § 640(b).
3. The referee shall render a written statement of decision and shall conduct the proceedings in accordance with the CCCP, the Rules of Court, and the California Evidence Code, except as otherwise specifically agreed by the parties and approved by the referee. The referee's statement of decision shall set forth findings of fact and conclusions of law. The decision of the referee shall be entered as a judgment in the court in accordance with the provisions of CCCP §§644 and 645. The decision of the referee shall be appealable to the same extent and in the same manner that such decision would be appealable if rendered by a judge of the superior court.
4. Notwithstanding the preceding agreement to submit Disputes to a judicial referee, the parties preserve, without diminution, certain rights and remedies at law or equity and under the Agreement that such parties may employ or exercise freely, either alone or in conjunction with or during a Dispute. Each party shall have and hereby reserves the right to proceed in any court of proper jurisdiction or by self-help to exercise or prosecute the following remedies, as applicable: (A) all rights to foreclose against any real or personal property or other security by exercising a power of sale granted in the Agreement or under applicable law or by judicial foreclosure and sale, including a proceeding to confirm the sale, (B) all rights of self-help including peaceful occupation of property and collection of rents, setoff, and peaceful possession of property, (C) obtaining provisional or ancillary remedies including injunctive relief, sequestration, garnishment, attachment, appointment of receiver and in filing an involuntary bankruptcy proceeding, and (D) when applicable, a judgment by confession of judgment. Preservation of these remedies does not limit the power of a judicial referee to grant similar remedies that may be requested by a party in a Dispute. No provision in the Agreement regarding submission to jurisdiction and/or venue in any court is intended or shall be construed to be in derogation of the provisions in this Addendum for judicial reference of any Dispute. The parties do not waive any applicable federal or state substantive law except as provided herein.
5. If a Dispute includes multiple claims, some of which are found not subject to this Addendum, the parties shall stay the proceedings of the claims not subject to this Addendum until all other claims are resolved in accordance with this Addendum. If there are Disputes by or against multiple parties, some of which are not subject to this Addendum, the parties shall sever the Disputes subject to this Addendum and resolve them in accordance with this Addendum.
6. During the pendency of any Dispute that is submitted to judicial reference in accordance with this Addendum, each of the parties to such Dispute shall bear equal shares of the fees charged and costs incurred by the referee in performing the services described in this Addendum. The compensation of the referee shall not exceed the prevailing rate for like services. The prevailing party shall be entitled to reasonable court costs and legal fees, including customary attorneys' fees, expert witness fees, paralegal fees, the fees of the referee and other reasonable costs and disbursements charged to the party by its counsel, in such amount as is determined by the referee.
7. In the event of any challenge to the legality or enforceability of this Addendum, the prevailing party shall be entitled to recover the costs and expenses from the non-prevailing party, including reasonable attorneys' fees, incurred by it in connection therewith.
8. THIS ADDENDUM CONSTITUTES A "REFERENCE AGREEMENT" BETWEEN THE PARTIES WITHIN THE MEANING OF AND FOR PURPOSES OF CCCP § 638.

By signing this Addendum, Customer acknowledges the above changes to the Agreement and authorizes Lessor/Secured Party to make such changes. In the event of any conflict between this Addendum and the Agreement, this Addendum shall prevail. In all other respects, the terms and conditions of the Agreement remain in full force and effect and remain binding on Customer. This Addendum may be executed in multiple counterparts, each of which shall constitute an original, but all of which, when taken together, shall constitute one and the same agreement.

UBEO West, LLC

Lessor/Secured Party

Signature

Title

Date

Gustine USD

Customer

X

Signature

Title

Date

NOTE: CAPITALIZED TERMS IN THIS DOCUMENT ARE DEFINED AS IN THE AGREEMENT, UNLESS SPECIFICALLY STATED OTHERWISE.



## STATE AND LOCAL GOVERNMENT ADDENDUM (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, WY)

Addendum to Agreement # \_\_\_\_\_ and any future supplements/schedules thereto, between **Gustine USD**, as Customer ("Customer") and **UBEO West, LLC**, as Lessor. The words "you" and "your" refer to Customer. The words "we" and "us" refer to Lessor. In the event of any conflict between the terms and conditions of the Agreement and this Addendum, the terms and conditions of this Addendum shall control, and in the event of any conflict between the general provisions of this Addendum and any provision of this Addendum that expressly applies to you only if you are a political subdivision, county, city, or school district of specific state ("State-Specific Provision"), then the State Specific Provision shall control.

1. The parties wish to amend the above-referenced Agreement by adding the following language:

**REPRESENTATIONS AND WARRANTIES OF CUSTOMER:** You hereby represent and warrant to us that: (i) you have been duly authorized under the Constitution and laws of the applicable jurisdiction and by a resolution or other authority of your governing body to execute and deliver this Agreement and to carry out your obligations hereunder; (ii) all legal requirements have been met, and procedures have been followed, including public bidding, in order to ensure the enforceability of this Agreement; (iii) this Agreement is in compliance with all laws applicable to you, including any debt limitations or limitations on interest rates or finance charges; (iv) the Equipment will be used by you only for essential governmental or proprietary functions of you consistent with the scope of your authority, will not be used in a trade or business of any person or entity, by the federal government or for any personal, family or household use, and your need for the Equipment is not expected to diminish during the term of this Agreement; (v) you have funds available to pay Payments until the end of your current appropriation period, and you intend to request funds to make Payments in each appropriation period, from now until the end of the term of this Agreement; and (vi) your exact legal name is as set forth on page one of this Agreement.

**INITIAL TERM AND RENEWAL TERM(S):** The term of the Agreement consists of an initial term beginning on the date we pay Supplier and ending at the end of your fiscal year in which we pay Supplier, and a series of renewal terms, each co-extensive with your fiscal year. Except to the extent required by applicable law, if you do not exercise your right to terminate the Agreement under the Non-Appropriation or Renewal paragraph as of the end of any fiscal year, the Agreement will be deemed automatically renewed for the next succeeding renewal term.

An election by you to terminate the Agreement under the Non-Appropriation or Renewal paragraph is not a default.

Notwithstanding anything to the contrary set forth in the Agreement, if we cancel the Agreement following a default by you, we may require that you pay the unpaid balance of Payments under the Agreement through the end of your then-current fiscal year, but we may not require you to pay future Payments due beyond that fiscal year or the anticipated residual value of the Equipment. If we sell the Equipment following a default by you, you will not be responsible for a deficiency, except to the extent of our costs of repossession, moving, storage, repair and sale, and our attorneys' fees and costs.

**NON-APPROPRIATION OR RENEWAL:** If either sufficient funds are not appropriated to make Payments or any other amounts due under this Agreement or (to the extent required by applicable law) this Agreement is not renewed either automatically or by mutual ratification, this Agreement shall terminate and you shall not be obligated to make Payments under this Agreement beyond the then-current fiscal year for which funds have been appropriated. Upon such an event, you shall, no later than the end of the fiscal year for which Payments have been appropriated or the term of this Agreement has been renewed, deliver possession of the Equipment to us. If you fail to deliver possession of the Equipment to us, the termination shall nevertheless be effective but you shall be responsible, to the extent permitted by law and legally available funds, for the payment of damages in an amount equal to the portion of Payments thereafter coming due that is attributable to the number of days after the termination during which you fail to deliver possession and for any other loss suffered by us as a result of your failure to deliver possession as required. You shall notify us in writing within seven days after (i) your failure to appropriate funds sufficient for the payment of the Payments or (ii) to the extent required by applicable law, (a) this Agreement is not renewed or (b) this Agreement is renewed by you (in which event this Agreement shall be mutually ratified and renewed), provided that your failure to give any such notice under clause (i) or (ii) of this sentence shall not operate to extend this Agreement or result in any liability to you.

**SUPPLEMENTS; SEPARATE FINANCINGS:** To the extent applicable, in the event that the parties hereafter mutually agree to execute and deliver any supplement or schedule ("Supplement") under the above-referenced Agreement, such Supplement, as it incorporates the terms and conditions of the Agreement, shall be a separate financing distinct from the Agreement or other Supplements thereto. Without limiting the foregoing, upon the occurrence of an event of default or a non-appropriation event with respect to the Agreement or a Supplement (each, a separate "Contract"), as applicable, we shall have the rights and remedies specified in the Agreement with respect to the Equipment financed and the Payments payable under such Contract, and we shall have no rights or remedies with

respect to Equipment financed or Payments payable under any other Contract unless an event of default or non-appropriation event has also occurred under such other Contract.

2. The parties wish to amend the above-referenced Agreement by restating certain language as follows:

Any provision in the Agreement stating that you shall indemnify and hold us harmless is hereby amended and restated as follows: "You shall not be required to indemnify or hold us harmless against liabilities arising from this Agreement. However, as between you and us, and to the extent permitted by law and legally available funds, you are responsible for and shall bear the risk of loss for, shall pay directly, and shall defend against any and all claims, liabilities, proceedings, actions, expenses, damages or losses arising under or related to the Equipment, including, but not limited to, the possession, ownership, lease, use or operation thereof, except that you shall not bear the risk of loss of, nor pay for, any claims, liabilities, proceedings, actions, expenses, damages or losses that arise directly from events occurring after you have surrendered possession of the Equipment in accordance with the terms of this Agreement to us or that arise directly from our gross negligence or willful misconduct."

Any provision in the Agreement stating that the Agreement is governed by a particular state's laws and you consent to such jurisdiction and venue is hereby amended and restated as follows: "This Agreement will be governed by and construed in accordance with the laws of the state where you are located. You consent to jurisdiction and venue of any state or federal court in such state and waive the defense of inconvenient forum."

Any provision in the Agreement stating this Agreement supersedes any invoice and/or purchase order is hereby amended and restated as follows: "You agree that the terms and conditions contained in this Agreement, which, with the acceptance certification, is the entire agreement between you and us regarding the Equipment and which supersedes any purchase order, invoice, request for proposal, response or other related document."

Any provision in the Agreement stating that this Agreement shall automatically renew unless the Equipment is purchased, returned or a notice requirement is satisfied is hereby amended and restated as follows: "Unless the purchase option is \$1.00 or \$101.00, you agree to send us written notice at least 30 days before the end of the final renewal term that you want to purchase or return the Equipment, and you agree to so purchase or return the Equipment not later than the end of the final renewal term. If you fail to so purchase or return the Equipment at or before the end of the final renewal term, you shall be a holdover tenant with respect to this Agreement and the Equipment, and this Agreement shall renew on a month-to-month basis under the same terms hereof until the Equipment has been purchased or returned."

Any provision in the Agreement stating that we may assign this Agreement is hereby amended and restated as follows: "We may sell, assign, or transfer this Agreement without notice to or consent from you, and you waive any right you may have to such notice or consent."

Any provision in the Agreement stating that you grant us a security interest in the Equipment to secure all amounts owed to us under any agreement is hereby amended and restated as follows: "To the extent permitted by law, you grant us a security interest in the Equipment to secure all amounts you owe us under this Agreement and any supplements hereto. You authorize and ratify our filing of any financing statement(s) and the naming of us on any vehicle title(s) to show our interest."

Any provision in the Agreement stating that a default by you under any agreement with our affiliates or other lenders shall be an event of default under the Agreement is hereby amended and restated as follows: "You will be in default if: (i) you do not pay any Payment or other sum due to us under this Agreement when due or you fail to perform in accordance with the covenants, terms and conditions of this Agreement; (ii) you make or have made any false statement or misrepresentation to us; or (iii) you dissolve, liquidate, terminate your existence or are in bankruptcy."

Any provision in the Agreement stating that you shall pay our attorneys' fees is hereby amended and restated as follows: "In the event of any dispute or enforcement of rights under this Agreement or any related agreement, you agree to pay, to the extent permitted by law and to the extent of legally available funds, our reasonable attorneys' fees (including any incurred before or at trial, on appeal or in any other proceeding), actual court costs and any other collection costs, including any collection agency fee."

Any provision in the Agreement requiring you to pay amounts due under the Agreement upon the occurrence of a default, failure to appropriate funds or failure to renew the

NOTE: CAPITALIZED TERMS IN THIS DOCUMENT ARE DEFINED AS IN THE AGREEMENT, UNLESS SPECIFICALLY STATED OTHERWISE.



APPLICATION NO.

AGREEMENT NO.



EQUIPMENT RENTAL AGREEMENT

31 Esplanade • Chico, CA 95973 • Phone: 530.343.6065 • Fax: 530.343.9470

The words "User," "Lessee," "you" and "your" refer to Customer. The words "Owner," "Lessor," "we," "us" and "our" refer to UBEO West, LLC.

**CUSTOMER INFORMATION**

FULL LEGAL NAME

Gustine USD

STREET ADDRESS

1500 Meredith Ave

CITY

Gustine

STATE

CA

ZIP

95322

PHONE

(209) 854-3784

FAX

BILLING NAME (IF DIFFERENT FROM ABOVE)

BILLING STREET ADDRESS

CITY

STATE

ZIP

E-MAIL

EQUIPMENT LOCATION (IF DIFFERENT FROM ABOVE)

**please refer to Schedule A**

**EQUIPMENT DESCRIPTION**

SERIAL NO

MAKE/MODEL/ACCESSORIES

x2 HP Color LaserJet E45028DN Managed Printer

x1 HP Color LaserJet E47528F Managed MFP

x1 HP LaserJet Pro M428FDN

x13 HP Mono LaserJet E40040DN Managed Printer

See attached Schedule A

**TERM AND PAYMENT INFORMATION**

60 Payments\* of \$ \$189.68

If you are exempt from sales tax, attach your certificate.

\*plus applicable taxes

The payment ("Payment") period is monthly unless otherwise indicated.

**Upon acceptance of the Equipment, THIS AGREEMENT IS NONCANCELABLE, IRREVOCABLE AND CANNOT BE TERMINATED.**

**OWNER ACCEPTANCE**

UBEO West, LLC

OWNER

SIGNATURE

TITLE

DATED

**CUSTOMER ACCEPTANCE**

BY SIGNING BELOW OR AUTHENTICATING AN ELECTRONIC RECORD HEREOF, YOU CERTIFY THAT YOU HAVE REVIEWED AND DO AGREE TO ALL TERMS AND CONDITIONS OF THIS AGREEMENT ON THIS PAGE AND ON PAGE 2 ATTACHED HERETO.

Gustine USD

SIGNATURE

*X [Signature]*

TITLE

SUP

DATED

5/11/23

CUSTOMER (as referenced above)

PRINT NAME

**BRYAN BAUMBER**

7-0572125

FEDERAL TAX I.D.#

36237 (2017) (v2)

**1 AGREEMENT:** You agree to rent from us the goods, together with all replacements, parts, repairs, additions, and accessories incorporated therein or attached thereto and any and all proceeds of the foregoing, including, without limitation, insurance recoveries ("Equipment") and, if applicable, finance certain software, software licenses(s), software components and/or professional services in connection with software (collectively, the "Financed Items," which are included in the word "Equipment" unless separately stated) from software licensor(s) and/or supplier(s) (collectively, the "Supplier"), all as described in this Agreement and in any attached schedule, addendum or amendment hereto ("Agreement"). You represent and warrant that you will use the Equipment for business purposes only. You agree to all of the terms and conditions contained in this Agreement, which, with the acceptance certification, is the entire agreement between you and us regarding the Equipment and which supersedes any purchase order, invoice, request for proposal, response or other related document. This Agreement becomes valid upon execution by us. The term shall start on the date we pay Supplier. The first Payment is due 30 days after the start of this Agreement and each Payment thereafter shall be due on the same day of each month (the "Scheduled Due Date") unless a different due date is mutually agreed to by us and you. If the parties agree to adjust the Payment due date (an "Adjusted Due Date"), in addition to all Payments and other amounts due hereunder, you will pay an interim payment in an amount equal to 1/30th of the Payment, multiplied by the number of days between the Scheduled Due Date and the Adjusted Due Date. In addition, should this Agreement replace a previous UBEO West, LLC generated equipment rental, a CLOSING BILL on the agreement being replaced, up to the installation of the new equipment, will be sent approximately (10) days after delivery of the new equipment. You agree to pay this CLOSING BILL charges as they represent valid charges for product and services provided under the prior agreement at the installation date of the new equipment. If any provision of this Agreement is declared unenforceable, the other provisions herein shall remain in full force and effect to the fullest extent permitted by law.

**2 OWNERSHIP; PAYMENTS; TAXES AND FEES:** We own the Equipment, excluding any Financed Items. Ownership of any Financed Items shall remain with Supplier thereof. You will pay all Payments, as adjusted, when due, without notice or demand and without abatement, set-off, counterclaim or deduction of any amount whatsoever. If any part of a Payment is more than 5 days late, you agree to pay a late charge of 10% of the Payment which is late or, if less, the maximum charge allowed by law. The Payment may be adjusted proportionately upward or downward: (i) if the shipping charges or taxes differ from the estimate given to you; and/or (ii) to comply with the tax laws of the state in which the Equipment is located. You shall pay all applicable taxes, assessments and penalties related to this Agreement, whether levied or assessed on us (except on our income) or you, or on the Equipment, its rental, sale, ownership, possession, use or operation. If we pay any taxes or other expenses that are owed hereunder, you agree to reimburse us when we request. You agree to pay us a yearly processing fee of up to \$50 for personal property taxes we pay related to the Equipment. You agree to pay us a fee of up to \$50 for filing and/or searching costs required under the Uniform Commercial Code ("UCC") or other laws. You agree to pay us an origination fee of \$125 for all closing costs. We may apply all sums received from you to any amounts due and owed to us under the terms of this Agreement. If for any reason your check is returned for insufficient funds, you will pay us a service charge of \$30 or, if less, the maximum charge allowed by law. We may make a profit on any fees, estimated tax payments and other charges paid under this Agreement.

**3 EQUIPMENT; SECURITY INTEREST:** At your expense, you shall keep the Equipment: (i) in good repair, condition and working order, in compliance with applicable laws, ordinances and manufacturers' and regulatory standards; (ii) free and clear of all liens and claims; and (iii) at your address shown on page 1, and you agree not to move it unless we agree in writing. You grant us a security interest in the Equipment to secure all amounts you owe us under this Agreement or any other agreement with us ("Other Agreements"), except amounts under Other Agreements which are secured by land and/or buildings. You authorize and ratify our filing of any financing statement(s) to show our interest. You will not change your name, state of organization, headquarters or residence without providing prior written notice to us. You will notify us within 30 days if your state of organization revokes or terminates your existence.

**4 INSURANCE; COLLATERAL PROTECTION; INDEMNITY; LOSS OR DAMAGE:** You agree to keep the Equipment fully insured against all risk, with us named as lender's loss payee, in an amount not less than the full replacement value of the Equipment until this Agreement is terminated. You also agree to maintain commercial general liability insurance with such coverage and from such insurance carrier as shall be satisfactory to us and to include us as an additional insured on the policy. You will provide written notice to us within 10 days of any modification or cancellation of your insurance policy(s). You agree to provide us certificates or other evidence of insurance acceptable to us. If you do not provide us with acceptable evidence of property insurance within 30 days after the start of this Agreement, we may, at our sole discretion, do so as provided in either (A) or (B) below, as determined in our discretion: (A) We may obtain insurance covering our interest (and only our interest) in the Equipment for the Agreement term and renewals. Any insurance we obtain will not insure you against third party or liability claims and may be cancelled by us at any time. You may be required to pay us an additional amount each month for the insurance premium and an administrative fee. The cost may be more than the cost of obtaining your own insurance; or (B) We may charge you a monthly property damage surcharge of up to 0.035% of the Equipment cost as a result of our credit risk and administrative and other costs, as would be further described on a letter from us to you. We may make a profit on this program. NOTHING IN THIS PARAGRAPH WILL RELIEVE YOU OF RESPONSIBILITY FOR LIABILITY INSURANCE ON THE EQUIPMENT. We are not responsible for, and you agree to hold us harmless and reimburse us for and to defend on our behalf against, any claim for any loss, expense, liability or injury caused by or in any way related to delivery, installation, possession, ownership, renting, manufacture, use, condition, inspection, removal, return or storage of the Equipment. All indemnities will survive the expiration or termination of this Agreement. You are responsible for any loss, theft, destruction or damage to the Equipment ("Loss"), regardless of cause, whether or not insured. You agree to promptly notify us in writing of any Loss. If a Loss occurs and we have not otherwise agreed in writing, you will promptly pay to us the unpaid balance of this Agreement, including any future Payments to the end of the term plus the anticipated residual value of the Equipment, both discounted to present value at 2%. Any proceeds of insurance will be paid to us and credited against the Loss. You authorize us to sign on your behalf and appoint us as your attorney-in-fact to endorse in your name any insurance drafts or checks issued due to a Loss.

**5 ASSIGNMENT: YOU SHALL NOT SELL, TRANSFER, ASSIGN, ENCUMBER, PLEDGE OR SUBRENT THE EQUIPMENT OR THIS AGREEMENT, without our prior written consent which will not be unreasonably withheld.** You shall not consolidate or merge with or into any other entity, distribute, sell or dispose of all or any substantial portion of your assets other than in the ordinary course of business, without our prior written consent, and the surviving, or successor entity or the transferee of such assets, as the case may be, shall assume all of your obligations under this Agreement by a written instrument acceptable to us. No event shall occur which causes or results in a transfer of majority ownership of you while any obligations are outstanding hereunder. We may sell, assign, or transfer this Agreement without notice to or consent from you. You agree that if we sell, assign or transfer this Agreement, our assignee will have the same rights and benefits that we have now and will not have to perform any of our obligations. You agree that our assignee will not be subject to any claims, defenses, or offsets that you may have against us. This Agreement shall be binding on and inure to the benefit of the parties hereto and their respective successors and assigns.

**6 DEFAULT AND REMEDIES:** You will be in default if: (i) you do not pay any Payment or other sum due to us or you fail to perform in accordance with the covenants, terms and conditions of this Agreement or any other agreement with us or any of our affiliates or fail to perform or pay under any material agreement with any other party; (ii) you make or have made any false statement or misrepresentation to us; (iii) you or any guarantor dies, dissolves, liquidates, terminates existence or is in bankruptcy; (iv) you or any guarantor suffers a material adverse change in its financial, business or operating condition; or (v) any guarantor defaults under any guaranty for this Agreement. If you are ever in default, at our option, we can cancel this Agreement and require that you pay the unpaid balance of this Agreement, including any future Payments to the end of term plus the anticipated residual value of the Equipment, both discounted to present value at 2%. We may recover default interest on any unpaid amount at the rate of 12% per year. Concurrently and cumulatively, we may also use any remedies available to us under the UCC and any other law and we may require that you immediately stop using any Financed Items. If we take possession of the Equipment, you agree to pay the costs of repossession, moving, storage, repair and sale. The net proceeds of the sale of any Equipment will be credited against what you owe us under this Agreement and you will be responsible for any deficiency. In the event of any dispute or enforcement of our rights under this Agreement or any related agreement, you agree to pay our reasonable attorneys' fees (including any incurred before or at trial, on appeal or in any other proceeding), actual court costs and any other collection costs, including any collection agency fee. WE SHALL NOT BE RESPONSIBLE TO PAY YOU ANY CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES FOR ANY DEFAULT, ACT OR OMISSION BY ANYONE. Any delay or failure to enforce our rights under this Agreement will not prevent us from enforcing any rights at a later time. You agree that this Agreement or "Finance Lease" as defined by Article 2A of the UCC and your rights and remedies are governed exclusively by this Agreement. You waive all rights under sections 2A-508 through 522 of the UCC. If interest is charged or collected in excess of the maximum lawful rate, we will refund such excess to you, which will be your sole remedy.

**7 INSPECTIONS AND REPORTS:** We have the right, at any reasonable time, to inspect the Equipment and any documents relating to its installation, use, maintenance and repair. Within 30 days after our request (or such longer period as provided herein), you will deliver all requested information (including tax returns) which we deem reasonably necessary to determine your current financial condition and faithful performance of the terms hereof. This may include: (i) compiled, reviewed or audited annual financial statements (including, without limitation, a balance sheet, a statement of income, a statement of cash flow, a statement of changes in equity and notes to financial statements) within 120 days after your fiscal year end; and (ii) management-prepared interim financial statements within 45 days after the requested reporting period(s). Annual statements shall set forth the corresponding figures for the prior fiscal year in comparative form, all in reasonable detail without any qualification or exception deemed material by us. Unless otherwise accepted by us, each financial statement shall be prepared in accordance with generally accepted accounting principles consistently applied and shall fairly and accurately present your financial condition and results of operations for the period to which it pertains. You authorize us to obtain credit bureau reports for credit and collection purposes and to share them with our affiliates and agents.

**8 END OF TERM:** At the end of the initial term, this Agreement shall renew for successive 12-month renewal term(s) under the same terms hereof unless you send us written notice between 90 and 150 days before the end of the initial term or at least 30 days before the end of any renewal term that you want to return the Equipment, and you timely return the Equipment. You shall continue making Payments and paying all other amounts due until the Equipment is returned. As long as you have given us the required written notice, you will return all of the Equipment to a location we specify, at your expense, in retail re-saleable condition, full working order and complete repair. At the end of the term or upon repossession of the Equipment after a default, you agree to pay us a minimum return fee of \$250, which will cover up to 10 units of returned Equipment and will not be prorated, and in addition, a supplemental return fee of up to \$50 per each unit of returned Equipment in excess of 10 units (collectively, the "Return Fee"). If, in our sole discretion, we allow you to return any Equipment prior to the end of the term, you shall pay us the Return Fee each time you return Equipment. YOU ARE SOLELY RESPONSIBLE FOR REMOVING ANY DATA THAT MAY RESIDE IN THE EQUIPMENT, INCLUDING BUT NOT LIMITED TO HARD DRIVES, DISK DRIVES OR ANY OTHER FORM OF MEMORY.

**9 USA PATRIOT ACT NOTICE: ANTI-TERRORISM AND ANTI-CORRUPTION COMPLIANCE:** To help the government fight the funding of terrorism and money laundering activities, federal law requires all financial institutions to obtain, verify and record information that identifies each customer who opens an account. When you enter into a transaction with us, we ask for your business name, address and other information that will allow us to identify you. We may also ask to see other documents that substantiate your business identity. You and any other person who you control, own a controlling interest in, or who owns a controlling interest in or otherwise controls you in any manner ("Representatives") are and will remain in full compliance with all laws, regulations and government guidance concerning foreign asset control, trade sanctions, embargoes, and the prevention and detection of money laundering, bribery, corruption, and terrorism; and neither you nor any of your Representatives is or will be listed in any Sanctions-related list of designated persons maintained by the U.S. Department of Treasury's Office of Foreign Assets Control or successor or the U.S. Department of State. You shall, and shall cause any Representative to, provide such information and take such actions as are reasonably requested by us in order to assist us in maintaining compliance with anti-money laundering laws and regulations.

**10 MISCELLANEOUS:** Unless otherwise stated in an addendum hereto, the parties agree that: (i) this Agreement and any related documents hereto may be authenticated by electronic means; (ii) the "original" of this Agreement shall be the copy that bears your manual, facsimile, scanned or electronic signature and that also bears our manual or electronically signed signature and is held or controlled by us; and (iii) to the extent this Agreement constitutes chattel paper (as defined by the UCC), a security interest may only be created in the original. You agree not to raise as a defense to the enforcement of this Agreement or any related documents that you or we executed or authenticated such documents by electronic or digital means or that you used facsimile or other electronic means to transmit your signature on such documents. Notwithstanding anything to the contrary herein, we reserve the right to require you to sign this Agreement or any related documents hereto manually and to send to us the manually signed, duly executed documents via overnight courier on the same day that you send us the facsimile, scanned or electronic transmission of the documents. You agree to execute any further documents that we may request to carry out the intent and purposes of this Agreement. Whenever our consent is required, we may withhold or condition such consent in our sole discretion, except as otherwise expressly stated herein. From time to time, Supplier may extend to us payment terms for Equipment financed under this Agreement that are more favorable than what has been quoted to you or the general public, and we may provide Supplier information regarding this Agreement if Supplier has assigned or referred it to us. All notices shall be mailed or delivered by facsimile transmission or overnight courier to the respective parties at the addresses shown on this Agreement or such other address as a party may provide in writing from time to time. By providing us with a telephone number for a cellular phone or other wireless device, including a number that you later convert to a cellular number, you are expressly consenting to receiving communications, including but not limited to prerecorded or artificial voice message calls, text messages, and calls made by an automatic telephone dialing system, from us and our affiliates and agents at that number. This express consent applies to each such telephone number that you provide to us now or in the future and permits such calls for non-marketing purposes. Calls and messages may incur access fees from your cellular provider. You authorize us to make non-material amendments (including completing and conforming the description of the Equipment) on any document in connection with this Agreement. Unless stated otherwise herein, all other modifications to this Agreement must be in writing and signed by each party or in a duly authenticated electronic record. This Agreement may not be modified by course of performance.

**11 WARRANTY DISCLAIMERS: WE ARE RENTING THE EQUIPMENT TO YOU "AS-IS." YOU HAVE SELECTED SUPPLIER AND THE EQUIPMENT BASED UPON YOUR OWN JUDGMENT. IN THE EVENT WE ASSIGN THIS AGREEMENT, OUR ASSIGNEE DOES NOT TAKE RESPONSIBILITY FOR THE INSTALLATION OR PERFORMANCE OF THE EQUIPMENT. SUPPLIER IS NOT AN AGENT OF OURS AND WE ARE NOT AN AGENT OF SUPPLIER, AND NOTHING SUPPLIER STATES OR DOES CAN AFFECT YOUR OBLIGATIONS HEREUNDER. YOU WILL MAKE ALL PAYMENTS UNDER THIS AGREEMENT REGARDLESS OF ANY CLAIM OR COMPLAINT AGAINST ANY SUPPLIER, LICENSOR OR MANUFACTURER, AND ANY FAILURE OF A SERVICE PROVIDER TO PROVIDE SERVICES WILL NOT EXCUSE YOUR OBLIGATIONS TO US UNDER THIS AGREEMENT. WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, OF, AND TAKE ABSOLUTELY NO RESPONSIBILITY FOR, MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE, CONDITION, QUALITY, ADEQUACY, TITLE, DATA ACCURACY, SYSTEM INTEGRATION, FUNCTION, DEFECTS, INFRINGEMENT OR ANY OTHER ISSUE IN REGARD TO THE EQUIPMENT, ANY ASSOCIATED SOFTWARE AND ANY FINANCED ITEMS, SO LONG AS YOU ARE NOT IN DEFAULT UNDER THIS AGREEMENT. WE ASSIGN TO YOU ANY WARRANTIES IN THE EQUIPMENT GIVEN TO US.**

**12 LAW; JURY WAIVER** This Agreement will be governed by and construed in accordance with the law of the principal place of business of Owner or, if assigned, its assignee. You consent to jurisdiction and venue of any state or federal court in the state the Owner or, if assigned, its assignee has its principal place of business and waive the defense of inconvenient forum. For any action arising out of or relating to this Agreement or the Equipment, **BOTH PARTIES WAIVE RIGHTS TO A TRIAL BY JURY.**



THIS SIGNED STATEMENT RELEASES ALL INTEREST PERSONAL OR OTHERWISE IN THE EQUIPMENT DESCRIBED BELOW.


Today's Date: 5/11/23 Customer Name: Gustine USD  
Full Address: Gustine USD  
1500 Meredith Ave  
Gustine CA 95322

Customer Name	Location	Address	City	State	Model	Serial #	RMC ID #
Gustine USD	Superintendent	1500 Meredith Ave	Gustine	CA	DELL C1780	ZHC017788	125764
Gustine USD	Dist Office (Sara)	1500 Meredith Ave	Gustine	CA	HP P2035	VNB3225211	125763
Gustine USD	Back office (Break)	1500 Meredith Ave	Gustine	CA	HP P3015	VND3F75834	125759
Gustine USD Gustine Elementary School	Computer Lab F2	2806 Grove Ave	Gustine	CA	BRB DCP8080	G0J460519	81334
Gustine USD Gustine Elementary School	Computer Lab	2806 Grove Ave	Gustine	CA	DELL 1720	6211MTY-70-13	81103
Gustine USD Gustine Elementary School	F-6	2806 Grove Ave	Gustine	CA	DELL 1720	6211LWT-70-13	125757
Gustine USD Gustine Elementary School	Principals Office	2806 Grove Ave	Gustine	CA	HP 3600	CNWB834032	81106
Gustine USD Gustine Elementary School							
Gustine USD Gustine High School	Gustine HS - Front Office	501 North Ave	Gustine	CA	DELL 2150	VZD001846	81123
Gustine USD Gustine High School	Rm 13 HS	501 North Ave	Gustine	CA	DELL 3330	721MYV1-87-13	81137
Gustine USD Gustine High School	Assistant Principal's Office	501 North Ave	Gustine	CA	DELL B2360	CK0ZSS1	125762
Gustine USD Gustine High School	Conference Rm	501 North Ave	Gustine	CA	DELL B2360	8PZSS51-99-13	125761
Gustine USD Gustine High School	Rm 10	501 North Ave	Gustine	CA	DELL B2360	2J0Y342-99-13	125768
Gustine USD Gustine Middle School	Principal Office	28075 Sullivan Rd	Gustine	CA	DELL 1720	6211LCK	81308
Gustine USD Gustine Middle School	Library Classroom	28075 Sullivan Rd	Gustine	CA	DELL 3330	721FKV-87-13	81111
Gustine USD Maintenance Dept	RM D2	685 Wallis Ave	Gustine	CA	HP P2015	CNBP91665	81098
Gustine USD Romero Elementary School	C2	13500 W Luis Rd	Santa Nella	CA	DELL B1260DN	JMCN751	125131
Gustine USD Romero Elementary School	C-3	13500 W Luis Rd	Santa Nella	CA	DELL B1260DN	3CCN751	125132

Agreed to by Customer:  
Signature

Name

Title

  
\_\_\_\_\_  
BRIAN BALLENGER  
\_\_\_\_\_  
SVP





June 1, 2023

Bryan Ballenger, Ed.D.  
Superintendent  
Gustine Unified School District  
1500 Meredith Ave.  
Gustine, CA 95322

Re: *Proposed Agreement for Legal Services for 2023 - 2024*

Dear Dr. Ballenger:

We have been honored to partner with you to provide legal support to the Gustine Unified School District, and look forward to continuing this relationship into the new year. At Gutierrez, Perry & Villarreal, LLP ("GPV"), we pride ourselves in working with educational agencies to meet their unique needs and interests on a more personal and professional level.

Given that we are a boutique firm, we offer exceptional legal work at an hourly rate that is generally lower than most law firms. Since opening our firm in August of 2021, we have not raised our hourly rates for partners for the past two years. As you will see from the enclosures this year, we have modestly adjusted our rates, which continue to be much lower than the current market rate, and much lower than other law firms with similar expertise.

New to GPV this year, we are thrilled to announce the expansion of our law firm with the addition of two new practice areas designed to address the evolving needs of our clients:

- Investigations; and
- Program Review.

We remain committed to delivering exceptional legal services and innovative solutions. We are excited about these new practice areas and the opportunities they present to further support Gustine Unified School District. Should you have any questions or require additional information, please do not hesitate to reach out to us. Please see the enclosed handout for more information.

Enclosed with this letter, please find the proposed Legal Services Agreement and Rate Sheet. If, after reviewing the Legal Services Agreement and Rate Sheet, the terms are acceptable to you, please sign where indicated and return them to us, for our signatures. Once signed and returned to you, the Legal Services Agreement and Rate Sheet will constitute the contract between GPV and the Gustine Unified School District.

We look forward to continuing our relationship with you. If you have any questions, please do not hesitate to call or email.

Sincerely,



Marcy L. Gutierrez, Aimee Perry, Colleen R. Villarreal  
Founding Partners  
Gutierrez, Perry & Villarreal, LLP

Enclosures 2023 – 2024 Legal Services Agreement  
Rate Sheet  
New Practice Areas Handout



# **AGREEMENT FOR LEGAL SERVICES**

This Agreement for Legal Services (“Agreement”) is entered into between Gutierrez, Perry & Villarreal, LLP (“GPV Law”) and Gustine Unified School District (“Client”) as of the date of execution.

This Agreement is intended to explain GPV Law billing policies and procedures. By signing and returning the Agreement, Client indicates its acceptance of the terms set forth in this Agreement.

## **1. SCOPE OF AGREEMENT**

Client retains GPV Law to provide legal representation and advice in special education, general student, and other matters as assigned by Client.

## **2. DUTIES OF GPV LAW AND CLIENT**

GPV Law shall provide those legal services reasonably required to represent Client and shall take reasonable steps to keep Client informed of significant developments and to respond to Client’s inquiries. If necessary to effectively represent Client, GPV Law may delegate work to other attorneys, paralegals, law clerks, consultants, and office personnel associated with GPV Law as an employee or independent contractor.

Client shall keep GPV Law reasonably informed of developments, perform the obligations Client has agreed to perform under this Agreement, and pay statements from GPV Law in a timely manner.

## **3. BILLING RATES**

Client agrees to pay for legal services at the rates as set forth in the attached rate sheet. These rates are subject to adjustment on an annual basis. GPV Law shall provide Client with written notice of rate adjustments at least thirty (30) days prior to the date of any rate changes, and the new rates shall be instituted only in consultation with Client.

## **4. COSTS AND EXPENSES**

Client shall directly pay for major costs and expenses by either advancing such costs or expenses to GPV Law or by paying third parties directly. In all other cases, Client shall reimburse GPV Law for all costs and expenses incurred by GPV Law including, but not limited to, the following: costs of serving pleadings, filing fees, and other charges assessed by courts and other public agencies, witness fees, long-distance

telephone calls, messenger and other delivery fees, postage, photocopying, parking, mileage, travel expenses (including airfare at coach rates, lodging, meals, and ground transportation), research, investigation expenses, consultant fees, expert witness fees, and other costs deemed necessary by GPV Law. GPV Law shall itemize all costs incurred on each periodic statement.

## **5. STATEMENTS**

GPV Law shall send Client a statement for fees and costs incurred every month. However, when the fees and costs for a particular month are minimal, they may be carried over to the next month's statement. Client shall pay statements from GPV Law within thirty (30) days of the date such statement is received by Client.

## **6. DISCHARGE AND WITHDRAWAL**

Either party may terminate this Agreement upon written notice to the other party. GPV Law and Client each agree to sign any documents reasonably necessary to complete GPV Law's discharge or withdrawal. Upon the completion of GPV Law's services, all unpaid charges for services rendered and costs incurred or advanced through the completion date shall be due and payable within thirty (30) days of the date of the statement is received by Client.

## **7. DISPUTE RESOLUTION**

If there is a dispute or disagreement between GPV Law and Client, the parties shall consult with one another in good faith to attempt to resolve such dispute. If such consultation does not resolve the dispute, either party may request that such dispute be resolved by mediation. Upon such request, the parties will work to identify a mutually agreeable mediator.

## **8. CLIENT FILES**

At Client's request, upon termination of the services under this Agreement, GPV Law shall promptly release all of Client's files to Client.

## **9. INSURANCE COVERAGE**

Client is hereby informed that GPV maintains errors and omissions insurance coverage.

**10. FINGERPRINTING REQUIREMENTS**

Education Code section 45125.1 provides that any contractor that has a contract with a local educational agency shall ensure that any employee of the contractor who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a valid criminal records summary as described in Education Code section 44237. It is not anticipated that any employee of GPV Law will interact with students outside of the supervision and control of an employee of the Client. However, if the Client or GPV Law determines that an interaction will occur between an employee of GPV Law and a student, which is not under the supervision and control of an employee of Client, GPV Law will cease services until necessary GPV Law employees have been fingerprinted and cleared in accordance with Education Code section 45125.1.

**11. MODIFICATION BY SUBSEQUENT AGREEMENT**

This Agreement may be modified only by a written instrument signed by both parties.

By signatures below, the parties understand and accept the foregoing terms.

DATE: \_\_\_\_\_

\_\_\_\_\_  
Bryan Ballenger, Ed.D., Superintendent  
Gustine Unified School District

DATE: \_\_\_\_\_

\_\_\_\_\_  
Marcy Gutierrez, Founding Partner  
Gutierrez, Perry & Villarreal, LLP

DATE: \_\_\_\_\_

\_\_\_\_\_  
Aimee Perry, Founding Partner  
Gutierrez, Perry & Villarreal, LLP

DATE: \_\_\_\_\_

\_\_\_\_\_  
Colleen Villarreal, Founding Partner  
Gutierrez, Perry & Villarreal, LLP

## RATE SHEET

### 1. Hourly Rates for Legal Support

Partners	\$305 - \$315 per hour
Senior Counsels	\$285 - \$305 per hour
Associates	\$245 - \$285 per hour
Paralegals	\$110 - \$215 per hour
Law Clerks	\$195 - \$215 per hour

#### **Special Counsel Work:**

Investigations	\$385 - \$475 per hour
Program Review	\$305 - \$315 per hour

### 2. Billing Practice

Gutierrez, Perry & Villarreal, LLP will provide a monthly invoice with itemized descriptions of the services provided. Time will be billed in increments of \$0.10.

### 3. Costs

Copying	\$0.10 per page
Postage	Actual Cost
Mileage	IRS Standard Rate

Other costs as necessary may be charged at actual rates.

**Small School Districts'  
Association**

925 L St  
Sacramento, CA 95814  
+1 9167500722  
taylor@ssda.org  
www.ssda.org

**BILL TO**

Gustine Unified School  
District  
1500 Meredith Avenue  
Gustine, CA 95322-1701

**INVOICE 17-05358**

**DATE 06/02/2023**

**DUE DATE 06/02/2023**

**P.O. NUMBER**  
TBD

DATE	ACTIVITY	QTY	RATE	AMOUNT
	<b>Dues District Basic Membership</b> District Basic Membership Dues July 1, 2023 through June 30, 2024	1	1,575.00	1,575.00

Thank you for your support!

**TOTAL DUE**

**\$1,575.00**

# INVOICE



Apptegy, Inc.  
2201 Brookwood Dr. STE 115  
Little Rock, AR 72202

**BILL TO** **Gustine USD, CA**  
1500 Meredith Ave.  
Gustine, CA 95322

**TERMS: Net 30**

INVOICE NUMBER	INVOICE DATE	DUE DATE
Contract Invoice-INV-12174	07/01/2023	07/31/2023

DESCRIPTION	QTY	UNIT PRICE	LINE TOTAL
Thrillshare	1	10520	\$10,520.00
		<b>Subtotal</b>	<b>\$10,520.00</b>
		<b>Total</b>	<b>\$10,520.00</b>

For billing inquiries, please contact:  
Apptegy Billing  
billing@apptegy.com





# Invoice

**ACH Payments:**

Stifel Bank  
8000 Maryland Avenue Ste 100, Clayton, Missouri 63105  
Routing Number: 081018998  
Account Number: 16763851

**Remit Payment to:**

School Innovations & Achievement  
P.O. Box 771470  
St. Louis, MO 63177-9816

**Invoice #:** INV-SIA-192  
**Date:** 6/1/2023  
**Terms:** Net 30  
**Due Date:** 7/1/2023  
**Purchase Order:**

**Attention: Accounts Payable**

Gustine Unified School District  
1500 Meredith Ave  
Gustine California 95322  
United States

Service/Item	Description	Amount
SiteServ (SSP)	The Site Service Plan (SSP) includes an annual visit to train and interview school site staff on site-based mandates. Includes access to online ezMandate software, a compliance review of each school's safety plan.	\$5,000.00
MBG Comp. Adv. (MBG)	The MBG Compliance Advisory service allows for filing reimbursement claims for programs outside of the block grant. Includes access to online ezMandate software as well as services related to annual interviews of DO staff and 20% sampling of schools to determine program adherence, Ed. Code Training, Safety Plan Reviews, and Audit Support.	\$9,900.00

**Net Invoice:** \$14,900.00  
**Shipping and Handling:**  
**Sales Tax:**  
**Invoice Total:** \$14,900.00

# GUSTINE UNIFIED SCHOOL DISTRICT

## Agreement for Independent Contractor

This Agreement is entered into effective the 1st day of August 2023, by and between GUSTINE UNIFIED SCHOOL DISTRICT ("District") and Blossoming Speech Therapy, LCC ("Contractor") having a principal place of business at 19114 Tyrone St. Houston, TX 77373. Contractor's TIN number is 88-3821328. The District and the Contractor are sometimes referred to herein individually as a "Party" and collectively as the "Parties."

**WHEREAS**, Contractor is engaged in the business of providing Speech Services;

**WHEREAS**, District wishes to retain Contractor to provide Speech Services to District students for a limited basis.

**NOW, THEREFORE**, Contractor and District agree as follows:

### 1. SCOPE OF WORK

- A. Contractor shall provide Speech Services ("Services") within the District during the 2023-24 school year as set forth in and attached hereto as **Exhibit "A"**.
- B. Contractor will hold and maintain the necessary credentials and/or licenses to practice in the State of California. Evidence of registration and licensure will be provided to the District upon commencement of Contractor's services.
- C. Contractor shall be provided with copies of or access to the District's policies, procedures, rules and regulations.
- D. Contractor shall also have access to any records necessary to provide Services required herein in accordance with all applicable federal, state and local statutes, rules and regulations, as well as under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and District's policies, procedures, rules and regulations.

### 2. INSTRUMENTALITIES

Contractor shall supply all equipment, tools, materials and supplies to accomplish the Services to be performed.

### 3. COMPENSATION AND PAYMENTS

- A. District shall pay Contractor for services rendered pursuant to this Agreement a fixed fee for Speech Services as follows:
  - i. As full compensation for the Services rendered pursuant to this Agreement, the District will pay Contractor [\$79 per hour (based on eight (8) hours per day, and five (5) days per week) / SALARY].

- ii. Mileage will be paid according to the IRS rate.
  - iii. Total compensation under this Agreement shall not exceed \$110,000 for the remainder of the 2023-24 school year.
  - iv. Contractor shall submit invoices for Services rendered on a monthly basis, which shall be paid in full by District no later than thirty (30) days from the date of receipt and approval of the invoice.
- B. Contractor shall be responsible for all costs and expenses incident to the performance of Services, including but not limited to, all costs of equipment provided by Contractor, all fees, fines, licenses, bonds or taxes required of or imposed against Contractor and all other Contractor's costs of doing business.

4. COMPLIANCE WITH LAWS, POLICIES AND PROCEDURES

Contractor shall comply with all applicable federal, state, and local laws, ordinances, rules, and regulations that are applicable to the District, whether enacted or promulgated by any public or governmental authority or agency, including the District. This includes, but is not limited to, not discriminating against any person on account of race, color, religion, sex, marital status, age, physical or mental disability, gender, gender identity, gender expression, sexual orientation, ethnicity, national origin or nationality, or ancestry. This prohibition against unlawful discrimination extends to any person who is perceived to have any of the above characteristics or who is associated with someone who has, or who is perceived to have, any of those characteristics.

5. CONFIDENTIALITY

Contractor acknowledges that, during the term of this Agreement, Contractor may have access to privileged and confidential materials and information maintained by the District, including information concerning students. Contractor agrees to keep all such information confidential and not to disclose such information directly or indirectly during, or subsequent to, the term of this Agreement, except to the extent that such disclosure or use is reasonably necessary to the performance of the Services.

6. NOTICES

All notices or demands to be given under this AGREEMENT by either Party to the other shall be in writing and given either by: (a) personal service; or (b) by U.S. Mail, mailed either by registered, overnight, or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed seventy-two (72) hours after deposit in any U.S. Post Office; provided, however, that any such notice shall be valid only if delivered to the following person(s):

For the District:

Gustine Unified School District

Attn: Lisa Filippini, Assistant Superintendent of Students Services

1500 Meredith Avenue

Gustine, CA 95322  
Telephone: (209) 854-3784  
Fax: (209) 854-9164

For Contractor:  
Blossoming Speech Therapy  
Houkje Kroeze  
19114 Tyrone St.  
Houston, TX 77373

The address to which the notices or demands are to be sent by either Party may be changed by written notice given in accordance with the notice provisions of this Paragraph.

7. TERM AND TERMINATION

- A. The term of this Agreement shall be for a period commencing on August 1, 2023 and ending on June 30, 2024. It is specifically agreed by each Party that this Agreement may be terminated by either Party without cause upon thirty (30) days' written notice. In the event of termination without cause, District agrees to pay Contractor for all of the Services performed up to the date of termination.
- B. This Agreement shall terminate automatically on the occurrence of any of the following events:
- i. Bankruptcy or insolvency of either Party;
  - ii. Cessation of program by District;
  - iii. Cessation of operations by either Party.
- C. Either Party may terminate this Agreement for material breach, provided, however, that the terminating party has given the other party at least thirty (30) days' written notice of and the opportunity to cure the breach. Termination for breach will not preclude the terminating party from exercising any other remedies for breach.

8. FINGERPRINT CLEARANCE

*(District shall select paragraphs A, B, or C below. To make the determination of whether there will be limited contact, District will consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the Contractor will be working by themselves or with others.)*

- A. Contractor will have limited contact with District's pupils younger than 18 years of age. No fingerprints will be required.

- B. Contractor will have more than limited contact with District's pupils younger than 18 years of age. Contractor shall obtain fingerprinting clearance for its employees who will have more than limited contact with District's pupils younger than 18 years of age prior to beginning work under this Agreement. Contractor shall submit fingerprints for clearance, as required by District on the Fingerprinting Certification attached hereto as **Exhibit "B"**, to determine that individuals working pursuant to this Agreement have not been convicted of a serious or violent felony and have no criminal charges pending for a serious or violent felony, as defined in Education Code section 45122.1.
- C.  Contractor has already been cleared through the Department of Justice, and fingerprints have been completed.

9. WORK PRODUCT

District shall become the owner of and entitled to exclusive possession of all records and documents of any kind produced by Contractor within the scope of Services performed pursuant to this Agreement. No other uses thereof will be permitted except by permission of District.

10. INDEPENDENT CONTRACTOR STATUS

The Parties expressly intend that Contractor, in the performance of this Agreement, is an independent contractor and not an employee, agent, joint venture, or partner of the District. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between Contractor and District or any employee or agent of Contractor. Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees or agents of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. Contractor assumes the full responsibility for the acts and/or omissions of Contractor's employees or agents as they relate to the services to be provided under this Agreement. Contractor shall assume full responsibility for payment of any applicable prevailing wages and all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes for the respective Contractor's employees. Contractor shall be responsible for providing, at Contractor's own expense, disability, unemployment, and other insurance, training, permits, business tax registration, business license, and other licenses required for Contractor and Contractor's employees.

11. INDEMNIFICATION

Contractor shall be responsible for, and District shall not be answerable or accountable in any manner for, any loss or expense by reason of any damage or injury to person or property, or both, arising out of the acts, omissions, and/or negligence of Contractor, its agents, officers, employees, guests, or invitees, or in connection with Contractor's

Services, under this Agreement. Accordingly, Contractor agrees to fully indemnify, defend and hold harmless the District, its board members, officers, agents, employees, and invitees from and against any and all liabilities, damages, losses, expenses, claims, demands, suits, causes of action, fines, or judgments (collectively "Claims"), including reasonable attorneys' fees, costs, and expenses incidental thereto, that may be asserted or claimed by any person, firm, association, entity, corporation, political subdivision, or other organization arising out of the acts, omissions, and/or negligence of Contractor, its agents, officers, employees, guests, or invitees, or in connection with Contractor's Services, under this Agreement. The foregoing indemnity shall not apply to actions, claims, damages to persons or property, penalties, obligations or liabilities arising from the sole active negligence or willful misconduct of the District, its board members, agents, employees or officers. The provisions of this Section shall survive the termination or expiration of this Agreement.

12. INSURANCE

Contractor shall purchase and maintain policies of insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to District which will protect Contractor and District from claims which may arise out of or result from Contractor's actions or inactions relating to the Agreement, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

- A. The Contractor shall carry Workers' Compensation and Employers Liability Insurance in accordance with the laws of the State of California.
- B. Comprehensive general and auto liability insurance with limits of not less than \$500,000 combined single limit, bodily injury and property damage liability per occurrence, including:
  - i. Owned, non-owned and hired vehicles;
  - ii. Blanket contractual;
  - iii. Broad form property damage;
  - iv. Products/completed operations; and
  - v. Personal injury.
- C. Contractor shall carry professional liability insurance, including contractual liability, with limits of \$1,000,000, per occurrence. Such insurance shall be maintained during the term of this Agreement. In the event that Contractor subcontracts any portion of Contractor's duties, Contractor shall require any such subcontractor to purchase and maintain insurance coverage as provided in this subparagraph. Failure to maintain professional liability insurance is a material breach of this Agreement and grounds for immediate termination.

- D. All insurance under this Agreement shall be broad enough to insure the indemnity obligation set forth in Section 11 of this Agreement.
- E. Each policy of insurance required in (B) above shall name District and its officers, agents and employees as additional insureds; shall state that, with respect to the operations of Contractor hereunder, such policy is primary and any insurance carried by District is excess and non-contributory with such primary insurance; shall state that not less than thirty (30) days' written notice shall be given to District prior to cancellation; and, shall waive all rights of subrogation. Contractor shall immediately notify District in the event of a material change in, or failure to renew, each policy. Prior to commencing work, Contractor shall deliver to District certificates of insurance as evidence of compliance with the requirements herein. In the event Contractor fails to secure or maintain any policy of insurance required hereby, District may, at its sole discretion, secure such policy of insurance in the name of and for the account of Contractor, and in such event Contractor shall reimburse District upon demand for the cost thereof.

13. ASSIGNMENT

Contractor may not assign or transfer any interest in this Agreement without the prior written consent of District.

14. SEVERABILITY

Should any provision of this Agreement for any reason be declared invalid, void, or unenforceable by a court of competent jurisdiction, the validity and binding effect of any remaining portions shall not be affected and the remaining portions of this Agreement shall remain in full force and effect as if this Agreement had been executed with said provision eliminated.

15. NO WAIVER

The waiver by any Party of any breach of covenant will not be construed to be a waiver of any succeeding breach or any other covenant. All waivers must be in writing, and signed by the Party waiving its rights.

16. ENTIRE AGREEMENT AND MODIFICATION

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof, and supersedes all prior agreements, proposals, negotiations, representations or communications relating to the subject matter. Both Parties acknowledge that they have not been induced to enter into this Agreement by any representations or promises not specifically stated herein. This Agreement may be modified only by a written instrument executed by authorized representatives of the Parties hereto.

All exhibits referenced herein and attached hereto shall be deemed incorporated into and made a part of this Agreement by each reference as though fully set forth in each instance



in the text hereof unless otherwise excluded by the terms of this Agreement. In the event that the provisions of any exhibit conflict with the terms of this Agreement, the terms of this Agreement shall control.

17. GOVERNING LAW

This Agreement and the rights and obligations hereunder shall be governed by and construed and interpreted in all respects in accordance with the laws of the State of California.

**IN WITNESS WHEREOF**, The District and Contractor have executed this Agreement as of the date first written above.

**GUSTINE UNIFIED SCHOOL DISTRICT**

**HOUKJE STEWART, CONTRACTOR**

By: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**[PLACEHOLDER FOR EXHIBIT "A"**

**SCOPE OF SPEECH SERVICE**

# GUSTINE UNIFIED SCHOOL DISTRICT

## SPEECH THERAPIST

### GENERAL SUMMARY:

Under the direction of the Assistant Superintendent of Student Services, provides services to pupils with speech and/or language handicaps in district schools.

### MINIMUM QUALIFICATIONS:

#### Education and/or Training:

Completion of degrees necessary for issuance of credential to serve in the areas of language, speech and hearing.

#### Experience:

Clinical training and speech therapy experience including clinical practice with school-aged children.

#### Credentials and/or Skills:

Appropriate CA credential authorizing service as a speech therapist. Valid CA driver's license and minimum amount of liability insurance required by law.

### DESIRABLE QUALIFICATIONS:

#### Education and/or Training:

Master's Degree in Speech Pathology

#### Experience:

Experience working with children under age 5 and their families. Experience working with students with speech/language disorders and/or autism spectrum disorders.

#### Credentials and/or Skills:

California State License or Certificate of Clinical Competence

### ESSENTIAL JOB FUNCTIONS:

1. Evaluates student referrals to determine eligibility for speech and/or language services; provides speech and/or language therapy as appropriate.
2. Assists/collaborates with classroom teachers in developing a program of speech and/or language.
3. Maintains monthly registers of attendance and Designated Instructional Services (DIS).
4. Serves on the Individual Education Plan (IEP) Team as needed for placement of students; meets with parents and/or guardians relative to the development of IEP's; prepares IEP's for each student; evaluates each student's progress and prepares an up-to-date report at the end of each year.

5. Works in conjunction/cooperation with site/county administrators to which the therapist is assigned.
6. Participates in the selection of books, instructional aids, testing materials and instructional supplies needed to implement the speech and language program.
7. Maintains files, records and required assessments for each student.
8. Attends workshops, staffings, inservices, conferences and other related professional meetings as needed to improve the educational program.
9. Operates a motor vehicle.
10. Performs other related essential functions as assigned.

### **PHYSICAL REQUIREMENTS:**

Employees in this position must have the ability to:

1. See and read printed matter with or without vision aids.
2. Hear and understand speech at normal levels and on the telephone with or without hearing aids.
3. Speak so that others may understand at normal levels and on the telephone.
4. Operate a motor vehicle.
5. Sit, stand, walk, bend over, grasp, reach overhead, stoop, kneel, twist, push, pull, and move, lift, and/or carry 0 to 25 pounds to waist high.

### **WORK ENVIRONMENT:**

Employees in this position will be required to work indoors in a classroom environment consisting of tables, chairs, orthopedic devices, and playground toys and equipment; travel by motor vehicle outdoors in varying degrees of temperatures, and come in direct contact with students, parents, district staff and the public.

5/14/14

DO/cm



Capitol Advocacy Partners  
 202-726-0161  
 600 Pennsylvania Avenue SE #15048  
 Washington, DC 20003

Billed To  
 Bryan Ballenger  
 Gustine Unified School District  
 1500 Meredith Ave  
 Gustine 95322

Date of Issue  
 05/27/2023  
 Due Date  
 06/26/2023

Invoice Number  
 2023CAP116

Amount Due (USD)  
**\$22,000.00**

Description	Rate	Qty	Line Total
Federal Advocacy and Grant Services Services May 2023. Attached please find a monthly activity report.	\$2,500.00	1	\$2,500.00
Grant Writing Fee: Innovative Approaches to Literacy 25 pages double spaced	\$19,500.00	1	\$19,500.00
	<b>Subtotal</b>		22,000.00
	<b>Tax</b>		0.00
	<b>Total</b>		22,000.00
	<b>Amount Paid</b>		0.00
	<b>Amount Due (USD)</b>		<b>\$22,000.00</b>

Terms

A late fee of 1.5% will be charged to invoices not paid within 60 days of date of issue.

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MEMO

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TO: Dr. Bryan Ballenger, Superintendent  
FR: Capitol Advocacy Partners  
RE: May 2023 Activity Report  
Date: June 8, 2023

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The following are activities completed on behalf of Gustine Unified School District from May 1-31 2023, by Capitol Advocacy Partners:

**Federal Advocacy and Grant Writing Services**

- Sent weekly email with webinar overviews.
- Provided a funding opportunity from the Environmental Protection Agency entitled "2023 Clean School Bus (CSB) Grant Program."
- Provided a funding opportunity from the Department of Education entitled "Fostering Diverse Schools Demonstration Grants."
- Provided a funding opportunity from California entitled "Tobacco Grant Program."
- Provided a funding opportunity from the Department of Agriculture entitled "Community Agriculture Grants."
- Provided a funding opportunity from the Department of Education entitled "Teacher and School Leader Incentive Program."
- Provided the May legislative tracker with recommended actions for each piece of legislation. Gave a deadline of Friday, 5/26, for requests for letters of support.
- Updated legislative tracker on Politico Pro.
- Continuous follow up with the BJA office about the job descriptions and GAM.
- Attended National Institute of Justice Conference and attended key sessions on public safety, school safety, law enforcement, and innovative programming.

**US Department of Education: Innovative Approaches to Literacy Grant**

- CAP team edits to narrative.
- Finished the first draft of project services.

- Finished drafting evaluation section and management plan; continue to edit performance measures and objectives.
- Second draft of the Significance section, adding information on the individual schools, research on rural and socio-economically disadvantaged students literacy rates, the importance of literacy for students, and what GUSD has been doing for literacy rates so far. Included how the results of the project would impact students and GUSD's literacy scores and how the project would expand GUSD's capacity to provide a high-quality education.
- Second draft of the Program Design section adding additional information on the project components and added research to support each component.
- Research into the Department of Educations "What Works Clearinghouse" to find an evidence-base for each component of the narrative, as required.
- Research evidence-based practices for approaches to literacy, including professional development, library creation, and book distribution to targeted populations
- Drafted the rationale section of the narrative, explaining each component of the project and the evidence-base behind it, to show that the strategies used are proven and accepted by the Department of Education.
- Internal discussion to review and revise timeline and program goals and outcomes.
- 5/8 call with Kim to go over final missing details and provide a timeline for grant submission.
- Drafted a letter of support on behalf of Legacy Health.
- Sent a drafted letter of support to Legacy Health for signature. Received executed version and included in grant package.
- Provided Dr. Ballenger and Kim the drafted budget to give them time to make any necessary changes.
- Writing budget justification for grant application and uploading information in Grants.gov.
- Begin a second read-through of the narrative and begin to cut extra information/duplicated information. make sure to make requirements of NOFO.
- Review internal editing notes and address comments throughout project narrative.



- Revisions to sections B and C to meet selection criteria requirements after internal reviews.
- Address internal comments in sections C, D and E of the narrative.
- Internal strategy call to finalize performance measures and timeline.
- Strategy call to review the budget and request more information from Kim regarding baseline for objectives.
- Internal strategy calls to go over required elements still need addressed in narrative; finalize project logic model and performance measures.
- Internal strategy call to begin submitting required elements from RFP.
- Internal strategy call to review final edits needed throughout the narrative. Call with Kim to review final comments.
- Combined all drafted aspects of narrative into one completed document; first read through of narrative draft with copy editing and cutting of pages to meet criteria for page limits.
- Finished drafting objectives by adding baselines to required measurements; continued to read through full narrative to make page limits and eliminate repetitive content as needed, and copy edit.
- Addressed copy editing prompts, including drafting a new section to address all narrative aspects.
- Conducted research about lack of public libraries.
- Drafted a Librarian/Project director position for attachments.
- Drafted the abstract.
- Sent the drafted narrative to Dr. Ballenger and Kim for final review.
- Created a Reference document and included in-text citations in the narrative.
- Internal call to discuss attachments and begin the upload into grants.gov
- 5/15 call with Kim to discuss the last remaining questions for grant design.
- Review of final grant narrative.

- Reviewed GEPA and Abstract.
- Team call to submit grant, check for accuracy.
- Submitted the SF-424 to the California State Clearinghouse (SCH), as required by Presidential Executive Order No. 12372.
- Submitted the Innovative Approaches to Literacy grant on time and in full. Submission included 25-page program narrative, 2-page abstract, GEPA, Resumes and Job Descriptions, Letters of Support, Budget, and Budget Narrative.

### Updates

- Weekly Update 5/1/23: California Districts See More Chronic Absenteeism Than Before Pandemic; Long COVID in California; Biden Announces Reelection Bid to Continue America's Comeback; Biden's Mental Health Pitch; Prepare For Long Hold Times; One in Four U.S. Parents Say They've Struggled to Afford Food or Housing in the Past Year; A New Portrait of American Teenagers in Crisis; Surgeon General: We Have Become A Lonely Nation. It's Time to Fix That; First Republic Bank Sold to JPMorgan Chase; U.S. Could Breach Debt Limit by June 1, Yellen Warns; House GOP Leaves Washington With A Debt Win: But Not Quite A Breakthrough; Key Committee Advances Biden's Labor Secretary Nominee; House Homeland Security Panel Debates Another GOP Border Bill; Granger Sets Markup Schedule for Fiscal 2024 Spending Bills; A District Playbook to Address Students' Growing Mental Health Needs; Kids Can't Read: The Revolt That Is Taking On The Education Establishment; From Bad to Worse: Student Misbehavior Rises Further Since Return of In-Person Classes.
- Weekly Update 5/8/23: State Superintendent Stepping into OUSD Strike Negotiations; As Fentanyl Deaths Climb, Bill Would Require Drug Education In Schools; Big Tobacco's End-Run; Feinstein 'Hopeful' She Can Return To Senate Soon, Schumer Notes Say; California Reparations Task Force Releases First Estimate of Damages: Up To \$1.2 Million Per Black Resident; COVID-19 Inflamed the Opioid Crisis, Particularly for Black Americans; Deal With Mexico Will Allow U.S. To Deport Non-Mexicans At Border; HHS Launches New Website To Help People Find Support For Mental Health, Drugs, Or Alcohol; CDC Director Rochelle Walensky Is Leaving, White House Says; Proposed Income-Driven Student Loan Repayment Plan; U.S. Must Do More To Prepare For Future Pandemic Threats, Health Officials Say; Progressive Groups Urge Congress To Reject Effort To Stop Student Debt Relief; Steep Drop in Student History Scores Leaves Officials Very, Very Concerned; \$2.5 Million Gen Z Program Seeks to Expand Career Options For High School Students.

- Covered and provided an overview of the hearing by the House Energy and Commerce Subcommittee on Oversight and Investigations entitled, "Closing the Digital Divide: Overseeing Federal Funds for Broadband Deployment."
- Public Safety and Justice Update 5/12/23: Shooting at Allen, Texas Outlet Mall Leaves Nine Dead; Texas GOP Votes on Gun Bill in Wake of Mass Shooting, but Bill Misses Deadline; Multiple Countries Issue Travel Warnings over U.S. Gun Violence; Atlanta Shooting Highlights Risks of Violence in Medical Facilities; Attorney General Bonta Announces Major Antioch Civil Rights Investigation; California To Pay \$24M For Man's Death in Police Custody; Former Marine to be Charged in Subway Choking Death; China-U.S. Fight for Influence Runs Through Police in Pacific
- Weekly Update 5/15/23: Newsom Backs Mandatory Dyslexia Screenings In Split With California Labor Ally; Cash for Slavery Reparations Gets Cool Response From California Officials; Newsom Budget Cuts Deepen As California Deficit Swells By \$9.5B; Injunction Sought to Force Restart of Student Loan Payment; Public Service Loan Forgiveness Totals \$42 Billion; Federal Student Aid Funding Woes Complicate Resuming Student Loan Payments; Federal Student Loan Interest Rates Rise To Highest In Decades; Resolution Blocking Debt-Relief Plan Clears House Committee; GOP States Trying to Stop Biden's Student Loan Forgiveness Push Their Own Relief Programs; As The Supreme Court Weighs Biden's Student Loan Forgiveness, Education Debt Swells; A New Dire Debt Warning: U.S. Could Breach Limit In Early June; Debt Limit Negotiations; President Biden Says He's Exploring 14th Amendment To Defuse Debt Ceiling Standoff; Prices For COVID-19 Testing; Arrington Says He'll Absolutely Deliver A Budget Plan; Gun Control Popular Revolt Coming; EdChoice Release Report.
- Weekly Update 5/22/23: Biden Targets Homelessness In California and Five Cities; California Is Losing Population and Building New Houses. When Will Home Prices Come Down?; Newsom Flexes Muscle To Speed Up Energy, Transportation, and Water Projects; Debt Limit; U.S. Department of Education's Office for Civil Rights Resolves Investigation of the Removal of Library Books in Forsyth County Schools in Georgia; IRS Free File for 2024; Young Americans Are Dying At Alarming Rates, Reversing Years Of Progress; 134K Comments On Federal Government's Trans Sport Policy Demonstrate Difficulty Of Compromise; Electricity Shortfalls and Summer Blackouts Likely; More Than 100,000 Drug Overdoses Again; Senate Markups; House Markup Season; Significantly Reduced Earmarks Likely for Democrats, DeLauro Warns; House GOP Proposes \$2 Billion Bump In Homeland Security Funding; GOP Takes Aim At USDA's Climate Programs, Competition Rulemakings in Appropriations Bill; Sanders Goes Big In New Health Package; The Students Who Aren't Coming; U.S. Department of Education Releases Report On State Of School Diversity, Announces New Grant Opportunity; Cardona Clashes With Republicans; Pre-K Enrollment Nearly Bounces Back From Pandemic Amid Push for Universal Access; About That Student Loan Forgiveness.

- Provided an overview of the hearing held by the House Education and the Workforce Committee entitled, "Examining the Policies and Priorities of the Department of Education."
- Weekly Update 5/30/23: Six Pillars of the Debt Ceiling Deal; Conservatives Threaten Last-Ditch Rules Rebellion Over Debt Deal; A Majority of Californians Say Feinstein is No Longer Fit for Office, a New Poll Finds; Smaller Risk of Blackouts This Year; Newsom's Proposed Budget Still Too High; Can 'Social Housing' Help Solve California's Housing Crisis?; COVID's 'Complicated Picture': Mental Health Worse, Staffing Tight, Enrollment Frozen at Nation's Schools; The Surgeon General Warns of the Risks of Social Media; HHS to Lead Youth Mental Health Push; New Title IX Regulations Delayed; House Passes Measure Overturning Biden's Student Debt Forgiveness Program; 1,800+ Law Enforcement Officials Press for Pre-K Funding; Granger Postpones Fiscal 2024 Markups Amid Debt Talks; Better Pay, Better Materials, Training, Respect – What Survey Says Teachers Want; Scared of School: Even in States with Protective Laws, LGBTQ Students are Reporting Attacks from Other Kids – and Teachers; More High-School Grads Forgo College in Hot Labor Market.

# **ACTION ITEMS**

Batch status: A All

From batch: 0034

To batch: 0034

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

APPROVED FOR PAYMENT

*Mehar* 05/16/23

MERCED COUNTY OFFICE OF EDUCATION  
CHECK REGISTER BATCH COVER

**Gustine**

DATE: 5/16/23  
DISTRICT FUND: 01 - 5070 BATCH# 34  
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT  
TOTAL AMOUNT OF REGISTER: \$ 98,847.56

01-5070  
11-5074  
13-5077  
14-5072  
17-5071  
21-5069  
25-5075  
35-5078  
40-5065

CHECK LIST FOR CHECK REGISTERS  
(PLEASE CHECKMARK EACH)

- Verify cash for each fund
- Ensure deposits have been made at the County Treasurer by 11 a.m.
- Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- Retain original prelist for your records
- Proper signed authorization for each batch

**ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT**

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: \_\_\_\_\_

AUDIT APPROVED: \_\_\_\_\_

CASH CHECKED: \_\_\_\_\_

RELEASED FOR PAYMENT: \_\_\_\_\_



014 Gustine Unified School Dist. J24054  
 APRIL 18 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0034 APRIL 18 WARRANT REG 2  
 FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.21 05/16/23 13:43 PAGE 1  
 << Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105620/00	5 STAR STUDENTS	264172500						
	19069 VAN BUREN BLVD							
	STE 114-198							
	RIVERSIDE, CA 92508							
231425	PO-231375	05/15/2023	GUSTINEHS-2023	1 01-0824-0-5866.00-1110-1000-310-000-206	NY F	1,500.00	1,500.00	
				PROFESSIONAL SERVICES				
				TOTAL PAYMENT AMOUNT	1,500.00 *		1,500.00	
105816/00	AED CENTER							
	CARDIO PARTNERS INC							
	PO BOX 772834							
	DETROIT, MI 48277							
PV-230394	05/15/2023	INV3123681		01-0000-0-5300.00-0000-7200-112-000-000	NN		1,099.89	
				DUES & MEMBERSHIPS				
				TOTAL PAYMENT AMOUNT	1,099.89 *		1,099.89	
103351/00	AFLAC							
	ATTN:REMITTANCE PROCESSING							
	SERVICES							
	1932 WYNNTON ROAD							
	COLUMBUS, GA 31999-0797							
230329	PO-230308	05/15/2023	79548	1 01-0100-0-9556.00-0000-0000-000-000-000	NN P	687.46	687.46	
				MISC DISTRICT VOL-DEDS (1)				
				TOTAL PAYMENT AMOUNT	687.46 *		687.46	
103972/00	ALHAMBRA							
	PO BOX 660579							
	DALLAS, TX 75266-0579							
230816	PO-230794	05/12/2023	14376922 042323	4 01-0000-0-4300.00-0000-8200-115-000-000	NN P	34.51	34.51	
				SUPPLIES				
230816	PO-230794	05/12/2023	14376999 042323	1 01-0000-0-4300.00-0000-8200-112-000-000	NN P	14.50	14.50	
				SUPPLIES				
230816	PO-230794	05/15/2023	14403118 050723	1 01-0000-0-4300.00-0000-8200-112-000-000	NN P	399.37	399.37	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT	448.38 *		448.38	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
104696/00	AMAZON	000000000						
	P.O. BOX 035184							
	SEATTLE, WA 98124-5184							
230038	PO-230148	05/16/2023	13Q4-VLX4-L3PP	1 01-0824-0-4300.00-1110-1000-111-000-206	NN P	234.41	234.41	
				SUPPLIES				
230936	PO-230905	05/15/2023	1XKY-HM7K-L6YN	1 01-2600-0-4300.00-1110-1000-111-000-000	NN P	329.89	329.89	
				SUPPLIES				
231211	PO-231158	05/15/2023	1XKY-HM7K-L6YN	1 01-2600-0-4300.00-1110-1000-111-000-000	NN F	42.00	35.99	
				SUPPLIES				
231342	PO-231281	05/16/2023	13Q4-VLX4-L3PP	1 01-2600-0-4300.00-1110-1000-111-000-000	NN P	388.50	388.50	
				SUPPLIES				
231341	PO-231282	05/16/2023	13Q4-VLX4-L3PP	1 01-2600-0-4300.00-1110-1000-111-000-000	NN P	453.16	453.16	
				SUPPLIES				
231340	PO-231283	05/15/2023	1XKY-HM7K-L6YN	1 01-2600-0-4300.00-1110-1000-111-000-000	NN P	578.66	578.66	
				SUPPLIES				
231340	PO-231283	05/16/2023	13Q4-VLX4-L3PP	1 01-2600-0-4300.00-1110-1000-111-000-000	NN P	1,039.12	1,039.12	
				SUPPLIES				
231339	PO-231284	05/15/2023	1XKY-HM7K-L6YN	1 01-2600-0-4300.00-1110-1000-111-000-000	NN P	24.98	24.98	
				SUPPLIES				
231339	PO-231284	05/16/2023	13Q4-VLX4-L3PP	1 01-2600-0-4300.00-1110-1000-111-000-000	NN F	303.67	306.87	
				SUPPLIES				
231338	PO-231285	05/15/2023	1XKY-HM7K-L6YN	1 01-1100-0-4400.00-1110-1000-111-000-000	NN P	2,001.89	2,001.89	
				NON-CAPITALIZED EQUIPMENT				
231337	PO-231286	05/15/2023	1XKY-HM7K-L6YN	1 01-1100-0-4400.00-1110-1000-111-000-000	NN P	1,624.53	1,624.53	
				NON-CAPITALIZED EQUIPMENT				
231337	PO-231286	05/16/2023	13Q4-VLX4-L3PP	1 01-1100-0-4400.00-1110-1000-111-000-000	NN P	1,418.53	1,418.53	
				NON-CAPITALIZED EQUIPMENT				
				TOTAL PAYMENT AMOUNT		8,436.53 *	8,436.53	
103447/00	AMAZON CREDIT PLAN	000000000						
	P.O. BOX 035184							
	SEATTLE, WA 98124-5184							
231263	PO-231199	05/12/2023	1P3Q-7KQ4-NCKM	1 01-0824-0-4300.00-1110-1000-115-000-206	NN P	505.91	505.91	
				SUPPLIES				
231263	PO-231199	05/16/2023	1MV3-DLKL-RKTD	1 01-0824-0-4300.00-1110-1000-115-000-206	NN P	418.17	418.17	
				SUPPLIES				
231291	PO-231227	05/15/2023	1GWX-JQKN-RVVL	1 01-6500-0-4300.00-5770-3150-112-000-000	NN F	293.99	306.34	
				SUPPLIES				
231301	PO-231229	05/15/2023	1GWX-JQKN-RVVL	1 01-9418-0-4300.00-0000-7405-112-000-000	NN P	108.23	108.23	
				SUPPLIES				
231402	PO-231332	05/16/2023	1MV3-DLKL-RKTD	1 01-0824-0-4300.00-1110-1000-115-000-110	NN P	210.55	210.55	
				SUPPLIES				
231424	PO-231357	05/15/2023	1GWX-JQKN-RVVL	1 01-0824-0-4300.00-1110-1000-112-000-102	NN P	357.57	357.57	
				SUPPLIES				

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			

TOTAL PAYMENT AMOUNT	1,906.77 *	1,906.77
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105813/00 AMERICAN SPEECH LANGUAGE  
 HEARING ASSOCIATION  
 2200 RESEARCH BLVD  
 ROCKVILLE, MD 20850

231435 PO-231360 05/15/2023 WEBSUB1	1 01-0000-0-5200.00-0000-2100-112-000-000 NN F	516.00	516.00
	TRAVEL & CONFERENCE		
TOTAL PAYMENT AMOUNT	516.00 *	516.00	

105660/00 AWESOME CHARTERS AND TOURS  
 3120 W. DOVEWOOD LANE  
 FRESNO, CA 93711

231272 PO-231215 05/12/2023 19036	1 01-0824-0-4300.00-1110-1000-115-000-105 NY F	1,732.00	1,732.00
	SUPPLIES		
TOTAL PAYMENT AMOUNT	1,732.00 *	1,732.00	

102757/00 BONANDER PONTIAC INC  
 231 SOUTH CENTER STREET  
 TURLOCK, CA 95380

230906 PO-230860 05/15/2023 891721	1 01-0823-0-4344.00-0000-3600-112-000-000 NN P	55.82	55.82
	REPLACEMENT PARTS		
TOTAL PAYMENT AMOUNT	55.82 *	55.82	

105778/00 BRADY'S INDUSTRIES  
 7055 LINDELL RD  
 LAS VEGAS, NV 89118

231395 PO-231290 05/15/2023 8021987	1 01-9418-0-4400.00-0000-7405-112-000-000 NN F	10,365.03	10,372.95
	NON-CAPITALIZED EQUIPMENT		
231389 PO-231296 05/15/2023 8021985	1 01-9418-0-4400.00-0000-7405-112-000-000 NN F	4,672.45	4,316.35
	NON-CAPITALIZED EQUIPMENT		
TOTAL PAYMENT AMOUNT	14,689.30 *	14,689.30	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Ex	Ref
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount				
105443/00	CANELLA, MARCO									
231419	PO-231336	05/16/2023	WORKING LUNCH	1	01-0824-0-4314.00-1110-1000-310-000-104	NN	F		480.00	480.00
			FOOD - OTHER							
			TOTAL PAYMENT AMOUNT			480.00	*			480.00
103250/00	CANO, ADAM									
230677	PO-230655	05/16/2023	REIMB FOR PARENT TEACHER	1	01-0824-0-4314.00-1110-1000-310-000-302	NN	F		124.07	138.35
			FOOD - OTHER							
230715	PO-230687	05/16/2023	REIMB PAINT NIGHT	1	01-0824-0-4314.00-1110-1000-310-000-302	NN	P		89.26	89.26
			FOOD - OTHER							
231379	PO-231324	05/15/2023	REIMB MEETING LUNCH 04/27-28	1	01-0824-0-4314.00-1110-1000-310-000-302	NN	F		500.00	337.06
			FOOD - OTHER							
231426	PO-231364	05/16/2023	NO LONGER ATTENDING	1	01-0824-0-5200.00-1110-1000-310-000-204	NN	C		244.42	0.00
			TRAVEL & CONFERENCE							
			TOTAL PAYMENT AMOUNT			564.67	*			564.67
105708/00	CAPITOL ADVOCACY 600 PENNSYLVANIA AVE SE #15048 WASHINGTON, DC 20003									
	PV-230395	05/15/2023	2023CAP92 (PO 230096)		01-0000-0-5866.00-0000-7200-112-000-000	NN				2,500.00
			PROFESSIONAL SERVICES							
			TOTAL PAYMENT AMOUNT			2,500.00	*			2,500.00
103285/00	CITY OF GUSTINE PO BOX 16 GUSTINE, CA 95322									
230145	PO-230098	05/12/2023	SRO-0523	1	01-0000-0-5899.00-0000-8300-112-000-000	NN	P		4,770.00	4,770.00
			OTHER SERVICES, FEES, OP EXPS							
			TOTAL PAYMENT AMOUNT			4,770.00	*			4,770.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description				Liq Amt	Net Amount	
105661/00	DELTA CHARTER PO BOX 5547 STOCKTON, CA 95205	680014816						
230672	PO-230641	05/12/2023	113516	1 01-6762-0-5716.00-1110-1000-111-000-000	NY F	2,457.00	2,457.00	
				FIELD TRIPS-D/C TRSF OF SVCS				
230979	PO-230967	05/12/2023	113516	1 01-6762-0-5716.00-1110-1000-111-000-000	NY F	626.00	626.00	
				FIELD TRIPS-D/C TRSF OF SVCS				
				TOTAL PAYMENT AMOUNT		3,083.00 *	3,083.00	
105486/00	ENGIE PROJECT CO FINCO PHASE IV 225WEST HUMMBARD ST. SUITE 200 CHICAGO, IL 60654							
230314	PO-230300	05/15/2023	90053403	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	5,025.09	5,025.09	
				ELECTRICITY				
230314	PO-230300	05/15/2023	90053402	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	8,785.28	8,785.28	
				ELECTRICITY				
230314	PO-230300	05/15/2023	90053401	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	3,511.34	3,511.34	
				ELECTRICITY				
				TOTAL PAYMENT AMOUNT		17,321.71 *	17,321.71	
105000/00	FRANCO, MARIANA							
	PV-230392	05/12/2023	PER DIEM FOR CASCWA	01-0824-0-5200.00-1110-1000-111-000-104	NN		69.00	
				TRAVEL & CONFERENCE				
				TOTAL PAYMENT AMOUNT		69.00 *	69.00	
104762/00	FREITAS, NICHOLAS	000000000						
230426	PO-230416	05/12/2023	CLOSE	1 01-0824-0-4300.00-1110-1000-111-000-302	NN C	500.00	0.00	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		0.00 *	0.00	



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex	
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			
105495/00	GARCIA, JACQUELINE V.	000000000							
231190	PO-231108	05/15/2023	REIMB FOR COOKING CLASS APRIL	1	01-2600-0-4300.00-1110-1000-111-000-000	NN	F	81.26	64.89
			SUPPLIES						
			TOTAL PAYMENT AMOUNT		64.89 *				64.89
036582/00	GOPHER SPORT NW 5634 PO BOX 1450 MINNEAPOLIS, MN 55485-5634	000000000							
231197	PO-231136	05/12/2023	CLOSE	1	01-2600-0-4400.00-1110-1000-111-000-000	NN	C	754.00	0.00
			NON-CAPITALIZED EQUIPMENT						
			TOTAL PAYMENT AMOUNT		0.00 *				0.00
102132/00	GRAINGER DEPT. 843126632 PALTINE, IL 60038-0001								
230921	PO-230879	05/12/2023	9704895391	1	01-8150-0-4300.00-0000-8110-112-000-000	NN	P	307.24	307.24
			SUPPLIES						
			TOTAL PAYMENT AMOUNT		307.24 *				307.24
105442/00	GUSTINE SMOG STATION 480 6TH AVE GUSTINE, CA 95322	833952989							
230223	PO-230203	05/16/2023	8085	1	01-0823-0-5650.00-0000-3600-112-000-000	NY	P	36.75	36.75
			REPAIRS/MAIN - VEHICLES						
230223	PO-230203	05/16/2023	8188	1	01-0823-0-5650.00-0000-3600-112-000-000	NY	P	61.75	61.75
			REPAIRS/MAIN - VEHICLES						
230223	PO-230203	05/16/2023	8201	1	01-0823-0-5650.00-0000-3600-112-000-000	NY	P	36.75	36.75
			REPAIRS/MAIN - VEHICLES						
			TOTAL PAYMENT AMOUNT		135.25 *				135.25

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			
105740/00	GUTIERREZ PERRY	872237947							
	VILLARREAL LLP								
	1610 R STREET SUITE 300								
	SACRAMENTO, CA 95811								
230721	PO-230701	05/15/2023	458	1 01-3310-0-5801.00-5001-2700-112-000-000	NY P	690.00			690.00
				LEGAL FEES					
230721	PO-230701	05/16/2023	392	1 01-3310-0-5801.00-5001-2700-112-000-000	NY P	1,475.00			1,475.00
				LEGAL FEES					
230721	PO-230701	05/16/2023	434	1 01-3310-0-5801.00-5001-2700-112-000-000	NY P	295.00			295.00
				LEGAL FEES					
TOTAL PAYMENT AMOUNT						2,460.00 *			2,460.00
100659/00	HOME DEPOT CREDIT SERVICES								
	DEPT. 32- 2149232914								
	PO BOX 9001030								
	LOUISVILLE, KY 40290-1030								
231348	PO-231320	05/12/2023	6904426	1 01-2600-0-4300.00-1110-1000-110-000-000	NN P	596.53			596.53
				SUPPLIES					
231348	PO-231320	05/12/2023	6282247	1 01-2600-0-4300.00-1110-1000-110-000-000	NN P	1,021.64			1,021.64
				SUPPLIES					
231348	PO-231320	05/12/2023	547920	1 01-2600-0-4300.00-1110-1000-110-000-000	NN P	695.73			801.40
				SUPPLIES					
231348	PO-231320	05/12/2023	547920	1 01-2600-0-4300.00-1110-1000-110-000-000	NN P	0.00			87.84
				SUPPLIES					
TOTAL PAYMENT AMOUNT						2,507.41 *			2,507.41
103744/00	J & F FERTILIZER	770240546							
	1275 NORTH AVE								
	GUSTINE, CA 95322								
231321	PO-231330	05/12/2023	11068	1 01-0000-0-5570.00-0000-8200-112-000-000	NY P	266.00			266.00
				ALARM MONITORING					
231321	PO-231330	05/12/2023	11066	1 01-0000-0-5570.00-0000-8200-112-000-000	NY P	133.00			133.00
				ALARM MONITORING					
231321	PO-231330	05/12/2023	11067	1 01-0000-0-5570.00-0000-8200-112-000-000	NY P	266.00			266.00
				ALARM MONITORING					
231321	PO-231330	05/12/2023	11065	1 01-0000-0-5570.00-0000-8200-112-000-000	NY P	266.00			266.00
				ALARM MONITORING					
231321	PO-231330	05/12/2023	11054	1 01-0000-0-5570.00-0000-8200-112-000-000	NY P	266.00			266.00
				ALARM MONITORING					
231321	PO-231330	05/12/2023	11055	1 01-0000-0-5570.00-0000-8200-112-000-000	NY P	266.00			266.00
				ALARM MONITORING					
231321	PO-231330	05/12/2023	11056	1 01-0000-0-5570.00-0000-8200-112-000-000	NY P	266.00			266.00
				ALARM MONITORING					



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex	
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			
103744 (CONTINUED)									
231321	PO-231330	05/12/2023	11057	1	01-0000-0-5570.00-0000-8200-112-000-000	NY	P	266.00	266.00
					ALARM MONITORING				
231321	PO-231330	05/12/2023	11052	1	01-0000-0-5570.00-0000-8200-112-000-000	NY	P	133.00	133.00
					ALARM MONITORING				
231321	PO-231330	05/12/2023	11053	1	01-0000-0-5570.00-0000-8200-112-000-000	NY	P	266.00	266.00
					ALARM MONITORING				
					TOTAL PAYMENT AMOUNT			2,394.00 *	2,394.00
101794/00	JOSTENS INC								
	21336 NETWORK PLACE								
	CHICAGO, IL 60673-1213								
231165	PO-231120	05/15/2023	31081508	1	01-0824-0-4300.00-1110-1000-310-000-111	NN	F	385.56	369.08
					SUPPLIES				
231273	PO-231216	05/12/2023	31363777	1	01-0824-0-4300.00-1110-1000-115-000-111	NN	P	559.60	559.60
					SUPPLIES				
231273	PO-231216	05/12/2023	3106889	1	01-0824-0-4300.00-1110-1000-115-000-111	NN	P	13.42	13.42
					SUPPLIES				
231273	PO-231216	05/12/2023	31100786	1	01-0824-0-4300.00-1110-1000-115-000-111	NN	F	151.33	151.33
					SUPPLIES				
	PV-230391	05/12/2023	3106899		01-0824-0-4300.00-1110-1000-115-000-111	NN			76.05
					SUPPLIES				
					TOTAL PAYMENT AMOUNT			1,169.48 *	1,169.48
100646/00	LEGAL BOOKS DISTRIBUTING	000000000							
	1739 N RAYMOND AVE								
	ANAHEIM, CA 92801								
231396	PO-231291	05/15/2023	507724	1	01-0000-0-4399.00-0000-7200-112-000-000	NN	F	699.49	670.68
					MISCELLANEOUS SUPPLIES				
					TOTAL PAYMENT AMOUNT			670.68 *	670.68
105252/00	MARIN ON THE BAY LLC								
	4843 YAMATO DR								
	SAN JOSE, CA 95111								
231416	PO-231338	05/16/2023	SOTO, A Y7NLDJ8PCQR	1	01-0824-0-5200.00-1110-1000-310-000-104	NN	F	850.00	850.00
					TRAVEL & CONFERENCE				
					TOTAL PAYMENT AMOUNT			850.00 *	850.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req	Reference	Date	Description	FD-RESC-Y-OBJT.SO	GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
105000/00	MENDOZA, ROSA MARIA	000000000							
231446	PO-231378	05/15/2023	REIMB FOR WORK LUNCH	1 01-0000-0-5220.00-0000-2700-112-000-000	NN F		80.00	80.00	
			MEALS						
			TOTAL PAYMENT AMOUNT				80.00 *	80.00	
105276/00	MID VALLEY IT 3220 WEST MONTE VISTA AVE#298 TURLOCK, CA 95380								
230147	PO-230100	05/12/2023	202142383	1 01-0000-0-5912.00-0000-2700-112-000-000	NN P		10,600.00	10,600.00	
			COMMUN - INTERNET SVCS/LINES						
			TOTAL PAYMENT AMOUNT				10,600.00 *	10,600.00	
104991/00	MOLINA-RUIZ, ALONDRA								
230097	PO-230058	05/15/2023	REIMB CLASS SUPPL 2023	1 01-3010-0-4300.00-1110-1000-310-000-000	NN F		200.00	200.00	
			SUPPLIES						
			TOTAL PAYMENT AMOUNT				200.00 *	200.00	
105815/00	MOUA, JESSICA								
PV-230393	05/12/2023	PER DIEM CASCWA		01-0824-0-5200.00-1110-1000-111-000-104	NN			69.00	
			TRAVEL & CONFERENCE						
			TOTAL PAYMENT AMOUNT				69.00 *	69.00	
092087/00	NAPA AUTO PARTS 1945 W. FRONT ST SELMA, CA 93662	770001024							
230227	PO-230207	05/15/2023	371793	1 01-0823-0-4344.00-0000-3600-112-000-000	NN P		133.05	133.05	
			REPLACEMENT PARTS						
			TOTAL PAYMENT AMOUNT				133.05 *	133.05	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
101470/00	P G & E BOX 997300 SACRAMENTO, CA 95899-7300							
231447 PO-231381	05/15/2023	0008192780-8	1	01-0000-0-5520.00-0000-8200-112-000-000	NN F	1,500.00	1,500.00	
				ELECTRICITY				
231447 PO-231381	05/15/2023	0008192780-8	2	01-0000-0-5510.00-0000-8200-112-000-000	NN F	1,000.00	1,000.00	
				HEATING BUTANE, OIL				
				TOTAL PAYMENT AMOUNT		2,500.00 *	2,500.00	
105585/00	PARADIGM 1225 4TH STREET #363 SAN FRANCISCO, CA 94158	000000000						
231145 PO-231052	05/15/2023	436545	1	01-0000-0-5800.00-1110-3143-112-000-000	NN P	554.39	554.39	
				PROFES'L/CONSULTG SVCS/OP EXP				
				TOTAL PAYMENT AMOUNT		554.39 *	554.39	
105100/00	PRUDENTIAL OVERALL SUPPLY 1260 E. NORTH AVE FRESNO, CA 93725	951535681						
230747 PO-230715	05/15/2023	80878558	1	01-8150-0-5560.00-0000-8110-112-000-000	NY P	165.78	165.78	
				LAUNDRY/DRY CLEANING				
230747 PO-230715	05/15/2023	80878559	1	01-8150-0-5560.00-0000-8110-112-000-000	NY P	295.39	295.39	
				LAUNDRY/DRY CLEANING				
230747 PO-230715	05/15/2023	80878560	1	01-8150-0-5560.00-0000-8110-112-000-000	NY P	238.62	238.62	
				LAUNDRY/DRY CLEANING				
230747 PO-230715	05/15/2023	80878557	1	01-8150-0-5560.00-0000-8110-112-000-000	NY P	142.10	142.10	
				LAUNDRY/DRY CLEANING				
				TOTAL PAYMENT AMOUNT		841.89 *	841.89	
105635/00	RAMIREZ, ASHLEY	000000000						
231245 PO-231179	05/16/2023	REIMB FOR AP TESTING	1	01-0824-0-4300.00-1110-1000-310-000-106	NN P	34.68	34.68	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		34.68 *	34.68	

014 Gustine Unified School Dist. J24054  
 APRIL 18 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0034 APRIL 18 WARRANT REG 2  
 FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.21 05/16/23 13:43 PAGE 11  
 << Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			
104686/00		SAENZ PEST CONTROL INC 36914 AVE 12 SUITE 15 MADERA, CA 93636							
230321	PO-230301	05/15/2023	16165	1 01-8150-0-5565.00-0000-8110-112-000-000	NN P	1,085.00			1,085.00
				PEST CONTROL					
				TOTAL PAYMENT AMOUNT		1,085.00 *			1,085.00
101568/00		SCHOOL SERVICES OF CALIFORNIA INC PO BOX 516613 LOS ANGELES, CA 90021-0599							
230148	PO-230101	05/16/2023	0137426-IN	1 01-0000-0-5899.00-0000-7200-112-000-000	NN F	10.00			355.00
				OTHER SERVICES, FEES, OP EXPS					
				TOTAL PAYMENT AMOUNT		355.00 *			355.00
101251/00		SCHOOL SPECIALTY INC PO BOX 825640 PHILADELPHIA, PA 19182-5640		000000000					
231002	PO-231077	05/12/2023	20132107877	1 01-2600-0-4300.00-1110-1000-110-000-000	NN P	28.44			28.44
				SUPPLIES					
				TOTAL PAYMENT AMOUNT		28.44 *			28.44
104270/00		SHOES FOR CREWS PO BOX 734176 CHICAGO, IL 60673-4176		000000000					
231368	PO-231316	05/12/2023	46180235	1 01-9418-0-4300.00-0000-7405-112-000-000	NN F	1,464.55			1,464.55
				SUPPLIES					
				TOTAL PAYMENT AMOUNT		1,464.55 *			1,464.55
104029/00		SODEXO INC & AFFILIATES PO BOX 360170 PITTSBURGH, PA 15251-6170							
231440	PO-231365	05/16/2023	295026	1 01-0824-0-4300.00-1110-1000-115-000-204	NN P	833.34			833.34
				SUPPLIES					
				TOTAL PAYMENT AMOUNT		833.34 *			833.34

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Extref
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt	Net Amount	
100968/00		STANISLAUS COUNTY OFFICE OF EDUCATION 1100 H STREET MODESTO, CA 95354						
231222	PO-231171 05/12/2023	231959	1 01-0000-0-5860.00-1110-1000-112-000-000 NN P			277.00	277.00	
			SVCS PRV'D BY MCOE/OTHER AGCY					
			TOTAL PAYMENT AMOUNT		277.00 *		277.00	
102863/00		STANISLAUS FARM SUPPLY P.O. BOX 31001-0821 PASADENA, CA 91110-0821						
231439	PO-231362 05/15/2023	101188358	1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			941.78	941.78	
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		941.78 *		941.78	
103776/00		SYNCB/AMAZON P.O. BOX 035184 SEATTLE, WA 98124-5184	000000000					
231356	PO-231276 05/12/2023	1P3Q-7KQ4-NCKM	1 01-0824-0-4300.00-1110-1000-115-000-111 NN F			1,623.75	1,639.40	
			SUPPLIES					
231376	PO-231308 05/12/2023	1P3Q-7KQ4-NCKM	1 01-0824-0-4300.00-1110-1000-115-000-111 NN P			1,082.13	1,082.13	
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		2,720.53 *		2,720.53	
105198/00		TEXAS LIFE INSURANCE COMPANY WORKSITE BILLING PO BOX 2209 WACO, TX 76703-2209						
230213	PO-230192 05/16/2023	SNODKJ20230514001	1 01-0100-0-9556.00-0000-0000-000-000-000 NN F			499.51	630.73	
			MISC DISTRICT VOL-DEDS (1)					
			TOTAL PAYMENT AMOUNT		630.73 *		630.73	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
103749/00		THE PARTY CONNECTION 210 N. FIRST ST. TURLOCK, CA 95380							
230868	PO-230867	05/16/2023	GUSTINE HIGH SCHOOL	5/31-6/2	1	01-0824-0-5866.00-1110-1000-310-000-302	NN F	1,055.62	1,055.62
									PROFESSIONAL SERVICES
231172	PO-231099	05/16/2023	GUSTINE MIDDLE CHAIR RENTAL		1	01-0824-0-4300.00-1110-1000-115-000-111	NN F	1,100.98	964.60
									SUPPLIES
									TOTAL PAYMENT AMOUNT
								2,020.22 *	2,020.22
105598/00		VAN DE POL PO BOX 1107 STOCKTON, CA 95201-1107							
230847	PO-230816	05/15/2023	CL48590		4	01-8150-0-4341.00-0000-8110-112-000-000	NN P	888.75	888.75
									GAS, OIL LUBE, ETC
									TOTAL PAYMENT AMOUNT
								888.75 *	888.75
104503/00		VERIZON WIRELESS PO BOX 660108 DALLAS, TX 75266-0108							
2	PO-230795	05/16/2023	9933012289		1	01-0000-0-5922.00-0000-2700-112-000-000	NN P	459.73	459.73
									COMMUNICATION - TELEPHONE SVCS
									TOTAL PAYMENT AMOUNT
								459.73 *	459.73
105686/00		WESTAIR GASES & EQUIPMENT INC PO BOX 101420 PASADENA, CA 91189-1420	000000000						
230132	PO-230130	05/15/2023	0011634891		1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	52.36	52.36
									SUPPLIES
									TOTAL PAYMENT AMOUNT
								52.36 *	52.36
105638/00		WESTSIDE CONNECT PO BOX 1958 MANTECA, CA 95336	850656466						
231033	PO-231021	05/12/2023	337900		1	01-1100-0-5899.00-1110-1000-110-000-000	NY P	1,180.70	1,180.70
									OTHER SERVICES, FEES, OP EXPS
									TOTAL PAYMENT AMOUNT
								1,180.70 *	1,180.70



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-EX	Net Amount
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	Liq Amt					
105639/00	WIPEBOOK	981221754							
	112 JOHN CAVANAUGH DR. UNIT 19								
	CARP. ON KOA								
230627	PO-230611	05/16/2023	2938801	1	01-0824-0-4300.00-1110-1000-115-000-111	NN	F	476.98	476.94
					SUPPLIES				
				TOTAL PAYMENT AMOUNT				476.94 *	476.94
				TOTAL FUND	PAYMENT			98,847.56 **	98,847.56



MERCED COUNTY OFFICE OF EDUCATION  
CHECK REGISTER BATCH COVER

**Gustine**

DATE: 5/16/23  
DISTRICT FUND: 01 - 5070 BATCH# 35  
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT  
TOTAL AMOUNT OF REGISTER: \$ 39,646.78

01-5070  
11-5074  
13-5077  
14-5072  
17-5071  
21-5069  
25-5075  
35-5078  
40-5065

CHECK LIST FOR CHECK REGISTERS  
(PLEASE CHECKMARK EACH)

- Verify cash for each fund
- Ensure deposits have been made at the County Treasurer by 11 a.m.
- Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- Retain original prelist for your records
- Proper signed authorization for each batch

**ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT**

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: \_\_\_\_\_

AUDIT APPROVED: \_\_\_\_\_

CASH CHECKED: \_\_\_\_\_

RELEASED FOR PAYMENT: \_\_\_\_\_

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105327/00	BMY CONSTRUCTION GRP INC 5485 E OLIVE AVE FRESNO, CA 93727	202191163						
231252 PO-231173	05/15/2023 MAY-23 PAYMENT		1 35-7710-0-6200.00-0000-8500-310-000-433	NY P	8,825.64	8,825.64		
			BUILDINGS & IMPROVEMNT OF BLDG					
			TOTAL PAYMENT AMOUNT		8,825.64 *	8,825.64		
105242/00	DERIVI CASTELLANOS ARCHITECTS ATTN: TINA BARBER ACCT MANAGER 3031 W. MARCH LN STE 334 STOCKTON, CA 95219							
230852 PO-230831	05/15/2023 21026-13		1 35-0000-0-6200.00-0000-8500-112-000-433	NN P	17,821.14	17,821.14		
			BUILDINGS & IMPROVEMNT OF BLDG					
			TOTAL PAYMENT AMOUNT		17,821.14 *	17,821.14		
105329/00	WOMACK, JIM 2999 EVELYN AVE MERCED, CA 95348	567331831						
230724 PO-230704	05/15/2023 115948-11		1 35-0000-0-5866.00-0000-8500-112-000-000	NY P	8,000.00	8,000.00		
			PROFESSIONAL SERVICES					
230724 PO-230704	05/15/2023 120108 HS RELOS		1 35-0000-0-5866.00-0000-8500-112-000-000	NY P	5,000.00	5,000.00		
			PROFESSIONAL SERVICES					
			TOTAL PAYMENT AMOUNT		13,000.00 *	13,000.00		
			TOTAL FUND PAYMENT		39,646.78 **	39,646.78		
			TOTAL BATCH PAYMENT		138,494.34 ***	0.00	138,494.34	
			TOTAL DISTRICT PAYMENT		138,494.34 ****	0.00	138,494.34	
			TOTAL FOR ALL DISTRICTS:		138,494.34 ****	0.00	138,494.34	

Number of checks to be printed: 53, not counting voids due to stub overflows. 138,494.34  
 Number of zero dollar checks: 2, will be printed.

Batch status: A A11

From batch: 0036


To batch: 0036

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

APPROVED FOR PAYMENT  
  
5/24/23

MERCED COUNTY OFFICE OF EDUCATION  
CHECK REGISTER BATCH COVER

Gustine

DATE: 5/24/23

DISTRICT FUND: 01 - 5070

BATCH# 36

DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: \$ 98,215.20

01-5070  
11-5074  
13-5077  
14-5072  
17-5071  
21-5069  
25-5075  
35-5078  
40-5065

CHECK LIST FOR CHECK REGISTERS  
(PLEASE CHECKMARK EACH)

- Verify cash for each fund
- Ensure deposits have been made at the County Treasurer by 11 a.m.
- Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- Retain original prelist for your records
- Proper signed authorization for each batch

**ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT**

**DISTRICT SERVICES USE ONLY**

RECEIVED BY DISTRICT SERVICES: \_\_\_\_\_

AUDIT APPROVED: \_\_\_\_\_

CASH CHECKED: \_\_\_\_\_

RELEASED FOR PAYMENT: \_\_\_\_\_

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
104858/00	AED SUPERSTORE PO BOX 78084 MILWAUKEE, WI 53278	000000000						
230803	PO-230772	05/24/2023	CLOSE	1	01-9418-0-4300.00-0000-3140-112-000-000	NN C	180.00	0.00
					SUPPLIES			
230803	PO-230772	05/24/2023	CLOSE	2	01-9418-0-4400.00-0000-3140-112-000-000	NN C	68.46	0.00
					NON-CAPITALIZED EQUIPMENT			
					TOTAL PAYMENT AMOUNT		0.00 *	0.00
103447/00	AMAZON CREDIT PLAN P.O. BOX 035184 SEATTLE, WA 98124-5184	000000000						
231301	PO-231229	05/24/2023	CLOSE	1	01-9418-0-4300.00-0000-7405-112-000-000	NN C	347.28	0.00
					SUPPLIES			
					TOTAL PAYMENT AMOUNT		0.00 *	0.00
105384/00	BOOT BARN ATT: TIM FARRELL 15345 BARRANCA PARKWAY IRVINE, CA 92618							
231200	PO-231219	05/24/2023	INV00258995	1	01-9418-0-4300.00-0000-7405-112-000-000	NN F	3,200.00	3,200.00
					SUPPLIES			
					TOTAL PAYMENT AMOUNT		3,200.00 *	3,200.00
104420/00	CRIVELLI'S SHIRTS AND MORE 310 E MAINT STREET, STE. A1 TURLOCK, CA 95380							
231441	PO-231376	05/24/2023	51348	1	01-2600-0-4300.00-1110-1000-110-000-000	NN P	673.48	673.48
					SUPPLIES			
					TOTAL PAYMENT AMOUNT		673.48 *	673.48

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105242/00		DERIVI CASTELLANOS ARCHITECTS ATTN: TINA BARBER ACCT MANAGER 3031 W. MARCH LN STE 334 STOCKTON, CA 95219						
230960 PO-230931	05/24/2023	22.044-02	1 01-7028-0-6200.00-0000-8500-112-000-000	NN F	23,890.50	23,890.50		
			BUILDINGS & IMPROVEMNT OF BLDG					
PV-230396	05/24/2023	22.044-02 (P0230931)	01-7028-0-6200.00-0000-8500-112-000-000	NN		16,196.74		
			BUILDINGS & IMPROVEMNT OF BLDG					
			TOTAL PAYMENT AMOUNT		40,087.24 *			40,087.24
105812/00		EMBASSY SUITES SAN RAFAEL HOTEL MCINNIS MARIN LLC 10 BANK ST 12TH FLOOR WHITE PLAINS, NY 10606	824206491					
231427 PO-231356	05/24/2023	52398760	1 01-0824-0-5200.00-1110-1000-310-000-104	NN F	758.44	758.44		
			TRAVEL & CONFERENCE					
			TOTAL PAYMENT AMOUNT		758.44 *			758.44
102063/00		FILIPPINI, LISA						
PV-230401	05/24/2023	PER DIEM FOR MEALS SAFETY CARE	01-0000-0-5200.00-1110-1000-112-000-000	NN		275.00		
			TRAVEL & CONFERENCE					
			TOTAL PAYMENT AMOUNT		275.00 *			275.00
105821/00		GONZALEZ, JOANNA						
PV-230397	05/24/2023	REIM FOR MILEAGE TO MCOE	01-0000-0-5230.00-0000-7200-112-000-000	NN		42.05		
			MILEAGE					
			TOTAL PAYMENT AMOUNT		42.05 *			42.05



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO	GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount

105783/00	HARBECK, STEPHANIE	000000000						
	PV-230398	05/24/2023	PER DIEM FOR MEALS SAFETY CARE	01-0000-0-5200.00-1110-1000-112-000-000	NN			257.00
				TRAVEL & CONFERENCE				
	PV-230399	05/24/2023	PER DIEM FOR MEALS SAFETY CARE	01-0000-0-5200.00-1110-1000-112-000-000	NN			275.00
				TRAVEL & CONFERENCE				
			TOTAL PAYMENT AMOUNT			532.00 *		532.00

100659/00	HOME DEPOT CREDIT SERVICES							
	DEPT. 32- 2149232914							
	PO BOX 9001030							
	LOUISVILLE, KY 40290-1030							
231469	PO-231388	05/24/2023	323426360	1 01-9418-0-4300.00-0000-7405-112-000-000	NN P		588.99	588.99
				SUPPLIES				
231469	PO-231388	05/24/2023	10092356172	1 01-9418-0-4300.00-0000-7405-112-000-000	NN F		5,969.88	4,791.90
				SUPPLIES				
			TOTAL PAYMENT AMOUNT			5,380.89 *		5,380.89

105508/00	LIBERTY PAPER							
	5025 HAMPTON ST							
	LOS ANGELES, CA 90058							
231407	PO-231350	05/24/2023	317067	1 01-0000-0-4300.00-0000-7540-112-000-000	NN F		33,116.71	33,116.71
				SUPPLIES				
			TOTAL PAYMENT AMOUNT			33,116.71 *		33,116.71

105276/00	MID VALLEY IT							
	3220 WEST MONTE VISTA AVE#298							
	TURLOCK, CA 95380							
231404	PO-231331	05/24/2023	202142445	1 01-3212-0-5810.00-0000-7500-112-000-000	NN F		3,449.17	3,499.17
				SOFTWARE LICENSE				
			TOTAL PAYMENT AMOUNT			3,499.17 *		3,499.17



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT	SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
102232/00	MURPHY, VICTORIA B 2034 NORMANDY LN MERCED, CA 95340							
231449 PO-231373	05/24/2023 519		1	01-0824-0-5201.00-1110-1000-310-000-104	NY P	3,491.70	3,491.70	
				PROFESSIONAL DEVLPMNT TRAINING				
				TOTAL PAYMENT AMOUNT		3,491.70 *	3,491.70	
065175/00	OUR LADY OF MIRACLE EDUCATIONAL CENTER 370 LINDEN AVENUE GUSTINE, CA 95322	941347028						
231461 PO-231384	05/24/2023 REIMB PLC INSTITUTE		1	01-4035-0-5200.00-1110-1000-112-000-000	NY F	4,204.00	4,204.00	
				TRAVEL & CONFERENCE				
				TOTAL PAYMENT AMOUNT		4,204.00 *	4,204.00	
103477/00	PAMELA J CREAMER PERRY							
PV-230400	05/24/2023 PER DIEM FOR MEALS SAFETY CARE			01-0000-0-5200.00-1110-1000-112-000-000	NN		275.00	
				TRAVEL & CONFERENCE				
				TOTAL PAYMENT AMOUNT		275.00 *	275.00	
105555/00	PROCLEAN SUPPLY 701 KEARNEY AVE MODESTO, CA 95350	942854559						
231090 PO-231008	05/24/2023 CLOSE		1	01-8150-0-4300.00-0000-8110-112-000-000	NN C	10,283.75	0.00	
				SUPPLIES				
231161 PO-231091	05/24/2023 579407		1	01-8150-0-4300.00-0000-8110-112-000-000	NN F	9,098.28	1,779.25	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		1,779.25 *	1,779.25	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description					Liq Amt	Net Amount
105715/00	RIZVI, MEHDI	000000000						
231462	PO-231383	05/24/2023	REIMB FOR MIG COURSE	1 01-0000-0-5201.00-0000-7200-112-000-000	NN F		425.00	425.00
				PROFESSIONAL DEVLPMNT TRAINING				
			TOTAL PAYMENT AMOUNT		425.00 *			425.00
104029/00	SODEXO INC & AFFILIATES PO BOX 360170 PITTSBURGH, PA 15251-6170							
231367	PO-231317	05/24/2023	295027	1 01-3010-0-5220.00-1110-1000-110-000-000	NN P		95.27	95.27
				MEALS				
			TOTAL PAYMENT AMOUNT		95.27 *			95.27
103749/00	THE PARTY CONNECTION 210 N. FIRST ST. TURLOCK, CA 95380							
231398	PO-231334	05/24/2023	GMS 2023 MARQUEE	1 01-0824-0-4300.00-1110-1000-115-000-111	NN F		380.00	380.00
				SUPPLIES				
			TOTAL PAYMENT AMOUNT		380.00 *			380.00
			TOTAL FUND PAYMENT		98,215.20 **			98,215.20
			TOTAL BATCH PAYMENT		98,215.20 ***	0.00		98,215.20
			TOTAL DISTRICT PAYMENT		98,215.20 ****	0.00		98,215.20
			TOTAL FOR ALL DISTRICTS:		98,215.20 ****	0.00		98,215.20

Number of checks to be printed: 17, not counting voids due to stub overflows. 98,215.20  
Number of zero dollar checks: 2, will be printed.

Batch status: A All

From batch: 0037

To batch: 0037

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

APPROVED FOR PAYMENT

*Approved 06/01/23*

MERCED COUNTY OFFICE OF EDUCATION  
CHECK REGISTER BATCH COVER

Gustine

DATE: 6/1/23  
DISTRICT FUND: 01 - 5070 BATCH# 37  
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT  
TOTAL AMOUNT OF REGISTER: \$ 166,952.31

01-5070  
11-5074  
13-5077  
14-5072  
17-5071  
21-5069  
25-5075  
35-5078  
40-5065

CHECK LIST FOR CHECK REGISTERS  
(PLEASE CHECKMARK EACH)

- Verify cash for each fund
- Ensure deposits have been made at the County Treasurer by 11 a.m.
- Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- Retain original prelist for your records
- Proper signed authorization for each batch

**ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT**

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: \_\_\_\_\_

AUDIT APPROVED: \_\_\_\_\_

CASH CHECKED: \_\_\_\_\_

RELEASED FOR PAYMENT: \_\_\_\_\_

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
101463/00		ACADEMIC THERAPY PUBLICATIONS 20 LEVERONI COURT NOVATO, CA 94949	000000000					
230706	PO-230674	05/31/2023	304764	1 01-3010-0-4300.00-1110-1000-112-000-000	NN F	12,598.13	12,598.14	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		12,598.14 *	12,598.14	
103972/00		ALHAMBRA PO BOX 660579 DALLAS, TX 75266-0579						
230816	PO-230794	05/31/2023	14376853 052123	1 01-0000-0-4300.00-0000-8200-112-000-000	NN P	285.54	285.54	
				SUPPLIES				
230816	PO-230794	05/31/2023	14376922 052123	4 01-0000-0-4300.00-0000-8200-115-000-000	NN P	449.58	449.58	
				SUPPLIES				
230816	PO-230794	05/31/2023	14376875 052123	3 01-0000-0-4300.00-0000-8200-110-000-000	NN P	460.32	460.32	
				SUPPLIES				
230816	PO-230794	05/31/2023	14376894 052123	5 01-0000-0-4300.00-0000-8200-111-000-000	NN P	348.66	348.66	
				SUPPLIES				
230816	PO-230794	05/31/2023	14376936 052123	2 01-0000-0-4300.00-0000-8200-310-000-000	NN P	1,229.46	1,229.46	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		2,773.56 *	2,773.56	
105763/00		ALLIANCE FOR COMMUNITY WELLNESS PO BOX 3760 TURLOCK, CA 95381						
231432	PO-231351	05/31/2023	CALVIP 025	1 01-9419-0-5866.00-0000-3110-112-000-000	NN P	12,975.50	12,975.50	
				PROFESSIONAL SERVICES				
				TOTAL PAYMENT AMOUNT		12,975.50 *	12,975.50	
104696/00		AMAZON P.O. BOX 035184 SEATTLE, WA 98124-5184	000000000					
230039	PO-230041	05/30/2023	16MD-FR7M-XWDQ	1 01-1100-0-4300.00-1110-1000-111-000-000	NN F	164.39	164.39	
				SUPPLIES				
230037	PO-230147	05/30/2023	16MD-FR7M-XWDQ	1 01-0824-0-4300.00-1110-1000-111-000-111	NN F	530.71	578.62	
				SUPPLIES				
231342	PO-231281	05/30/2023	16MD-FR7M-XWDQ	1 01-2600-0-4300.00-1110-1000-111-000-000	NN F	1,614.96	2,017.89	
				SUPPLIES				
231377	PO-231309	05/30/2023	13NW-W3PY-JD91	1 01-2600-0-4300.00-1110-1000-111-000-000	NN P	3,135.29	3,135.29	
				SUPPLIES				

Vendor	Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef	
Req	Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount				

TOTAL PAYMENT AMOUNT 5,896.19 \* 5,896.19

103447/00 AMAZON CREDIT PLAN 000000000  
P.O. BOX 035184  
SEATTLE, WA 98124-5184

230533	PO-230524	05/31/2023	13PV-XTRF-KKJR	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	514.72			514.72
					SUPPLIES					
230533	PO-230524	05/31/2023	11C4-T9FC-XRY4	1	01-8150-0-4300.00-0000-8110-112-000-000	NN F	1,805.39			1,202.86
					SUPPLIES					
230962	PO-230970	05/30/2023	1LHJ-DCWF-K4RL	1	01-2600-0-4300.00-1110-1000-310-000-000	NN P	787.56			787.56
					SUPPLIES					
231263	PO-231199	06/01/2023	17Q1-M4DV-LKK1	1	01-0824-0-4300.00-1110-1000-115-000-206	NN P	115.80			115.80
					SUPPLIES					
231393	PO-231293	06/01/2023	1CL1-JW96-KYRR	1	01-1100-0-4300.00-1110-1000-110-000-000	NN P	77.63			77.63
					SUPPLIES					
231388	PO-231298	06/01/2023	1CL1-JW96-KYRR	1	01-1100-0-4300.00-1110-1000-110-000-000	NN P	122.14			122.14
					SUPPLIES					
231375	PO-231310	06/01/2023	1CL1-JW96-KYRR	1	01-0000-0-4300.00-0000-7200-112-000-000	NN P	31.06			31.06
					SUPPLIES					
231365	PO-231318	06/01/2023	1CL1-JW96-KYRR	1	01-0824-0-4300.00-1110-1000-110-000-206	NN P	31.06			31.06
					SUPPLIES					
231433	PO-231354	06/01/2023	17q1-M4DV-LKK1	1	01-0824-0-4300.00-1110-1000-115-000-111	NN F	178.61			161.33
					SUPPLIES					
231424	PO-231357	05/31/2023	16HX-KCNY-K9M6	1	01-0824-0-4300.00-1110-1000-112-000-102	NN M	-54.05			-54.05
					SUPPLIES					
231424	PO-231357	05/31/2023	13QF-NQ11-L96M	1	01-0824-0-4300.00-1110-1000-112-000-102	NN F	350.53			282.98
					SUPPLIES					
TOTAL PAYMENT AMOUNT							3,273.09 *			3,273.09

105660/00 AWESOME CHARTERS AND TOURS 271858427  
3120 W. DOVEWOOD LANE  
FRESNO, CA 93711

230673	PO-230642	06/01/2023	18634	1	01-6762-0-5716.00-1110-1000-111-000-000	NY F	2,067.00			2,067.00
					FIELD TRIPS-D/C TRSF OF SVCS					
230688	PO-230663	06/01/2023	18635	1	01-6762-0-5716.00-1110-1000-115-000-000	NY F	4,685.06			4,328.00
					FIELD TRIPS-D/C TRSF OF SVCS					
230689	PO-230664	06/01/2023	18719	1	01-6762-0-5716.00-1110-1000-115-000-000	NY F	8,063.54			7,449.00
					FIELD TRIPS-D/C TRSF OF SVCS					
TOTAL PAYMENT AMOUNT							13,844.00 *			13,844.00



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-End
Req Reference	Date	Description	FD-RESC-Y-QBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105692/00	BLUUM USA, INC. 4675 E COTTON CENTER BLVD SUITE 155 PHOENIX, AZ 85040	860716114						
231333	PO-231252 06/01/2023 912599		1 01-0824-0-4400.00-1110-1000-110-000-110	NN P	3,197.23	3,197.23		
			NON-CAPITALIZED EQUIPMENT					
			TOTAL PAYMENT AMOUNT		3,197.23 *			3,197.23
105778/00	BRADY'S INDUSTRIES 7055 LINDELL RD LAS VEGAS, NV 89118	000000000						
231248	PO-231169 05/31/2023 8038529		1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	84.99	84.99		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		84.99 *			84.99
104774/00	BUS WEST 210 N. EAST ST. WOODLAND, CA 95776							
231223	PO-231164 05/31/2023 XA400072993:01		1 01-0823-0-4344.00-0000-3600-112-000-000	NN P	1,255.33	1,255.33		
			REPLACEMENT PARTS					
231223	PO-231164 05/31/2023 XA410042205:01		1 01-0823-0-4344.00-0000-3600-112-000-000	NN P	603.26	603.26		
			REPLACEMENT PARTS					
			TOTAL PAYMENT AMOUNT		1,858.59 *			1,858.59
105782/00	CALIFORNIA COUNTY SUPERINTENDENTS 1029 J ST SUITE 200 SACRAMENTO, CA 95814	680132885						
231020	PO-231009 06/01/2023 11483		1 01-0824-0-4300.00-1110-1000-115-000-104	NN F	1,000.00	1,000.00		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		1,000.00 *			1,000.00



014 Gustine Unified School Dist. J31162  
 MAY 30 WARRANT REG 3

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0037 MAY 30 WARRANT REG 3  
 FUND : 01 GENERAL FUND/COUNTY SSF

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 << Released for Payment >>

Ve. / Req	Addr Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES Liq Amt	E-Term Net Amount	E-ExtRef
105708/00		CAPITOL ADVOCACY 600 PENNSYLVANIA AVE SE #15048 WASHINGTON, DC 20003								
	PV-230403	05/31/2023	2022CAP183		01-0000-0-5866.00-0000-7200-112-000-000 NN				2,500.00	
					PROFESSIONAL SERVICES					
	PV-230403	05/31/2023	2023CAP10		01-0000-0-5866.00-0000-7200-112-000-000 NN				2,500.00	
					PROFESSIONAL SERVICES					
					TOTAL PAYMENT AMOUNT		5,000.00 *		5,000.00	
104420/00		CRIVELLI'S SHIRTS AND MORE 310 E MAINT STREET, STE. A1 TURLOCK, CA 95380								
231259	PO-231212	06/01/2023	50742		1 01-1100-0-4300.00-1110-1000-110-000-000 NN F			630.03	630.03	
					SUPPLIES					
					TOTAL PAYMENT AMOUNT		630.03 *		630.03	
105457/00		CUEVAS, GENEVIE		000000000						
	PV-230406	06/01/2023	REIMB FOR ADMISSION GREAT AMER		01-0000-0-5805.00-1110-1000-112-000-000 NN				36.64	
					ADMISSION TIX COST/FIELD TRIPS					
					TOTAL PAYMENT AMOUNT		36.64 *		36.64	
105661/00		DELTA CHARTER PO BOX 5547 STOCKTON, CA 95205		680014816						
231034	PO-231025	06/01/2023	113704		1 01-6762-0-5716.00-1110-1000-110-000-000 NY F			5,414.67	5,002.00	
					FIELD TRIPS-D/C TRSF OF SVCS					
231158	PO-231057	06/01/2023	113583		1 01-6762-0-5716.00-1110-1000-115-000-000 NY F			5,996.00	5,996.00	
					FIELD TRIPS-D/C TRSF OF SVCS					
					TOTAL PAYMENT AMOUNT		10,998.00 *		10,998.00	

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term Liq Amt	E-Ex Net Amount
105795/00	EMERGING SUN PRODUCTION 990 POPE CT RIPON, CA 95366		572757708						
231258 PO-231213	06/01/2023	GES0001		1 01-1100-0-4300.00-1110-1000-110-000-000			NY F	381.04	381.04
				SUPPLIES					
				TOTAL PAYMENT AMOUNT				381.04 *	381.04
105441/00	FANELLI, DANIELLE								
231457 PO-231386	06/01/2023	reimb for bridges training		1 01-6500-0-5200.00-0000-2100-112-000-000			NN P	100.00	100.00
				TRAVEL & CONFERENCE					
				TOTAL PAYMENT AMOUNT				100.00 *	100.00
102063/00	FILIPPINI, LISA								
PV-230405	06/01/2023	LODGING SAFETY CARE CONFERENCE		01-0000-0-5200.00-1110-1000-112-000-000			NN		2,128.50
				TRAVEL & CONFERENCE					
				TOTAL PAYMENT AMOUNT					2,128.50
105787/00	FRESNO'S CHAFFEE ZOO 1250 W. OLIVE AVE FRESNO, CA 93728		421661145						
231143 PO-231065	06/01/2023	1400223		1 01-6762-0-5716.00-1110-1000-110-000-000			NN F	832.44	769.00
				FIELD TRIPS-D/C TRSF OF SVCS					
				TOTAL PAYMENT AMOUNT				769.00 *	769.00
104344/00	GARY'S RENT-A-CAN 21311 BLOSS AVENUE HILMAR, CA 95324								
231417 PO-231339	05/31/2023	A-114412		1 01-1100-0-4300.00-1801-4200-310-000-000			NN F	427.19	427.19
				SUPPLIES					
PV-230402	05/31/2023	A-114412 P0231339		01-1100-0-5899.00-1801-4200-310-000-000			NN		572.81
				OTHER SERVICES, FEES, OP EXPS					
				TOTAL PAYMENT AMOUNT				1,000.00 *	1,000.00

Vend./Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
105286/00	GNR TRUCK WASH PO BOX 509 GUSTINE, CA 95322	810876735						
230224	PO-230204 06/01/2023 97601		1	01-0823-0-5899.00-0000-3600-112-000-000	NY P	55.00	55.00	
				OTHER SERVICES, FEES, OP EXPS				
230224	PO-230204 06/01/2023 98588		1	01-0823-0-5899.00-0000-3600-112-000-000	NY P	55.00	55.00	
				OTHER SERVICES, FEES, OP EXPS				
230224	PO-230204 06/01/2023 98579		1	01-0823-0-5899.00-0000-3600-112-000-000	NY P	15.00	55.00	
				OTHER SERVICES, FEES, OP EXPS				
				TOTAL PAYMENT AMOUNT		165.00 *	165.00	
102132/00	GRAINGER DEPT. 843126632 PALTINE, IL 60038-0001							
230921	PO-230879 06/01/2023 9625996195		1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	506.94	506.94	
				SUPPLIES				
231476	PO-231394 05/31/2023 9716160339		1	01-9418-0-4300.00-0000-7405-112-000-000	NN P	496.52	496.52	
				SUPPLIES				
231476	PO-231394 05/31/2023 9715922291		1	01-9418-0-4300.00-0000-7405-112-000-000	NN F	2,515.27	2,297.73	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		3,301.19 *	3,301.19	
105218/00	GRAY STEP SOFTWARE INC PO BOX 4408 EL DORADO HILLS, CA 95762	000000000						
231303	PO-231240 05/30/2023 6449		1	01-0000-0-5201.00-0000-7300-112-000-000	NN F	1,200.00	1,200.00	
				PROFESSIONAL DEVLPMNT TRAINING				
				TOTAL PAYMENT AMOUNT		1,200.00 *	1,200.00	
037780/00	GUSTINE, CITY OF P.O. BOX 16 GUSTINE, CA 95322	000000000						
230322	PO-230302 05/31/2023 009-13510-002 06/15/23		1	01-0000-0-5530.00-0000-8200-112-000-000	NN P	1,618.80	1,618.80	
				WATER&/OR SEWAGE				
230322	PO-230302 05/31/2023 009-13650-001 06/15/23		1	01-0000-0-5530.00-0000-8200-112-000-000	NN P	1,618.80	1,618.80	
				WATER&/OR SEWAGE				
230322	PO-230302 05/31/2023 009-13700-001 06/15/23		1	01-0000-0-5530.00-0000-8200-112-000-000	NN P	1,618.80	1,618.80	
				WATER&/OR SEWAGE				
230322	PO-230302 05/31/2023 009-13170-001 06/15/23		1	01-0000-0-5530.00-0000-8200-112-000-000	NN P	1,890.66	1,890.66	
				WATER&/OR SEWAGE				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		

037780 (CONTINUED)

230322	PO-230302	05/31/2023	004-06760-001	06/15/23	1 01-0000-0-5530.00-0000-8200-112-000-000	NN P		67.85	67.85
									WATER&/OR SEWAGE
230322	PO-230302	05/31/2023	014-21880-001	06/15/23	1 01-0000-0-5530.00-0000-8200-112-000-000	NN P		1,850.40	1,850.40
									WATER&/OR SEWAGE
230322	PO-230302	05/31/2023	009-13500-001	06/15/23	1 01-0000-0-5530.00-0000-8200-112-000-000	NN P		1,949.82	1,949.82
									WATER&/OR SEWAGE
									TOTAL PAYMENT AMOUNT
								10,615.13 *	10,615.13

105783/00 HARBECK, STEPHANIE 000000000

PV-230407	06/01/2023	REIMB MEALS FOR SAFETY CARE	01-0000-0-5200.00-1110-1000-112-000-000	NN		257.00
						TRAVEL & CONFERENCE
						TOTAL PAYMENT AMOUNT
						257.00 *
						257.00

105461/00 HOFFMAN SECURITY 770079072  
2301 AVIATION DR  
ATWATER, CA 95301-5120

230756	PO-230721	05/31/2023	626937		1 01-0000-0-5570.00-0000-8200-112-000-000	NY P		13.00	13.00
									ALARM MONITORING
230756	PO-230721	05/31/2023	626938		1 01-0000-0-5570.00-0000-8200-112-000-000	NY P		52.00	52.00
									ALARM MONITORING
230756	PO-230721	05/31/2023	626936		1 01-0000-0-5570.00-0000-8200-112-000-000	NY P		26.00	26.00
									ALARM MONITORING
230756	PO-230721	05/31/2023	626939		1 01-0000-0-5570.00-0000-8200-112-000-000	NY P		32.50	32.50
									ALARM MONITORING
									TOTAL PAYMENT AMOUNT
								123.50 *	123.50

103744/00 J & F FERTILIZER 770240546  
1275 NORTH AVE  
GUSTINE, CA 95322

231321	PO-231330	05/31/2023	11095		1 01-0000-0-5570.00-0000-8200-112-000-000	NY P		266.00	266.00
									ALARM MONITORING
231321	PO-231330	05/31/2023	11097		1 01-0000-0-5570.00-0000-8200-112-000-000	NY P		266.00	266.00
									ALARM MONITORING
231321	PO-231330	05/31/2023	11098		1 01-0000-0-5570.00-0000-8200-112-000-000	NY F		1,156.00	266.00
									ALARM MONITORING
231406	PO-231347	05/31/2023	11079		1 01-0823-0-5640.00-0000-3600-112-000-000	NY P		266.00	266.00
									REPAIRS/MAINT OF EQUIPMENT

014 Gustine Unified School Dist. J31162  
 MAY 30 WARRANT REG 3

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0037 MAY 30 WARRANT REG 3  
 FUND : 01 GENERAL FUND/COUNTY SSF

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 << Released for Payment >>

Vendor /Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT	.SO-GOAL-FUNC	-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount
103744	(CONTINUED)							
231406	PO-231347	05/31/2023	11080	1	01-0823-0-5640.00-0000-3600-112-000-000	NY P	1,064.00	1,064.00
					REPAIRS/MAINT OF EQUIPMENT			
231406	PO-231347	05/31/2023	11094	1	01-0823-0-5640.00-0000-3600-112-000-000	NY P	2,128.00	2,128.00
					REPAIRS/MAINT OF EQUIPMENT			
	PV-230404	05/31/2023	11109		01-0000-0-5610.00-0000-3600-112-000-000	NY		918.00
					RENTALS,LEASES OF SITES & BLDG			
					TOTAL PAYMENT AMOUNT		5,174.00 *	5,174.00
105398/00	JAMF HOLDINGS			274335186				
	100 S WASHINGTON AVE #1100							
	MINNEAPOLIS, MN 55401							
231345	PO-231270	05/31/2023	INV322767	1	01-0000-0-5866.00-0000-2700-112-000-000	NY F	1,325.50	1,325.50
					PROFESSIONAL SERVICES			
					TOTAL PAYMENT AMOUNT		1,325.50 *	1,325.50
105802/00	JOHNSTON, LESLIE			000000000				
23	PO-231370	05/31/2023	reimb for track field items	1	01-2600-0-4300.00-1110-1000-115-000-000	NN P	175.35	175.35
					SUPPLIES			
					TOTAL PAYMENT AMOUNT		175.35 *	175.35
105808/00	JUNGLE JIM'S ADVENTURE LANES			878213820				
	923 W PACHECO BLVD							
	LOS BANOS, CA 93635							
231403	PO-231342	06/01/2023	Q20230427	1	01-0824-0-5805.00-1110-1000-110-000-105	NY F	1,385.60	1,280.00
					ADMISSION TIX COST/FIELD TRIPS			
					TOTAL PAYMENT AMOUNT		1,280.00 *	1,280.00
105696/00	KEYS TO LITERACY			923674150				
	319 NEWBURYPORT TURNPIKE							
	SUITE 205							
	ROWLEY, MA 01969							
	PO-220879	06/01/2023	051223-A	1	01-0824-0-5201.00-0000-7410-112-000-104	NY P	1,200.00	1,200.00
					PROFESSIONAL DEVLPMNT TRAINING			
					TOTAL PAYMENT AMOUNT		1,200.00 *	1,200.00



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description				Liq Amt	Net Amount	
104440/00	KIMBALL MIDWEST DEPT. L-2780 COLUMBUS, OH 43260-2780							
230229	PO-230209 05/31/2023 10175397		1 01-0823-0-4344.00-0000-3600-112-000-000 NN P			329.50	329.50	
			REPLACEMENT PARTS					
			TOTAL PAYMENT AMOUNT		329.50 *		329.50	
048810/00	LAKESHORE 1144 MONTIGUE AVENUE SAN LEANDRO, CA 94577	0000000000						
231131	PO-231152 06/01/2023 570376041723		1 01-2600-0-4300.00-1110-1000-110-000-000 N F			244.08	244.08	
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		244.08 *		244.08	
105791/00	MATELOT GULCH MINING COMPANY PO BOX 28 COLUMBIA, CA 95310	942346431						
231275	PO-231221 06/01/2023 ROMERO SCHOOL		1 01-6762-0-5716.00-1110-1000-111-000-000 NN F			280.00	280.00	
			FIELD TRIPS-D/C TRSF OF SVCS					
			TOTAL PAYMENT AMOUNT		280.00 *		280.00	
105797/00	MATUK, GLORIA							
231230	PO-231184 06/01/2023 MILEAGE REIMB APRIL-MAY 13DAY		1 01-3010-0-5230.00-1110-1000-310-000-000 NN P			575.61	575.61	
			MILEAGE					
			TOTAL PAYMENT AMOUNT		575.61 *		575.61	
104108/00	MCKINLEY ELEVATOR CORPORATION 17611 ARMSTRONG AVENUE IRVINE, CA 92614	550880265						
231270	PO-231209 05/31/2023 A164620-IN		1 01-8150-0-5630.00-0000-8110-112-000-000 NN P			275.00	275.00	
			REPAIRS/MAINT - BUILDING					
231270	PO-231209 05/31/2023 A164619-IN		1 01-8150-0-5630.00-0000-8110-112-000-000 NN P			275.00	275.00	
			REPAIRS/MAINT - BUILDING					
			TOTAL PAYMENT AMOUNT		550.00 *		550.00	

Vel	Addr Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
102232/00	MURPHY, VICTORIA B 2034 NORMANDY LN MERCED, CA 95340							
231449 PO-231373	05/31/2023 521		1 01-0824-0-5201.00-1110-1000-310-000-104	NY P	3,491.70	3,491.70		
			PROFESSIONAL DEVLPMNT TRAINING					
			TOTAL PAYMENT AMOUNT		3,491.70 *			3,491.70
105121/00	MUTUAL OF OMAHA PAYMENT PROCESSING CENTER PO BOX 2147 OMAHA, NE 68103-2147							
230212 PO-230191	06/01/2023 001530661023		1 01-0100-0-9556.00-0000-0000-000-000-000	NN P	16.50	16.50		
			MISC DISTRICT VOL-DEDS (1)					
			TOTAL PAYMENT AMOUNT		16.50 *			16.50
105753/00	PEREZ, HECTOR	000000000						
230579 PO-230581	06/01/2023 SUPPLIES PARENT MEETING 05/26		1 01-1100-0-4300.00-1110-1000-110-000-000	NN P	30.50	30.50		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		30.50 *			30.50
105197/00	PRINCIPAL LIFE INSURANCE PO BOX 77202 MINNEAPOLIS, MN 55480-7200	000000000						
230208 PO-230187	06/01/2023 1083002-10001 06/01/23		1 01-0100-0-9556.00-0000-0000-000-000-000	NN P	685.92	685.92		
			MISC DISTRICT VOL-DEDS (1)					
			TOTAL PAYMENT AMOUNT		685.92 *			685.92
104260/00	PURCHASE POWER PITNEY BOWES BANK INC PO BOX 981026 BOSTON, MA 02298-1026	000000000						
230914 PO-230874	05/31/2023 8000-9090-0990-5147 06/13/23		1 01-0000-0-5930.00-0000-7200-112-000-000	NN P	1,021.27	1,021.27		
			COMMUNICATION - POSTAGE/METER					
			TOTAL PAYMENT AMOUNT		1,021.27 *			1,021.27



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
104538/00	RALEY'S PO BOX 13778 SACRAMENTO, CA 95853							
231428	PO-231363 06/01/2023	131095STR6010524	1 01-0000-0-4314.00-0000-7200-112-000-000	NN F	1,500.00	415.93		
			FOOD - OTHER					
			TOTAL PAYMENT AMOUNT		415.93 *			415.93
105635/00	RAMIREZ, ASHLEY	000000000						
231245	PO-231179 06/01/2023	REIMB: COUNSELOR EVENT SUPPL	1 01-0824-0-4300.00-1110-1000-310-000-106	NN F	770.61	728.37		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		728.37 *			728.37
103560/00	REALLY GOOD STUFF, LLC PO BOX 734329 CHICAGO, IL 60673-4329							
230991	PO-231070 06/01/2023	8180092	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	378.72	375.26		
			SUPPLIES					
231070	PO-231204 06/01/2023	8193050	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	291.45	285.22		
			SUPPLIES					
231285	PO-231273 06/01/2023	8207774	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	533.62	533.37		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		1,194.55 *			1,194.55
102511/00	S.W. SCHOOL SUPPLY PO BOX 931917 ATLANTA, GA 31193-1917	000000000						
230247	PO-230253 06/01/2023	6000086695	1 01-1100-0-4300.00-1110-1000-115-000-000	NN P	74.71	74.71		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		74.71 *			74.71

Vendor /Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105742/00		SANCHEZ, AMANDA						
230580	PO-230582	06/01/2023	REIMB PARENT ENGAGEMENT	1 01-1100-0-4300.00-1110-1000-110-000-000	NN P	35.25		35.25
			SUPPLIES					
231358	PO-231257	06/01/2023	REIMB FOR ATTENDANCE AWARD	1 01-0824-0-4300.00-1110-1000-110-000-207	NN P	46.17		46.17
			SUPPLIES					
			TOTAL PAYMENT AMOUNT			81.42 *		81.42
100832/00	SCHOLASTIC		000000000					
	PO BOX 630446							
	CINCINNATI, OH 45263-0446							
230861	PO-230837	05/31/2023	6972536	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	194.85		194.85
			SUPPLIES					
230883	PO-230914	05/31/2023	7318361	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	240.22		240.32
			SUPPLIES					
231135	PO-231061	05/31/2023	47278539	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	262.06		202.89
			SUPPLIES					
231071	PO-231067	05/31/2023	7736261	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	386.70		386.45
			SUPPLIES					
231104	PO-231208	05/31/2023	8019233	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	386.70		387.54
			SUPPLIES					
			TOTAL PAYMENT AMOUNT			1,412.05 *		1,412.05
105469/00	SCHOLASTIC INC		000000000					
	PO BOX 630446							
	CINCINNATI, OH 45263							
231281	PO-231277	05/31/2023	8225853	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	747.62		746.93
			SUPPLIES					
			TOTAL PAYMENT AMOUNT			746.93 *		746.93
101251/00	SCHOOL SPECIALTY INC		000000000					
	PO BOX 825640							
	PHILADELPHIA, PA 19182-5640							
231082	PO-231077	06/01/2023	20813304592	1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	92.29		89.11
			SUPPLIES					
			TOTAL PAYMENT AMOUNT			89.11 *		89.11

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105817/00	SCHOOLMINT INC 319 MONROE ST LAFAYETTE, LA 70501	463589700						
231464 PO-231391	05/31/2023 INV-10694		1 01-0824-0-4110.00-1110-1000-112-000-104	NN F	9,410.00	9,410.00		
			SOFTWARE - CURRICULA/SBE APPRV					
			TOTAL PAYMENT AMOUNT		9,410.00 *	9,410.00		
105279/00	SHOOB PHOTOGRAPHY 4640 SPYRES WAY STE 1 MODESTO, CA 95363							
231266 PO-231214	06/01/2023 8973		1 01-0824-0-4300.00-1110-1000-115-000-111	NN F	161.63	161.63		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		161.63 *	161.63		
105433/00	SNIFF SIT PLAY 924 PARKWOOD DR MODESTO, CA 95350	000000000						
230073 PO-230022	05/30/2023 357		1 01-0000-0-5899.00-0000-8300-112-000-000	NN P	520.00	520.00		
			OTHER SERVICES, FEES, OP EXPS					
			TOTAL PAYMENT AMOUNT		520.00 *	520.00		
103686/00	STORER TRANSPORTATION ATTEN: SCHOOL BUS DEPT 3519 MC DONALDS AVENUE MODESTO, CA 95351							
230587 PO-230572	06/01/2023 54827		1 01-6762-0-5716.00-1110-1000-111-000-000	NN F	2,214.20	2,214.20		
			FIELD TRIPS-D/C TRSF OF SVCS					
			TOTAL PAYMENT AMOUNT		2,214.20 *	2,214.20		
103776/00	SYNCB/AMAZON P.O. BOX 035184 SEATTLE, WA 98124-5184	000000000						
230153 PO-230112	05/31/2023 1RVA-VXFG-K3C9		1 01-0000-0-4300.00-0000-7200-112-000-000	NN P	169.71	169.71		
			SUPPLIES					
230153 PO-230112	05/31/2023 1MXC-3XVR-MGFM		1 01-0000-0-4300.00-0000-7200-112-000-000	NN P	32.45	32.45		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		202.16 *	202.16		

Ve.	Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req	Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
105735/00			VALLEY ONWARD 3646 LOS ALTOS CT MERCED, CA 95348	853811059					
230410	PO-230393	06/01/2023	1 GUSD		1 01-3215-0-5866.00-0000-7500-112-000-000	NY F	41,000.00	31,471.53	
					PROFESSIONAL SERVICES				
			TOTAL PAYMENT AMOUNT				31,471.53 *	31,471.53	
105598/00			VAN DE POL PO BOX 1107 STOCKTON, CA 95201-1107						
230951	PO-230920	05/31/2023	CL50442		1 01-0823-0-4341.00-0000-3600-112-000-000	NN P	3,625.49	3,625.49	
					GAS, OIL LUBE, ETC				
			TOTAL PAYMENT AMOUNT				3,625.49 *	3,625.49	
105760/00			VENTRIS LEARNING LLC PO BOX 981 SUN PRAIRIE, CA 53590						
231260	PO-231211	06/01/2023	20233626		1 01-0824-0-4200.00-1110-1000-110-000-107	NN F	325.83	301.00	
					BOOKS AND REFERENCE MATERIALS				
			TOTAL PAYMENT AMOUNT				301.00 *	301.00	
104503/00			VERIZON WIRELESS PO BOX 660108 DALLAS, TX 75266-0108						
230825	PO-230795	05/31/2023	9935390414		1 01-0000-0-5922.00-0000-2700-112-000-000	NN P	458.21	458.21	
					COMMUNICATION - TELEPHONE SVCS				
230825	PO-230795	05/31/2023	980073145		1 01-0000-0-5922.00-0000-2700-112-000-000	NN P	646.40	646.40	
					COMMUNICATION - TELEPHONE SVCS				
231055	PO-231004	05/31/2023	9935390415		1 01-0000-0-5912.00-0000-7110-112-000-000	NN P	280.21	280.21	
					COMMUN - INTERNET SVCS/LINES				
			TOTAL PAYMENT AMOUNT				1,384.82 *	1,384.82	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-0BJT.S0-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt	Net Amount	
102209/00	VIA ADVENTURES INC 300 GROGAN AVENUE MERCED, CA 95340-6446							
230589	PO-230574 05/31/2023 33651		1 01-6762-0-5716.00-1110-1000-111-000-000 NN F			1,792.58	1,792.58	
			FIELD TRIPS-D/C TRSF OF SVCS					
231276	PO-231395 05/31/2023 33651		1 01-6762-0-5716.00-1110-1000-111-000-000 NN F			282.58	282.58	
			FIELD TRIPS-D/C TRSF OF SVCS					
			TOTAL PAYMENT AMOUNT			2,075.16 *	2,075.16	
105752/00	WHITE, HALEY	000000000						
	PV-230408 06/01/2023 REIMB FOR MEALS SAFETY CARE		01-0000-0-5200.00-1110-1000-112-000-000 NN				257.00	
			TRAVEL & CONFERENCE					
			TOTAL PAYMENT AMOUNT			257.00 *	257.00	
			TOTAL FUND PAYMENT			166,952.31 **	166,952.31	

MERCED COUNTY OFFICE OF EDUCATION  
CHECK REGISTER BATCH COVER

**Gustine**

DATE: 6/1/23  
DISTRICT FUND: 11 - 5074 BATCH# 37  
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT  
TOTAL AMOUNT OF REGISTER: \$ 646.40

01-5070  
11-5074  
13-5077  
14-5072  
17-5071  
21-5069  
25-5075  
35-5078  
40-5065

CHECK LIST FOR CHECK REGISTERS  
(PLEASE CHECKMARK EACH)

- Verify cash for each fund
- Ensure deposits have been made at the County Treasurer by 11 a.m.
- Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- Retain original prelist for your records
- Proper signed authorization for each batch

**ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT**

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: \_\_\_\_\_

AUDIT APPROVED: \_\_\_\_\_

CASH CHECKED: \_\_\_\_\_

RELEASED FOR PAYMENT: \_\_\_\_\_



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-0BJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105077/00	T-MOBILE							
	PO BOX 742596							
	CINCINNATI, OH 45274-2596							
231310	PO-231244	05/31/2023	980073145	06/13/23	1 11-0000-0-5912.00-0000-2700-112-000-000	NN P	646.40	646.40
					COMMUN - INTERNET SVCS/LINES			
					TOTAL PAYMENT AMOUNT		646.40 *	646.40
					TOTAL FUND PAYMENT		646.40 **	646.40



MERCED COUNTY OFFICE OF EDUCATION  
CHECK REGISTER BATCH COVER

Gustine

DATE: 6/1/23  
DISTRICT FUND: 13 - 5077 BATCH# 37  
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT  
TOTAL AMOUNT OF REGISTER: \$ 1,022.71

01-5070  
11-5074  
13-5077  
14-5072  
17-5071  
21-5069  
25-5075  
35-5078  
40-5065

CHECK LIST FOR CHECK REGISTERS  
(PLEASE CHECKMARK EACH)

- Verify cash for each fund
- Ensure deposits have been made at the County Treasurer by 11 a.m.
- Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
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**ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT**

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: \_\_\_\_\_

AUDIT APPROVED: \_\_\_\_\_

CASH CHECKED: \_\_\_\_\_

RELEASED FOR PAYMENT: \_\_\_\_\_

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			
103447/00	AMAZON CREDIT PLAN	000000000							
	P.O. BOX 035184								
	SEATTLE, WA 98124-5184								
230167 PO-230122	05/31/2023	13PV-XTRF-KKJR	1 13-5310-0-4300.00-0000-3700-112-000-000	NN P	67.36	67.36			
			SUPPLIES						
			TOTAL PAYMENT AMOUNT		67.36 *				67.36
105778/00	BRADY'S INDUSTRIES	000000000							
	7055 LINDELL RD								
	LAS VEGAS, NV 89118								
231249 PO-231180	06/01/2023	8054651	1 13-5310-0-4300.00-0000-3700-112-000-000	NN P	955.35	955.35			
			SUPPLIES						
			TOTAL PAYMENT AMOUNT		955.35 *				955.35
			TOTAL FUND PAYMENT		1,022.71 **				1,022.71
			TOTAL BATCH PAYMENT		168,621.42 ***	0.00			168,621.42
			TOTAL DISTRICT PAYMENT		168,621.42 ****	0.00			168,621.42
			TOTAL FOR ALL DISTRICTS:		168,621.42 ****	0.00			168,621.42
Number of checks to be printed:	62, not counting voids due to stub overflows.								168,621.42

Batch status: A A11

From batch: 0038

To batch: 0038


Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

APPROVED FOR PAYMENT

  
\_\_\_\_\_  
6/8/23  
\_\_\_\_\_

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105620/00	5 STAR STUDENTS	264172500						
	19069 VAN BUREN BLVD							
	STE 114-198							
	RIVERSIDE, CA 92508							
230439	PO-230426	06/07/2023	GUSTINEMIDDLE-2022	1 01-4127-0-4313.00-1110-1000-112-000-000	NY P	1,845.00	1,845.00	
				SOFTWARE - NON CURRICULA				
230916	PO-230887	06/07/2023	GUSTINEMSEQ-2023	1 01-2600-0-4300.00-1110-1000-115-000-000	NY F	5,456.88	5,041.00	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		6,886.00 *	6,886.00	
105803/00	AAA BUSINESS SUPPLIES	942660354						
	325 MENDELL ST							
	SAN FRANCISCO, CA 94124							
231359	PO-231258	06/06/2023	2265513-0	1 01-3010-0-4300.00-1110-1000-310-000-000	NN F	641.92	641.92	
				SUPPLIES				
231343	PO-231280	06/06/2023	2262803-0	1 01-1100-0-4400.00-1110-1000-111-000-000	NN F	6,257.15	6,217.85	
				NON-CAPITALIZED EQUIPMENT				
231443	PO-231366	06/08/2023	2270481-0	1 01-1100-0-4400.00-1110-1000-110-000-000	NN F	9,922.20	9,922.20	
				NON-CAPITALIZED EQUIPMENT				
231444	PO-231367	06/08/2023	2270477-0	1 01-1100-0-4400.00-1110-1000-110-000-000	NN F	2,457.28	2,457.28	
				NON-CAPITALIZED EQUIPMENT				
	PV-230411	06/06/2023	2265513-0	01-3010-0-4300.00-1110-1000-310-000-000	NN			11,000.00
				SUPPLIES				
	PV-230425	06/08/2023	2270481-0	01-1100-0-4400.00-1110-1000-110-000-000	NN			1,030.54
				NON-CAPITALIZED EQUIPMENT				
				TOTAL PAYMENT AMOUNT		20,387.27 *	20,387.27	
104957/00	AERIES SOFTWARE							
	770 THE CITY DR. SOUTH							
	SUITE 6500							
	ORANGE, CA 92868							
231048	PO-230989	06/08/2023	CONF-23123	1 01-0000-0-5200.00-0000-2100-112-000-000	NN F	1,049.00	1,049.00	
				TRAVEL & CONFERENCE				
				TOTAL PAYMENT AMOUNT		1,049.00 *	1,049.00	

Vendor	Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req	Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net	Amount	
103972/00			ALHAMBRA PO BOX 660579 DALLAS, TX 75266-0579							
230816	PO-230794	06/06/2023	14403118 060423	1	01-0000-0-4300.00-0000-8200-112-000-000	NN P	394.51		394.51	
					SUPPLIES					
					TOTAL PAYMENT AMOUNT		394.51 *		394.51	
105763/00			ALLIANCE FOR COMMUNITY WELLNESS PO BOX 3760 TURLOCK, CA 95381							
231432	PO-231351	06/06/2023	CALVIP 026	1	01-9419-0-5866.00-0000-3110-112-000-000	NN P	7,461.00		7,461.00	
					PROFESSIONAL SERVICES					
					TOTAL PAYMENT AMOUNT		7,461.00 *		7,461.00	
103447/00			AMAZON CREDIT PLAN P.O. BOX 035184 SEATTLE, WA 98124-5184	000000000						
231284	PO-231274	06/07/2023	1NJJ-J9V-QRKR	1	01-2600-0-4300.00-1110-1000-110-000-000	NN P	41.98		41.98	
					SUPPLIES					
231289	PO-231289	06/06/2023	1JVF-J4QQ-YF4W	1	01-1100-0-4300.00-1110-1000-110-000-000	NN P	139.34		139.34	
					SUPPLIES					
231332	PO-231289	06/07/2023	1NJJ-JV9V-QRKR	1	01-1100-0-4300.00-1110-1000-110-000-000	NN P	288.58		288.58	
					SUPPLIES					
231393	PO-231293	06/06/2023	1JVF-J4QQ-YF4W	1	01-1100-0-4300.00-1110-1000-110-000-000	NN P	178.59		178.59	
					SUPPLIES					
231388	PO-231298	06/07/2023	1NJJ-JV9V-QRKR	1	01-1100-0-4300.00-1110-1000-110-000-000	NN P	203.85		203.85	
					SUPPLIES					
231387	PO-231299	06/07/2023	CLOSE	1	01-1100-0-4300.00-1110-1000-110-000-000	NN C	300.00		0.00	
					SUPPLIES					
231471	PO-231393	06/06/2023	1HYW-4GP9-JF49	1	01-0824-0-4300.00-1110-1000-112-000-102	NN F	491.91		507.10	
					SUPPLIES					
					TOTAL PAYMENT AMOUNT		1,359.44 *		1,359.44	



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Ex	
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount				
006217/00		ATKINSON ANDELSON LOYA RUUD, & ROMO, ATTORNEYS AT LAW 12800 CNTR COURT DR, SUITE 300 CERRITOS, CA 90703	953378600							
230052	PO-230161	06/07/2023	687300178000209	1	01-0824-0-5200.00-1110-1000-111-000-104	NY	F		499.00	499.00
					TRAVEL & CONFERENCE					
230915	PO-230876	06/06/2023	680868	3	01-0000-0-5801.00-0000-7115-112-000-000	NY	P		511.88	511.88
					LEGAL FEES					
230915	PO-230876	06/06/2023	680868	1	01-0000-0-5801.00-0000-7100-112-000-000	NY	F		3,249.87	4,249.89
					LEGAL FEES					
231189	PO-231110	06/07/2023	68730020100012	1	01-0000-0-5201.00-0000-2700-112-000-000	NY	P		69.00	69.00
					PROFESSIONAL DEVLPMNT TRAINING					
					TOTAL PAYMENT AMOUNT				5,329.77 *	5,329.77
105660/00		AWESOME CHARTERS AND TOURS 3120 W. DOVEWOOD LANE FRESNO, CA 93711	271858427							
230406	PO-230389	06/06/2023	18322	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,420.00	1,420.00
					PROFESSIONAL SERVICES					
230406	PO-230389	06/06/2023	18321	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,585.00	1,585.00
					PROFESSIONAL SERVICES					
230406	PO-230389	06/06/2023	18298	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,554.00	1,554.00
					PROFESSIONAL SERVICES					
230406	PO-230389	06/06/2023	18299	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,554.00	1,554.00
					PROFESSIONAL SERVICES					
230406	PO-230389	06/06/2023	18304	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	F		2,749.00	1,586.00
					PROFESSIONAL SERVICES					
230599	PO-230584	06/06/2023	18501	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,521.00	1,521.00
					PROFESSIONAL SERVICES					
230599	PO-230584	06/06/2023	18564	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,319.00	1,319.00
					PROFESSIONAL SERVICES					
230599	PO-230584	06/06/2023	18564	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,319.00	1,319.00
					PROFESSIONAL SERVICES					
230599	PO-230584	06/06/2023	18502	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,579.00	1,579.00
					PROFESSIONAL SERVICES					
230599	PO-230584	06/06/2023	18512	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,618.00	1,618.00
					PROFESSIONAL SERVICES					
230599	PO-230584	06/06/2023	18513	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	P		1,462.00	1,462.00
					PROFESSIONAL SERVICES					
230599	PO-230584	06/06/2023	18517	1	01-3212-0-5866.00-0000-3600-112-000-000	NY	F		7,527.00	1,378.00
					PROFESSIONAL SERVICES					
					TOTAL PAYMENT AMOUNT				17,895.00 *	17,895.00

014 Gustine Unified School Dist. J34698  
 JUNE 5 WARRANT REG 1

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0038 JUNE 5 WARRANT REG 1  
 FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.21 06/08/23 16:22 PAGE 4  
 << Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		

100561/00 AZEVEDO, BARBARA

PV-230414	06/06/2023	MEAL PER DIEM GET FOCUSED	01-3010-0-5200.00-1110-1000-310-000-000	NN		164.00		
			TRAVEL & CONFERENCE					
		TOTAL PAYMENT AMOUNT			164.00 *	164.00		

104384/00 B G AUTO PARTS  
 1441 N STREET  
 NEWMAN, CA 95360

231008	PO-230958	06/07/2023	00010298817	1 01-0823-0-4344.00-0000-3600-112-000-000	NN P	33.50		33.50
				REPLACEMENT PARTS				
231008	PO-230958	06/07/2023	00010298828	1 01-0823-0-4344.00-0000-3600-112-000-000	NN P	36.98		36.98
				REPLACEMENT PARTS				
				TOTAL PAYMENT AMOUNT		70.48 *		70.48

102988/00 BAFFUNNO, MATT

PV-230419	06/06/2023	MEAL PER DIEM CATA SUMMER CONF	01-3550-0-5200.00-1110-1000-310-000-000	NN		169.00		
			TRAVEL & CONFERENCE					
		TOTAL PAYMENT AMOUNT			169.00 *	169.00		

105106/00 BEDFORD, FREEMAN & WORTH  
 16365 JAMES MADISON HIGHWAY  
 GORDONSVILLE, VA 22942

231414	PO-231341	06/06/2023	27082180	1 01-0824-0-4300.00-1110-1000-310-000-101	NN F	6,912.41		5,298.91
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		5,298.91 *		5,298.91

105737/00 BLOSSOMING SPEECH THERAPY  
 19114 TYRONE ST.  
 SPRING, TX 77373  
 883822132

230755	PO-230720	06/06/2023	1011	1 01-6500-0-5866.00-5770-3150-112-000-000	NY P	11,154.76		11,154.76
				PROFESSIONAL SERVICES				
				TOTAL PAYMENT AMOUNT		11,154.76 *		11,154.76



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			
105778/00		BRADY'S INDUSTRIES 7055 LINDELL RD LAS VEGAS, NV 89118	000000000						
231248	PO-231169	06/06/2023	8082579	1	01-8150-0-4300.00-0000-8110-112-000-000	NN	P	123.95	123.95
					SUPPLIES				
231248	PO-231169	06/06/2023	8070001	1	01-8150-0-4300.00-0000-8110-112-000-000	NN	P	872.52	872.52
					SUPPLIES				
231248	PO-231169	06/08/2023	8008153	1	01-8150-0-4300.00-0000-8110-112-000-000	NN	P	2,174.58	2,174.58
					SUPPLIES				
231248	PO-231169	06/08/2023	7947898	1	01-8150-0-4300.00-0000-8110-112-000-000	NN	P	85.21	85.21
					SUPPLIES				
231248	PO-231169	06/08/2023	808152	1	01-8150-0-4300.00-0000-8110-112-000-000	NN	P	158.99	158.99
					SUPPLIES				
					TOTAL PAYMENT AMOUNT			3,415.25 *	3,415.25
104774/00		BUS WEST 210 N. EAST ST. WOODLAND, CA 95776							
231223	PO-231164	06/08/2023	XA40073469:01	1	01-0823-0-4344.00-0000-3600-112-000-000	NN	P	1,960.36	1,960.36
					REPLACEMENT PARTS				
					TOTAL PAYMENT AMOUNT			1,960.36 *	1,960.36
105355/00		CALIFORNIA LANDSCAPE SUPPLY 4107 MORGAN RD CERES, CA 95307							
231350	PO-231287	06/08/2023	1244769	1	01-2600-0-4400.00-1110-1000-115-000-000	NN	F	3,000.00	1,439.15
					NON-CAPITALIZED EQUIPMENT				
					TOTAL PAYMENT AMOUNT			1,439.15 *	1,439.15
105090/00		CAPITAL ONE PUBLIC FUNDING PO BOX 2400 HICKSVILLE, NY 11802	000000000						
231474	PO-231396	06/06/2023	0010882747	1	01-0000-0-7439.00-0000-9100-112-000-000	NN	F	242,400.00	242,400.00
					OTHER DEBT SERVICE - PRINCIPAL				
					TOTAL PAYMENT AMOUNT			242,400.00 *	242,400.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt		Net Amount	
105539/00	CITY SIGNS	202120059							
	1101 DOKER DR STE D								
	MODESTO, CA 95351								
231180	PO-231127	06/06/2023	52988	1 01-1100-0-4300.00-1801-4200-310-000-000	NN F	839.41		839.41	
				SUPPLIES					
				TOTAL PAYMENT AMOUNT		839.41 *		839.41	
019127/00	COAST HARDWARE	000000000							
	545 FIFTH STREET								
	GUSTINE, CA 95322								
231254	PO-231174	06/07/2023	540131	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	0.05		0.05	
				SUPPLIES					
231254	PO-231174	06/07/2023	540259	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	12.98		12.98	
				SUPPLIES					
231254	PO-231174	06/07/2023	540380	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	12.08		12.08	
				SUPPLIES					
231254	PO-231174	06/07/2023	540484	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	16.85		16.85	
				SUPPLIES					
231254	PO-231174	06/07/2023	540491	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	86.54		86.54	
				SUPPLIES					
231254	PO-231174	06/07/2023	540539	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	59.53		59.53	
				SUPPLIES					
231254	PO-231174	06/07/2023	540795	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	37.63		37.63	
				SUPPLIES					
231254	PO-231174	06/07/2023	540818	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	38.95		38.95	
				SUPPLIES					
231254	PO-231174	06/07/2023	541002	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	8.22		8.22	
				SUPPLIES					
231254	PO-231174	06/07/2023	541100	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	28.12		28.12	
				SUPPLIES					
231254	PO-231174	06/07/2023	541419	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	6.04		6.04	
				SUPPLIES					
231254	PO-231174	06/07/2023	541474	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	45.64		45.64	
				SUPPLIES					
231254	PO-231174	06/07/2023	541476	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	11.66		11.66	
				SUPPLIES					
231254	PO-231174	06/07/2023	541594	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	12.98		12.98	
				SUPPLIES					
231254	PO-231174	06/07/2023	541595	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	25.96		25.96	
				SUPPLIES					
231254	PO-231174	06/07/2023	541923	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	21.40		21.40	
				SUPPLIES					
231254	PO-231174	06/07/2023	542059	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	30.27		30.27	
				SUPPLIES					

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-E
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO	GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	

019127 (CONTINUED)

231254	PO-231174	06/07/2023	542127	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P		25.96	25.96
					SUPPLIES				
231254	PO-231174	06/07/2023	542309	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P		7.34	7.34
					SUPPLIES				
231254	PO-231174	06/07/2023	542313	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P		53.02	53.02
					SUPPLIES				
231254	PO-231174	06/07/2023	542347	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P		52.99	52.99
					SUPPLIES				
231254	PO-231174	06/07/2023	542379	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P		20.54	20.54
					SUPPLIES				
231254	PO-231174	06/07/2023	542571	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P		42.75	42.75
					SUPPLIES				
				TOTAL PAYMENT AMOUNT				657.50 *	657.50

104913/00 COOLE SCHOOL  
 1213 WEST LOOP NORTH SUITE 100  
 HOUSTON, TX 77005

231410	PO-231345	06/06/2023	CS-17676	1	01-0824-0-4300.00-1110-1000-110-000-106	NN P		1,300.00	1,300.00
					SUPPLIES				
231410	PO-231345	06/07/2023	CLOSE	1	01-0824-0-4300.00-1110-1000-110-000-106	NN C		107.25	0.00
					SUPPLIES				
				TOTAL PAYMENT AMOUNT				1,300.00 *	1,300.00

104550/00 CORTEZ, KATHY 000000000

231434	PO-231353	06/05/2023	reimb for 8th grade awards	1	01-0824-0-4300.00-1110-1000-115-000-111	NN P		38.97	38.97
					SUPPLIES				
				TOTAL PAYMENT AMOUNT				38.97 *	38.97

103057/00 DEPOT GARAGE, INC. 942725281  
 435 FOURTH AVENUE  
 GUSTINE, CA 95322

230222	PO-230202	06/07/2023	0032148	1	01-0823-0-5650.00-0000-3600-112-000-000	NN P		89.48	89.48
					REPAIRS/MAIN - VEHICLES				
230222	PO-230202	06/07/2023	0032203	1	01-0823-0-5650.00-0000-3600-112-000-000	NN P		506.63	506.63
					REPAIRS/MAIN - VEHICLES				
				TOTAL PAYMENT AMOUNT				596.11 *	596.11

Vend./Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105242/00		DERIVI CASTELLANOS ARCHITECTS ATTN: TINA BARBER ACCT MANAGER 3031 W. MARCH LN STE 334 STOCKTON, CA 95219							
	PV-230413	06/06/2023	22.044-05 (PO230931)	01-7028-0-6200.00-0000-8500-112-000-000	NN		73,928.00		
				BUILDINGS & IMPROVEMNT OF BLDG					
				TOTAL PAYMENT AMOUNT		73,928.00 *			73,928.00
105499/00		EMPLOYMENT DEVELOPMENT DEPT PO BOX 989061 WEST SACRAMENTO, CA 95798-906							
230905	PO-230853	06/05/2023	942-3207-1: L0756600720	1 01-0100-0-9568.00-0000-0000-000-000-000	NN P	621.63	621.63		
				STATE DISABILITY INSURANCE					
				TOTAL PAYMENT AMOUNT		621.63 *			621.63
105486/00		ENGIE PROJECT CO FINCO PHASE IV 225WEST HUMMBARD ST. SUITE 200 CHICAGO, IL 60654							
23	PO-230300	06/07/2023	90044325	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	3,694.60	3,694.60		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90037985	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	2,901.58	2,901.58		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90037986	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	2,363.10	2,363.10		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90044328	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	5,162.42	5,162.42		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90044327	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	6,073.26	6,073.26		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90044326	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	9,091.46	9,091.46		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90037984	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	3,702.30	3,702.30		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90051763	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	3,073.72	3,073.72		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90051764	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	4,124.48	4,124.48		
				ELECTRICITY					
230314	PO-230300	06/07/2023	90051765	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	2,056.18	2,056.18		
				ELECTRICITY					
				TOTAL PAYMENT AMOUNT		42,243.10 *			42,243.10

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
033248/00	FRESNO BEE, THE 1626 E STREET FRESNO, CA 93786	0000000000						
PV-230420	06/07/2023	1370233	01-6762-0-5716.00-1110-1000-111-000-000	NN		36.00		
			FIELD TRIPS-D/C TRSF OF SVCS					
			TOTAL PAYMENT AMOUNT		36.00 *			36.00
105787/00	FRESNO'S CHAFFEE ZOO 1250 W. OLIVE AVE FRESNO, CA 93728	421661145						
231177	PO-231103	06/07/2023	1370233	01-6762-0-5716.00-1110-1000-111-000-000	NN F	292.00		292.00
			FIELD TRIPS-D/C TRSF OF SVCS					
			TOTAL PAYMENT AMOUNT		292.00 *			292.00
036582/00	GOPHER SPORT NW 5634 PO BOX 1450 MINNEAPOLIS, MN 55485-5634	0000000000						
230465	PO-230456	06/06/2023	CLOSE	01-2600-0-4300.00-1110-1000-111-000-000	NN C	632.34		0.00
			SUPPLIES					
231196	PO-231135	06/06/2023	CLOSE	01-2600-0-4300.00-1110-1000-111-000-000	NN C	700.00		
			SUPPLIES					
231214	PO-231151	06/06/2023	IN272723	01-2600-0-4400.00-1110-1000-115-000-000	NN P	168.71		168.71
			NON-CAPITALIZED EQUIPMENT					
231214	PO-231151	06/06/2023	IN271779	01-2600-0-4400.00-1110-1000-115-000-000	NN P	5,089.79		5,089.79
			NON-CAPITALIZED EQUIPMENT					
231214	PO-231151	06/06/2023	IN276318	01-2600-0-4400.00-1110-1000-115-000-000	NN F	7,212.94		1,805.41
			NON-CAPITALIZED EQUIPMENT					
231243	PO-231185	06/06/2023	IN278675	01-2600-0-4400.00-1110-1000-115-000-000	NN P	14,522.29		14,522.29
			NON-CAPITALIZED EQUIPMENT					
231243	PO-231185	06/06/2023	IN281644	01-2600-0-4400.00-1110-1000-115-000-000	NN P	422.13		422.13
			NON-CAPITALIZED EQUIPMENT					
231243	PO-231185	06/06/2023	IN286715	01-2600-0-4400.00-1110-1000-115-000-000	NN F	4,753.22		1,854.83
			NON-CAPITALIZED EQUIPMENT					
			TOTAL PAYMENT AMOUNT		23,863.16 *			23,863.16



Ver. / Req	Addr Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
								Liq Amt	Net Amount	
105352/00		GOTO		000000000						
		PO BOX 412252								
		BOSTON, MA 02241-2252								
230720	PO-230700	06/06/2023	IN7102027186		1 01-0000-0-5912.00-0000-2700-112-000-000 NN P					3,362.18
					COMMUN - INTERNET SVCS/LINES					3,362.18
					TOTAL PAYMENT AMOUNT		3,362.18 *			3,362.18
103480/00		HAZAN, JULIE								
	PV-230415	06/06/2023	MEAL PER DIEM GET FOCUSE		01-3010-0-5200.00-1110-1000-310-000-000 NN					164.00
					TRAVEL & CONFERENCE					164.00
					TOTAL PAYMENT AMOUNT		164.00 *			164.00
105461/00		HOFFMAN SECURITY		770079072						
		2301 AVIATION DR								
		ATWATER, CA 95301-5120								
230756	PO-230721	06/06/2023	626935		1 01-0000-0-5570.00-0000-8200-112-000-000 NY P					39.00
					ALARM MONITORING					39.00
230756	PO-230721	06/06/2023	626934		1 01-0000-0-5570.00-0000-8200-112-000-000 NY P					26.00
					ALARM MONITORING					26.00
230756	PO-230721	06/06/2023	626933		1 01-0000-0-5570.00-0000-8200-112-000-000 NY P					13.00
					ALARM MONITORING					13.00
					TOTAL PAYMENT AMOUNT		78.00 *			78.00
103512/00		IRON MOUNTAIN								
		P.O. BOX 27128								
		NEW YORK, NY 10087-7128								
231313	PO-231249	06/05/2023	HHNZ900		1 01-0000-0-5550.00-0000-8200-112-000-000 NN P					652.53
					DISPOSAL/GARBAGE REMOVAL					652.53
					TOTAL PAYMENT AMOUNT		652.53 *			652.53

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-E
Req Reference	Date	Description	FD-RESC-Y-0BJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
103744/00	J & F FERTILIZER	770240546						
	1275 NORTH AVE							
	GUSTINE, CA 95322							
231406 PO-231347	06/08/2023	11110	1 01-0823-0-5640.00-0000-3600-112-000-000	NY P	133.00	133.00		
			REPAIRS/MAINT OF EQUIPMENT					
231406 PO-231347	06/08/2023	11112	1 01-0823-0-5640.00-0000-3600-112-000-000	NY P	798.00	798.00		
			REPAIRS/MAINT OF EQUIPMENT					
231406 PO-231347	06/08/2023	11111	1 01-0823-0-5640.00-0000-3600-112-000-000	NY P	133.00	133.00		
			REPAIRS/MAINT OF EQUIPMENT					
			TOTAL PAYMENT AMOUNT		1,064.00 *			1,064.00
104713/00	JUAREZ, MARISOL							
PV-230409	06/05/2023	REIMB MEAL SAFETY CARE TRANING	01-0000-0-5200.00-1110-1000-112-000-000	NN		257.00		
			TRAVEL & CONFERENCE					
			TOTAL PAYMENT AMOUNT		257.00 *			257.00
105808/00	JUNGLE JIM'S ADVENTURE LANES	878213820						
	923 W PACHECO BLVD							
	LOS BANOS, CA 93635							
231445 PO-231377	06/07/2023	Q20230508	1 01-0000-0-5805.00-1110-1000-110-000-000	NY F	1,624.48	1,624.00		
			ADMISSION TIX COST/FIELD TRIPS					
			TOTAL PAYMENT AMOUNT		1,624.00 *			1,624.00
104440/00	KIMBALL MIDWEST							
	DEPT. L-2780							
	COLUMBUS, OH 43260-2780							
230229 PO-230209	06/07/2023	101076462	1 01-0823-0-4344.00-0000-3600-112-000-000	NN P	510.20	510.20		
			REPLACEMENT PARTS					
			TOTAL PAYMENT AMOUNT		510.20 *			510.20



Vendor /Addr Remit name Req Reference Date Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
					Liq Amt	Net Amount	
105805/00 LAKELAND HOLDINGS LLC 1121 WHITE ROCK RD STE 203 EL DORADO HILLS, CA 95762	541902612						
231400 PO-231327 06/05/2023 042621		1 01-0824-0-5805.00-1110-1000-310-000-105 NY F			1,788.00	1,788.00	
		ADMISSION TIX COST/FIELD TRIPS					
		TOTAL PAYMENT AMOUNT		1,788.00 *		1,788.00	
102553/00 LAKESHORE LEARNING MATERIALS 2695 E DOMINGUEZ ST CARSON, CA 90895							
231217 PO-231186 06/06/2023 560879032923		1 01-2600-0-4300.00-1110-1000-110-000-000 NN F			538.22	535.33	
		SUPPLIES					
		TOTAL PAYMENT AMOUNT		535.33 *		535.33	
100646/00 LEGAL BOOKS DISTRIBUTING 1739 N RAYMOND AVE ANAHEIM, CA 92801	000000000						
231460 PO-231385 06/07/2023 507738		1 01-0000-0-4399.00-0000-7200-112-000-000 NN F			757.43	695.18	
		MISCELLANEOUS SUPPLIES					
		TOTAL PAYMENT AMOUNT		695.18 *		695.18	
100734/00 MERCED COUNTY ENVIRONMENTAL HEALTH 222 M ST 2ND FLOOR MERCED, CA 95340	000000000						
PV-230412 06/06/2023 IN0112502 GUSTINE CENTRAL KIT		01-7028-0-5899.00-0000-8500-112-000-000 NN				826.00	
		OTHER SERVICES, FEES, OP EXPS					
		TOTAL PAYMENT AMOUNT		826.00 *		826.00	
105626/00 METEOR EDUCATION 690 NE 23 RD. AVE GAINESVILLE, FL 32609	263476027						
231318 PO-231264 06/07/2023 118045		1 01-2600-0-4400.00-1110-1000-310-000-000 NN F			9,517.31	9,517.31	
		NON-CAPITALIZED EQUIPMENT					
		TOTAL PAYMENT AMOUNT		9,517.31 *		9,517.31	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Ex
Req Reference	Date	Description	FD-RESC-Y-OB	SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
092087/00	NAPA AUTO PARTS 1945 W. FRONT ST SELMA, CA 93662	770001024						
230227	PO-230207 06/07/2023 374408		1	01-0823-0-4344.00-0000-3600-112-000-000	NN P	396.94	396.94	
				REPLACEMENT PARTS				
230227	PO-230207 06/07/2023 373658		1	01-0823-0-4344.00-0000-3600-112-000-000	NN P	98.28	98.28	
				REPLACEMENT PARTS				
230227	PO-230207 06/07/2023 373184		1	01-0823-0-4344.00-0000-3600-112-000-000	NN P	98.28	98.28	
				REPLACEMENT PARTS				
230227	PO-230207 06/07/2023 SVC		1	01-0823-0-4344.00-0000-3600-112-000-000	NN P	1.45	1.45	
				REPLACEMENT PARTS				
				TOTAL PAYMENT AMOUNT		594.95 *	594.95	
100548/00	OFFICE MAX P.O. BOX 9027 DES MOINES, IA 50368-9027							
231386	PO-231301 06/07/2023 308333928001		1	01-3010-0-4300.00-1110-1000-110-000-000	NN P	1,847.07	1,847.07	
				SUPPLIES				
231386	PO-231301 06/07/2023 308350603001		1	01-3010-0-4300.00-1110-1000-110-000-000	NN F	660.54	96.95	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		1,944.02 *	1,944.02	
101586/00	ORIENTAL MERCHANDISE COMPANY 2636 EDENBORN AVENUE METAIRIE, LA 70002							
231352	PO-231323 06/06/2023 72425735301		1	01-2600-0-4300.00-1110-1000-110-000-000	NN P	598.37	598.37	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		598.37 *	598.37	
101310/00	ORIENTAL TRADING COMPANY P.O. BOX 77119 MINNEAPOLIS, MN 55480-7702	000000000						
231075	PO-231087 06/07/2023 723395807-01		1	01-2600-0-4300.00-1110-1000-110-000-000	NN P	1,818.88	1,818.88	
				SUPPLIES				
231075	PO-231087 06/07/2023 725385852203		1	01-2600-0-4300.00-1110-1000-110-000-000	NN F	128.22	86.27	
				SUPPLIES				
	PV-230421 06/07/2023 72385852202 (PO 231087)			01-2600-0-4300.00-1110-1000-110-000-000	NN		425.12	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		2,330.27 *	2,330.27	

Vendor / Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
101470/00	P G & E BOX 997300 SACRAMENTO, CA 95899-7300							
230751	PO-230717 06/05/2023	7032494767-3	05/25/23	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	24.50	24.50	
				ELECTRICITY				
230751	PO-230717 06/05/2023	5283038560-6	06/01/2023	1 01-0000-0-5520.00-0000-8200-112-000-000	NN P	11,849.74	11,849.74	
				ELECTRICITY				
230751	PO-230717 06/05/2023	5283038560-6	06/01/23	2 01-0000-0-5510.00-0000-8200-112-000-000	NN P	650.23	650.23	
				HEATING BUTANE, OIL				
230751	PO-230717 06/05/2023	5200883197-2		2 01-0000-0-5510.00-0000-8200-112-000-000	NN F	361.20	318.56	
				HEATING BUTANE, OIL				
				TOTAL PAYMENT AMOUNT		12,843.03 *	12,843.03	
101050/00	POSITIVE PROMOTIONS PO BOX 11537 NEWMARK, NJ 07101-4537							
231160	PO-231123 06/07/2023	07043436		1 01-0824-0-4300.00-1110-1000-110-000-205	NN F	902.82	902.82	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		902.82 *	902.82	
100000/00	PRUDENTIAL OVERALL SUPPLY 1260 E. NORTH AVE FRESNO, CA 93725	951535681						
230747	PO-230715 06/06/2023	80883284		1 01-8150-0-5560.00-0000-8110-112-000-000	NY P	165.78	165.78	
				LAUNDRY/DRY CLEANING				
230747	PO-230715 06/06/2023	80883283		1 01-8150-0-5560.00-0000-8110-112-000-000	NY P	142.10	142.10	
				LAUNDRY/DRY CLEANING				
230747	PO-230715 06/06/2023	80883285		1 01-8150-0-5560.00-0000-8110-112-000-000	NY P	295.39	295.39	
				LAUNDRY/DRY CLEANING				
230747	PO-230715 06/06/2023	80883286		1 01-8150-0-5560.00-0000-8110-112-000-000	NY P	238.62	238.62	
				LAUNDRY/DRY CLEANING				
				TOTAL PAYMENT AMOUNT		841.89 *	841.89	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Ex
Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
101278/00	PSAT/NMSQT								
	12192 COLLECTIONS CENTER DRIVE								
	CHICAGO, IL 60693								
231328	PO-231261	06/06/2023	A241050191	1 01-0824-0-4300.00-1110-1000-310-000-106	NN F	19,890.00	14,231.00		
				SUPPLIES					
				TOTAL PAYMENT AMOUNT		14,231.00 *			14,231.00
104538/00	RALEY'S								
	PO BOX 13778								
	SACRAMENTO, CA 95853								
231025	PO-230994	06/05/2023	130982STR6010512	1 01-7010-0-4300.00-1110-1000-310-000-000	NN P	146.28	146.28		
				SUPPLIES					
231025	PO-230994	06/05/2023	131026STR6010517	1 01-7010-0-4300.00-1110-1000-310-000-000	NN P	139.89	139.89		
				SUPPLIES					
231025	PO-230994	06/05/2023	131042STR6010519	1 01-7010-0-4300.00-1110-1000-310-000-000	NN P	11.96	11.96		
				SUPPLIES					
231025	PO-230994	06/05/2023	131108STR6010525	1 01-7010-0-4300.00-1110-1000-310-000-000	NN P	207.66	207.66		
				SUPPLIES					
231025	PO-230994	06/05/2023	131125STR6010526	1 01-7010-0-4300.00-1110-1000-310-000-000	NN F	455.90	43.98		
				SUPPLIES					
				TOTAL PAYMENT AMOUNT		549.77 *			549.77
105635/00	RAMIREZ, ASHLEY		000000000						
	PV-230416	06/06/2023	MEAL PER DIEM GET FOCUSED	01-3010-0-5200.00-1110-1000-310-000-000	NN		164.00		
				TRAVEL & CONFERENCE					
				TOTAL PAYMENT AMOUNT		164.00 *			164.00
104690/00	RAZZARI AUTO CENTER								
	1234 AUTO CENTER DRIVE								
	MERCED, CA 95340								
231225	PO-231150	06/08/2023	VIN:1FBAX2Y81PKA75878 TRAN-VAN	1 01-0824-0-6499.00-0000-3600-112-000-113	NN F	53,214.15	53,214.15		
				ALL OTHER CAPITAL OUTLAY					
				TOTAL PAYMENT AMOUNT		53,214.15 *			53,214.15

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description						Liq Amt	Net Amount
103560/00		REALLY GOOD STUFF, LLC PO BOX 734329 CHICAGO, IL 60673-4329							
231355	PO-231333	06/07/2023	8217238	1	01-2600-0-4300.00-1110-1000-110-000-000	NN	F	487.37	482.18
					SUPPLIES				
					TOTAL PAYMENT AMOUNT			482.18 *	482.18
102511/00		S.W. SCHOOL SUPPLY PO BOX 931917 ATLANTA, GA 31193-1917	000000000						
230020	PO-230218	06/06/2023	6000105235	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	13.85	13.85
					SUPPLIES				
230020	PO-230218	06/06/2023	6000104077	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	149.48	149.48
					SUPPLIES				
230020	PO-230218	06/06/2023	6000104078	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	37.35	37.35
					SUPPLIES				
230020	PO-230218	06/06/2023	6000104079	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	32.90	32.90
					SUPPLIES				
230020	PO-230218	06/07/2023	6000057023	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	83.86	83.86
					SUPPLIES				
230020	PO-230218	06/07/2023	6000054386	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	6.02	6.02
					SUPPLIES				
230020	PO-230218	06/07/2023	6000054385	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	129.41	129.41
					SUPPLIES				
230020	PO-230218	06/07/2023	6000057019	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	8.85	8.85
					SUPPLIES				
230020	PO-230218	06/07/2023	6000057025	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	53.62	53.62
					SUPPLIES				
230020	PO-230218	06/07/2023	6000069801	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	12.99	12.99
					SUPPLIES				
230020	PO-230218	06/07/2023	6000069800	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	51.24	51.24
					SUPPLIES				
230020	PO-230218	06/07/2023	6000071357	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	112.96	112.96
					SUPPLIES				
230020	PO-230218	06/07/2023	6000070366	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	39.08	39.08
					SUPPLIES				
230020	PO-230218	06/07/2023	6000070365	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	46.89	46.89
					SUPPLIES				
230020	PO-230218	06/07/2023	6000070364	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	59.51	59.51
					SUPPLIES				
230020	PO-230218	06/07/2023	6000070363	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	68.08	68.08
					SUPPLIES				
230020	PO-230218	06/07/2023	6000069804	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P	69.54	69.54
					SUPPLIES				



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-E		
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net	Amount				
102511 (CONTINUED)											
230020	PO-230218	06/07/2023	6000062525	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P			134.96	134.96
					SUPPLIES						
230020	PO-230218	06/07/2023	6000062526	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P			49.35	49.35
					SUPPLIES						
230020	PO-230218	06/07/2023	6000071640	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P			8.66	8.66
					SUPPLIES						
230020	PO-230218	06/07/2023	6000101652	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P			162.82	162.82
					SUPPLIES						
230020	PO-230218	06/07/2023	6000086694	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P			18.27	18.27
					SUPPLIES						
230020	PO-230218	06/07/2023	6000101650	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P			96.22	96.22
					SUPPLIES						
230020	PO-230218	06/07/2023	600101651	1	01-6300-0-4300.00-1110-1000-110-000-000	NN	P			149.88	149.88
					SUPPLIES						
					TOTAL PAYMENT AMOUNT					1,595.79 *	1,595.79
104686/00	SAENZ PEST CONTROL INC		000000000								
	35765 AVE 13 1/4										
	MADERA, CA 93636										
230321	PO-230301	06/06/2023	16404	1	01-8150-0-5565.00-0000-8110-112-000-000	NN	P			1,085.00	1,085.00
					PEST CONTROL						
					TOTAL PAYMENT AMOUNT					1,085.00 *	1,085.00
102505/00	SANCHES, KELLY										
	PV-230417	06/06/2023	MEAL PER DIEM CATA SUMMER CONF	01	3550-0-5200.00-1110-1000-310-000-000	NN					169.00
					TRAVEL & CONFERENCE						
					TOTAL PAYMENT AMOUNT					169.00 *	169.00
105742/00	SANCHEZ, AMANDA										
231358	PO-231257	06/05/2023	reimb for perfect attendance	1	01-0824-0-4300.00-1110-1000-110-000-207	NN	F			303.83	165.44
					SUPPLIES						
					TOTAL PAYMENT AMOUNT					165.44 *	165.44

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
076660/00	SANTA NELLA COUNTY WATER DISTRICT 12931 S. HIGHWAY 33 SANTA NELLA, CA 95322	000000000						
230211	PO-230190 06/06/2023 COM031 05/15/23		1 01-0000-0-5530.00-0000-8200-112-000-000	NN P	1,002.15	1,002.15		
			WATER&/OR SEWAGE					
			TOTAL PAYMENT AMOUNT		1,002.15 *			1,002.15
100832/00	SCHOLASTIC PO BOX 630446 CINCINNATI, OH 45263-0446	000000000						
230805	PO-230776 06/08/2023 6950377		1 01-2600-0-4300.00-1110-1000-110-000-000	NN F	33.73	33.25		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		33.25 *			33.25
104813/00	SCHOLASTIC 2315 DEAN ST SUITE 600 ST. CHARLES, IL 60175							
231331	PO-231256 06/06/2023 M7403084		1 01-3010-0-4300.00-1110-1000-110-000-000	NN F	575.88	575.88		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		575.88 *			575.88
105469/00	SCHOLASTIC INC PO BOX 630446 CINCINNATI, OH 45263	000000000						
230919	PO-230888 06/06/2023 7196715		1 01-0824-0-4200.00-1110-1000-110-000-107	NN F	350.00	325.83		
			BOOKS AND REFERENCE MATERIALS					
			TOTAL PAYMENT AMOUNT		325.83 *			325.83
103523/00	SCHOOL SPECIALTY INC 32656 COLLECTION CENTER DR. CHICAGO, IL 60693-0656							
231334	PO-231253 06/05/2023 208132297456		1 01-1100-0-4300.00-1110-1000-110-000-000	NN F	4,675.62	4,550.92		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		4,550.92 *			4,550.92



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Elig
Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105407/00	SCHOOLMATE PO BOX 2110 KEARNEY, NE 68848								
231060	PO-231048 06/06/2023	IN000591878	1	01-0824-0-4300.00-1110-1000-111-000-106	NN F	496.25	456.25		
				SUPPLIES					
				TOTAL PAYMENT AMOUNT		456.25 *	456.25		
104015/00	SHERWIN WILLIAMS 2260 E PACHECO BLVD LOS BANOS, CA 93635								
230103	PO-230053 06/07/2023	2824-5	1	01-8150-0-4300.00-0000-8110-112-000-000	NN F	2,677.47	2,101.92		
				SUPPLIES					
				TOTAL PAYMENT AMOUNT		2,101.92 *	2,101.92		
080530/00	SISC III DENTAL P.O. BOX 1847 BAKERSFIELD, CA 93303-1847	000000000							
230717	PO-230697 06/08/2023	DENTAL 06/01-06/30/23	1	01-0100-0-9554.00-0000-0000-000-000-000	NN F	13,483.60	12,686.80		
				INSURANCE					
230717	PO-230697 06/08/2023	CLOSE	2	01-0000-0-3402.00-0000-7110-112-000-000	NN C	300.00	300.00		
				HEALTH & WELFARE CLASSIFIED					
230717	PO-230697 06/08/2023	DENTAL 06/01-06/30/23	3	01-0000-0-9565.00-0000-7209-112-000-000	NN F	3,216.00	2,430.80		
				RETIREE INSURANCE LIAB/HOLDG					
				TOTAL PAYMENT AMOUNT		15,117.60 *	15,117.60		
080531/00	SISC III HEALTH P.O. BOX 1847 BAKERSFIELD, CA 93303-1847	000000000							
230716	PO-230696 06/08/2023	HEALTH 06/01-06/30/23	1	01-0100-0-9554.00-0000-0000-000-000-000	NN F	256,042.81	223,766.00		
				INSURANCE					
230716	PO-230696 06/08/2023	HEALTH 06/01-06/30/23	2	01-0000-0-3402.00-0000-7110-112-000-000	NN F	22,253.98	3,457.67		
				HEALTH & WELFARE CLASSIFIED					
230716	PO-230696 06/08/2023	HEALTH 06/01-06/30/23	3	01-0000-0-9565.00-0000-7209-112-000-000	NN F	18,147.82	16,806.63		
				RETIREE INSURANCE LIAB/HOLDG					
230716	PO-230696 06/08/2023	HEALTH 06/01-06/30/23	4	01-0000-0-3701.00-0000-7209-112-000-000	NN F	17,373.20	6,648.20		
				OPEB, ALLOCATED CERTIFICATED					
230716	PO-230696 06/08/2023	HEALTH 06/01-06/30/23	5	01-0000-0-3702.00-0000-7209-112-000-000	NN F	9,853.00	3,524.50		
				OPEB, ALLOCATED CLASSIFIED					
				TOTAL PAYMENT AMOUNT		254,203.00 *	254,203.00		

Venue /Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	

105128/00 SOTO, ARACELI

388

PV-230410	06/06/2023	REIMB MEALS: MARIN BY BAY CONF	01-0824-0-5200.00-1110-1000-310-000-104	NN			165.00	
		TRAVEL & CONFERENCE						
		TOTAL PAYMENT AMOUNT			165.00 *		165.00	

103776/00 SYNCB/AMAZON 000000000  
 P.O. BOX 035184  
 SEATTLE, WA 98124-5184

230153	PO-230112	06/06/2023	1HYW-4GP9-JF49	1	01-0000-0-4300.00-0000-7200-112-000-000	NN P	18.80	18.80
					SUPPLIES			
230153	PO-230112	06/07/2023	1PWR-VT7T-R13L	1	01-0000-0-4300.00-0000-7200-112-000-000	NN F	27.84	42.63
					SUPPLIES			
					TOTAL PAYMENT AMOUNT		61.43 *	61.43

105811/00 TACOS CHALO

230153	PO-231398	06/08/2023	Gustine High 830168	1	01-0824-0-4314.00-1110-1000-310-000-204	NY F	1,350.00	1,350.00
					FOOD - OTHER			
					TOTAL PAYMENT AMOUNT		1,350.00 *	1,350.00

104681/00 TEACHER SYNERGY INC 000000000  
 PURCHASE ORDER DEPT  
 75 REMITTANCE DRIVE-DEPT 6759  
 CHICAGO, IL 60675-6759

230882	PO-230913	06/08/2023	219815952	1	01-2600-0-4300.00-1110-1000-110-000-000	NN F	139.99	139.99
					SUPPLIES			
230982	PO-230948	06/08/2023	220994109	1	01-2600-0-4300.00-1110-1000-110-000-000	NN F	27.05	27.05
					SUPPLIES			
230984	PO-230976	06/08/2023	221014630	1	01-2600-0-4300.00-1110-1000-110-000-000	NN F	35.50	35.06
					SUPPLIES			
					TOTAL PAYMENT AMOUNT		202.10 *	202.10

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Ex
Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt		Net	Amount
105697/00		THE MATH LEARNING CENTER PO BOX 12929 SALEM, OR 97309							
231381	PO-231304	06/07/2023	INV38362	1	01-0824-0-4200.00-1110-1000-110-000-107	NN	F	3,080.63	3,080.63
					BOOKS AND REFERENCE MATERIALS				
231392	PO-231307	06/06/2023	INV38643	1	01-0824-0-4200.00-1110-1000-110-000-107	NN	F	4,245.85	3,900.23
					BOOKS AND REFERENCE MATERIALS				
					TOTAL PAYMENT AMOUNT			6,980.86 *	6,980.86
020571/00		THE OFFICE CITY 3167 CORPORATE PLACE HAYWARD, CA 94545		000000000					
231472	PO-231397	06/06/2023	2270638-0	1	01-9418-0-4300.00-0000-7405-112-000-000	NN	F	4,599.05	4,179.87
					SUPPLIES				
					TOTAL PAYMENT AMOUNT			4,179.87 *	4,179.87
104936/00		U.S. BANK CORPORATE PAYMENT SYSTEM P.O. BOX 790428 ST. LOUIS, MO 63179-0428		000000000					
231370	PO-231314	06/07/2023	7784 CSBA DELEGATE LUNCH	1	01-0000-0-5200.00-0000-7110-112-000-000	NN	F	79.00	
					TRAVEL & CONFERENCE				
231438	PO-231368	06/07/2023	7784 APPLE CARD	1	01-6500-0-4300.00-5770-3150-112-000-000	NN	F	299.99	299.99
					SUPPLIES				
231456	PO-231387	06/07/2023	7784 BUDGET MAY REVISION	1	01-0000-0-5201.00-0000-7200-112-000-000	NN	F	295.00	295.00
					PROFESSIONAL DEVLPMNT TRAINING				
	PV-230422	06/07/2023	7784 MEAL FOR SPECIAL MEETING		01-0000-0-5300.00-0000-7110-112-000-000	NN			113.66
					DUES & MEMBERSHIPS				
	PV-230423	06/07/2023	7784 YEAR RECOG OF STAFF		01-0000-0-4314.00-0000-7200-112-000-000	NN			295.00
					FOOD - OTHER				
	PV-230424	06/07/2023	02-121357 Gustine Central Kitc		01-0824-0-6215.00-0000-8500-112-000-208	NN			5,149.50
					ARCHITECT/ ENGINEERING FEES				
					TOTAL PAYMENT AMOUNT			6,232.15 *	6,232.15

Ver. /Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
102456/00	UNITED RENTALS FILE 51122 LOS ANGELES, CA 90074							
230845	PO-230814 06/06/2023 210762390-009		1 01-8150-0-5620.00-0000-8110-112-000-000	NN P		219.42	219.42	
			RENTALS, LEASES OF EQUIPMENT					
			TOTAL PAYMENT AMOUNT		219.42 *		219.42	
105598/00	VAN DE POL PO BOX 1107 STOCKTON, CA 95201-1107							
230951	PO-230920 06/07/2023 CL52296		1 01-0823-0-4341.00-0000-3600-112-000-000	NN F		2,552.96	4,112.09	
			GAS, OIL LUBE, ETC					
			TOTAL PAYMENT AMOUNT		4,112.09 *		4,112.09	
105733/00	VERONICA OBREGON OBREGON PSYCHOLOGICAL ED SERV 684 1/2 N. FORBES AVE. MONTEBELLO, CA 90640							
230398	PO-230381 06/08/2023 196		1 01-0824-0-5866.00-1110-1000-112-000-202	NY P		750.00	750.00	
			PROFESSIONAL SERVICES					
			TOTAL PAYMENT AMOUNT		750.00 *		750.00	
105686/00	WESTAIR GASES & EQUIPMENT INC PO BOX 101420 PASADENA, CA 91189-1420	000000000						
230132	PO-230130 06/06/2023 0011647721		1 01-7010-0-4300.00-1110-1000-310-000-000	NN P		1,715.59	1,715.59	
			SUPPLIES					
230132	PO-230130 06/06/2023 0080519147		1 01-7010-0-4300.00-1110-1000-310-000-000	NN P		87.80	87.80	
			SUPPLIES					
231292	PO-231235 06/06/2023 0011647289		1 01-3550-0-4300.00-1110-1000-310-000-000	NN P		28.25	28.25	
			SUPPLIES					
231292	PO-231235 06/06/2023 0011647288		1 01-3550-0-4300.00-1110-1000-310-000-000	NN P		84.76	84.76	
			SUPPLIES					
231292	PO-231235 06/06/2023 0011647710		1 01-3550-0-4300.00-1110-1000-310-000-000	NN F		938.80	938.80	
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		2,855.20 *		2,855.20	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Ex
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt		Net Amount	
105638/00	WESTSIDE CONNECT PO BOX 1958 MANTECA, CA 95336	850656466							
230160	PO-230109 06/06/2023 340186		1	01-0000-0-5899.00-0000-7200-112-000-000	NY P	120.00		120.00	
				OTHER SERVICES, FEES, OP EXPS					
			TOTAL PAYMENT AMOUNT		120.00 *			120.00	
103214/00	WYMAN, CAMERON								
	PV-230418 06/06/2023 MEAL PER DIEM CATA SUMMER CONF			01-3550-0-5200.00-1110-1000-310-000-000	NN			169.00	
				TRAVEL & CONFERENCE					
			TOTAL PAYMENT AMOUNT		169.00 *			169.00	
098817/00	YANCEY HOME CENTER P.O. BOX 875 NEWMAN, CA 95360	000000000							
230295	PO-230285 06/06/2023 A2022077347		1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	86.20		86.20	
				SUPPLIES					
230443	PO-230429 06/06/2023 A2022072596		1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	140.23		140.23	
				SUPPLIES					
230443	PO-230429 06/06/2023 A2022073534		1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	7.10		7.10	
				SUPPLIES					
230443	PO-230429 06/06/2023 A2022073670		1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	49.16		49.16	
				SUPPLIES					
230443	PO-230429 06/06/2023 R2020052844		1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	63.77		63.77	
				SUPPLIES					
230443	PO-230429 06/06/2023 A2022076075		1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	26.09		26.09	
				SUPPLIES					
230443	PO-230429 06/06/2023 A2022077066		1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	113.28		113.28	
				SUPPLIES					
			TOTAL PAYMENT AMOUNT		485.83 *			485.83	



Vendor / Req Reference	Addr Date	Remit name Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
104029 (CONTINUED)									
230754	PO-230719	06/08/2023	1002236176		5	13-5320-0-4700.00-0000-3700-112-000-000	NN F	2,130.39	1,390.04
						FOOD			
230754	PO-230719	06/08/2023	1002236176		6	13-5320-0-4300.00-0000-3700-112-000-000	NN F	6,811.35	178.27
						SUPPLIES			
230754	PO-230719	06/08/2023	1002236176		7	13-5320-0-5866.00-0000-3700-112-000-000	NN F	2,348.73	801.69
						PROFESSIONAL SERVICES			
230754	PO-230719	06/08/2023	1002236176		1	13-5310-0-4700.00-0000-3700-112-000-000	NN M	-4,753.19	-4,753.19
						FOOD			
230754	PO-230719	06/08/2023	1002236176		1	13-5310-0-4700.00-0000-3700-112-000-000	NN F	170,959.32	51,079.31
						FOOD			
					TOTAL PAYMENT AMOUNT			63,532.75 *	63,532.75
					TOTAL FUND PAYMENT			79,171.33 **	79,171.33



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-Exp
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105692/00	BLUUM USA, INC. 4675 E COTTON CENTER BLVD SUITE 155 PHOENIX, AZ 85040	860716114						
231309 PO-231248	06/06/2023 1046686		1 13-5310-0-4400.00-0000-3700-112-000-000	NN F	9,725.18	8,984.00		
			NON-CAPITALIZED EQUIPMENT					
			TOTAL PAYMENT AMOUNT		8,984.00 *			8,984.00
105778/00	BRADY'S INDUSTRIES 7055 LINDELL RD LAS VEGAS, NV 89118	000000000						
231249 PO-231180	06/06/2023 8070001		1 13-5310-0-4300.00-0000-3700-112-000-000	NN F	2,135.16	2,135.16		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		2,135.16 *			2,135.16
104327/00	MODESTO REFRIGERATION INC 5408 PIRRONE RD SALIDA, CA 95368							
231448 PO-231379	06/07/2023 0000026600		1 13-5310-0-5640.00-0000-3700-112-000-000	NN P	523.85	523.85		
			REPAIRS/MAINT OF EQUIPMENT					
			TOTAL PAYMENT AMOUNT		523.85 *			523.85
105432/00	RESTAURANT SUPPLY 24 MAPLE STREET WATERSFIELD, CT 06109							
231229 PO-231191	06/08/2023 INV-377373		1 13-5310-0-4400.00-0000-3700-112-000-000	NN F	3,995.57	3,995.57		
			NON-CAPITALIZED EQUIPMENT					
			TOTAL PAYMENT AMOUNT		3,995.57 *			3,995.57
104029/00	SODEXO INC & AFFILIATES PO BOX 360170 PITTSBURGH, PA 15251-6170							
230754 PO-230719	06/08/2023 1002236176		3 13-5310-0-5866.00-0000-3700-112-000-000	NN F	34,926.25	8,599.99		
			PROFESSIONAL SERVICES					
230754 PO-230719	06/08/2023 1002236176		4 13-5310-0-5899.00-0000-3700-112-000-000	NN F	15,764.35	3,000.15		
			OTHER SERVICES, FEES, OP EXPS					
230754 PO-230719	06/08/2023 1002236176		2 13-5310-0-4300.00-0000-3700-112-000-000	NN P	3,236.49	3,236.49		
			SUPPLIES					

014 Gustine Unified School Dist. J34698  
JUNE 5 WARRANT REG 1

ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 JUNE 5 WARRANT REG 1  
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.21 06/08/23 16:22 PAGE 24  
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
105334/00	ZAYO GROUP, LLC							
	PO BOX 952136							
	DALLAS, TX 75395-2136							
231006	PO-230956	06/06/2023	2023060027929	1	01-3212-0-5912.00-0000-2700-112-000-000	NN P	355.60	355.60
					COMMUN - INTERNET SVCS/LINES			
					TOTAL PAYMENT AMOUNT	355.60 *		355.60
					TOTAL FUND	PAYMENT	890,640.54 **	890,640.54

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-E
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
105327/00	BMY CONSTRUCTION GRP INC 5485 E OLIVE AVE FRESNO, CA 93727	202191163						
231252 PO-231173	06/06/2023 JUNE-23 PAYMENT		1 35-7710-0-6200.00-0000-8500-310-000-433 NY P			296,503.80	296,503.80	
				BUILDINGS & IMPROVEMNT OF BLDG				
			TOTAL PAYMENT AMOUNT		296,503.80 *		296,503.80	
105242/00	DERIVI CASTELLANOS ARCHITECTS ATTN: TINA BARBER ACCT MANAGER 3031 W. MARCH LN STE 334 STOCKTON, CA 95219							
230852 PO-230831	06/06/2023 21.026-14		1 35-0000-0-6200.00-0000-8500-112-000-433 NN P			17,067.39	17,067.39	
				BUILDINGS & IMPROVEMNT OF BLDG				
			TOTAL PAYMENT AMOUNT		17,067.39 *		17,067.39	
			TOTAL FUND PAYMENT		313,571.19 **		313,571.19	
			TOTAL BATCH PAYMENT		1,284,494.09 ***	0.00	1,284,494.09	
			TOTAL DISTRICT PAYMENT		1,284,494.09 ****	0.00	1,284,494.09	
			TOTAL FOR ALL DISTRICTS:		1,284,494.09 ****	0.00	1,284,494.09	

Number of checks to be printed: 89, not counting voids due to stub overflows. 1,284,494.09

Vendor / Req Reference	Addr Date	Remit name Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
							Liq Amt	Net Amount		
006217/00		ATKINSON ANDELSON LOYA RUUD, & ROMO, ATTORNEYS AT LAW 12800 CNTR COURT DR, SUITE 300 CERRITOS, CA 90703	953378600							
230915	PO-230876	06/06/2023	680868		2 25-0000-0-5801.00-0000-8500-112-000-000	NY P				
							1,111.03	1,111.03		
							LEGAL FEES			
TOTAL PAYMENT AMOUNT							1,111.03 *		1,111.03	
TOTAL FUND PAYMENT							1,111.03 **		1,111.03	

# **GUSTINE UNIFIED SCHOOL DISTRICT**

**Meeting of the Board of Trustees**

**MEETING DATE:**

June 14, 2023

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**AGENDA ITEM TITLE:** 2023-2024 LCAP, Public Hearing

**AGENDA SECTION:** Action/Public Hearing

**PRESENTED BY:** Kim Medeiros, Curriculum & Instruction Coordinator

**RECOMMENDATIONS:**

It is recommended that the Board of Trustees hold a public hearing to obtain community input regarding the 2023-2024 LCAP.

**SUMMARY:**

Local Control and Accountability Plan (LCAP) Public Hearing. LCFF/LCAP related Ed Code 52052 states, the governing board of a school must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP.

Local Control Funding Formula (LCFF)/Local Control and Accountability Plan (LCAP) related Ed Code 52052(b)(2) states "A governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing held pursuant to paragraph (1). This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to paragraph (2) of subdivision (a) of Section 42127."

**FISCAL IMPACT:** \$ 25,362,080

**BUDGET CATEGORY:** LCFF

NOTICE

PUBLIC HEARING  
WEDNESDAY, JUNE 14, 2023  
GUSTINE UNIFIED SCHOOL DISTRICT  
1500 MEREDITH AVENUE  
GUSTINE, CALIFORNIA 95322

The Gustine Unified School District Board of Education will conduct a public hearing at 7:00 p.m. in the Board Room at 1500 Meredith Avenue, Gustine, California, to obtain community input regarding the following:

1. 2023-2024 LCAP

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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gustine Unified School District

CDS Code: 24 73619 0000000

School Year: 2023-24

LEA contact information:

Bryan Ballenger

Superintendent

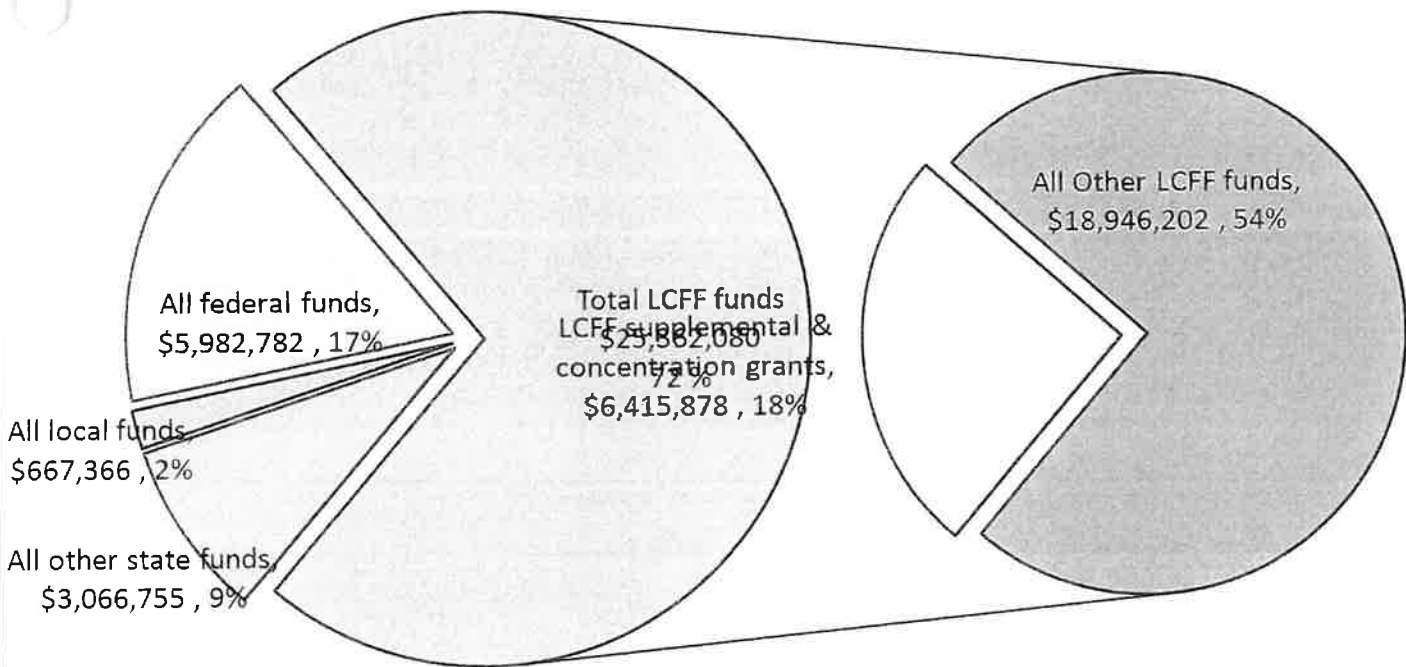
[bballenger@gustineusd.org](mailto:bballenger@gustineusd.org)

(209) 854-3784

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source



This chart shows the total general purpose revenue Gustine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gustine Unified School District is \$35,078,983, of which \$25,362,080 is Local Control Funding Formula (LCFF), \$3,066,755 is other state funds, \$667,366 is local funds, and \$5,982,782 is federal funds. Of the \$25,362,080 in LCFF Funds, \$6,415,878 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP

\$ 40,000,000  
 \$ 35,000,000  
 \$ 30,000,000  
 \$ 25,000,000  
 \$ 20,000,000  
 \$ 15,000,000  
 \$ 10,000,000  
 \$ 5,000,000  
 \$ 0

Total Budgeted  
 General Fund  
 Expenditures,  
 \$34,131,192

Total Budgeted  
 Expenditures in  
 the LCAP  
 \$9,189,848

This chart provides a quick summary of how much Gustine Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gustine Unified School District plans to spend \$34,131,192 for the 2023-24 school year. Of that amount, \$9,189,848 is tied to actions/services in the LCAP and \$24,941,344 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures not included in the LCAP include:

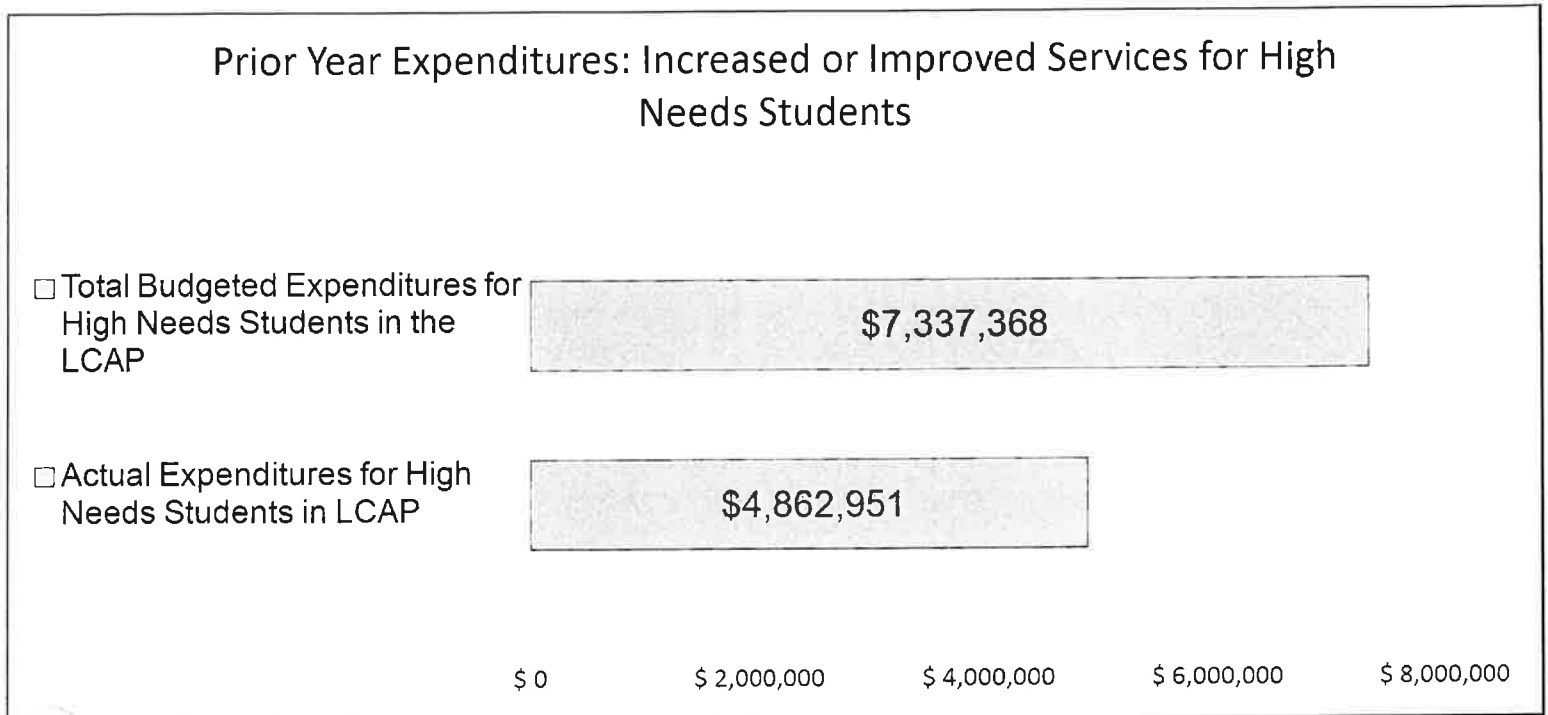
- Employee salary and benefits
- Speech services
- Special Education
- Utilities (electricity, water, sewer, waste)
- Contribution to Adult Education
- Contribution to Food Services
- Costs for buses and transportation
- Title I expenditures include instructional coaches, intervention teachers, instructional aides, professional development, classroom devices to support academic achievement
- Title II expenditures include professional development for employees
- Title III expenditures include services and supplies for English Learners
- Title IV expenditures include supplies for enrichment
- Title V is combined with title I to support academic achievement
- ESSER Funds
- IT (Technology services)
- District Liability Insurance
- Legal services

## **Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year**

In 2023-24, Gustine Unified School District is projecting it will receive \$6,415,878 based on the enrollment of foster youth, English learner, and low-income students. Gustine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gustine Unified School District plans to spend \$6,842,368 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Gustine Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gustine Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Gustine Unified School District's LCAP budgeted \$7,337,368 for planned actions to increase or improve services for high needs students. Gustine Unified School District actually spent \$4,862,951 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-2,474,417 had the following impact on Gustine Unified School District's ability to increase or improve services for high needs students:

The following impact on Gustine Unified School District's ability to increase or improve services for high needs students:

- The cafeteria project was not started, but will be started in 2023-24
- The district was unable to find bus drivers to supplement the routes to ensure students had transportation to school
- ESSER funds were used to pay for salaries of mental health clinicians and BCBA
- ESSER funds were utilized instead of LCFF due to the one time nature of the funds

High needs students had access to all actions and improved services except for bussing at times. The district is continually working on improving the bussing situation.





# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gustine Unified School District	Bryan Ballenger Superintendent	bballenger@gustineusd.org (209) 854-3784

## Plan Summary [2023-24]

### General Information

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

Gustine Unified School District (GUSD) serves approximately 1,760 students in Gustine, California and Santa Nella, CA. It is located in the northwestern portion of Merced County on the western part of the San Joaquin Valley. Gustine Unified School district covers an area of 224 square miles. The community is a farming community with a milk processing factory. The population of Gustine is 5,813 people and Santa Nella is 2,135. There are five schools in the district. Gustine Elementary School is a Transitional Kindergarten through grade five school, serves approximately 526 students, and is located in the city of Gustine. Romero Elementary School is a Kindergarten through grade five school with approximately 223 students. Romero is located in Santa Nella which is 10 miles south of Gustine. Gustine Middle School is located in the Gustine city limits and serves approximately 395 grade sixth through eighth students. Gustine High School is located on the north side of Gustine and serves 567 students in grades 9-12. Pioneer High School is located in Gustine and is a continuation high school for students in grades 10-12. There is one adult school in Gustine.

The school district serves students in grades Transitional Kindergarten through twelfth grade. The diversity in Gustine Unified School District is 86.3% Hispanic, 9.4% White, 1.4% Two or More Races, 1.4% unknown, 0.5% Asian, 0.4% Black or African American, 0.3% American Indian or Alaska Native, and 0.3% Filipino. The district's total student enrollment of "unduplicated students" is 84.8%, which is made up of English Learners (37.1%), students from low-income environments (84.8%), and Foster Youth (.2%). The percentage of students who are part of the Special Education program is 15%.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Gustine Unified School District used the California Dashboard to identify the needs of the district. While the dashboard shows low levels of achievement in English Language Arts (low), Mathematics (very low), and English Learner progress (40.5% making progress) we addressed these areas with research based strategies. All math teachers participated in mathematics professional development throughout the 2023 school year with Merced County Office of Education coaches. There is a greater implementation of Thinking Classrooms and students are engaging in mathematics more through the use of manipulatives and collaborative learning. Teachers are also building their mathematics knowledge and learning new strategies. These strategies also address English Learners in engaging them in academic discourse to gain more skills in English. Another success was the implementation of LETRS for all TK-3 teachers and instructional aides. This training provided support for reading instruction to ensure all students are reading by the end of second grade. Teachers in grades four and five also engaged in Keys to Literacy training for writing instruction which provided a year long course to implement and improve writing for students. Core instruction and intervention was improved by adding the UFLI program to address foundational reading skills with students in grades TK-5 and Special Education students in middle school.

The CA Dashboard indicates very high chronic absenteeism rates (41.2%) and a lower graduation rate (89.1%) in the area of Academic Engagement. The district leadership team highly focused on strategies to address chronic absenteeism in our work with Merced County Office of Education technical assistance. After making progress maps and a fishbone diagram, it was determined that we need to find out why students are chronically absent and then connect the families with the proper resources to increase school attendance. The team decided to complete empathy interviews with students and families who are chronically absent. The interviews are revealing areas in our system that need improvement. Addressing these areas will help us to better support our students and families. To address the drop in graduation rate, the district and Gustine High School are partnered with CVNIC to increase the number of students who complete a-g and graduation requirements.

The additional staff of teachers, counselors, and instructional aides was successful in providing additional supports for students. Smaller class sizes enabled small groups and more one-on-one support for students. Instructional aides were trained in LETRS alongside TK-3 teachers to better support students in learning to read. The 2022-23 school year added two mental health clinicians and a board certified behavior analyst (BCBA). This was a great success and the district was able to meet the mental health and behavioral needs of more students. This continues to be a need as there are increased needs for mental health and behavioral support. Risk assessments decreased this year with the support of the two mental health clinicians. There has been positive feedback from students, families and staff regarding the addition.

GUSD had success in adding additional opportunities for English Learners. Additional time and intervention was provided to Long-Term English Learners (LTEL) and At Risk Long-Term English Learners (ARLTEL) to improve skills and work toward reclassification. At the high school level, a newcomer support class was instituted to provide additional support to English Learners and all ELD courses are now a-g approved. This has provided additional opportunities for English Learners to complete their a-g requirements and increase college and career readiness.

The district was also successful in engaging parents. During the 2022-23 school year a parent group regularly met with district and site leadership to openly discuss concerns and establish two-way communication. This was very effective in communicating the district vision and perspective and also provided insight to parent concerns. Coffee with the principal was successful at each of the sites and sites created additional capacity building engagements through Parent University which allowed parents to learn ways to better connect with their children and support them through the educational process. Seventeen parents graduated from the 20 week PLTI course in May of 2023. There was also an increase in attendance in advisory groups. This was due to allowing families to join via zoom as well as in person.

GUSD will continue to build upon the successes of the 2022-23 school year through further development of our planned actions. English learner programs will be further enhanced to provide targeted support to our newcomers, At Risk Long-Term English Learners and Long-Term English Learners. Intervention teachers and instructional aides will provide structured support and monitor the progress of all English Learners.

MTSS will further be refined and adjusted to monitor programs and progress. The district will also track i-Ready and CAASPP Interim Assessment Blocks (IAB) data and the mastery of Critical Essential Standards by cohort to monitor and ensure all students are making more than one year's progress in one year. Each site will present their data to the team and use a collaborative process to provide feedback and select specific actions to work toward improvement. The district elementary sites are working to improve instruction in reading and writing. The schedule change at the elementary level to ensure all teachers could receive reading and writing training during the contracted time was successful. The schedule will remain for the 23-24 school year. Gustine Middle School will implement an intervention block and has adjusted their schedule to allow planning time for teachers to analyze data and place students accordingly. All progress will be monitored through the MTSS system.

Gustine Unified will continue to build on the successes that have been achieved in family engagement. Parent trainings will be offered throughout the 2023-24 school year. A district calendar will be created and there will be additional engagements added throughout the year. Together, the sites will create engagement opportunities and provide instruction and experiences to improve the outcomes for the entire school community.

## **Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Gustine Unified School District continues to aim for growth and improvement. Based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and educational partner input, Gustine Unified School District has some areas of need. Some areas of need include improving chronic absenteeism, suspension rate, English Learner Progress, English Language Arts, and Mathematics.

The district has been placed in Technical Assistance to address student groups that are not making progress in two or more LCFF priorities. GUSD is receiving support to address the Academic Achievement for English Language Arts (very low), Mathematics (very low) and Chronic

Absenteeism (very high) for English Learners, Homeless, and Socioeconomically Disadvantaged students, and Students with Disabilities. In addition, the district met the criteria for Suspension rate (very high) for Students with Disabilities. The district has partnered with Merced County Office of Education to drill down ways to improve outcomes for these student groups. Over several days, the leadership team engaged in process maps to identify the systems in our organization. As we mapped our systems to address academic achievement achievement, chronic absenteeism and suspension rate, we discovered areas that need improvement and worked toward strategies to improve.

An identified area of need is to improve reading and mathematics achievement. The 2021-22 CAASPP scores showed that 28.73% of students met or exceeded standards in English Language Arts. The district uses i-Ready diagnostic assessments to monitor growth in English Language Arts (ELA) and mathematics. The diagnostic assessments showed increases in both areas from the first diagnostic to the final diagnostic. The overall achievement is in need of improvement. The number of students who were on grade level improved from 12% to 33% for all students. English Learners were significantly lower with 17% meeting grade level standards and students with special needs is 20%. Low income students fell just below all students in ELA achievement with 30%. In order to increase achievement, GUSD will provide LETRS training for all TK-5 teachers to ensure that students receive the highest quality instruction to ensure that all students are reading by the end of 2nd grade and supported in the elementary grades. Instructional coaches will serve as literacy coaches to support teachers to implement the new learning. District-wide reading intervention will continue to be provided. The district MTSS team will monitor progress and collaborate to ensure data is analyzed and students are supported to improve in reading.

Mathematics achievement is progressing at a slower rate. The 2021-22 CAASPP Scores showed that 13.13% of students met or exceeded standards in mathematics. The 2022-23 i-Ready assessment showed an increase from 4% of students meeting standards in mathematics to 25% for all students. Twenty-two percent of low income students were on level. The two student groups who are significantly below other groups are students with special needs (8%) and English Learners (13%). In order to improve achievement in mathematics, the district will continue to partner with the county office for professional development in concrete, representational, and abstract (CRA) in mathematics which will support English learners and students with special needs because it provides hand-on learning. Discourse in mathematics and Building Thinking Classrooms will continue to be implemented to encourage students to discuss their thinking which will also support language development. The middle and high school will continue to collaborate to better align their programs.

An identified need that was also indicated on the Dashboard was decreasing suspensions and expulsions. The 2022-2023 school year demonstrated a decrease in suspensions from the 2021-22 school year. Suspensions decreased from 116 to 107, the goal was to decrease suspensions by 10 per year. The expulsion rates decreased from 13 expulsion in 2022 to 3 expulsions in 2023. PBIS and restorative practices will be expanded at all sites. Behavioral data will be analyzed in MTSS to identify behaviors early and provide early intervention from counselors and connect with community partnerships. The district is in technical assistance due to the very high suspension of students with disabilities group. The district will address this need by implementing the BCBA and mental health clinicians to include social skills instruction, instruction in developing positive relationships, self-management strategies, and restorative practices. A recess group will be implemented at the elementary level to address behaviors as well.

Another identified need is improving attendance and decreasing Chronic Absenteeism. The CA Dashboard indicated that in 2021-22 all student groups had 41.2% chronically absent, which is very high. Using data from our student information system, the average daily

attendance has increased from 89.7% in 2021-22 to 91.68% in the current year. While issues related to the pandemic continue to disrupt school attendance, the district has provided attendance incentive programs at each school site and improved our SARB and SART meetings to also include parent education on the importance of attendance. To encourage and improve student engagement and attendance, the district plans to incorporate more motivational speakers, create additional activities, and recognize students for improved attendance. The steps taken as a leadership team to decrease chronic absenteeism is to conduct empathy interviews with families and students to identify and work to improve the reasons the students are absent. A uniform set of questions has been determined and students and families have been identified. Once the district identifies issues, systems can be improved and supports provided to improve student attendance. The empathy interviews have started and the district is discovering some changes within our procedures that will be improved. All sites will also align the SARB and SART forms.

The annual surveys of students, families, staff, and the community indicated that Social and Emotional Support continues to be a need in Gustine Unified School District. There was a large increase in the number of risk assessments conducted in the 2022-23 school year were reduced from 2022-23. Mental health concerns remain a high priority for the district. The two mental health clinicians have supported a large number of students. To address this, GUSD will be adding mental health clinicians and a BCBA to work with students and provide professional development to teachers and counselors. Along with emotional well being, GUSD Continually prioritizes physical health and safety at all school sites. Survey data from May of 2023 revealed 48% of students feel safe on campus. This was a 5% decrease from 53% in 2022. Staff feelings of safety also declined by 17% from 84% to 67%. GUSD will continue to ensure safe teaching and learning environments for students and staff. Campuses will be cleaned and updated as needed. The main trend in safety decline was campus lockdowns and lockdown drills, bullying, shootings/guns, anxiety/fear, and fights.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-2024 LCAP was written after consulting with all educational partners and taking feedback into consideration. The LCAP consists of three goals and addresses the 8 priority areas: LCFF Priority 1: Basic Services (Conditions of Learning), LCFF Priority 2: Implementation of State Standards (Conditions of Learning), LCFF Priority 3: Parent Involvement (Engagement), LCFF Priority 4: Student Achievement (Pupil Outcomes), LCFF Priority 5: Student Engagement (Engagement), LCFF Priority 6: School Climate (Engagement), LCFF Priority 7: Course Access (Conditions of Learning), LCFF Priority 8: Student Outcomes (Pupil Outcomes). The overall goals will remain the same for the 2023-24 school year.

### Goal 1: Academic Achievement

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

This goal focuses on improving and increasing academic counseling for low income, English Learners, and Foster Youth. The district will also improve the MTSS process to analyze data and ensure that interventions are aligned and improved to best meet the needs of the high needs

students. High quality staff development will also be utilized to learn new, research based strategies to best meet the needs of English Learners and Low Income students. GUSD will continue to incorporate LETRS Training Year 2 for Transitional Kindergarten through third grade teachers to ensure that all students are reading by the end of second grade. In addition, grades 4 and 5 will join the cohort to increase vocabulary and reading comprehension. Teachers in grades 6-12 will have ERWC training as well. Standards-based professional development will be provided for all teaching staff. This will help identify the specific skills and knowledge that a student has mastered. This allows for a more accurate assessment of a student's progress and achievement and will allow teachers to provide timely, skill based interventions.

#### Goal 2: Positive School Climate and Culture

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

Goal 2 will provide actions to address students mental health and social and emotional wellness through increased and improved counseling services. In addition to a counselor at each school site, two mental health clinicians and a Board Certified Behavior Analyst (BCBA), a behavior specialist will be added to support the school sites and assist the BCBA in addresssing behaviors. Campus Supervisors, assistant principals and teachers on special assignment will ensure the campuses are safe and monitored. Activities will be increased to engage students in the school community and build in leadership activities. Students will be recognized regularly for academics, good behavior, improvement, good citizenship, and hard work. PBIS will be improved as all sites move to full implementation and restorative practices will be implemented at all sites. To improve attendance a Child Welfare Administrator (CWA) will be added to increase attendance and decrease chronic absenteeism. Facilities will be updated to increase FIT percentages and update buildings.

#### Goal 3: Parent, Family, and Community Partnerships

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

Goal 3 will continue to include parent capacity building in order to help parents support learning at home and learn about the school system and advisory groups. In order to increase engagement the schools will increase opportunities such as informational nights, awards ceremonies, and coffee with the principal. A monthly calendar will be created to highlight the parent capacity building workshops that will be presented throughout the district. GUSD will also focus on building communication and increasing knowledge of school events and meetings and ensuring that all meetings have translation and interpretation. To further support this effort, a district level bilingual outreach coordinator will be hired. Child care will be provided for meetings in order for parents to engage.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Gustine Unified School District did not have any schools identified for comprehensive support and improvement.

## ***Support for Identified Schools***

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

Gustine Unified School District did not have any schools identified for comprehensive support and improvement.

## ***Monitoring and Evaluating Effectiveness***

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

Gustine Unified School District did not have any schools identified for comprehensive support and improvement.



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Gustine Unified School District held various opportunities for Educational Partners to engage in the LCAP process. Educational Partner meetings included a description of the aspects of the LCAP process and LCFF. Input regarding the LCAP was requested and questions were noted and answered. The meetings were conducted in a variety of ways including Zoom, in-person, and surveys.

Surveys in English and Spanish were sent to families, community, students, and staff. The survey focused on the academics, cultural aspects, and parent involvement. Each survey requested information regarding the overall academics, instruction, college and career preparation and understanding, social-emotional supports, safety, family engagement, and family involvement. The surveys contained comment sections where participants were able to freely write additional comments.

Meetings were held in English and Spanish for family and community nights, DELAC, and Parent Advisory Committee. In person meetings were held for MTSS and school site staff meetings.

The input from our Education partners was collected and shared with each additional group. During leadership and parent advisory committee meetings, input was discussed and shared to ensure our educational partners' ideas were considered and reflected in the LCAP.

May 2023 Survey of Students, Families, Community Members, and Staff.

A survey was administered to all staff, students in grades 4-12, all families, and the community. Fifty-eight staff surveys were collected, 71 family and community surveys were collected, and 836 student surveys were collected.

Family and Community Meetings

October 6, 2022 Parent Leadership Meeting

December 15, 2022 Parent Leadership Meeting

April 6, 2023 Parent Leadership Meeting

May 10, 2023 Parent Special Education Meeting

Differentiated Assistance Meetings with County and District Leaders

April 3, 2023

April 17, 2023

May 1, 2023

May 9, 2023

May 12, 2023

May 15, 2023

Superintendent Meetings with District Leadership Team (Principals and District Administrators)

March 15, 2023

Parent Advisory Committee Meetings

May 30, 2023

June 2, 2023

Multi-Tiered Systems of Support (MTSS) Meetings

February 15, 2023

May 17, 2023

Gustine Romero Teachers Association (GRTA)

March 20, 2023

District English Learner Advisory Committee (DELAC) Meetings

March 8, 2023

May 10, 2023

School Site Staff Meetings

January 30, 2023 Gustine Elementary School

May 8, 2023 Gustine High School

May 17, 2023 Romero Elementary School

June 1, 2023 Gustine Middle School

CSEA Meeting

June 1, 2023

SELPA Meeting

June 9, 2023

Student Meetings-Gustine Middle School

June 1, 2023

Student Meetings-Gustine High School

October 28, 2022

January 17, 2023

Empathy interviews

May 2023

LCAP Mid-Year Update  
March 8, 2023

Public Hearing GUSD Board Meeting  
June 14, 2023

Approval of LCAP GUSD Board Meeting  
June 28, 2023

A summary of the feedback provided by specific educational partners.

Throughout the community partner engagement meetings, consistent themes emerged in nearly all meetings, which included: Social and Emotional Supports, Safety, Interventions, and College and Career Readiness. Another topic that came from all educational partners was consistent bussing.

Parent Advisory Committee (PAC): The Parent Advisory Committee is concerned with safety of the school sites. They would like to ensure that the campuses are closed off with fencing and security to ensure that only authorized people are able to enter. They would like to see additional trainings for parents, especially how to have positive behavior training for their children.

CSEA and GRTA--more job related training and announcing different opportunities for training in all classified staff areas. CSEA would like the office staff to be more involved in trainings for technology and other school topics because many of the questions are started at the office. Both CSEA and GRTA would like to see instructional aides trained in reading and other areas to better support in the classroom. CSEA would like training for custodians, yard supervisors, and classified subs to learn how to interact with students and handle situations that arise. Another ask is additional teachers to reduce class sizes in all grades to provide better support for student learning. They would like to continue with intervention programs and allow for additional time for PLCs to collaborate and plan together.

Themes among families and community members included: Top priorities included safety and security, college and career readiness, and social and emotional supports. Other areas that were often stated as concerns were lack of regular bussing, and finding ways to get more parents involved. Family and community members also expressed the need for more parent trainings. Based on the survey, the top trainings will be college and career readiness, drug prevention and awareness, mental health, how to support mathematics, and behavior tools for parents. Families have also requested for the district and schools to create calendars for planning and to align activities so they do not conflict with other school sites. Another theme was to improve services for English learners and Special Education students. Parents are requesting better communication between teachers and families and a staffed parent resource room. Bussing is still an issue in the district.

Staff: Top Priorities for staff were focus on recruiting and retaining high-quality teachers, reduce class sizes, intervention supports, and finding ways to improve school attendance. Other topics include additional and improved supports for students through tutoring, counseling, and college and career preparedness. Another area is to provide more training for parents on Aeries and Parent Square. Additionally,

continue to support the CTE pathways with supplies and maintenance of equipment. Another theme was recognizing students for academic achievement such as receiving the Seal of Biliteracy, improvement in academic subjects and scores, and recognizing honor roll and scholarships to increase the importance of academics and learning.

Students (Grades 4-12): Top priorities were Safety, College and Career Readiness, and Social and Emotional Supports. Some of the frequent feedback from students included improving the quality of food served and the cleanliness of the cafeterias. Additionally students would like more time after school to get help from their teachers. There is not enough time between student dismissal and teachers' contracted time. Additional comments were related to having a library and a quiet place to study or read. Students are also requesting more areas to sit during lunch and breaks. The number of students who feel safe dropped from 55% in February to 48% in May. Some of the most common reasons were lockdown drills, bullying, and shooting/gun safety.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

There were several aspects of the LCAP that were influenced by specific educational partner input.

Goal 1: Refine the MTSS process so that all supports are acted upon and students are receiving interventions in academics. Professional development will be provided throughout the year for all staff based on their needs. Reading and mathematics will continue to be a focus and the middle and high school will also provide science PD to . All TK-5 teachers will receive LETRS training for year 2. This will not only build capacity for reading instruction, but will focus on vocabulary and comprehension as well. We will also work to increase counseling services so that all studentts

Goal 2: This goal promotes a positive school culture and climate. All educational partners noted social and emotional supports as a need throughout all of the school sites so GUSD will continue to provide additional student supports through counseling, mental health clinicians, BCBA and behavior specialist. The district will also continue to provide safe environments through campus supervision and safety upgrades at each of the sites. Sites will also introduce additional student leadership teams to ensure connectedness and safety among the students.

Goal 3: Community outreach by bilingual community liaisons will work to bring in more families to be involved and increase attendance. Monthly parent capacity building trainings will be calendared and advertised and provided by the district. Also a calendar will be updated to ensure meetings at different school sites do not overlap.

# Goals and Actions

## Goal

Goal #	Description
1	<b>Academic Achievement</b> Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

An explanation of why the LEA has developed this goal.

Gustine Unified School District has low achievement in the areas of English Language Arts and Mathematics as measured by CAASPP scores in 2019 and i-Ready Scores in 2021. There is a discrepancy in achievement between all students and student groups. In order to increase achievement and college and career readiness, a variety of supports and actions are planned to address the disparities in achievement. Based on local data, there is a need to increase the literacy and mathematics for our student groups. Many of the actions under this goal are specifically targeted to meet the needs of our student groups.

Goal 1 actions include increasing opportunities to access a broad course of study by adding an additional CTE business pathway and improve academic counseling to ensure that all low income, foster youth, and English Learners are college and career ready. Interventions and support will take place at all school sites through specific time set aside within the school day for support periods at all school sites. Experiential and hands on learning will provide low income students and English Learners with connections to learning and hands on experiences. Curriculum will be purchased to ensure access of tools to support the language needs of English Learners and provide the scaffolding supports for low achieving students. 85% of students in Gustine Unified are low income so devices and internet access will be purchased to support the learning of that student group. Technology integration into the classroom will provide additional supports and access to low income students. High Quality professional development will occur with a focus on strategies for English Learners and low income students. Visible learning strategies will be incorporated and tracked for implementation across the district. This strategies are research based and have a high effect size. Outside agencies, Instructional coaches, and teachers will provide support and training on research based practices to teach reading and math that support low income students and English Learners. Additional professional development will occur through the lens of best meeting the needs of our largest student groups. Gustine Unified will continue to work to retain high quality staff through professional development and induction support.

The outcomes of this goal will be measured by CAASPP Scores, i-Ready ELA and Math (K-8), Visible Learning Blueprint CFA's (local data), ELPAC, and increasing the numbers of CTE pathway completion, and increasing the number of low income students in AVID courses. The district will also work to increase A-G completion for low income students and English Learners.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Teachers that are highly qualified (LCFF Priority 1)	100%	100%	98%		100%
Maintain the percent of Students with access to standards-aligned instructional materials and/or curriculum frameworks based on current adoptions and purchases (LCFF Priority 1)	100%	100%	100%		100%
Increase the percent of TK-12 teachers that participate in adopted academic standards and/or curriculum frameworks professional development by 3% (LCFF Priority 2)	90%	96%	97%		99%
Maintain that All Students, including English Learner students, will have access to CCSS and adopted academic content and	100%	100%	100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance standards and English Learners will also have access to ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency (LCFF Priority 2)					
Increase the CAASPP ELA Percent of students who meet or exceed standard in grades 3-8 by 5% (LCFF Priority 4)	Based on the 2019-2020 Dashboard was the % who met or exceeded standard was 31.71%	CAASPP not given in 2020-21. See Local Assessment metric (i-Ready).	26.4%		46.71%
Increase the CAASPP Math Percent of students who meet or exceed standard in grades 3-8 by 5% (LCFF Priority 4)	Based on the 2019-2020 Dashboard the % who met or exceeded standard was 17.5%	CAASPP not given in 2020-21. See Local Assessment metric (i-Ready).	14%		32.5%
Increase the percent of students who met a-g requirements by 5% (LCFF Priority 4)	33.3%	38%	34.1%		47.5%
Increase the percent of EL who progressed at least one ELPI level or maintained a level 4 by 5%(LCFF Priority 4)	48.4%	42%	40.5%		63.5%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of ELs who were reclassified by 5% (LCFF Priority 4)	5.1%	5%	10.2%		20.1%
Increase the percent of AP test scores of 3 or higher per student enrolled in grades 10-12 by 3% (LCFF Priority 4)	6%	6.5%	7.7%		15%
Increase the percent of 11th graders who met or exceeded standards in ELA by 5% (LCFF Priority 4)	22%	CAASPP Assessment not given in 2021.	23%		37%
Increase the percent of 11th graders who met or exceeded standards in math by 5% (LCFF Priority 4)	11%	CAASPP assessment not given in 2021	10%		26%
Maintain the number of middle school dropouts (LCFF Priority 5)	0	0	0		0
Decrease the percent of high school dropout rates (LCFF Priority 5)	4.5%	4%	8.6%		1.5%
Increase the percent of students enrolled in a CTE pathway course by 5% (LCFF Priority 7)	65%	50%	90%		80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percent of students who are LI/EL/FY who are enrolled in AVID by 3% (LCFF Priority 7)	Low Income 82% English Learner 5.6% Foster Youth 0%	Low Income 57% English Learner 1% Foster Youth 0%	Low Income 77% English Learner 14% Foster Youth 0%		Low Income 91% English Learners 14.6% Foster Youth 9%
Increase the percent of students successfully completing CTE pathways by 3% (LCFF Priority 8)	22%	18.2%	24%		31%
Increase i-Ready scores in English Language Arts (3-8) by 5% (LCFF Priority 4)	26.79%	30%	20%		41.79%
Increase i-Ready scores in mathematics (3-8) by 5% (LCFF Priority 4)	18%	15%	11%		33%
Increase the high school graduation rate by 2% (LCFF Priority 5)	95%	95.5%	89.1%		100%
Increase the percentage of Special Day students by 2% who are participating in general education classes by one class	23%	31%	23%		29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
per year. (LCFF Priority 7)					
Increase the percent of students who have completed a-g requirements and completed a CTE Pathway by 5%. (LCFF Priority 4)	Data Not Available	8.6%	8%		13.6%
Maintain pupil enrollment in a broad course of study for unduplicated count students as measured by the master schedule as described under ED code sections 51210 and 51220 (a-i) (LCFF Priority 7)	100%	100%	100%		100%
Programs and services are developed and provided for unduplicated students with administrators, leadership committees, parent committees, and local school board as measured by course enrollment of unduplicated students. (LCFF Priority 7)	100%	100%	100%		

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction	Curriculum and Instruction leadership will conduct meetings as needed with site leaders and selected content leaders to review and recommend curriculum, plan and coordinate district professional development, and recommend instructional methods to the governing board. This action is intended for supplemental and concentration funds to research and provide effective strategies and supplemental programs to provide the best instruction and support for English Learners, low income, and foster youth.	\$513,000.00	Yes
1.2	Academic Intervention and Enrichment	<p>Low Income students, English Learners, Foster Youth, and Students with Disabilities have lower rates of academic achievement as evidenced by state and local measures.</p> <p>As determined by each school site, administration, teachers, and leadership will increase reading and math intervention programs which may include intervention teachers, additional classroom support, the purchase of specific intervention curriculum, tutoring support in core academic areas, and utilize intervention programs with priority services for Low Income pupils, English Learners, and Foster Youth, and Students with Disabilities. Funding will also support a variety of additional academic intervention and enrichment opportunities that help accelerate student understanding and engagement in learning.</p> <p>This action will increase the academic achievement in the areas of English Language Arts and Mathematics as evidenced by increases in i-Ready Diagnostic scores, higher levels of reading achievement based on phonemic awareness assessments, and increases in meeting or exceeding standards on the CAASPP assessments.</p>	\$281,308.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Multi-Tiered Systems of Support (MTSS)	<p>District data states that Low Income students, English Learners, Foster Youth, and Students with Disabilities have higher needs in the areas of academic, behavioral, and Social Emotional health as evidenced by state and local measures.</p> <p>In order to improve the quality and access to interventions and supports, the Multi-Tiered Systems of Support (MTSS) services for English Learners, low income and Foster Youth through a system of on-going analysis of student performance and progress will be improved. District teams will meet to review progress and create additional supports as needed. Professional Learning Communities (PLC) teams and teacher leaders will utilize the district Visible Learning Blueprint training and graphs to track the progress to improve outcomes for students. Specific time is allotted every Monday for teams to meet and plan.</p> <p>Teachers will be provided with support, resources, data systems, participation in instructional rounds, and grade-level collaboration time to participate in Professional Learning Communities to promote authentic and timely assessment and review of student progress and performance as a means to strengthen instruction, monitor performance gaps between student groups, and to identify students for academic and enrichment interventions, including students with disabilities.</p> <p>This action will increase and improve the support services provided for English Learners, Foster Youth, and Students with Disabilities in the areas of academics, behavioral, and Social Emotional health as evidenced by survey data and decreases in referrals for intervention, behavioral, and SEL among the stated student groups.</p>	\$162,000.00	Yes
1.4	High Quality Staff Professional Development and	<p>Gustine Unified School District is always working toward improvement. In order to continually improve the practices of educators, instructional aides, and administrators as well as improve the outcomes for students, the district and sites will provide ongoing opportunities for</p>	\$670,214.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instructional Coaching	<p>professional development and continue to recruit and retain high quality staff.</p> <p>GUSD will improve capacity and implement district initiatives through professional development and coaching. GUSD will establish a culture of excellence by providing teachers annual training and support in using research-based practices in delivering, differentiating, and continually improving standards-based instruction in their core content area(s) by promoting standards-based rigor, equity through culturally responsive and inclusive content and teaching practices, and social emotional learning. Professional development will also be provided in the Sciences of Reading, Hattie's Visible Learning, MTSS, PLCs, new teacher induction, new teacher mentoring, administrator coaching and training, Advanced Placement courses, as well as other professional development emphasizing low income, foster youth, Special Education, and English Learners.</p> <p>The expected outcomes will be changes to instruction and knowledge based on the provided professional development. This will be measured by collecting data during classroom walk throughs and surveys from staff and students.</p>		
1.5	Experiential Learning	<p>Eighty-five percent of the district's students are low-income and often do not have the opportunity to participate in experiential learning activities.</p> <p>In order to provide academic learning experiences for low income students, sites will provide experiential learning activities and events for students. These experiences will allow students to connect conceptual knowledge, apply skills, and reflect on the learning process. This funding will support academically focused field trips and learning events.</p> <p>The expected outcomes are to increase the number of students who are academically engaged and have the opportunities to participate in</p>	\$81,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	College and Career Readiness	<p>academic learning experiences and solidify classroom learning as measured by surveys regarding academic engagement.</p> <p>District and state data demonstrate that low-income students (85%), English Learners (34.4%), and Special Education (6.7%) students have lower rates of college and career preparedness than all students (41.5%).</p> <p>In order to enhance and expand students' opportunities in college and career readiness, staff and counselors will monitor and encourage the enrollment of student groups in Career Technical education courses, AVID, and increase dual/concurrent enrollment. Funding will be provided to cover fees and supplies associated with dual enrollment or work experience.</p> <p>Enhance and expand student opportunities to learn about College and Career Readiness and to experience innovative authentic learning through a broad course of study, including elective courses aligned to Career and Technical Education standards and Career Ready Practices, which support CCSS.</p> <p>Gustine High School will also participate in the Networked Improvement Communities for mathematics to improve the college acceptance rate of Latinx students to four year universities.</p> <p>Expected outcomes will include increased rates of college and career readiness among Low-income students, English learners, and Special Education students.</p>	\$344,000.00	Yes
1.7	Additional Student Supports	<p>Gustine Unified School district's Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local</p>	\$75,705.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>assessments. Based on local data, many students need additional time and support in the classroom and afterschool. Students also need access to literacy services and books. Parent surveys show an increased need for access to books for their students to continue to read at home.</p> <p>GUSD will provide instructional aides to support and extend the academic achievement and learning progress of unduplicated students. This will occur within the school day and after school as needed. Library Media Aides will be provided to provide additional literacy services and time for students to have access to a wide variety of books. Funds will also be provided to update library books and research supplies. Funding will also be provided for teachers to update and extend classroom libraries.</p> <p>The outcomes from this goal are to increase achievement and provide books for students to check out of library.</p>		
1.8	English Language Learner Supports	<p>Based on state and local data, 37% of English Learners are Long Term English Learners and 5% of English Learners were reclassified in 21-22. GUSD will increase services to English Learner students and reclassified students by expanding intervention support and programs. These programs will help in the language acquisition of English Learners because teachers will strategically use language targets during designated and integrated ELD. Lesson plans will be developed weekly and will include an area for English Learners to ensure language acquisition supports are present. Administrators will monitor the progress of English Learners by analyzing and collecting data from walk-throughs. In order to increase language acquisition, the English Learner Coalition team will meet monthly to review the progress of English Learners, research and develop language acquisition programs and classes, and provide suggestions for improving the supports provided to English Learners.</p>	\$84,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Academic Counseling	<p>Instructional aides will also work with Long Term English Learners to provide additional support as well as progress monitor to ensure all English learners continue to make progress.</p> <p>The district will also provide professional development in the latest research-based practices in designated and integrated English Language Development and support. Services will be improved by supporting teachers in the strategic use of student performance data for continuous improvement.</p> <p>This action is expected to decrease the number of long term English Learners, increase reclassification, and demonstrate progress on the ELPI.</p> <p>The California Dashboard and district data show a discrepancy between all students and English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment.</p> <p>School counselors will meet with unduplicated students to encourage completion of CTE pathways, monitor progress toward graduation and a-g readiness, and provide interventions and academic plans to ensure all students are prepared for college and career.</p> <p>This will be measured by increasing the number of English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment as measured by local data in the student information system of Aeries.</p>	\$299,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Technology Integration	<p>Many low income students do not have access to technology tools, internet, or the have the support to effectively use technology tools to access support in academic areas.</p> <p>This action will increase the integration of technology into classrooms. Students will be provided with Chromebooks and improved internet access as well as digital tools such as Google Apps for education and other digital supports necessary to improve access to core content areas and prepare for college and career. Each site will ensure common areas and classrooms are equipped with technology tools such as projectors, screens, speakers, and microphones. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.</p> <p>This action will be measured by survey data provided by classroom teachers and students which will indicate that technology use is increasing and students are benefitting from the integration of technology.</p>	\$146,000.00	Yes
1.11	Supplies for Unduplicated Students	<p>There are many low income students in the district who are not able to participate in learning experiences due to not having proper materials.</p> <p>In order to provide all students with a positive learning experience to be prepared for college and career, basic materials and supplies will be purchased to support the academic needs of low income, foster youth, and English Learners. This will ensure that unduplicated students have the necessary materials to fully participate in the academic program.</p> <p>This action will be measured by increased engagement in academic activities as measured by teacher surveys.</p>	\$39,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Classroom Environment	To increase a positive learning environment and create opportunities for collaboration, furniture will be purchased to provide flexible seating, collaboration tables, and equipment to work as a team. This action will provide space and furniture needed for increased collaboration and teamwork.	\$59,000.00	Yes
1.13	Transportation	Gustine Unified School District serves students in Gustine and Santa Nella which are approximately 10 miles apart. Low income students in rural areas and Santa Nella need transportation to get to school. GUSD will contract with an outside busing company to supplement the current number of bus drivers. This will ensure low income students are able to attend school regularly to continue academic progress and success. The busing company will also complete a route study to ensure that routes are efficient.	\$100,000.00	Yes
1.14	Professional Learning Communities	Gustine Unified School district has lower levels of achievement, lower a-g completion and college going rate for unduplicated students when compared to all students. In order to improve outcomes, all teachers in Gustine Unified School District participate in Professional Learning Communities (PLC) on a weekly basis. The district recognizes that there is a difference in achievement amongst unduplicated students and the PLC time is used to improve instruction for unduplicated pupils. Teachers analyze data specific to student groups and collaborate regarding the best instructional strategies to help English Learners, Low Income and foster youth achieve in schools. Teachers use the plan, do, study, act process to make SMART goals to ensure students are improving academically. In addition to weekly PLC time, teachers, administrators, coaches and counselors meet on a monthly basis for Multi-Tiered Systems of Support (MTSS), EL Coalition Team meetings, and Central Valley Networked Improvement Communities (CVNIC) to increase outcomes for low income, English Learners, and foster youth.		Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Reading and Writing Instruction and Intervention	<p>The goal of Gustine Unified School District has a goal for all students to be reading by the end of second grade. Over the past few years there has been a decrease in reading achievement at the elementary levels amongst the low income students. In order to combat this, the two elementary school sites are embarking on a two-year journey to train every TK-3 teacher in reading and every 4-5 teacher in writing. The programs we are using are highly effective with low income students. Teachers will participate in weekly meetings to complete and pass quizzes to ensure they have mastered the knowledge to effectively teach reading. As the teachers are learning the strategies, they will be implemented immediately to improve the quality of daily reading intervention programs.</p>		Yes
1.16	Math and ELA Class Size Reduction	<p>A review of state and local data indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students in grades 8 and 9. Unduplicated students would benefit significantly from lower class sizes because there are increased opportunities for individualized instruction to better meet the learning needs of FY, LI, and EL students. GUSD also has a high level of F's amongst unduplicated students especially in the areas of reading and math (approximately 40%). The sites are implementing new strategies in mathematics and ELA to increase achievement and provide small group collaboration and instruction in grades 8 and 9. Lowering class sizes will help accelerate learning by providing additional individualized instructional opportunities that contribute to increased student performance in Math and ELA.</p> <p>This action will be measured through monitoring of grades. There will be a decrease in D's and F's for unduplicated students. There will also be an increase in reading and math as measured by the i-Ready diagnostic.</p>	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Academic Celebrations and Incentives	<p>Provide incentives and awards to celebrate students for high achievement, academic improvement, and academic accomplishments such as the Seal of Biliteracy, reclassification, improvement in CAASPP, CAST, ELPAC and other measures.</p> <p>This action will be measured by increasing the number of students who are making progress and showing growth from year to year.</p>	\$36,500.00	Yes

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

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

Goal 1 focuses on student achievement. Most of the actions in Goal 1 were implemented during the 2022-23 school year. Action 1.13 Transportation was not implemented. The district worked with outside bussing companies to provide transportation for low income students in rural areas and Santa when bus routes were not available. Due to our geographic location the location and the number of drivers available the company was not able to provide the drivers that would have supplemented our drivers for routes. Action 1.12 Classroom Environment was also not implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences for the following actions under Goal 1 which assumed a variance of 10% or more:

Action 1: Curriculum and Instruction had a material difference due to not adopting and ELD curriculum for TK-6. The district schools piloted using federal funds instead of LCFF dollars.

Action 2: Academic Interventions and Enrichment had a material difference due to the implementation of LETRS. Less intervention materials purchased because the elementary sites were able to implement strategies and UFLI, which was less expensive than the planned intervention materials.

Action 3: MTSS had fewer expenditures than planned. The MTSS team did not utilize as many planning days as expected.

Action 4: High Quality Professional Development had material differences due to incorrectly budgeting for substitute teachers. Due to difficulty in finding subs, the professional development for MCOE only used subs about 50% of the time due to in class demos and observations.

Action 5: Experiential Learning had a large material difference because additional funds were received and those funds were utilized to provide experiential learning.

Action 6: College and Career Readiness had a material difference due to lower numbers of students taking dual enrollment classes.

Action 7: Additional Student Supports had a decrease in spending due to not purchasing books for classroom libraries.  
Action 8: English Language Learner Supports increased greatly due to additional support in designated ELD classes with the support of instructional aides.  
Action 10: Technology Integration--There were carryover Chromebooks from COVID purchases which resulted in less purchases for the 22-23 school year.  
Action 11: Supplies for Unduplicated Students--This action was reduced because students were once again able to share materials so fewer materials were needed.  
Action 12: Classroom Environment--This action was not implemented in the 2022-23 school year due to time restraint.  
Action 13: Transportation--This action was not utilized because the bussing companies could not find drivers for Gustine Unified.  
Action 16: Math and ELA Class Size had higher than budgeted spending due to the 10% raise that all certificated staff received.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions for Goal were effective in certain areas of achievement. The district made huge strides in reading instruction by training all TK-3 teachers in LETRS and using UFLI to supplement the core program. All 4-5 and PE teachers participated in writing instruction training and were able to immediately implement the strategies to improve student writing. With the integration of Building Thinking Classrooms in all math classrooms, engagement was increased. Actions 2, 3, and 4 were continued to be refined to incorporate data to monitor progress, track growth, and further improve academically. College and career readiness was supported in actions 5, 6, 7, and 9. Through CVNIC and the addition of Success 101 students were made aware of A-G readiness.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An additional action in goal 1 was added to recognize academic achievement and provide incentives for academic achievement and growth.

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



# Goals and Actions

## Goal

Goal #	Description
2	Positive School Climate and Culture GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

An explanation of why the LEA has developed this goal.

Gustine Unified School district will continue to focus on providing an inclusive and supportive learning environment in order to increase student success. After analyzing state and local data, the data shows that although suspensions decreased, before the school closures in March of 2020, the sites were on track to increase the suspension rate and Gustine Unified is "Red" on the California Dashboard. According to a local survey, it was identified that 63% of students feel safe or very safe in schools.

The actions in this goal include providing campus supervisors to be visible and make connections with students and maintain a safe environment. An additional counselor will join the counseling team to provide social-emotional and counseling services which have increased greatly in need. Support staff will work to create additional extra curricular activities to ensure students feel more connected and involved in the schools. PBIS will be improved in all school sites to ensure that students know and understand behavioral expectations and increase school safety. Facilities will continue to be updated and cleaned to increase cleanliness.

This goal will include a variety of activities to improve the FIT reports scores; increase positive responses to school safety and connected on local surveys from students, families, and staff; increase attendance rates and decrease chronic absenteeism; and decrease discipline referrals and suspension rates. The district will also conduct empathy interviews to gain a better student perspective in the school environment.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of Facilities in Good	98.91	97.21%	98.99%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Repair Increase FIT report by .5% (LCFF Priority 1)					
Increase Attendance Rates by .5% (LCFF Priority 5)	95.64 for all students	89.7%	91.5%		97.14%
Decrease chronic absenteeism by 2% (LCFF Priority 6)	11.4% for all students English Learners 10.1% Low Income 11.4% Special Education 13.2%	All 17.7% English Learners 21% Low Income 19.3% Special Education 23.5%	41.2% for all students English Learners 41.9% Low Income 42.1% Special Education 46.9%		5.4%
Decrease the number of suspensions by 10 (LCFF Priority 6)	120	116	94		less than 90
Decrease the number of expulsions by 1 (LCFF Priority 6)	2	13	0		0
Increase the percent of students, families, and staff who state that they agree or strongly agree that they feel school connectedness by 5% (LCFF Priority 6)	Students 78.3% Families 74% Staff 85%	Students 66% Families 76% Staff 85%	Students 67% Families 77% Staff 80%		Students 93.3% Families 89% Staff 100%
Increase the percent of students, families, and staff who feel that school is safe by 3% (LCFF Priority 6)	Students 83% Families 90.3% Staff 92.5%	Students 53% Families 94% Staff 84%	Students 49% Families 86% Staff 68%		Students 91% Families 99.3% Staff 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of students, families, and staff who believe schools are clean and well maintained by 3%. (LCFF Priority	Students 78%	Students 61%	Students 67%		Students 87%
	Families 93.3%	Families 92.7%	Families 90%		Families 100%
	Staff 90.1%	Staff 78%	Staff 64%		Staff 99.1%

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe Facilities	Gustine Unified School District is working to provide more opportunities for CTE pathways, reduce class sizes, and provide additional career training opportunities. In order to do this, the district will also begin the process of updating facilities at the old middle school to create additional classrooms, meeting rooms, CTE sites, etc. This will increase the number of students who are able to complete CTE pathways due to additional space and more opportunities of interest to students. The district will also continue to increase FIT percentages and ensure student and staff safety, GUSD will provide regular maintenance, repairs, and updates to school and district buildings and grounds. All district sites will ensure regular cleaning and sanitizing of high touch surfaces to maintain good health. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.	\$634,000.00	Yes
2.2	Support Services for Social Emotional and Mental Health	Low income students, English Learners, and Foster Youth do not have access to outside counseling and mental health services. There has been an increased need for services for students in these groups.  School counselors and psychologists will offer counseling and mental health services district-wide to help students resolve personal or	\$868,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>interpersonal problems among low income students, English Learners, and foster youth. They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Support services will include Social and Emotional Learning through programs, classroom presentations, small group, and individual sessions. The district will also add two mental health clinicians, Board Certified Behavior Analyst (BCBA), and BCBA Assistant to provide additional support. GUSD will also add digital software to identify instances where students may be at risk for social and emotional issues. This will help school staff proactively identify at-risk students and quickly facilitate a response.</p> <p>By expanding these services and supports for students the academics, behavior, and social emotional needs of identified groups will be improved as measured by surveys and referrals.</p>		
2.3	Health Services for Low income, Foster Youth, SPED	<p>Low income and foster students in the district do not have adequate access to health and dental services.</p> <p>In order to address this need the district will provide an equal level of health services at all sites in order to provide better care to students. The district will continue to support a full time school nurse in order to provide more comprehensive care to low income and foster youth as well to better serve all students. Health aides work with low-income and foster youth families to connect them with health services such as dental care, vision support, and other health needs. Students with special needs also have health needs that are monitored by the district nurse. Hygiene supplies will be stocked in each of the health aide offices to provide hygiene kits for unduplicated students.</p> <p>Upon enrollment, the district nurse will meet with each foster student and complete a health screening for vision, dental, and hearing.</p>	\$330,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Engagement, Enrichment, and Leadership	<p>The outcome of this action will be improved attendance based on decreased absences for basic health reasons and improved overall health of students.</p> <p>District data shows that low income students have fewer opportunities to participate in enrichment activities. Opportunities for engagement, enrichment, and leadership will be increased by providing funding for sites and stipends to coach, organize, and create additional student activities and provide necessary supplies and uniforms as needed. This action includes events and guest speakers in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Trips and incentives to support achievement, improvement, and good citizenship. Transportation will be provided so low income students have the opportunity to participate.</p> <p>The district and sites will continue to expand leadership opportunities for students to ensure student voice drives strategies and initiatives. A district student advisory committee will be established and sites will continue to support student leadership through ASB, student board, and other clubs on campus. Training for students and materials will be provided.</p> <p>The intended outcomes for this action will be increased membership and participation of low income students in leadership, clubs, and activities as measured by surveys and club rosters.</p>	\$65,548.00	Yes
2.5	School Safety	<p>School safety is a priority at each of the school sites. There is a need to provide proper materials, equipment, and signage to keep the campuses safe. There is also a need for additional supervision during passing periods and breaks where students congregate in common areas. These areas are where the sites see most disruptive behaviors based on referrals and suspensions.</p>	\$416,851.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Positive Behavior Intervention Supports (PBIS) and other behaviors supports	<p>Campus Supervisors, the School Resource Officer (SRO), Assistant Principals, and teachers on special assignment will work together to provide a safe school campus for students and staff as well as improve student conduct by being present, building healthy relationships, and monitoring the school campuses. The SRO will provide presentations in classrooms and at school assemblies to build a positive community and work together with students in a supportive, proactive way. A Teacher in Charge role will be assigned at each school site to maintain student safety in the absence of administrators.</p> <p>In order to maintain communication and safety, materials such as radios, equipment and supplies as well as additional services to ensure all school sites are secure and staff and students are safe.</p> <p>This action will be measured by increased outcomes on the student and staff survey regarding overall safety on campus, as well as a decrease in referrals and suspensions.</p> <p>Gustine Unified works to teach all students appropriate behaviors through the evidence-based three-tiered Positive Behavioral Interventions and Supports (PBIS) framework that uses data, systems, and strategies to improve student outcomes each day. Restorative practices and other behavioral supports will be implemented in all sites. GUSD will identify at-risk students to provide small group support through a student empowerment program. Supplies and materials will be purchased as incentives and rewards for following expected behaviors. The sites will improve data collection ways to track data and successful outcomes. This action will be measured by decreased referrals, suspensions, and expulsions. The student survey will also reflect an increase in the number of students stating that good behaviors are recognized and they feel safe at school.</p>	\$68,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Attendance	<p>Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. To address this need, Gustine Unified School District will continue to provide District Student Support Services coordinating district efforts to improve attendance. School sites will partner with outside agencies in focused efforts to reduce chronic absenteeism and increase attendance rates. Continue Attendance Review Board and develop strategies, supports, and incentives for students to ensure higher attendance rates and avoid chronic absenteeism. Improve upon the tiered re-engagement strategies through family partnerships and home visits to determine why the student is absent from school and create plans to re-engage in the school system.</p> <p>Data will be tracked to determine best practices and to monitor attendance trends.</p> <p>A Child Welfare and Attendance Administrator (CWA) will be added for the 2023-24 school year. This administrator will make home visits and provide support services to students in order to increase attendance. The goal is to improve attendance by more than one percent from the previous year.</p>	\$211,554.00	Yes
2.8	Nutritious and Healthful Meals	<p>The district has received feedback from all educational partners regarding the quality and healthfulness of student meals. Our unduplicated population does not have access to There are concerns that the prepackaged heat and serve meals are not providing the nutrition to ensure low-income students and English Learners have access to quality food that will enable them to be healthy and want to come to school. In order to provide more quality foods, the district will need to upgrade its facilities to include a cooking kitchen. This kitchen will provide freshly made meals. This will will provide proper nutrition and increase attendance for unduplicated students because students will know they have access to quality meals at school and feel better with proper nutrition. The district would create a committee of</p>	\$3,100,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		educational partners that provides feedback on the types of meals served and educates students with information for healthy living.		

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

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

Overall, Goal 2 was carried out according to plan. Action 8, Nutritious and Healthful Meals had some contractual and safety approvals, but the construction has not been started.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Safe Facilities had an increase in spending which was a result of additional projects needed to keep the facilities safe and clean for students.

Action 2: Support for Social Emotional and Mental Health had a decrease in spending due to federal dollars being utilized, but an increase in support with the addition of the mental health clinicians and BCBA.

Action 3: Health Services for Low Income, Foster Youth, SPED

Action 4: Engagement, Enrichment, Leadership

Action 5: School Safety

Action 6: PBIS had greater spending due to incentives for students who are showing positive behavior and all sites fully implementing PBIS.

Action 7: Attendance

Action 8: Nutritious and Healthful Meals--this action was not implemented in 2022-23 school year because plans and permits needed to be in place to complete the project.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in 2022-23. Chronic absenteeism was an issue due to the pandemic and the district addressed this with an improved SARB procedure which resulted in fewer students being chronically absent. We were also able to decrease expulsions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The changes will be to add a child welfare administrator (CWA). An assistant BCBA will also be hired to support with behaviors.

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

# Goals and Actions

## Goal

Goal #	Description
3	<p>Parent, Family, and Community Partnerships</p> <p>GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.</p>

An explanation of why the LEA has developed this goal.

Gustine Unified School District recognizes the importance on creating partnerships with parents, families, and the community. Based on survey responses, input from the District Advisory Committee, and other stakeholder input, the district will include parent capacity building activities to increase opportunities and build the capacity of our families. During stakeholder engagement, it was also noted that childcare needs to be provided so parents can fully engage in meetings. In order to reach more parents and increase engagement, community liaisons will not only provide translation and interpretation, but they will reach out to families to build connections and ensure they are aware of opportunities and school activities. The actions and metrics in this goal reflect input from families who specifically asked for trainings to increase capacity to be involved and support their children at home.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of parents reporting that they agree or strongly agree they opportunities to be part of decisions about the school through surveys and advisory groups by 3% (LCFF Priority 3)	78%	87%	N/A-Data will be collected in May		87%
Increase the % of attendance for advisory group parent	DELAC 87.5%	DELAC 100%	DELAC 100%		DELAC 93.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
members by 2% (DELAC, DAC, SSC, ELAC, Special Education Parent Meeting)	District Advisory Committee 81.25% ELAC 58.3% School Site Council 68.75% Special Education Parent Group- Create Baseline 21-22	Parent Advisory Committee 100% ELAC 57.7% School Site Council 65.5% Special Education Parent Group 0% (no meeting held)	District Advisory Committee (Data collected in May) ELAC (Data collected in May) School Site Council (Data Collected in May) Special Education Parent Group (Data collected in May)		District Advisory Committee 87.25% ELAC 64.3% School Site Council 74.75% Special Education Parent Group--Based on baseline
Increase the percent of parents of unduplicated students who attend a capacity building workshop linked to learning and/or social and emotional growth by 5%.	10%	10%	15%		25%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Capacity Building	Increase and improve opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to understand and be involved in district processes and school activities, advisory groups, and strategies to support learning at home. Promote parent leadership to ensure all families know the representatives to	\$73,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Engagement Opportunities	<p>the advisory groups to encourage active engagement in the school and district community. A monthly parent university will be held.</p> <p>This action will be measured by the number of parents attending capacity building workshops as well as greater participation and attendance at meetings of school site council, DELAC, ELAC, and district advisory committee.</p> <p>The district needs to increase and improve the number of engagement opportunities for families of unduplicated student groups.</p> <p>The district and school sites will plan and promote activities, programs, and showcase events to highlight and celebrate student and parent successes in order to build community and belonging to increase the participation of parents of English Learners, Foster Youth, and Low Income. These engagements will build greater understanding of the academic program, increase communication between school and home, as well as provide general opportunities for families to engage in the school community in a positive way.</p> <p>The outcome will be measured by attendance of the families of unduplicated pupils as well as the increased level of satisfaction of engagement opportunities among unduplicated families.</p>	\$21,500.00	Yes
3.3	Child Care for Parents to Engage	<p>Many low income families and families of English Learners do not participate in meetings due to child care responsibilities based on survey data.</p> <p>In order to increase access and the ability for parents of English Learners and Low income students to attend school meetings child care will be provided.</p>	\$7,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Family Partnerships	<p>The outcome will be measured by increased attendance by parents of English Learners and low income students.</p> <p>GUSD needs to increase the participation of families of Low Income students and English Learners as measured by attendance at school functions.</p> <p>In order to build family partnerships, each site will have a dedicated family bilingual liaison to reach out to families to build partnerships with families to increase engagement, convey school information, ensure all parent meetings are interpreted. The liaisons will build connections and ensure that the families are not only aware of events, but will also ensure that needs are met regarding participation such as interpretation and child care. The district will hire a Bilingual Outreach Coordinator to provide further outreach to families. There will be a parent room for families to go for training and resources.</p> <p>The outcome of this goals will be increased participation in school functions as measured through sign in sheets and increased participation as indicated in surveys from families and school staff.</p>	\$108,380.00	Yes
3.5	Structures for Communication	<p>According to survey data, many families are not aware of events, activities, and schedules. The district seeks to improve its communication with families.</p> <p>To promote ongoing and open communication among all stakeholders in English and Spanish that maintains a culture of respect, integrity and inclusion through site personnel, programs, an updated website, multiple forms of district/site communication, office/communication supplies, and document translation services. This will include a variety of tools including Parent Square, websites, email</p>	\$42,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communication, text messaging, postage, incorporating the use of apps, and traditional communication.</p> <p>The outcome of this action will be based on the number of families who report being aware of events, activities and meetings.</p>		

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

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

All actions were carried out with the exception of child care.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Parent Capacity Building had less spending because the partnership with Valley Onward provided paid for childcare and additional expenses.

Action 2: Engagement Opportunities had less spending due to fewer family engagements at the school sites.

Action 3: Child Care for Parents to Engage had much lower spending than planned. There were times when the district was not able to provide child care for certain meetings.

Action 4: Family Partnerships had an increase in spending due to more time spent to ensure families had translation services when needed.

Action 5: Structures for Communication had a slightly

An explanation of how effective the specific actions were in making progress toward the goal.

The actions and services with goal 3 were effective in most areas. For example we had a third round of PLTI with many parent graduates and a partnership with Valley Onward.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A change to the plan will be to hire a district biligual outreach in action 3.4.



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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,744,015	\$851,591

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.15%	17.07%	\$3,021,558.30	52.22%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Gustine Unified School District is using supplemental and concentration funds district-wide and principally directed towards the 83.3% of unduplicated students, which include low income, foster youth, and English Learners. Some of the specific actions to serve unduplicated students in the 2022-23 school year include:

Goal 1, Action 1 Curriculum and Instruction: The needs of Foster Students, English learners, and Low Income students are regularly reviewed and curriculum and instruction is updated to best meet the needs of unduplicated students. Professional development is also recommended based on the needs of unduplicated students.

Goal 1, Action 2 Academic Intervention and Enrichment: The needs of Foster Students, English Learners, and Low Income students are considered first in placement in these services. The district has noticed lower trends in achievement for these groups. Academic interventions will incorporate strategies for English Learners and also research based strategies in reading intervention that best serves students in poverty. Strategies incorporated from the Sciences of Reading will be implemented to ensure that students who are struggling with reading are supported.

Goal 1, Action 3 Multi-Tiered Systems of Support: Improved access to interventions for English Learners, Foster Youth, and Low Income students will be provided through MTSS. Teachers will utilize strategies and learn from each other and research on ways to best support student groups. Actionable data on each group will be monitored for progress.

Goal 1, Action 4 High Quality Staff Development: Staff development will emphasize strategies that work best for English Learners, Low

Income, and Foster Youth. Hands-on methods will be incorporated in the trainings to use with English Learners and Low Income Students. Goal 1, Action 5 Experiential Learning: This action was specifically included to build opportunities for academic learning for low income students. Low income students will have priority and be considered first in participation of experiential learning.

Goal 1, Action 6 College and Career Readiness: Low Income, English Learners, and Foster Youth have lower levels of college and career preparedness. This service will be an improved service in which staff will specifically monitor and encourage the enrollment of students in these groups to complete Career Technical Education Pathways, Enroll in AVID, and participate in dual enrollment. These student groups will have priority when registering for college and career readiness electives as well.

Goal 1, Action 7 Additional Staff Supports: The needs of Foster Youth, English Learners, and Low Income students will be considered first when providing additional supports for learning. These student groups have the greatest need to receive these additional services.

Instructional staff will also be trained specifically on strategies for English Learners and Low Income students.

Goal 1, Action 9 Academic Counseling: This is an improved service to provide low income, English Learners, and Foster Youth with specific guidance to become a-g ready, complete CTE pathways, and take dual enrollment courses. Counselors will monitor grades and follow up with teachers and students to ensure that students in these groups are prepared for college and career.

Goal 1, Action 10 Technology Integration: English Learners will be considered when integrating technology into the classroom, by providing opportunities for students to access tools which will support them academically and well as increase access to grade level curriculum. Low Income students were also considered first by ensuring that they were provided access to Chromebooks and internet services.

Goal 1, Action 11 Supplies for Unduplicated Students: In order for Low Income students to fully participate in the academic program, supplies will be purchased to provide the necessary materials regardless of finances.

Goal 1, Action 12 Classroom Environment: To increase the achievement of unduplicated students classrooms will be upgraded to provide better opportunities for collaboration, academic discourse, and the flexible seating needed to ensure unduplicated students are more engaged in learning.

Goal 1, Action 13 Transportation: The district finds that low-income students are unable to attend school due to lack of transportation. Given that the district spans across 10 miles, additional funds will ensure that all low income students will be provided transportation.

Goal 2, Action 1 Safe Facilities: Funds will be allocated to ensure that CTE pathway programs can be expanded by creating additional classrooms, CTE sites, and additional space. This will ensure unduplicated students have completed a CTE pathway to build college and career skills.

Goal 2, Action 2 Support Services Social Emotional and Mental Health: There was an increased need to provide social emotional and mental health services to students. Low Income families were in greater need of the school providing mental health services. When reviewing data nearly all supports were to Low Income and English Learners.

Goal 2, Action 3 Health Services for Low Income, Foster Youth, and SPED: Health services were provided to low income, Foster Youth, and Special Education students. The district nurse conducts health screenings which include vision, dental, and hearing for all Foster Youth who are newly enrolled in the district. The health aides and nurse provide routine checks on students who otherwise would not have access to health care and connect them with any needed services.

Goal 2, Action 4 Engagement, Enrichment, and Leadership: Based on district collected data, it was identified that low income students and English Learners have few opportunities to participate in enrichment activities. The school sites will provide experiences and opportunities with priority participation for the above mentioned groups. Sites will also build the capacity for more leadership opportunities for low income and English Learner students.

Goal 2, Action 5 School Safety: Safety will be improved by increasing the number of adults who are can build positive relationships with high

needs students and maintain the safe environment. Health and safety of students continues to be a priority. There was also an increased need in supplies and materials.

Goal 2, Action 6 Positive Behavior Interventions and Supports: Based on dashboard data, English Learners and Low Income students have higher rates of suspension. These groups will be focused on teaching positive behaviors and rewarding those positive behaviors to decrease suspension and improve the overall connectedness to school. The district continues to work toward decreasing suspensions and this action will help the sites continue to build their skills and capacity with PBIS.

Goal 2, Action 7 Attendance: Low Income, Foster Youth, and English Learners have the most opportunity for continued growth in attendance rates. School sites will work to build relationships with students and provide the added supports to increase attendance and lower chronic absenteeism for those student groups.

Goal 3, Action 1 Parent Capacity Building: The district recognizes that in order to improve outcomes for student achievement, we need families as our partners. The parents of English Learners, Foster Youth and Low Income students have specifically requested trainings to better support their students at home. This will provide greater opportunities for our high needs student groups to get academic support at home and in school. The district will also work with the parents of English Learners to ensure they know the requirements of reclassification.

Goal 3, Action 2 Engagement Opportunities: In order to engage low income, English Learners and Foster Youth families in the school environment, opportunities need to be provided for families to attend events to become invested in the school community.

Goal 3, Action 3 Child Care: Many low income families need to have child care provided in order to participate in school meetings and events. This action serves a purpose and remains a need for low income families to be able to participate in meetings.

Goal 3, Action 4 Family Partnerships: Bilingual Liaisons will work with families to build partnerships so that families will be more connected to the schools and be knowledgeable about upcoming events. Interpretation will be provided for families of English Learners to ensure they can fully participate in all school meetings and events.

Goal 3, Action 5 Structures for Communication: The district works to ensure all families are aware of engagement opportunities and trainings. The goal is to increase the number of English Learner, Foster Youth and low-income families who report they are aware of opportunities to participate in the education of their children.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In 2023-24 school year, Gustine Unified School District is projecting it will receive \$6,415,878 based on the enrollment of foster youth, English learner, and low-income students. Gustine Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. Within the LCAP, Gustine Unified School District plans to spend \$6,842,368 on actions to meet this requirement. The following actions that are in the LCAP will be improved to better serve high needs students for the 2023-24 school year, but do not have an additional cost:

\*Continued and increased support of teacher leaders at each site by grade level/content area to improve the progress for our student groups. Teacher leaders will be further trained on how to facilitate Professional Learning Communities and how to use data to inform instruction. The district teams continue to build capacity in the PLC process and gains have been made by students due to the teachers collaboration.

\*The Visible Learning Blueprint using Hattie's high effect size will be implemented to track the progress of high needs students. Teachers will monitor the achievement of unduplicated students and their progress on mastering the Critical Essential Standards. PLC's will analyze the results and determine next steps. The data will be discussed at the district MTSS meetings.

\*Instructional aides will be trained by our instructional coaches on reading strategies to better utilize their student support and provide additional and extended learning time

\*The district will increase and improve counseling services and continue implementation a positive behavior intervention support to address the academic, social, and emotional needs of the students. Counselors will also conduct student study team meetings for students who are not making academic progress or have behavioral needs. Counselors will meet with all unduplicated students to encourage enrollment Career Technical Education (CTE) courses and also ensure students are progressing toward college and career readiness.

\*Intervention programs will be improved to increase learning in reading and math and tier II learning time will be implemented to allow students to have additional learning time. Additional time will be provided after the school day at all school sites to ensure all students have access to additional supports. All TK-5 teachers will be trained in LETRS implementation which is a highly effective program for low income students.

\*PLC meetings will be facilitated by instructional team leaders and with help from instructional coaches, teams will use data and collaborate on how to use effective strategies. This collaboration will drive the intervention programs to create a systematic process for increasing student achievement. Teams will focus their data analysis around the unduplicated student groups of low income and English Learner.

\*Career Technical Education courses will be offered. A business pathway course will be added to the three agriculture pathways and the health pathway. This action is improved by adding additional courses and opportunities for students to complete a CTE Pathway. Unduplicated and students with an IEP are encouraged to complete CTE pathways through counseling recommendations.

\*English Language Learner Support: This action is only for English Learners and will support language acquisition for students learning English by improving strategies for language acquisition and providing professional development to better serve English Learners in integrated and designated ELD. Lesson plans will be developed weekly and will include an area for English Learners to ensure language acquisition supports are present. Administrators will monitor the progress of English Learners by analyzing and collecting data from walk-throughs. In order to increase language acquisition, the English Learner Coalition team will meet monthly to review the progress of English Learners, research and develop language acquisition programs and classes, and provide suggestions for improving the supports provided to English Learners. Intervention groups will be created to meet the language and academic needs of the students and move them toward reclassification. All designated ELD classes are be a-g approved, which will likely increase the number of English Learners who complete a-g requirements.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All of the schools in Gustine Unified School District are above 55% for unduplicated students. The district will use the additional concentration grant funding to increase the number of instructional aides to provide additional support in the classroom. Additional teachers were hired to provide smaller class sizes throughout the district. The additional supports will be provided to further support unduplicated students. This funding is utilized in Goal 1, Action 2, 4, 8.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	TK-5 1:30; 6-8 1:54; 9-12 1:84
Staff-to-student ratio of certificated staff providing direct services to students	N/A	TK-5 1:15.3; 6-8 1:15.5; 9-12 1:17.1

**2023-24 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,189,848.00				\$9,189,848.00	\$4,094,435.00	\$5,095,413.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum and Instruction	English Learners Foster Youth Low Income	\$513,000.00				\$513,000.00
1	1.2	Academic Intervention and Enrichment	English Learners Foster Youth Low Income	\$281,308.00				\$281,308.00
1	1.3	Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	\$162,000.00				\$162,000.00
1	1.4	High Quality Staff Professional Development and Instructional Coaching	English Learners Foster Youth Low Income	\$670,214.00				\$670,214.00
1	1.5	Experiential Learning	Low Income	\$81,100.00				\$81,100.00
1	1.6	College and Career Readiness	English Learners Low Income	\$344,000.00				\$344,000.00
1	1.7	Additional Student Supports	English Learners Foster Youth Low Income	\$75,705.00				\$75,705.00
1	1.8	English Language Learner Supports	English Learners	\$84,800.00				\$84,800.00
1	1.9	Academic Counseling	English Learners Foster Youth Low Income	\$299,000.00				\$299,000.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Technology Integration	Low Income	\$146,000.00				\$146,000.00
1	1.11	Supplies for Unduplicated Students	English Learners Foster Youth Low Income	\$39,500.00				\$39,500.00
1	1.12	Classroom Environment	English Learners Foster Youth Low Income	\$59,000.00				\$59,000.00
1	1.13	Transportation	Low Income	\$100,000.00				\$100,000.00
1	1.14	Professional Learning Communities	English Learners Foster Youth Low Income					
1	1.15	Reading and Writing Instruction and Intervention	English Learners Foster Youth Low Income					
1	1.16	Math and ELA Class Size Reduction	English Learners Foster Youth Low Income	\$350,000.00				\$350,000.00
1	1.17	Academic Celebrations and Incentives	English Learners Foster Youth Low Income	\$36,500.00				\$36,500.00
2	2.1	Safe Facilities	English Learners Foster Youth Low Income	\$634,000.00				\$634,000.00
2	2.2	Support Services for Social Emotional and Mental Health	English Learners Foster Youth Low Income	\$868,688.00				\$868,688.00
2	2.3	Health Services for Low income, Foster Youth, SPED	Foster Youth Low Income	\$330,000.00				\$330,000.00
2	2.4	Engagement, Enrichment, and Leadership	Low Income	\$65,548.00				\$65,548.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	School Safety	English Learners Foster Youth Low Income	\$416,851.00				\$416,851.00
2	2.6	Positive Behavior Intervention Supports (PBIS) and other behaviors supports	English Learners Foster Youth Low Income	\$68,000.00				\$68,000.00
2	2.7	Attendance	English Learners Foster Youth Low Income	\$211,554.00				\$211,554.00
2	2.8	Nutritious and Healthful Meals	English Learners Foster Youth Low Income	\$3,100,000.00				\$3,100,000.00
3	3.1	Parent Capacity Building	English Learners Foster Youth Low Income	\$73,200.00				\$73,200.00
3	3.2	Engagement Opportunities	English Learners Foster Youth Low Income	\$21,500.00				\$21,500.00
3	3.3	Child Care for Parents to Engage	English Learners Low Income	\$7,900.00				\$7,900.00
3	3.4	Family Partnerships	English Learners Low Income	\$108,380.00				\$108,380.00
3	3.5	Structures for Communication	English Learners Foster Youth Low Income	\$42,100.00				\$42,100.00

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$16,342,135	\$5,744,015	35.15%	17.07%	52.22%	\$9,189,848.00	3.00%	59.23 %	<b>Total:</b>	\$9,189,848.00
								<b>LEA-wide Total:</b>	\$8,456,048.00
								<b>Limited Total:</b>	\$84,800.00
								<b>Schoolwide Total:</b>	\$649,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$513,000.00	
1	1.2	Academic Intervention and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,308.00	
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,000.00	
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$670,214.00	
1	1.5	Experiential Learning	Yes	LEA-wide	Low Income	All Schools	\$81,100.00	
1	1.6	College and Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools	\$344,000.00	
1	1.7	Additional Student Supports	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$75,705.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	English Language Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$84,800.00	
1	1.9	Academic Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gustine High School	\$299,000.00	
1	1.10	Technology Integration	Yes	LEA-wide	Low Income	All Schools	\$146,000.00	
1	1.11	Supplies for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,500.00	
1	1.12	Classroom Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,000.00	
1	1.13	Transportation	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	
1	1.14	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		1.0
1	1.15	Reading and Writing Instruction and Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gustine Elementary and Romero Elementary School		2.0
1	1.16	Math and ELA Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gustine High School and Gustine Middle School Grade 8 and Grade 9	\$350,000.00	
1	1.17	Academic Celebrations and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,500.00	
2	2.1	Safe Facilities	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$634,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Support Services for Social Emotional and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$868,688.00	
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$330,000.00	
2	2.4	Engagement, Enrichment, and Leadership	Yes	LEA-wide	Low Income	All Schools	\$65,548.00	
2	2.5	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$416,851.00	
2	2.6	Positive Behavior Intervention Supports (PBIS) and other behaviors supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,000.00	
2	2.7	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$211,554.00	
2	2.8	Nutritious and Healthful Meals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,100,000.00	
3	3.1	Parent Capacity Building	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,200.00	
3	3.2	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,500.00	
3	3.3	Child Care for Parents to Engage	Yes	LEA-wide	English Learners Low Income	All Schools	\$7,900.00	
3	3.4	Family Partnerships	Yes	LEA-wide	English Learners Low Income	All Schools	\$108,380.00	
3	3.5	Structures for Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,100.00	

**2022-23 Annual Update Table**

<b>Totals</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Total Estimated Expenditures (Total Funds)</b>
<b>Totals</b>	<b>\$7,337,368.00</b>	<b>\$4,862,951.00</b>

<b>Last Year's Goal #</b>	<b>Last Year's Action #</b>	<b>Prior Action/Service Title</b>	<b>Contributed to Increased or Improved Services?</b>	<b>Last Year's Planned Expenditures (Total Funds)</b>	<b>Estimated Actual Expenditures (Input Total Funds)</b>
1	1.1	Curriculum and Instruction	Yes	\$339,200.00	\$259,970.00
1	1.2	Academic Intervention and Enrichment	Yes	\$289,080.00	\$332,240.00
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	\$128,000.00	\$104,665.00
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	\$756,000.00	\$545,068.00
1	1.5	Experiential Learning	Yes	\$256,500.00	\$21,257.00
1	1.6	College and Career Readiness	Yes	\$376,100.00	\$292,359.00
1	1.7	Additional Student Supports	Yes	\$125,000.00	\$84,458.00
1	1.8	English Language Learner Supports	Yes	\$75,000.00	\$125,062.00
1	1.9	Academic Counseling	Yes	\$290,000.00	\$294,805.00
1	1.10	Technology Integration	Yes	\$190,000.00	\$88,024.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Supplies for Unduplicated Students	Yes	\$62,957.00	\$11,871.00
1	1.12	Classroom Environment	Yes	\$145,000.00	\$680.00
1	1.13	Transportation	Yes	\$300,000.00	\$0.00
1	1.14	Professional Learning Communities	Yes		\$0.00
1	1.15	Reading and Writing Instruction and Intervention	Yes		\$0.00
1	1.16	Math and ELA Class Size Reduction	Yes	\$230,000.00	\$268,047.00
2	2.1	Safe Facilities	Yes	\$570,000.00	\$605,317.00
2	2.2	Support Services for Social Emotional and Mental Health	Yes	\$968,920.00	\$547,214
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	\$463,000.00	\$318,847.00
2	2.4	Engagement, Enrichment, and Leadership	Yes	\$59,500.00	\$95,867.00
2	2.5	School Safety	Yes	\$650,839.00	\$593,224.00
2	2.6	Positive Behavior Intervention Supports (PBIS) and other behaviors supports	Yes	\$102,000.00	\$127,022.00
2	2.7	Attendance	Yes	\$53,550.00	\$19,548.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Nutritious and Healthful Meals	Yes	\$750,000.00	\$0.00
3	3.1	Parent Capacity Building	Yes	\$74,000.00	\$65,621.00
3	3.2	Engagement Opportunities	Yes	\$23,500.00	\$11,485.00
3	3.3	Child Care for Parents to Engage	Yes	\$5,402.00	\$300.00
3	3.4	Family Partnerships	Yes	\$17,200.00	\$23,480.00
3	3.5	Structures for Communication	Yes	\$36,620.00	\$26,520.00

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$6,415,878.00	\$6,842,368.00	\$4,573,171.00	\$2,269,197.00	3.00%	3.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum and Instruction	Yes	\$339,200.00	\$259,970.00		
1	1.2	Academic Intervention and Enrichment	Yes	\$289,080.00	\$332,240.00		
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	\$128,000.00	\$104,665.00		
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	\$756,000.00	\$341,068.00		
1	1.5	Experiential Learning	Yes	\$256,500.00	\$21,257.00		
1	1.6	College and Career Readiness	Yes	\$376,100.00	\$292,359.00		
1	1.7	Additional Student Supports	Yes	\$125,000.00	\$84,458.00		
1	1.8	English Language Learner Supports	Yes	\$75,000.00	\$125,062.00		
1	1.9	Academic Counseling	Yes	\$290,000.00	\$294,805.00		
1	1.10	Technology Integration	Yes	\$190,000.00	\$88,024.00		
1	1.11	Supplies for Unduplicated Students	Yes	\$62,957.00	\$11,871.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Classroom Environment	Yes	\$145,000.00	\$680.00		
1	1.13	Transportation	Yes	\$300,000.00	\$0.00		
1	1.14	Professional Learning Communities	Yes			1.0	1.0
1	1.15	Reading and Writing Instruction and Intervention	Yes			2.0	2.0
1	1.16	Math and ELA Class Size Reduction	Yes	\$230,000.00	\$268,047.00		
2	2.1	Safe Facilities	Yes	\$570,000.00	\$605,317.00		
2	2.2	Support Services for Social Emotional and Mental Health	Yes	\$508,920.00	\$547,214.00		
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	\$428,000.00	\$318,847.00		
2	2.4	Engagement, Enrichment, and Leadership	Yes	\$59,500.00	\$95,867.00		
2	2.5	School Safety	Yes	\$650,839.00	\$593,224.00		
2	2.6	Positive Behavior Intervention Supports (PBIS) and other behaviors supports	Yes	\$102,000.00	\$127,022.00		
2	2.7	Attendance	Yes	\$53,550.00	\$19,548.00		
2	2.8	Nutritious and Healthful Meals	Yes	\$750,000.00	\$0.00		
3	3.1	Parent Capacity Building	Yes	\$74,000.00	\$3,621.00		
3	3.2	Engagement Opportunities	Yes	\$23,500.00	\$11,485.00		
3	3.3	Child Care for Parents to Engage	Yes	\$5,402.00	\$0.00		
3	3.4	Family Partnerships	Yes	\$17,200.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Structures for Communication	Yes	\$36,620.00	\$26,520.00		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
17,700,470	\$6,415,878.00	9.66%	45.91%	\$4,573,171.00	3.00%	28.84%	\$3,021,558.30	17.07%

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose



A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## Focus Goal(s)

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Broad Goal

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

# GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 14, 2023

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**AGENDA ITEM TITLE:** 2023-2024 Budget Adoption, Public Hearing

**AGENDA SECTION:** Action/Public Hearing

**PRESENTED BY:** Mehdi Rizvi, Chief Business Officer

**RECOMMENDATIONS:**

It is recommended that the Board of Trustees hold a public hearing to obtain community input regarding the 2023-2024 Budget Adoption.

**SUMMARY:**

The District Governing Board of Trustees must certify in writing that the 2023-2024 budget was developed using state-adopted Criteria and Standards and that it includes the expenditures necessary to implement the Local Control Accountability Plan (LCAP) effective for the budget year. The budget must be filed and adopted subsequent to a public hearing by the Board, pursuant to Ed Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district must comply with the requirements of paragraph (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127. The Adopted Budget Reserve Disclosure, attached in the presentation, complies with this requirement.

**FISCAL IMPACT:** Total 2023-2024 Budget

**BUDGET CATEGORY:** All Budget Categories

NOTICE

PUBLIC HEARING  
WEDNESDAY, JUNE 14, 2023  
GUSTINE UNIFIED SCHOOL DISTRICT  
1500 MEREDITH AVENUE  
GUSTINE, CALIFORNIA 95322

The Gustine Unified School District Board of Trustees will conduct a public hearing at 7:00 p.m. in the Board Room at 1500 Meredith Avenue, Gustine, California, to obtain community input regarding the following:

1. 2023-2024 Budget Adoption

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	24,357,899.00	0.00	24,357,899.00	25,362,080.00	0.00	25,362,080.00	4.1%
2) Federal Revenue		8100-8299	500.00	4,030,185.92	4,030,685.92	0.00	5,982,782.42	5,982,782.42	48.4%
3) Other State Revenue		8300-8599	638,586.00	5,454,860.23	6,093,446.23	353,233.18	2,713,521.90	3,066,755.08	-49.7%
4) Other Local Revenue		8600-8799	277,365.00	413,131.77	690,496.77	439,513.68	227,852.15	667,365.83	-3.3%
5) TOTAL, REVENUES			25,274,350.00	9,898,177.92	35,172,527.92	26,154,826.86	8,924,156.47	35,078,983.33	-0.3%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	8,977,846.82	3,105,755.93	12,083,602.75	9,637,927.79	2,514,792.88	12,152,720.67	0.6%
2) Classified Salaries		2000-2999	2,571,823.39	1,496,796.12	4,068,619.51	2,709,812.06	1,305,206.92	4,015,018.98	-1.3%
3) Employee Benefits		3000-3999	4,309,662.33	2,466,522.53	6,776,184.86	4,464,566.95	2,539,059.63	7,003,626.58	3.4%
4) Books and Supplies		4000-4999	847,892.00	832,532.21	1,680,424.21	860,788.34	1,522,838.12	2,383,626.46	41.8%
5) Services and Other Operating Expenditures		5000-5999	2,243,700.00	1,806,509.76	4,050,209.76	3,654,756.73	856,239.12	4,510,995.85	11.4%
6) Capital Outlay		6000-6999	300,000.00	291,889.60	591,889.60	213,403.12	2,915,235.42	3,128,638.54	428.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	995,061.00	304,616.00	1,299,677.00	606,567.68	329,997.70	936,565.38	-27.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(201,190.00)	201,190.00	0.00	(24,720.82)	24,720.82	0.00	0.0%
9) TOTAL, EXPENDITURES			20,044,795.54	10,505,812.15	30,550,607.69	22,123,101.85	12,008,090.61	34,131,192.46	11.7%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			5,229,554.46	(607,634.23)	4,621,920.23	4,031,725.01	(3,083,934.14)	947,790.87	-79.5%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	314,773.11	0.00	314,773.11	New
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,903,005.43)	2,903,005.43	0.00	(3,244,880.23)	3,244,880.24	.01	New
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,903,005.43)	2,903,005.43	0.00	(3,559,653.34)	3,244,880.24	(314,773.10)	New
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,326,549.03	2,295,371.20	4,621,920.23	472,071.67	160,946.10	633,017.77	-86.3%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	11,731,303.19	2,449,291.81	14,180,595.00	13,461,815.69	4,853,367.44	18,315,183.13	29.2%
b) Audit Adjustments		9793	(596,036.53)	108,704.43	(487,332.10)	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			11,135,266.66	2,557,996.24	13,693,262.90	13,461,815.69	4,853,367.44	18,315,183.13	33.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,135,266.66	2,557,996.24	13,693,262.90	13,461,815.69	4,853,367.44	18,315,183.13	33.8%
2) Ending Balance, June 30 (E + F1e)			13,461,815.69	4,853,367.44	18,315,183.13	13,933,887.36	5,014,313.54	18,948,200.90	3.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,853,367.45	4,853,367.45	0.00	5,014,314.78	5,014,314.78	3.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	12,302,123.39	0.00	12,302,123.39	New
Board recommended 12%	0000	9780			0.00	4,133,515.88		4,133,515.88	
Support for programs initiated with stimulus funds	0000	9780			0.00	8,163,607.51		8,163,607.51	
Revolving cash	0000	9780			0.00	5,000.00		5,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	1,033,378.97	0.00	1,033,378.97	New
Unassigned/Unappropriated Amount		9790	13,456,815.69	(.01)	13,456,815.68	593,385.00	(1.24)	593,383.76	-95.6%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	15,828,699.92	3,549,392.97	19,378,092.89				
1) Fair Value Adjustment to Cash in County Treasury		9111	(371,131.40)	0.00	(371,131.40)				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	5,000.00	0.00	5,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	99,105.43	99,105.43				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			15,462,568.52	3,648,498.40	19,111,066.92				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	513,490.91	51,958.72	565,449.63				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	99,783.91	0.00	99,783.91				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	.74	.74				
6) TOTAL, LIABILITIES			613,274.82	51,959.46	665,234.28				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			14,849,293.70	3,596,538.94	18,445,832.64				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	14,325,219.00	0.00	14,325,219.00	15,362,085.00	0.00	15,362,085.00	7.2%
Education Protection Account State Aid - Current Year		8012	4,699,721.00	0.00	4,699,721.00	5,523,547.00	0.00	5,523,547.00	17.5%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	4,476,448.00	0.00	4,476,448.00	0.00	0.00	0.00	-100.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	856,511.00	0.00	856,511.00	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	4,476,448.00	0.00	4,476,448.00	New
Subtotal, LCFF Sources			24,357,899.00	0.00	24,357,899.00	25,362,080.00	0.00	25,362,080.00	4.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			24,357,899.00	0.00	24,357,899.00	25,362,080.00	0.00	25,362,080.00	4.1%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	307,672.00	307,672.00	0.00	287,078.00	287,078.00	-6.7%
Special Education Discretionary Grants		8182	0.00	9,078.00	9,078.00	0.00	0.00	0.00	-100.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		708,349.00	708,349.00		611,899.92	611,899.92	-13.6%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		127,901.09	127,901.09		125,343.00	125,343.00	-2.0%
Title III, Part A, Immigrant Student Program	4201	8290		12,355.00	12,355.00		3,789.00	3,789.00	-69.3%
Title III, Part A, English Learner Program	4203	8290		96,240.00	96,240.00		49,365.00	49,365.00	-48.7%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		71,553.67	71,553.67		71,553.00	71,553.00	0.0%
Career and Technical Education	3500-3599	8290		18,661.00	18,661.00		25,521.74	25,521.74	36.8%
All Other Federal Revenue	All Other	8290	500.00	2,678,376.16	2,678,876.16	0.00	4,808,232.76	4,808,232.76	79.5%
<b>TOTAL, FEDERAL REVENUE</b>			<b>500.00</b>	<b>4,030,185.92</b>	<b>4,030,685.92</b>	<b>0.00</b>	<b>5,982,782.42</b>	<b>5,982,782.42</b>	<b>48.4%</b>
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		748,782.00	748,782.00		748,782.00	748,782.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	72,275.00	0.00	72,275.00	79,798.80	0.00	79,798.80	10.4%
Lottery - Unrestricted and Instructional Materials		8560	272,882.00	108,818.00	381,700.00	271,234.63	108,818.00	380,052.63	-0.4%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		134,793.52	134,793.52		265,550.90	265,550.90	97.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	293,429.00	4,462,466.71	4,755,895.71	2,199.75	1,590,371.00	1,592,570.75	-66.5%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>638,586.00</b>	<b>5,454,860.23</b>	<b>6,093,446.23</b>	<b>353,233.18</b>	<b>2,713,521.90</b>	<b>3,066,755.08</b>	<b>-49.7%</b>

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	6,000.00	0.00	6,000.00	0.00	0.00	0.00	-100.0%
Interest		8660	101,478.00	0.00	101,478.00	234,717.99	0.00	234,717.99	131.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	3,136.00	3,136.00	0.00	0.00	0.00	-100.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	169,887.00	409,995.77	579,882.77	204,795.69	227,852.15	432,647.84	-25.4%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			277,365.00	413,131.77	690,496.77	439,513.68	227,852.15	667,365.83	-3.3%
TOTAL, REVENUES			25,274,350.00	9,898,177.92	35,172,527.92	26,154,826.86	8,924,156.47	35,078,983.33	-0.3%
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	6,537,415.20	2,304,633.94	8,842,049.14	7,410,740.76	2,075,363.15	9,486,103.91	7.3%
Certificated Pupil Support Salaries		1200	904,409.00	716,731.99	1,621,140.99	762,321.00	341,473.65	1,103,794.65	-31.9%
Certificated Supervisors' and Administrators' Salaries		1300	1,535,022.62	84,390.00	1,619,412.62	1,464,866.03	97,956.08	1,562,822.11	-3.5%
Other Certificated Salaries		1900	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			8,977,846.82	3,105,755.93	12,083,602.75	9,637,927.79	2,514,792.88	12,152,720.67	0.6%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	246,450.11	495,314.27	741,764.38	226,442.86	652,940.33	879,383.19	18.6%
Classified Support Salaries		2200	966,608.75	836,827.85	1,803,436.60	1,258,949.88	526,942.21	1,785,892.09	-1.0%
Classified Supervisors' and Administrators' Salaries		2300	247,703.00	80,683.00	328,386.00	274,982.40	97,661.55	372,643.95	13.5%
Clerical, Technical and Office Salaries		2400	817,973.17	83,971.00	901,944.17	800,189.56	27,662.83	827,852.39	-8.2%
Other Classified Salaries		2900	293,088.36	0.00	293,088.36	149,247.36	0.00	149,247.36	-49.1%
TOTAL, CLASSIFIED SALARIES			2,571,823.39	1,496,796.12	4,068,619.51	2,709,812.06	1,305,206.92	4,015,018.98	-1.3%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	1,701,346.00	1,668,906.28	3,370,252.28	1,736,256.81	1,522,345.68	3,258,602.49	-3.3%
PERS		3201-3202	490,468.33	240,866.75	731,335.08	655,718.22	341,701.76	997,419.98	36.4%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OASDI/Medicare/Alternative Health and Welfare Benefits		3301-3302	361,467.00	129,495.22	490,962.22	332,094.93	135,485.62	467,580.55	-4.8%
Unemployment Insurance		3401-3402	1,449,841.00	363,160.49	1,813,001.49	1,420,889.47	483,363.50	1,904,252.97	5.0%
Workers' Compensation		3501-3502	79,937.00	20,368.35	100,305.35	59,927.46	19,916.27	79,843.73	-20.4%
OPEB, Allocated		3601-3602	143,603.00	43,725.44	187,328.44	109,087.48	36,246.80	145,334.28	-22.4%
OPEB, Active Employees		3701-3702	82,000.00	0.00	82,000.00	150,592.58	0.00	150,592.58	83.6%
Other Employee Benefits		3751-3752	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>4,309,662.33</b>	<b>2,466,522.53</b>	<b>6,776,184.86</b>	<b>4,464,566.95</b>	<b>2,539,059.63</b>	<b>7,003,626.58</b>	<b>3.4%</b>
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	117,621.00	221,671.00	339,292.00	44,142.34	412,653.02	456,795.36	34.6%
Books and Other Reference Materials		4200	7,000.00	319.00	7,319.00	8,978.85	4,629.40	13,608.25	85.9%
Materials and Supplies		4300	521,236.00	558,733.21	1,079,969.21	682,610.19	837,521.18	1,520,131.37	40.8%
Noncapitalized Equipment		4400	202,035.00	51,809.00	253,844.00	125,056.96	268,034.52	393,091.48	54.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>847,892.00</b>	<b>832,532.21</b>	<b>1,680,424.21</b>	<b>860,788.34</b>	<b>1,522,838.12</b>	<b>2,383,626.46</b>	<b>41.8%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	164,619.00	87,303.00	251,922.00	249,114.48	136,821.94	385,936.42	53.2%
Dues and Memberships		5300	41,327.00	1,537.00	42,864.00	45,126.56	0.00	45,126.56	5.3%
Insurance		5400 - 5450	246,778.00	0.00	246,778.00	291,087.30	0.00	291,087.30	18.0%
Operations and Housekeeping Services		5500	558,113.00	40,000.00	598,113.00	953,966.17	38,285.30	992,251.47	65.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	174,183.00	141,115.00	315,298.00	384,326.20	130,118.46	514,444.66	63.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	919,199.00	1,461,554.76	2,380,753.76	1,509,567.35	551,013.42	2,060,580.77	-13.4%
Communications		5900	139,481.00	75,000.00	214,481.00	221,568.67	0.00	221,568.67	3.3%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,243,700.00</b>	<b>1,806,509.76</b>	<b>4,050,209.76</b>	<b>3,654,756.73</b>	<b>856,239.12</b>	<b>4,510,995.85</b>	<b>11.4%</b>
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	15,000.00	15,000.00	30,225.30	0.00	30,225.30	101.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment		6400	300,000.00	200,889.60	500,889.60	183,177.82	2,915,235.42	3,098,413.24	518.6%
Equipment Replacement		6500	0.00	76,000.00	76,000.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>300,000.00</b>	<b>291,889.60</b>	<b>591,889.60</b>	<b>213,403.12</b>	<b>2,915,235.42</b>	<b>3,128,638.54</b>	<b>428.6%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	220,000.00	304,616.00	524,616.00	239,801.10	329,997.70	569,798.80	8.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	325,008.00	0.00	325,008.00	5,980.52	0.00	5,980.52	-98.2%
Other Debt Service - Principal		7439	450,053.00	0.00	450,053.00	360,786.06	0.00	360,786.06	-19.8%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>995,061.00</b>	<b>304,616.00</b>	<b>1,299,677.00</b>	<b>606,567.68</b>	<b>329,997.70</b>	<b>936,565.38</b>	<b>-27.9%</b>

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(201,190.00)	201,190.00	0.00	(24,720.82)	24,720.82	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			(201,190.00)	201,190.00	0.00	(24,720.82)	24,720.82	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			20,044,795.54	10,505,812.15	30,550,607.69	22,123,101.85	12,008,090.61	34,131,192.46	11.7%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	314,773.11	0.00	314,773.11	New
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	314,773.11	0.00	314,773.11	New
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(2,903,005.43)	2,903,005.43	0.00	(3,244,880.23)	3,244,880.24	.01	New
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,903,005.43)	2,903,005.43	0.00	(3,244,880.23)	3,244,880.24	.01	New
<b>TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)</b>			(2,903,005.43)	2,903,005.43	0.00	(3,559,653.34)	3,244,880.24	(314,773.10)	New

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	24,357,899.00	0.00	24,357,899.00	25,362,080.00	0.00	25,362,080.00	4.1%
2) Federal Revenue		8100-8299	500.00	4,030,185.92	4,030,685.92	0.00	5,982,782.42	5,982,782.42	48.4%
3) Other State Revenue		8300-8599	638,586.00	5,454,860.23	6,093,446.23	353,233.18	2,713,521.90	3,066,755.08	-49.7%
4) Other Local Revenue		8600-8799	277,365.00	413,131.77	690,496.77	439,513.68	227,852.15	667,365.83	-3.3%
5) TOTAL, REVENUES			25,274,350.00	9,898,177.92	35,172,527.92	26,154,826.86	8,924,156.47	35,078,983.33	-0.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		10,227,235.21	6,336,175.36	16,563,410.57	11,668,377.48	6,108,809.24	17,777,186.72	7.3%
2) Instruction - Related Services	2000-2999		2,856,001.68	369,867.30	3,225,868.98	2,488,886.28	235,325.52	2,724,211.80	-15.6%
3) Pupil Services	3000-3999		2,351,518.79	2,127,345.89	4,478,864.68	2,173,167.49	1,363,357.47	3,536,524.96	-21.0%
4) Ancillary Services	4000-4999		115,074.00	5,342.00	120,416.00	109,965.27	36,683.20	146,648.47	21.8%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,645,998.94	333,360.00	1,979,358.94	2,162,309.97	128,055.66	2,290,365.63	15.7%
8) Plant Services	8000-8999		1,853,905.92	1,029,105.60	2,883,011.52	2,913,827.68	3,805,861.82	6,719,689.50	133.1%
9) Other Outgo	9000-9999	Except 7600-7699	995,061.00	304,616.00	1,299,677.00	606,567.68	329,997.70	936,565.38	-27.9%
10) TOTAL, EXPENDITURES			20,044,795.54	10,505,812.15	30,550,607.69	22,123,101.85	12,008,090.61	34,131,192.46	11.7%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			5,229,554.46	(607,634.23)	4,621,920.23	4,031,725.01	(3,083,934.14)	947,790.87	-79.5%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	314,773.11	0.00	314,773.11	New
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,903,005.43)	2,903,005.43	0.00	(3,244,880.23)	3,244,880.24	.01	New
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,903,005.43)	2,903,005.43	0.00	(3,559,653.34)	3,244,880.24	(314,773.10)	New
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,326,549.03	2,295,371.20	4,621,920.23	472,071.67	160,946.10	633,017.77	-86.3%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	11,731,303.19	2,449,291.81	14,180,595.00	13,461,815.69	4,853,367.44	18,315,183.13	29.2%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	(596,036.53)	108,704.43	(487,332.10)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			11,135,266.66	2,557,996.24	13,693,262.90	13,461,815.69	4,853,367.44	18,315,183.13	33.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,135,266.66	2,557,996.24	13,693,262.90	13,461,815.69	4,853,367.44	18,315,183.13	33.8%
2) Ending Balance, June 30 (E + F1e)			13,461,815.69	4,853,367.44	18,315,183.13	13,933,887.36	5,014,313.54	18,948,200.90	3.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,853,367.45	4,853,367.45	0.00	5,014,314.78	5,014,314.78	3.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	12,302,123.39	0.00	12,302,123.39	New
Board recommended 12%	0000	9780			0.00	4,133,515.88		4,133,515.88	
Support for programs initiated with stimulus funds	0000	9780			0.00	8,163,607.51		8,163,607.51	
Revolving cash	0000	9780			0.00	5,000.00		5,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	1,033,378.97	0.00	1,033,378.97	New
Unassigned/Unappropriated Amount		9790	13,456,815.69	(.01)	13,456,815.68	593,385.00	(1.24)	593,383.76	-95.6%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	223,938.23	223,938.23
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	12,329.94	0.00
3210	Elementary and Secondary School Emergency Relief (ESSER) Fund	108,704.43	108,704.43
3214	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	140,904.40	0.00
3215	Governor's Emergency Education Relief Fund: Learning Loss Mitigation	76,965.00	0.00
3218	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs	33,401.00	0.00
6053	Child Dev : Universal Prekindergarten (UPK) Planning and Implementation Grant Program - Universal Prekindergarten Planning Grants	123,216.00	0.00
6266	Educator Effectiveness, FY 2021-22	300,000.00	300,000.00
6300	Lottery : Instructional Materials	451,872.07	122,406.76
6387	Career Technical Education Incentive Grant Program	94,731.52	0.00
6500	Special Education	87,018.00	835,800.00
6546	Mental Health-Related Services	64,175.93	64,175.93
6547	Special Education Early Intervention Preschool Grant	220,806.00	220,806.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	497,925.00	795,538.00
7010	Agricultural Career Technical Education Incentive	45,410.71	0.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	83,403.00	83,403.00
7029	Child Nutrition: Food Service Staff Training Funds	17,408.00	17,408.00
7311	Classified School Employee Professional Development Block Grant	14,556.02	14,556.02
7413	A-G Learning Loss Mitigation Grant	75,000.00	75,000.00
7415	Classified School Employee Summer Assistance Program	47,212.00	94,424.00
7425	Expanded Learning Opportunities (ELO) Grant	197,138.94	197,138.94
7435	Learning Recovery Emergency Block Grant	1,482,037.00	1,482,037.00
7810	Other Restricted State	15,698.00	15,698.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	363,280.47	363,280.47
9010	Other Restricted Local	76,235.79	0.00
Total, Restricted Balance		4,853,367.45	5,014,314.78

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,255.00	7,473.59	19.5%
3) Other State Revenue		8300-8599	202,767.20	0.00	-100.0%
4) Other Local Revenue		8600-8799	125,108.48	34,769.41	-72.2%
5) TOTAL, REVENUES			334,130.68	42,243.00	-87.4%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	183,060.20	140,088.91	-23.5%
2) Classified Salaries		2000-2999	18,341.00	11,609.33	-36.7%
3) Employee Benefits		3000-3999	28,690.30	30,616.42	6.7%
4) Books and Supplies		4000-4999	60,674.00	47,831.34	-21.2%
5) Services and Other Operating Expenditures		5000-5999	7,582.96	16,424.25	116.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			298,348.46	246,570.25	-17.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			35,782.22	(204,327.25)	-671.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	314,773.11	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	314,773.11	New
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			35,782.22	110,445.86	208.7%
<b>F. FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	121,439.77	156,399.99	28.8%
b) Audit Adjustments		9793	(822.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			120,617.77	156,399.99	29.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			120,617.77	156,399.99	29.7%
2) Ending Balance, June 30 (E + F1e)			156,399.99	266,845.85	70.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	131,753.79	30,575.90	-76.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	236,269.95	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	24,646.20	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	42,127.08		
1) Fair Value Adjustment to Cash in County Treasury		9111	(769.98)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
f) Investments		9150	0.00		
2) Accounts Receivable		9200	14,000.00		
3) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Other Funds		9310	99,783.91		
d) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			155,141.01		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	505.57		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			505.57		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			154,635.44		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	6,255.00	7,473.59	19.5%
TOTAL, FEDERAL REVENUE			6,255.00	7,473.59	19.5%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	202,767.20	0.00	-100.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			202,767.20	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	985.66	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	125,108.48	33,783.75	-73.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			125,108.48	34,769.41	-72.2%
<b>TOTAL, REVENUES</b>			334,130.68	42,243.00	-87.4%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	20,822.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	162,238.20	140,088.91	-13.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CERTIFICATED SALARIES			183,060.20	140,088.91	-23.5%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	18,341.00	11,609.33	-36.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			18,341.00	11,609.33	-36.7%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	23,188.66	25,977.81	12.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	2,654.70	2,563.53	-3.4%
Health and Welfare Benefits		3401-3402	1,209.28	0.00	-100.0%
Unemployment Insurance		3501-3502	161.28	735.89	356.3%
Workers' Compensation		3601-3602	1,476.38	1,339.19	-9.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			28,690.30	30,616.42	6.7%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	33,604.00	18,895.28	-43.8%
Materials and Supplies		4300	12,270.00	1,768.59	-85.6%
Noncapitalized Equipment		4400	14,800.00	27,167.47	83.6%
TOTAL, BOOKS AND SUPPLIES			60,674.00	47,831.34	-21.2%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	7,369.00	21.00	-99.7%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	213.96	5,705.00	2,566.4%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	10,698.25	New
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			7,582.96	16,424.25	116.6%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>298,348.46</b>	<b>246,570.25</b>	<b>-17.4%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	314,773.11	New
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>314,773.11</b>	<b>New</b>
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>0.00</b>	<b>314,773.11</b>	<b>New</b>

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,255.00	7,473.59	19.5%
3) Other State Revenue		8300-8599	202,767.20	0.00	-100.0%
4) Other Local Revenue		8600-8799	125,108.48	34,769.41	-72.2%
5) TOTAL, REVENUES			334,130.68	42,243.00	-87.4%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		89,907.77	45,284.56	-49.6%
2) Instruction - Related Services	2000-2999		189,071.80	188,665.37	-0.2%
3) Pupil Services	3000-3999		19,368.89	12,620.32	-34.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			298,348.46	246,570.25	-17.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			35,782.22	(204,327.25)	-671.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	314,773.11	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	314,773.11	New
<b>NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			35,782.22	110,445.86	208.7%
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	121,439.77	156,399.99	28.8%
b) Audit Adjustments		9793	(822.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			120,617.77	156,399.99	29.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			120,617.77	156,399.99	29.7%
2) Ending Balance, June 30 (E + F1e)			156,399.99	266,845.85	70.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	131,753.79	30,575.90	-76.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	236,269.95	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	24,646.20	0.00	-100.0%

Source	Description	2022-23 Estimated Actuals	2023-24 Budget
6391	Adult Education Program	131,753.79	30,575.90
Total, Restricted Balance		131,753.79	30,575.90

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,200,495.11	1,210,773.00	0.9%
3) Other State Revenue		8300-8599	288,648.00	280,795.00	-2.7%
4) Other Local Revenue		8600-8799	7,965.57	8,785.17	10.3%
5) TOTAL, REVENUES			1,497,108.68	1,500,353.17	0.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	386,289.36	372,132.99	-3.7%
3) Employee Benefits		3000-3999	159,913.51	170,378.50	6.5%
4) Books and Supplies		4000-4999	627,190.68	760,021.91	21.2%
5) Services and Other Operating Expenditures		5000-5999	220,801.00	181,331.31	-17.9%
6) Capital Outlay		6000-6999	39,551.73	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,433,746.28	1,483,864.71	3.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			63,362.40	16,488.46	-74.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			63,362.40	16,488.46	-74.0%
<b>F. FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	767,163.16	817,844.56	6.6%
b) Audit Adjustments		9793	(12,681.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			754,482.16	817,844.56	8.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			754,482.16	817,844.56	8.4%
2) Ending Balance, June 30 (E + F1e)			817,844.56	834,333.02	2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	200.00	0.00	+100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	678,271.99	697,213.21	2.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	139,372.57	137,119.81	-1.6%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	788,354.58		
1) Fair Value Adjustment to Cash in County Treasury		9111	(12,825.98)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	200.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
Investments		9150	0.00		
3) Accounts Receivable		9200	853.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Other Funds		9310	0.00		
a) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			776,581.60		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	(4,441.22)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			(4,441.22)		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			781,022.82		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	1,199,085.13	1,210,773.00	1.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	1,409.98	0.00	-100.0%
TOTAL, FEDERAL REVENUE			1,200,495.11	1,210,773.00	0.9%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	288,648.00	280,795.00	-2.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			288,648.00	280,795.00	-2.7%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	7,965.57	8,785.17	10.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,965.57	8,785.17	10.3%
TOTAL, REVENUES			1,497,108.68	1,500,353.17	0.2%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	386,289.36	372,132.99	-3.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			386,289.36	372,132.99	-3.7%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	58,226.00	73,249.18	25.8%
MSDI/Medicare/Alternative		3301-3302	29,772.43	29,459.51	-1.1%
Health and Welfare Benefits		3401-3402	63,257.00	62,128.58	-1.8%
Unemployment Insurance		3501-3502	4,210.34	1,965.14	-53.3%
Workers' Compensation		3601-3602	4,447.74	3,576.09	-19.6%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
PEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			159,913.51	170,378.50	6.5%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	64,386.23	130,278.78	102.3%
Noncapitalized Equipment		4400	4,000.00	20,883.27	422.1%
Food		4700	558,804.45	608,859.86	9.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			627,190.68	760,021.91	21.2%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	200.00	0.00	-100.0%
Dues and Memberships		5300	27,380.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	17,877.00	26,134.29	46.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	175,344.00	155,197.02	-11.5%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			220,801.00	181,331.31	-17.9%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	39,551.73	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			39,551.73	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			1,433,746.28	1,483,864.71	3.5%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8960	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,200,495.11	1,210,773.00	0.9%
3) Other State Revenue		8300-8599	288,648.00	280,795.00	-2.7%
4) Other Local Revenue		8600-8799	7,965.57	8,785.17	10.3%
5) TOTAL, REVENUES			1,497,108.68	1,500,353.17	0.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,395,604.53	1,483,864.71	6.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		38,141.75	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,433,746.28	1,483,864.71	3.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			63,362.40	16,488.46	-74.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			63,362.40	16,488.46	-74.0%
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	767,163.16	817,844.56	6.6%
b) Audit Adjustments		9793	(12,681.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			754,482.16	817,844.56	8.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			754,482.16	817,844.56	8.4%
2) Ending Balance, June 30 (E + F1e)			817,844.56	834,333.02	2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	200.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	678,271.99	697,213.21	2.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	139,372.57	137,119.81	-1.6%

Source	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	375,350.23	515,711.91
5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	25,000.00	25,000.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	229,614.63	153,438.30
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	45,244.13	0.00
5810	Other Restricted Federal	3,063.00	3,063.00
Total, Restricted Balance		678,271.99	697,213.21

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	250,409.66	111.02	-100.0%
5) TOTAL, REVENUES			250,409.66	111.02	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	37,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	69,121.66	9,975.00	-85.6%
6) Capital Outlay		6000-6999	144,288.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			250,409.66	9,975.00	-96.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	(9,863.98)	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(9,863.98)	New
<b>F. FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,598.86	10,161.86	-4.1%
b) Audit Adjustments		9793	(437.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			10,161.86	10,161.86	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,161.86	10,161.86	0.0%
2) Ending Balance, June 30 (E + F1e)			10,161.86	297.88	-97.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	297.88	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	10,161.86	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	4,182.56		
1) Fair Value Adjustment to Cash in County Treasury		9111	(302.96)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			3,879.60		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			3,879.60		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	250,409.66	111.02	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			250,409.66	111.02	-100.0%
TOTAL, REVENUES			250,409.66	111.02	-100.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	37,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			37,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	69,121.66	9,975.00	-85.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			69,121.66	9,975.00	-85.6%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	71,720.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	72,568.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			144,288.00	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			250,409.66	9,975.00	-96.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>FINANCING SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	250,409.66	111.02	-100.0%
5) TOTAL, REVENUES			250,409.66	111.02	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		250,409.66	9,975.00	-96.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			250,409.66	9,975.00	-96.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			0.00	(9,863.98)	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(9,863.98)	New
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,598.86	10,161.86	-4.1%
b) Audit Adjustments		9793	(437.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			10,161.86	10,161.86	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,161.86	10,161.86	0.0%
2) Ending Balance, June 30 (E + F1e)			10,161.86	297.88	-97.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	297.88	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	10,161.86	0.00	-100.0%

Source	Description	2022-23 Estimated Actuals	2023-24 Budget
Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	.02	New
5) TOTAL, REVENUES			0.00	.02	New
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	.02	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	.02	New
<b>F. FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1.38	1.38	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1.38	1.38	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1.38	1.38	0.0%
2) Ending Balance, June 30 (E + F1e)			1.38	1.40	1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	1.40	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1.38	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1.40		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Other Funds		9310	0.00		
-) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1.40		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			1.40		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	.02	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	.02	New
TOTAL, REVENUES			0.00	.02	New
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	.02	New
5) TOTAL, REVENUES			0.00	.02	New
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			0.00	.02	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	.02	New
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1.38	1.38	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1.38	1.38	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1.38	1.38	0.0%
2) Ending Balance, June 30 (E + F1e)			1.38	1.40	1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	1.40	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1.38	0.00	-100.0%

Source	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	110,287.70	0.00	-100.0%
6) Capital Outlay		6000-6999	753,674.85	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			863,962.55	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(863,962.55)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(863,962.55)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	989,490.27	88,619.72	-91.0%
b) Audit Adjustments		9793	(36,908.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			952,582.27	88,619.72	-90.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			952,582.27	88,619.72	-90.7%
2) Ending Balance, June 30 (E + F1e)			88,619.72	88,619.72	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	88,619.72	88,619.72	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	112,612.49		
1) Fair Value Adjustment to Cash in County Treasury		9111	(28,621.58)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
3) Accounts Receivable					
		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Grantor Government		9290	0.00		
Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			83,990.91		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			83,990.91		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	110,287.70	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			110,287.70	0.00	-100.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	734,827.71	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	18,847.14	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			753,674.85	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			863,962.55	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		863,962.55	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			863,962.55	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(863,962.55)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(863,962.55)	0.00	-100.0%
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	989,490.27	88,619.72	-91.0%
b) Audit Adjustments		9793	(36,908.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			952,582.27	88,619.72	-90.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			952,582.27	88,619.72	-90.7%
2) Ending Balance, June 30 (E + F1e)			88,619.72	88,619.72	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	88,619.72	88,619.72	0.0%



Source	Description	2022-23 Estimated Actuals	2023-24 Budget
01, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	24,000.00	6,650.72	-72.3%
5) TOTAL, REVENUES			24,000.00	6,650.72	-72.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,000.00	33,408.84	138.6%
6) Capital Outlay		6000-6999	10,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			24,000.00	33,408.84	39.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	(26,758.12)	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(26,758.12)	New
<b>FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	435,381.91	422,770.91	-2.9%
b) Audit Adjustments		9793	(12,611.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			422,770.91	422,770.91	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			422,770.91	422,770.91	0.0%
2) Ending Balance, June 30 (E + F1e)			422,770.91	396,012.79	-6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	114,211.22	120,861.94	5.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	275,150.85	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	308,559.69	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	429,124.80		
1) Fair Value Adjustment to Cash in County Treasury		9111	(12,611.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	267.87		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Grantor Government		9290	0.00		
Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			416,781.67		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			416,781.67		
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	4,000.00	6,650.72	66.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	20,000.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			24,000.00	6,650.72	-72.3%
TOTAL, REVENUES			24,000.00	6,650.72	-72.3%
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	14,000.00	33,408.84	138.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,000.00	33,408.84	138.6%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	10,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			10,000.00	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			<b>24,000.00</b>	<b>33,408.84</b>	<b>39.2%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>EVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	24,000.00	6,650.72	-72.3%
5) TOTAL, REVENUES			24,000.00	6,650.72	-72.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		24,000.00	33,408.84	39.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			24,000.00	33,408.84	39.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			0.00	(26,758.12)	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			0.00	(26,758.12)	New
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	435,381.91	422,770.91	-2.9%
b) Audit Adjustments		9793	(12,611.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			422,770.91	422,770.91	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			422,770.91	422,770.91	0.0%
2) Ending Balance, June 30 (E + F1e)			422,770.91	396,012.79	-6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	114,211.22	120,861.94	5.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	275,150.85	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	308,559.69	0.00	-100.0%

Source	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	114,211.22	120,861.94
Total, Restricted Balance		114,211.22	120,861.94

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,057,483.98	0.00	-100.0%
4) Other Local Revenue		8600-8799	20,000.00	29,344.23	46.7%
5) TOTAL, REVENUES			3,077,483.98	29,344.23	-99.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	89,544.00	New
6) Capital Outlay		6000-6999	2,594,117.98	164,753.09	-93.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,594,117.98	254,297.09	-90.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			483,366.00	(224,952.86)	-146.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			483,366.00	(224,952.86)	-146.5%
<b>FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,073,399.59	1,525,700.59	42.1%
b) Audit Adjustments		9793	(31,065.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,042,334.59	1,525,700.59	46.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,042,334.59	1,525,700.59	46.4%
2) Ending Balance, June 30 (E + F1e)			1,525,700.59	1,300,747.73	-14.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,513,984.00	1,476,829.83	-2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	11,716.59	(176,082.10)	-1,602.8%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	439,006.68		
1) Fair Value Adjustment to Cash in County Treasury		9111	(31,030.44)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Grantor Government		9290	0.00		
3) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			407,976.24		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			407,976.24		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	3,057,483.98	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,057,483.98	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	20,000.00	29,344.23	46.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,000.00	29,344.23	46.7%
TOTAL, REVENUES			3,077,483.98	29,344.23	-99.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	89,544.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	89,544.00	New
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	2,594,117.98	164,753.09	-93.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,594,117.98	164,753.09	-93.6%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,594,117.98	254,297.09	-90.2%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(d) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,057,483.98	0.00	-100.0%
4) Other Local Revenue		8600-8799	20,000.00	29,344.23	46.7%
5) TOTAL, REVENUES			3,077,483.98	29,344.23	-99.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,594,117.98	254,297.09	-90.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,594,117.98	254,297.09	-90.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			483,366.00	(224,952.86)	-146.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			483,366.00	(224,952.86)	-146.5%
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,073,399.59	1,525,700.59	42.1%
b) Audit Adjustments		9793	(31,065.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,042,334.59	1,525,700.59	46.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,042,334.59	1,525,700.59	46.4%
2) Ending Balance, June 30 (E + F1e)			1,525,700.59	1,300,747.73	-14.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,513,984.00	1,476,829.83	-2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	11,716.59	(176,082.10)	-1,602.8%

Source	Description	2022-23 Estimated Actuals	2023-24 Budget
110	State School Facilities Projects	1,513,984.00	1,476,829.83
Total, Restricted Balance		1,513,984.00	1,476,829.83

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,704.96	4,974.75	83.9%
5) TOTAL, REVENUES			2,704.96	4,974.75	83.9%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	51,585.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499		0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			51,585.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(48,880.04)	4,974.75	-110.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(48,880.04)	4,974.75	-110.2%
<b>F. FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	321,570.05	261,373.01	-18.7%
b) Audit Adjustments		9793	(11,317.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			310,253.05	261,373.01	-15.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			310,253.05	261,373.01	-15.8%
2) Ending Balance, June 30 (E + F1e)			261,373.01	266,347.76	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,861.49	9,836.24	102.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	256,511.52	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	256,511.52	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	324,227.13		
1) Fair Value Adjustment to Cash in County Treasury		9111	(9,236.22)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Grantor Government		9290	0.00		
Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			314,990.91		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			314,990.91		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,704.96	4,974.75	83.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,704.96	4,974.75	83.9%
TOTAL, REVENUES			2,704.96	4,974.75	83.9%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
PEB, Allocated		3701-3702	0.00	0.00	0.0%
PEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	51,585.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			51,585.00	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			51,585.00	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,704.96	4,974.75	83.9%
5) TOTAL, REVENUES			2,704.96	4,974.75	83.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		51,585.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			51,585.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(48,880.04)	4,974.75	-110.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>F. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(48,880.04)	4,974.75	-110.2%
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	321,570.05	261,373.01	-18.7%
b) Audit Adjustments		9793	(11,317.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			310,253.05	261,373.01	-15.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			310,253.05	261,373.01	-15.8%
2) Ending Balance, June 30 (E + F1e)			261,373.01	266,347.76	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,861.49	9,836.24	102.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	256,511.52	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	256,511.52	0.00	-100.0%

source	Description	2022-23 Estimated Actuals	2023-24 Budget
0010	Other Restricted Local	4,861.49	9,836.24
Total, Restricted Balance		4,861.49	9,836.24

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	617,825.41	New
5) TOTAL, REVENUES			0.00	617,825.41	New
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	617,825.41	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	617,825.41	New
<b>FUND BALANCE, RESERVES</b>					
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	397,135.21	383,298.21	-3.5%
b) Audit Adjustments		9793	(13,837.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			383,298.21	383,298.21	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			383,298.21	383,298.21	0.0%
2) Ending Balance, June 30 (E + F1e)			383,298.21	1,001,123.62	161.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	1,001,123.62	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	383,298.21	0.00	-100.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	983,113.71		
1) Fair Value Adjustment to Cash in County Treasury		9111	(11,410.34)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Due from Grantor Government		9290	0.00		
, Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			971,703.37		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			971,703.37		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	567,881.63	New
Unsecured Roll		8612	0.00	38,323.70	New
Prior Years' Taxes		8613	0.00	390.48	New
Supplemental Taxes		8614	0.00	8,045.54	New
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	3,184.06	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	617,825.41	New
TOTAL, REVENUES			0.00	617,825.41	New
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>					
			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	617,825.41	New
5) TOTAL, REVENUES			0.00	617,825.41	New
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			0.00	617,825.41	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			0.00	617,825.41	New
<b>FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	397,135.21	383,298.21	-3.5%
b) Audit Adjustments		9793	(13,837.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			383,298.21	383,298.21	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			383,298.21	383,298.21	0.0%
2) Ending Balance, June 30 (E + F1e)			383,298.21	1,001,123.62	161.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	1,001,123.62	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	383,298.21	0.00	-100.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
j, Restricted Balance		0.00	0.00



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).  
Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	1,595.50	
<b>District's ADA Standard Percentage Level:</b>	<b>1.0%</b>	

**1A. Calculating the District's ADA Variances**

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
<b>Third Prior Year (2020-21)</b>				
District Regular		1,729		
Charter School				
<b>Total ADA</b>	<b>0</b>	<b>1,729</b>	<b>0.0%</b>	<b>Met</b>
<b>Second Prior Year (2021-22)</b>				
District Regular		1,753		
Charter School				
<b>Total ADA</b>	<b>0</b>	<b>1,753</b>	<b>0.0%</b>	<b>Met</b>
<b>Prior Year (2022-23)</b>				
District Regular		1,588		
Charter School		0		
<b>Total ADA</b>	<b>0</b>	<b>1,588</b>	<b>0.0%</b>	<b>Met</b>
<b>Budget Year (2023-24)</b>				
District Regular	1,596			
Charter School	0			
<b>Total ADA</b>	<b>1,596</b>			

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**Comparison of District ADA to the Standard**

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

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

**Explanation:**  
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:**  
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

**2A. Calculating the District's Enrollment Variances**

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
<b>Third Prior Year (2020-21)</b>				
District Regular		1,765		
Charter School				
<b>Total Enrollment</b>	<b>0</b>	<b>1,765</b>	<b>0.0%</b>	<b>Met</b>
<b>Second Prior Year (2021-22)</b>				
District Regular		1,753		
Charter School				
<b>Total Enrollment</b>	<b>0</b>	<b>1,753</b>	<b>0.0%</b>	<b>Met</b>
<b>Prior Year (2022-23)</b>				
District Regular				
Charter School				
<b>Total Enrollment</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>
<b>Budget Year (2023-24)</b>				
District Regular				
Charter School				
<b>Total Enrollment</b>	<b>0</b>			

**2B. Comparison of District Enrollment to the Standard**

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

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:  
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	1,729	1,765	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>1,729</b>	<b>1,765</b>	<b>97.9%</b>
Second Prior Year (2021-22)			
District Regular	1,583	1,753	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>1,583</b>	<b>1,753</b>	<b>90.3%</b>
First Prior Year (2022-23)			
District Regular	1,588		
Charter School			
<b>Total ADA/Enrollment</b>	<b>1,588</b>	<b>0</b>	<b>0.0%</b>
Historical Average Ratio:			62.7%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>63.2%</b>

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	1,596			
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>1,596</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>
1st Subsequent Year (2024-25)				
District Regular				
Charter School				
<b>Total ADA/Enrollment</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>
2nd Subsequent Year (2025-26)				
District Regular				
Charter School				
<b>Total ADA/Enrollment</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>

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

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

4. **CRITERION: LCFF Revenue**

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)<sup>1</sup> and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA<sup>1</sup> and its economic recovery target payment, plus or minus one percent.

<sup>1</sup> Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

**4A. District's LCFF Revenue Standard**

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

**4A1. Calculating the District's LCFF Revenue Standard**

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

**Projected LCFF Revenue**

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	1,608.56	1,616.54	1,632.49	1,648.61
b. Prior Year ADA (Funded)		1,608.56	1,616.54	1,632.49
c. Difference (Step 1a minus Step 1b)		7.98	15.95	16.12
d. Percent Change Due to Population (Step 1c divided by Step 1b)		.50%	.99%	.99%
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
<b>Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)</b>				
		.50%	.99%	.99%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>		<b>-0.50% to 1.50%</b>	<b>-0.01% to 1.99%</b>	<b>-0.01% to 1.99%</b>

**4A2. Alternate LCFF Revenue Standard - Basic Aid**

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	5,332,959.00	4,476,448.00		
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		N/A	N/A	N/A

**4A3. Alternate LCFF Revenue Standard - Necessary Small School**

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	N/A	N/A	N/A

**4B. Calculating the District's Projected Change in LCFF Revenue**

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	24,357,899.00	25,362,080.00	25,636,140.00	26,735,921.00
District's Projected Change in LCFF Revenue:		4.12%	1.08%	4.29%
<b>LCFF Revenue Standard</b>		<b>-0.50% to 1.50%</b>	<b>-0.01% to 1.99%</b>	<b>-0.01% to 1.99%</b>
<b>Status:</b>		Not Met	Not Met	Not Met

**4C. Comparison of District LCFF Revenue to the Standard**

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

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

**Explanation:**  
(required if NOT met)

Higher LCFF revenues due to higher than normal COLA

5. **CRITERION: Salaries and Benefits**

**STANDARD:** Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2020-21)	12,724,204.52	15,909,539.19
Second Prior Year (2021-22)	14,064,173.25	17,539,775.57	80.2%
First Prior Year (2022-23)	15,859,332.54	20,044,795.54	79.1%
	Historical Average Ratio:		79.8%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>76.8% to 82.8%</b>	<b>76.8% to 82.8%</b>	<b>76.8% to 82.8%</b>

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2023-24)	16,812,306.80	22,123,101.85	76.0%
1st Subsequent Year (2024-25)	17,845,818.85	23,035,075.85	77.5%	Met
2nd Subsequent Year (2025-26)	18,707,908.85	23,778,508.85	78.7%	Met

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

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

- 1a. **STANDARD NOT MET** - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

**Explanation:**  
(required if NOT met)

Stimulus funds used mainly on activities other than salaries resulting these variances

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	.50%	.99%	.99%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-9.50% to 10.50%	-9.01% to 10.99%	-9.01% to 10.99%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.50% to 5.50%	-4.01% to 5.99%	-4.01% to 5.99%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2022-23)	4,030,685.92		
Budget Year (2023-24)	5,982,782.42	48.43%	Yes
1st Subsequent Year (2024-25)	1,489,294.00	(75.11%)	Yes
2nd Subsequent Year (2025-26)	1,256,833.00	(15.61%)	Yes

Explanation:  
(required if Yes) Stimulus funds are decreasing each year

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2022-23)	6,093,446.23		
Budget Year (2023-24)	3,066,755.08	(49.67%)	Yes
1st Subsequent Year (2024-25)	2,664,078.00	(13.13%)	Yes
2nd Subsequent Year (2025-26)	2,500,864.00	(6.13%)	Yes

Explanation:  
(required if Yes) Stimulus funds are decreasing each year

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2022-23)	690,496.77		
Budget Year (2023-24)	667,365.83	(3.35%)	No
1st Subsequent Year (2024-25)	689,341.00	3.29%	No
2nd Subsequent Year (2025-26)	698,571.00	1.34%	No

Explanation:  
(required if Yes)



**Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)**

First Prior Year (2022-23)	1,680,424.21		
Budget Year (2023-24)	2,383,626.46	41.85%	Yes
1st Subsequent Year (2024-25)	2,332,378.00	(2.15%)	No
2nd Subsequent Year (2025-26)	2,205,492.00	(5.44%)	Yes

**Explanation:**  
(required if Yes) Books and supplies related to stimulus funds are decreasing each year

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)**

First Prior Year (2022-23)	4,050,209.76		
Budget Year (2023-24)	4,510,995.85	11.38%	Yes
1st Subsequent Year (2024-25)	4,414,009.00	(2.15%)	No
2nd Subsequent Year (2025-26)	4,275,960.00	(3.13%)	No

**Explanation:**  
(required if Yes) Services and supplies related to stimulus funds are decreasing each year

**6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

**Total Federal, Other State, and Other Local Revenue (Criterion 6B)**

First Prior Year (2022-23)	10,814,628.92		
Budget Year (2023-24)	9,716,903.33	(10.15%)	Not Met
1st Subsequent Year (2024-25)	4,842,713.00	(50.16%)	Not Met
2nd Subsequent Year (2025-26)	4,456,268.00	(7.98%)	Met

**Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)**

First Prior Year (2022-23)	5,730,633.97		
Budget Year (2023-24)	6,894,622.31	20.31%	Not Met
1st Subsequent Year (2024-25)	6,746,387.00	(2.15%)	Met
2nd Subsequent Year (2025-26)	6,481,452.00	(3.93%)	Met

**6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Federal Revenue  
(linked from 6B  
if NOT met)

Stimulus funds are decreasing each year

**Explanation:**  
Other State Revenue  
(linked from 6B  
if NOT met)

Stimulus funds are decreasing each year

**Explanation:**  
Other Local Revenue  
(linked from 6B  
if NOT met)

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**

Books and Supplies

(linked from 6B

if NOT met)

Books and supplies related to stimulus funds are decreasing each yaer

**Explanation:**

Services and Other Exps

(linked from 6B

if NOT met)

Services and supplies related to stimulus funds are decreasing each year

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

28,453,445.41
---------------

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required  
Minimum Contribution  
(Line 2c times 3%)

Budgeted Contribution'  
to the Ongoing and Major  
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

28,453,445.41	853,603.36	773,124.38	Not Met
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' Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)

8. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	9,011,701.56	11,561,425.66	13,456,817.07
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(108,704.44)	(.01)
e. Available Reserves (Lines 1a through 1d)	9,011,701.56	11,452,721.22	13,456,817.06
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	24,048,417.35	26,270,907.66	30,550,607.69
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	24,048,417.35	26,270,907.66	30,550,607.69
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	37.5%	43.6%	44.0%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>12.5%</b>	<b>14.5%</b>	<b>14.7%</b>

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	2,769,335.91	16,166,011.84	N/A	Met
Second Prior Year (2021-22)	2,519,710.30	17,639,559.48	N/A	Met
First Prior Year (2022-23)	2,326,549.03	20,044,795.54	N/A	Met
Budget Year (2023-24) (Information only)	472,071.67	22,437,874.96		

**Comparison of District Deficit Spending to the Standard**

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:  
(required if NOT met)

9. **CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

<sup>1</sup> Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

**9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages**

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2020-21)	6,412,243.18	6,412,243.18	0.0%	Met
Second Prior Year (2021-22)	9,211,592.89	9,211,592.89	0.0%	Met
First Prior Year (2022-23)	9,348,282.61	11,135,266.66	N/A	Met
Budget Year (2023-24) (Information only)	13,461,815.69			

<sup>2</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

**Comparison of District Unrestricted Beginning Fund Balance to the Standard**

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

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

10.

**CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	1,596	1,611	1,628
District's Reserve Standard Percentage Level:	3%	3%	3%

**10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)**

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button in item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b. Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

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

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	34,445,965.57	32,595,894.65	33,413,172.65
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	34,445,965.57	32,595,894.65	33,413,172.65
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,033,378.97	977,876.84	1,002,395.18
6. Reserve Standard - by Amount			

(\$80,000 for districts with 0 to 1,000 ADA, else 0)

0.00	0.00	0.00
<b>1,033,378.97</b>	<b>977,876.84</b>	<b>1,002,395.18</b>

7. **District's Reserve Standard**

(Greater of Line B5 or Line B6)

**Calculating the District's Budgeted Reserve Amount**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.  
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,033,378.97	977,877.00	1,002,395.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	593,385.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(1.24)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,626,762.73	977,877.00	1,002,395.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.72%	3.00%	3.00%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>1,033,378.97</b>	<b>977,876.84</b>	<b>1,002,395.18</b>
Status:	Met	Met	Not Met

**10D. Comparison of District Reserve Amount to the Standard**

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

1a. STANDARD NOT MET - Projected available reserves are below the standard in one or more of the budget or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to be taken to increase reserves to, or above, the standard.

Explanation:  
(required if NOT met)



**SUPPLEMENTAL INFORMATION**

ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Use of Ongoing Revenues for One-time Expenditures**

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**55. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

**55A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2022-23)	(2,903,005.43)			
Budget Year (2023-24)	(3,244,880.23)	341,874.80	11.8%	Not Met
1st Subsequent Year (2024-25)	(3,342,227.00)	97,346.77	3.0%	Met
2nd Subsequent Year (2025-26)	(3,442,493.00)	100,266.00	3.0%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	314,773.11	314,773.11	New	Not Met
1st Subsequent Year (2024-25)	0.00	(314,773.11)	(100.0%)	Not Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**55B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:** SPED needs more support than estimated  
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**    
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**

(required if NOT met)

Adult ed needs more support from GF

1d. NO - There are no capital projects that may impact the general fund operational budget.

**Project Information:**

(required if YES)

**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?  
(If No, skip item 2 and Sections S6B and S6C)

No

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	2	GF	01-0823-7438/9	168,613
Certificates of Participation	26	GF	1-0000-07438/9	5,572,000
General Obligation Bonds	26	Fund 51	Fund 51	12,550,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				102,296

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2023
TOTAL:				18,392,909

Type of Commitment (continued)	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				
Certificates of Participation	292,000	301,000	305,000	310,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	292,000	301,000	305,000	310,000
Has total annual payment increased over prior year (2022-23)?		Yes	Yes	Yes

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

Repayment of COPs

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

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

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

N/A

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

**Explanation:**  
(required if Yes)

S7. **Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1	Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)	No
2	For the district's OPEB: a. Are they lifetime benefits?	No
	b. Do benefits continue past age 65?	No
	c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:	
3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund	
4	OPEB Liabilities	
	a. Total OPEB liability	3,629,643.00
	b. OPEB plan(s) fiduciary net position (if applicable)	186,469.00
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	3,443,174.00
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	
5	OPEB Contributions	
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	150,592.58
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	
	d. Number of retirees receiving OPEB benefits	

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No
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2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

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3 Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs


4 Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	94	94	94	94

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Last years settled but negotiations are yet to start for 2023-24

**Negotiations Settled**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:  End Date:

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement  
% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement  
% change in salary schedule from prior year (may enter text, such as "Reopener")




Identify the source of funding that will be used to support multiyear salary commitments:

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Negotiations Not Settled

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

	120836		
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

7. Amount included for any tentative salary schedule increases

	6041080	364582	382811
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes	Yes	Yes
1492976	1575079	1622331
100.0%	100.0%	100.0%
0.0%	5.0%	3.0%

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		
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**Certificated (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes	Yes	Yes

**Certificated (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

N/A

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**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

CA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	79.79	80.79	80.79	80.79

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Last year is settled, negotiations for 2023-24 will start in the coming days

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: \_\_\_\_\_ End Date: \_\_\_\_\_

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Yes	Yes	Yes

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

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

	40686		
	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

7. Amount included for any tentative salary schedule increases

	203431	120451	126473
	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

	Yes	Yes	Yes
	502694	520375	535986
	100.0%	100.0%	100.0%

**Classified (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

	No		
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**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

	Yes	Yes	Yes
	81372	80300	84315
	5.0%	3.0%	3.0%

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?


**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	18	19		19

Data must be entered for all years.

**Management/Supervisor/Confidential  
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

N/A

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
No	0	0	0
N/A	N/A	N/A	N/A

Negotiations Not Settled

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

0

4. Amount included for any tentative salary schedule increases

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
100	100	100

**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Yes	Yes	Yes
100	100	100
100.0%	100.0%	100.0%
5.0%	3.0%	3.0%

**Management/Supervisor/Confidential**

**Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Yes	Yes	Yes
100	100	100
5.0%	3.0%	3.0%

**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
No	No	No
0	0	0
0.0%	0.0%	0.0%

**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.  
DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 28, 2023

**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.  
DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes
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**ADDITIONAL FISCAL INDICATORS**

Following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

**End of School District Budget Criteria and Standards Review**

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	25,362,080.00	1.08%	25,636,140.00	4.29%	26,735,921.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	353,233.18	1.27%	357,720.00	1.78%	364,077.00
4. Other Local Revenues	8600-8799	439,513.68	5.00%	461,489.00	2.00%	470,719.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(3,244,880.23)	3.00%	(3,342,227.00)	3.00%	(3,442,493.00)
6. Total (Sum lines A1 thru A5c)		22,909,946.63	0.89%	23,113,122.00	4.39%	24,128,224.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				9,637,927.79		10,119,824.79
b. Step & Column Adjustment				192,759.00		202,396.00
c. Cost-of-Living Adjustment				289,138.00		303,595.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	9,637,927.79	5.00%	10,119,824.79	5.00%	10,625,815.79
2. Classified Salaries						
a. Base Salaries				2,709,812.06		2,845,302.06
b. Step & Column Adjustment				54,196.00		56,906.00
c. Cost-of-Living Adjustment				81,294.00		85,359.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,709,812.06	5.00%	2,845,302.06	5.00%	2,987,567.06
3. Employee Benefits	3000-3999	4,464,566.95	9.32%	4,880,692.00	4.38%	5,094,526.00
4. Books and Supplies	4000-4999	860,788.34	-2.15%	842,281.00	-2.15%	824,172.00
5. Services and Other Operating Expenditures	5000-5999	3,654,756.73	-2.15%	3,576,179.00	-2.15%	3,499,292.00
6. Capital Outlay	6000-6999	213,403.12	-5.00%	202,733.00	-5.00%	192,596.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	606,567.68	-2.15%	593,526.00	-2.15%	580,766.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(24,720.82)	3.00%	(25,462.00)	3.00%	(26,226.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	314,773.11	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
Total (Sum lines B1 thru B10)		22,437,874.96	2.66%	23,035,075.85	3.23%	23,778,508.85



Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		472,071.67		78,046.15		349,715.15
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)						
		13,461,815.69		13,933,887.36		14,011,933.51
2. Ending Fund Balance (Sum lines C and D1)						
		13,933,887.36		14,011,933.51		14,361,648.66
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	12,302,123.39		13,029,056.51		13,354,253.66
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,033,378.97		977,877.00		1,002,395.00
2. Unassigned/Unappropriated	9790	593,385.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		13,933,887.36		14,011,933.51		14,361,648.66
<b>AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,033,378.97		977,877.00		1,002,395.00
c. Unassigned/Unappropriated	9790	593,385.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,626,763.97		977,877.00		1,002,395.00
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	5,982,782.42	-75.11%	1,489,294.00	-15.61%	1,256,833.00
3. Other State Revenues	8300-8599	2,713,521.90	-15.00%	2,306,358.00	-7.35%	2,136,787.00
4. Other Local Revenues	8600-8799	227,852.15	0.00%	227,852.00	0.00%	227,852.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	3,244,880.24	3.00%	3,342,227.00	3.00%	3,442,493.00
6. Total (Sum lines A1 thru A5c)		12,169,036.71	-39.47%	7,365,731.00	-4.10%	7,063,965.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,514,792.88		2,640,532.88
b. Step & Column Adjustment				50,296.00		52,811.00
c. Cost-of-Living Adjustment				75,444.00		79,216.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,514,792.88	5.00%	2,640,532.88	5.00%	2,772,559.88
2. Classified Salaries						
a. Base Salaries				1,305,206.92		1,370,466.92
b. Step & Column Adjustment				26,104.00		27,409.00
c. Cost-of-Living Adjustment				39,156.00		41,114.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,305,206.92	5.00%	1,370,466.92	5.00%	1,438,989.92
3. Employee Benefits	3000-3999	2,539,059.63	7.43%	2,727,765.00	2.69%	2,801,095.00
4. Books and Supplies	4000-4999	1,522,838.12	-2.15%	1,490,097.00	-7.30%	1,381,320.00
5. Services and Other Operating Expenditures	5000-5999	856,239.12	-2.15%	837,830.00	-7.30%	776,668.00
6. Capital Outlay	6000-6999	2,915,235.42	-95.00%	145,762.00	-5.00%	138,474.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	329,997.70	-2.15%	322,903.00	-7.30%	299,331.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	24,720.82	3.00%	25,462.00	3.00%	26,226.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		12,008,090.61	-20.38%	9,560,818.80	0.77%	9,634,663.80
NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		160,946.10		(2,195,087.80)		(2,570,698.80)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,853,367.44		5,014,313.54		2,819,225.74
2. Ending Fund Balance (Sum lines C and D1)		5,014,313.54		2,819,225.74		248,526.94
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	5,014,314.78		2,819,225.74		248,526.94
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(1.24)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,014,313.54		2,819,225.74		248,526.94
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	25,362,080.00	1.08%	25,636,140.00	4.29%	26,735,921.00
2. Federal Revenues	8100-8299	5,982,782.42	-75.11%	1,489,294.00	-15.61%	1,256,833.00
3. Other State Revenues	8300-8599	3,066,755.08	-13.13%	2,664,078.00	-6.13%	2,500,864.00
4. Other Local Revenues	8600-8799	667,365.83	3.29%	689,341.00	1.34%	698,571.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	.01	-100.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		35,078,983.34	-13.11%	30,478,853.00	2.34%	31,192,189.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				12,152,720.67		12,760,357.67
b. Step & Column Adjustment				243,055.00		255,207.00
c. Cost-of-Living Adjustment				364,582.00		382,811.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	12,152,720.67	5.00%	12,760,357.67	5.00%	13,398,375.67
2. Classified Salaries						
a. Base Salaries				4,015,018.98		4,215,768.98
b. Step & Column Adjustment				80,300.00		84,315.00
c. Cost-of-Living Adjustment				120,450.00		126,473.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,015,018.98	5.00%	4,215,768.98	5.00%	4,426,556.98
3. Employee Benefits	3000-3999	7,003,626.58	8.64%	7,608,457.00	3.77%	7,895,621.00
4. Books and Supplies	4000-4999	2,383,626.46	-2.15%	2,332,378.00	-5.44%	2,205,492.00
5. Services and Other Operating Expenditures	5000-5999	4,510,995.85	-2.15%	4,414,009.00	-3.13%	4,275,960.00
6. Capital Outlay	6000-6999	3,128,638.54	-88.86%	348,495.00	-5.00%	331,070.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	936,565.38	-2.15%	916,429.00	-3.96%	880,097.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	314,773.11	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		34,445,965.57	-5.37%	32,595,894.65	2.51%	33,413,172.65
NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		633,017.77		(2,117,041.65)		(2,220,983.65)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		18,315,183.13		18,948,200.90		16,831,159.25
2. Ending Fund Balance (Sum lines C and D1)		18,948,200.90		16,831,159.25		14,610,175.60
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,000.00		5,000.00		5,000.00
b. Restricted	9740	5,014,314.78		2,819,225.74		248,526.94
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	12,302,123.39		13,029,056.51		13,354,253.66
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,033,378.97		977,877.00		1,002,395.00
2. Unassigned/Unappropriated	9790	593,383.76		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		18,948,200.90		16,831,159.25		14,610,175.60
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,033,378.97		977,877.00		1,002,395.00
c. Unassigned/Unappropriated	9790	593,385.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(1.24)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,626,762.73		977,877.00		1,002,395.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		4.72%		3.00%		3.00%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:  1. Enter the name(s) of the SELPA(s):  <hr/>						
2. Special education pass-through funds  (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
2. District ADA		0.00		0.00		0.00
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		1,595.50		1,611.45		1,627.57
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		34,445,965.57		32,595,894.65		33,413,172.65
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		34,445,965.57		32,595,894.65		33,413,172.65
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		1,033,378.97		977,876.84		1,002,395.18
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)						
		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		1,033,378.97		977,876.84		1,002,395.18
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		NO

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,587.56	1,587.56	1,587.56	1,595.50	1,595.50	1,595.50
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	1,587.56	1,587.56	1,587.56	1,595.50	1,595.50	1,595.50
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	21.00	21.00	21.00	21.04	21.04	21.04
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	21.00	21.00	21.00	21.04	21.04	21.04
<b>TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	1,608.56	1,608.56	1,608.56	1,616.54	1,616.54	1,616.54
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund(Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

# 2023-24

## Adopted Budget Balances in Excess of Minimum Reserve Requirements

District: Gustine Unified School District



CDS Code: 2473619

Contact: Mehdi Rizvi

Phone Number: (209) 854-3784

**Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves**  
Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

<b>Combined Assigned and Unassigned/unappropriated Fund Balances</b>			
FD#	Fund Name	2023-24	Objects 9780/9789/9790
01	General Fund/County School Service Fund	\$ 18,354,817.14	Form 01
17	Special Reserve Fund for other than Capital Outlay Projects	\$ 1.40	Form 17
<b>Total Assigned and Unassigned Ending Fund Balances</b>		<b>\$ 18,354,818.54</b>	
District Standard Reserve Level Percentage		3%	Form 01 CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$ 1,033,378.97	Form 01 CS Line 10B-7
<b>Remaining Balance to Substantiate Need</b>		<b>\$ 17,321,439.57</b>	

<b>Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties</b>			
Form	Fund Name	2023-24	Description
01	General Fund	\$ 5,014,314.78	Restricted programs
01	General Fund	\$ 4,133,515.88	Board mandated 12%
01	General Fund / Special Reserve	\$ 8,163,607.51	Support programs initiated with Stimulus funds
01	Revolving cash	\$ 5,000.00	Revolving cash
<b>Total of Substantiated Needs</b>		<b>\$ 17,316,438.17</b>	

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

**GUSTINE UNIFIED SCHOOL DISTRICT****Meeting of the Board of Trustees****MEETING DATE:**

June 14, 2023

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**AGENDA ITEM TITLE:** Resolution NO. 2022-23-18 Authorization to Sign of Behalf on the Governing Board

**AGENDA SECTION:** Action

**PRESENTED BY:** Dr. Bryan Ballenger, Superintendent

**RECOMMENDATIONS:**

1. It is recommended that the Board of Trustees waive the reading of Resolution NO. 2022-23-18 Authorization to Sign on Behalf of the Governing Board.
2. It is recommended that the Board of Trustees approve Resolution NO. 2022-23-18 Authorization to Sign on Behalf of the Governing Board.

**SUMMARY:**

Pursuant to the provisions of E.C. Sections 42630 to 42633 and other legal provisions, the members of the Governing Board of the Gustine Unified School District (14) hereby authorize the officer or employee whose name and signature appear on this resolution to sign orders and other documents on behalf of the Governing Board of Gustine Unified School District (14) during the period (not to exceed one fiscal year), subject to further board action limiting and extending this authority and notification tot her Merced County Office of Education and the Merced County Auditor of such action.

**FISCAL IMPACT:** None

**BUDGET CATEGORY:** None

# Authorization to Sign on Behalf of the Governing Board

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## Governing Board of the Gustine Unified School District (14)

### Resolution # 2022-23-18

July 1, 2023 through June 30, 2024

Pursuant to the provisions of E.C. Sections 42630 to 42633 and other legal provisions, the members of the Governing Board of the Gustine Unified School District (14) hereby authorize the officer or employee whose name and signature appear on this resolution to sign orders and other documents on behalf of the Governing Board of Gustine Unified School District (14) during the period (not to exceed one fiscal year), subject to further board action limiting and extending this authority and notification to the Merced County Office of Education and the Merced County Auditor of such action.

**Bryan Ballenger**  
Superintendent

#### IS AUTHORIZED TO SIGN THE FOLLOWING

Signature \_\_\_\_\_

Please Indicate

	"YES"	"NO"
Contracts or Offer of Employment	X	
Personnel Record Card/Notice of Employment	X	
Purchase Orders	X	
Payroll Payment Orders	X	
Commercial Payment Orders		X
Registers of Checks		X
Checks		X
Inter Fund Transfers		X
Inter District Attendance Agreements	X	
School Lunch Matters		X
Board Minutes		X
Excerpts from Board Minutes, Includes Resolutions	X	
Endorsement of Checks		X
Other (Specify):		
Other (Specify):		

The foregoing Resolution was adopted by the Board of Trustees of the Gustine Unified School District (14), at a regularly scheduled meeting held on June 14, 2023 and signed by a majority of trustees:

Trustee \_\_\_\_\_  
Trustee \_\_\_\_\_  
Trustee \_\_\_\_\_

Trustee \_\_\_\_\_  
Trustee \_\_\_\_\_  
Trustee \_\_\_\_\_

cc: Board Minutes

Merced County Office of Education - Business Services Division: Financial Services (External)

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# Authorization to Sign on Behalf of the Governing Board

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## Governing Board of the Gustine Unified School District (14) Resolution # 2022-23-18 July 1, 2023 through June 30, 2024

Pursuant to the provisions of E.C. Sections 42630 to 42633 and other legal provisions, the members of the Governing Board of the Gustine Unified School District (14) hereby authorize the officer or employee whose name and signature appear on this resolution to sign orders and other documents on behalf of the Governing Board of Gustine Unified School District (14) during the period (not to exceed one fiscal year), subject to further board action limiting and extending this authority and notification to the Merced County Office of Education and the Merced County Auditor of such action.

**Mehdi Rizvi**  
Chief Business Officer

### IS AUTHORIZED TO SIGN THE FOLLOWING

Signature	Please Indicate	
	"YES"	"NO"
<b>Contracts or Offer of Employment</b>		X
<b>Personnel Record Card/Notice of Employment</b>		X
<b>Purchase Orders</b>	X	
<b>Payroll Payment Orders</b>	X	
<b>Commercial Payment Orders</b>	X	
<b>Registers of Checks</b>	X	
<b>Checks</b>	X	
<b>Inter Fund Transfers</b>	X	
<b>Inter District Attendance Agreements</b>		X
<b>School Lunch Matters</b>	X	
<b>Board Minutes</b>		X
<b>Excerpts from Board Minutes, Includes Resolutions</b>		X
<b>Endorsement of Checks</b>		X
<b>Other (Specify):</b>		
<b>Other (Specify):</b>		

The foregoing Resolution was adopted by the Board of Trustees of the Gustine Unified School District (14), at a regularly scheduled meeting held on June 14, 2023 and signed by a majority of trustees:

Trustee \_\_\_\_\_  
Trustee \_\_\_\_\_  
Trustee \_\_\_\_\_

Trustee \_\_\_\_\_  
Trustee \_\_\_\_\_  
Trustee \_\_\_\_\_

cc: Board Minutes

Merced County Office of Education - Business Services Division: Financial Services (External)

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# GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 14, 2023

---

**AGENDA ITEM TITLE:** Job Descriptions for Bilingual Community Outreach and Board Certified Assistant Behavior Analyst (BCaBA)

**AGENDA SECTION:** Action

**PRESENTED BY:** Dr. Bryan Ballenger, Superintendent  
Lisa Filippini, Assistant Superintendent of Student Services

**RECOMMENDATIONS:**

It is recommended that the Board of Trustees approve the Bilingual Community Outreach and Board Certified Assistant Behavior Analyst (BCaBA) Job Descriptions.

**SUMMARY:**

**FISCAL IMPACT:** None

**BUDGET CATEGORY:** None

# **Gustine Unified School District**

## **TITLE: Bilingual Community Outreach**

### **JOB GOAL**

Under the supervision of the Director of Curriculum and Instruction, the job of the Bilingual Community Outreach Coordinator is to increase family engagement and participation in their children's education and strengthen home-school-community connections. The Bilingual Community Outreach Coordinator will provide coordination and Community Outreach. They will work with site administrators, SARB coordinator, Counselors, Special Education, Foster, and Homeless students as well as Mental Health Staff to expand enrichment and parenting workshops; work with the present staff to increase and improve pre- kindergarten - twelfth services; assist administrators and school staff.

To be a successful outreach coordinator, you should have excellent communication (both written and oral in both English and Spanish), interpersonal, and organizational skills. You should also be skilled in the use of institutional databases and research methods to locate and provide resources for student/family needs.

### **QUALIFICATIONS**

1. Equivalent to graduation from high school.
2. Bilingual in English and Spanish.
3. Ability to use and operate basic office equipment and office equipment and machines including computer
4. Standard office practices and procedures, including filing and the use of standard office equipment.
5. Demonstrate correct written and oral use of the English and Spanish languages.
6. Correct English and Spanish usage, spelling, grammar, and punctuation
7. Demonstrate effective oral and written communication skills both in English and Spanish.
8. Techniques for dealing effectively with the staff, and public, in person and over the phone.
9. Display appropriate interpersonal skills with students, staff, and public.
10. Excellent communication, interpersonal, and leadership skills.
11. Record keeping and filing principles and practices.
12. Computer applications related to the work, including word processing and basic applications.
13. Strong organizational and management skills.
14. NCLB Compliant: "No Child Left Behind" compliant para-professional, completed two year (48 semester units) or more of study at an institution of higher education; or obtain an associate's degree or higher; or successfully completed the "Instructional Assistant Test."

## **ESSENTIAL FUNCTIONS AND RESPONSIBILITIES**

Personnel in this job classification may perform any combination of the essential duties shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or ability associated with this classification but is intended to accurately reflect the principle job elements.

1. Prepare and distribute public relations materials
2. Research county and local resources and make them available for GUSD families
3. Contact parents regularly by phone, in person, or in their home to ensure the communication between home and school is strongly established.
4. Works with parents to ensure a smooth transition between pre-kindergarten-elementary-middle-high schools; recruits and connects families to school programs and services.
5. Works with the administration school counselor, special education, Foster and homeless students, and mental health staff to support effective family communication.
6. Collaborates regularly with administration, counselors, mental health and special education staff
7. Coordinates parent education workshops
8. Participates and attends in District professional development opportunities such as strengths and youth development, positive classroom
9. Makes home visits to conduct in-home assistance, interviews and/or interpret when necessary, and accompanied by another staff member or School Resource Officer.
10. Organizes outreach events including but not limited to: school readiness and educational advocacy activities in the local community, and parent educational nights.
11. Assists pupils and parents in adjusting to the school and community by providing a variety of information on services and assisting with enrollment if needed.
12. Recruits parent volunteers for school functions.
13. Assists with making referrals to community providers for follow-up assessment as needed.
14. Performs other duties similar to the above in scope and function as required.
15. Develop and maintain outreach materials on the GUSD website.
16. Involved in Student Leadership Activities.
17. Attends and interprets all GUSD board meetings.
18. Assist district sites as needed.
19. Advertising for, screening, and recruiting volunteers, providing them with training and support, tracking their performance, and keeping records of their activities.
20. Creating activities to supplement and support staff needs.
21. Verifying the volunteers' availability, receiving their feedback, recognizing their efforts, and answering their questions.
22. May assist in translations of documents included IEP's.
23. Performs other duties related to job description as assigned by an administrator.



**GUSTINE UNIFIED SCHOOL DISTRICT**  
**BOARD CERTIFIED ASSISTANT BEHAVIOR ANALYST (BCaBA)**

**JOB GOAL**

Under the supervision of the Assistant Superintendent of Student Services and BCBA, the BCaBA is responsible for providing and collaborating with classroom teachers and support staff to implement and evaluate Behavioral Intervention Plans (BIPs) for special education students and general education students. Also, assists with the consultation, coaching, one-to-one and group presentations and classroom support instructional and behavioral strategies for general education teachers and special education teachers: site personnel and others providing instructional services to adolescents and transition age youth with disabilities.

**QUALIFICATIONS:**

1. Must be a Board Certified Assistant Behavior Analyst
2. Must be able to pass a Criminal History Background Check
3. Must have excellent writing and communication skills
4. Must be highly organized with the ability to multitask
5. Must be able to work well as part of a team
6. Experience working with students with mental health issues and needs.

**DESIRED QUALIFICATIONS:**

1. Behavior Therapy trained
2. Bilingual (ability to communicate in Spanish)
3. Experience working with secondary-level students with emotional disturbance behavior disorders.
4. Experience working with TK-12 and post-secondary students with Autism Spectrum Disorder.
5. Trained in Non-Violent Crisis Intervention.
6. Three (3) years of successful experience teaching special education or providing related special education services including behavioral services.

**ESSENTIAL FUNCTIONS:**

Essential functions may include travel to various site, but are not limited to:

1. Assists staff by helping with classroom instruction and working with children during instructional activities. Assists in modifying classroom environment and homework lessons for students requiring modifications.
2. Assist in the introduction of items/targets as appropriate and according to the written protocol or as directed by Behavior Analyst.

3. Follow the prescribed behavioral skill acquisition and behavior reduction protocols.
4. Collect data and measure outcomes.
5. Conduct an assessment of behaviors and stimulus preferences.
6. Daily record and maintain accurate data representing student's progress, occurrences of problem behaviors and other student information.
7. Relay observations and suggestions to Behavior Analyst
8. Monitor student's behavior inside and outside of the classroom and accompany students to areas on campus.
9. Develop individualized treatment plans (e.g., goals, objectives, and interventions) and monitor student progress toward goals
10. Prepare written progress reports and treatment plans.
11. Develops consultation relationships with school district special and general education service providers.
12. Trains, directs and monitors the work of teachers and staff assigned to work with students with behavioral challenges.
13. Provides interventions and assist in training district staff and administrators in behavioral interventions for special education students.
14. Analyzes behavior from a functional perspective and develops daily positive interventions.
15. Participates as part of a multidisciplinary team and supports the district and all school sites and activities.
16. Assist the BCBA researches interventions, treatment techniques, and assessment tool resources and methods.
17. Assist with conducting positive behavior support presentations, training, and professional development.
18. Participates in meetings, including Individual Educational Plans (IEPs), 504 meetings, Student Study Teams, and suspension conferences.
19. Trains staff and monitors data and data collection, lesson development, and implementation of Behavior Support Plans (BSP) and Behavior Intervention Plans (BIP) and communicates data back to the BCBA.
20. Communicate with parents and staff regarding the behavior needs of students.
21. Work as a part of a multidisciplinary educational support team.
22. Communicate effectively, orally and in writing.
23. Compile and verify the information and prepare reports.
24. Maintain confidentiality and prepare and maintain records, logs, files, case notes, and other documentation.
25. Interpret, apply, and explain rules, regulations, policies, and procedures.
26. Participate as a team member in case management meetings.
27. Identify student issues requiring attention and recommend services for improvement.
28. Establish and maintain cooperative and effective working relationships with others.
29. Plan and organize work.
30. Meet schedules and timelines.
31. Work independently with little direction.
32. Operate a variety of office equipment, including a copier, fax machine, computer and assigned software program.
33. Analyze situations accurately and adopt an effective course of action.

34. Carry out oral and written directions; write and speak at a level sufficient to fulfill the duties to be performed for the position described.
35. Perform crisis intervention and management techniques.
36. Assist the BCBA in developing positive behavioral intervention strategies.
37. Participate in crisis intervention and/or risk management.
38. Communicates monthly with BCBA caseload, program implementation, progress, program monitoring and evaluation.
39. Maintains knowledge of and abides by federal and state regulations.
40. Performs related duties as assigned.

# GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 14, 2023

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**AGENDA ITEM TITLE:** Single Plan for Student Achievement (SPSA) – RES, GES, GMS  
GHS and PHS

**AGENDA SECTION:** Action

**PRESENTED BY:** Dr. Bryan Ballenger, Superintendent

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Single Plan for Student Achievement (SPSA) – RES, GES, GMS, GHS, and PHS.

**SUMMARY:**

The Single Plan for Student Achievement (SPSA) plans written by each site are presented for review. The site plan is the school's guide to meet the achievement goals they have set for their students.

GHS: The SPSA was developed with stakeholder input, in which staff, students, and other committee and community members provided suggestions and recommendations on the plan elements. Although not much has changed in the SPSA due to the pandemic we feel the GHS is following the GUSD district LCAP in the areas of enhancing quality instruction to increase student achievement, maintaining a safe learning environment for all students and staff, and being a community partner with all stakeholders to create a positive school culture and climate. The expenditure amounts are delegated to each goal so you will see everything broken down into spending categories.

PHS: PHS is following the GUSD district LCAP in the areas of enhancing quality instruction to increase student achievement, maintaining a safe learning environment for all students and staff, and being a community partner with all stakeholders to create a positive school culture and climate. The expenditure amounts are delegated to each goal so you will see everything broken down into spending categories.

Copies of site plans are distributed to Board members and are available at the District Office.

**FISCAL IMPACT:** None

**BUDGET CATEGORY:** None

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Romero Elementary	24736196025746	April 24, 2023	

## Purpose and Description

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

Schoolwide Program

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

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF). 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

A formal comprehensive needs assessment was sent out to parents in March of 2023. The survey data showed the following:

Parents were able to meet with teachers when needed.

Teachers were meeting the needs of the students.

Parents wanted more events for parents to attend with students on campus (ex. Father-Daughter Dances).

Parents would like to have opportunities to attend classes available for them with parenting, literacy, and how to help their children with homework. Parents would like to see after-school help for students.

During the year, parents provide input at monthly Coffee with the Principal visits. Quarterly, parents and teachers provide input at School Site Council and ELAC meetings.

## Classroom Observations

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

Informal classroom walk-throughs occur weekly in all classrooms and across subjects. New teachers are assessed a minimum of three times a year until they reach tenure recommendation status. Once a teacher is tenured, he/she will receive evaluations every other year until reaching year ten. Teachers who have completed ten years of service and received satisfactory status, receive a minimum of two formal evaluations a year every five years, unless there is a reason that would incline the evaluator to evaluate sooner. Teachers at Romero Elementary are meeting the satisfactory or exceeding the requirements as set forth by the district.

## Analysis of Current Instructional Program

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

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

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



## Standards, Assessment, and Accountability

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

At Romero, we utilize state data in order to analyze students grade level abilities in both math and language arts. Teachers review and use data to formulate intervention groups, plan strategic instruction, and move students toward proficiency levels. This data allows teachers to focus their plans around claims and targets which guides their year long instruction.

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

At Romero our teachers utilize common formative assessments to ensure that their students are accessing curriculum and meeting the expectations of the integrated CCSS units being taught. Students are assessed at the close of each unit through an assessment which provides teachers, as well as district administration, with data in each of the CCSS claims, allowing for guidance in following up on action and instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Romero Elementary staff are all highly qualified.

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

All Romero teachers are credentialed and attend yearly professional development on a number of different topics. All teachers have been trained and have continued training on all adopted instructional materials. K-3 grade teachers have completed year one of the LETRS program, based in the Science of Reading.

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

Staff receive professional development during staff meetings, and the district provides district wide professional development and site professional development. Teachers also attend ongoing professional development throughout the year. GUSD provides an Elementary Instructional Coach to the site. The Instructional Coach provides training for teachers, as well as helping teachers with looking at data to drive instruction.

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

The District Instructional Coach for elementary assists teachers in planning and delivering engaging instruction as well as helping with classroom management issues and providing professional development. Romero staff also has access to a Reading Intervention teacher, a school counselor, a school psychologist, as well as a speech pathologist.

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

Teachers collaborate weekly at PLC meetings. Instructional strategies, data and best practices are shared among teachers and grade levels. These conversations lead teachers to make impactful, data driven changes to improve student achievement.

## Teaching and Learning

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

All curriculum material is adopted by the district and is Common Core aligned. This is an integral practice of Romero Elementary.

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

Romero Elementary follows the guidelines and is compliant with instructional minutes in ELA and math. Teachers are given a master schedule at the beginning of the year by the principal. The master schedule outlines the instructional minutes to be spent on core areas, as well as ELD and reading intervention, and any programs needed to meet the needs of students designated a part of a statistically significant subgroup.

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

During PLC time teachers have created pacing calendars to ensure all essential standards are covered throughout the school year. The master schedule has time built into it for interventions. Currently, Romero has a time built-in when the intervention teacher and the aide push into the classroom to assist students in mastering the essential standards. A special Power Hour focusing on reading intervention is set up to help students with their specific needs.

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

All students and teachers have availability of the standards based curriculum adopted by the district.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards-based curriculum is used for math, ELA, history, science and an ELD curriculum is being piloted. Eureka Math is adopted by the district and aligned to the standards. Benchmark is adopted by the district and aligned to the standards. Social Studies Weekly has been adopted by the district and is aligned to the standards. TWIG science is adopted which is aligned with NGSS standards.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Romero Elementary students are provided with immediate help in the tier 1 program which is built into the regular program. Students are also given time for intervention, language development, literacy instruction and intervention, as well as other supports.

Evidence-based educational practices to raise student achievement

Students not on grade level in reading receive researched based small group instruction. The intervention teacher and intervention aide both push in to classrooms to assist students. Grade level PLC teams meet weekly to discuss data results on students.

## Parental Engagement

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

Parents have access to a variety of help from both the school and district in terms of supports. Parenting classes, education presentations and education nights are available for parents of Romero and the district.

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

Parents are provided the opportunity to give input on use of funds and implementation of programs in a variety of ways. ELAC and School Site Council allows parents to discuss these matters directly with teachers, community members, and admin. Parents also contribute their input through annual parent surveys as well as a district LCAP survey.

## Funding

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

Categorical funding provides our site with several educational professionals, dedicated to ensuring that under-performing students meet standards. A full-time intervention teacher and aide see small groups of students throughout the day, providing reading interventions. Our instructional coach provides teachers with instructional strategies to ensure that all students have access to the core curriculum. Kindergarten has an intervention aide that assists under-performing students in the classroom.

Fiscal support (EPC)

Ongoing assessment of funds is necessary to ensure we are always allocating funds where necessary to support student need. Should it be programs or intervention teachers, careful attention is placed to funding and to ensuring equitable access is given to all. The school is funded by Title I funds, LCFF, Lottery unrestricted and Lottery restricted.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed during SSC and ELAC meetings in the 2022-23 school year. At the February meeting, stakeholders participated in discussion, suggestions and possible modifications to the 2023-24 SPSA. During the April SSC and ELAC meetings, stakeholders viewed the proposed goals for the 2023-2024 SPSA and made suggestions. Discussion/suggestions were included in the minutes and then included in the goals/actions for the 2023-2024 SPSA. SSC council approved the SPSA at the April meeting.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	47	24	26
Grade 1	27	46	31
Grade 2	42	27	47
Grade3	30	44	25
Grade 4	53	28	36
Grade 5	37	53	25
<b>Total Enrollment</b>	236	222	190

### Conclusions based on this data:

1. The total enrollment of the school has declined over the last two years.
2. The kindergarten class sizes have decreases the last two years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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	112	111	91	47.50%	50.0%	47.9%
Fluent English Proficient (FEP)	42	36	30	17.80%	16.2%	15.8%
Reclassified Fluent English Proficient (RFEP)	9			8.0%		

### Conclusions based on this data:

1. The number of EL students decreased significantly.
2. The Fluent English Proficient percentages have been decreasing over the last three years.
3. Data for RFEP students is not shown at this time.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	31	43		0	43		0	43		0.0	100.0	
Grade 4	52	28		0	28		0	28		0.0	100.0	
Grade 5	33	55		0	55		0	55		0.0	100.0	
All Grades	116	126		0	126		0	126		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2338.			6.98			11.63			23.26			58.14	
Grade 4		2464.			25.00			14.29			42.86			17.86	
Grade 5		2466.			18.18			25.45			14.55			41.82	
All Grades	N/A	N/A	N/A		15.87			18.25			23.81			42.06	

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		9.30			48.84			41.86				
Grade 4		*			*			*				
Grade 5		12.73			61.82			25.45				
All Grades		13.49			57.94			28.57				

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		4.65			30.23			65.12	
Grade 4		*			*			*	
Grade 5		9.09			50.91			40.00	
All Grades		8.73			44.44			46.83	

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		6.98			55.81			37.21	
Grade 4		*			*			*	
Grade 5		7.27			69.09			23.64	
All Grades		8.73			66.67			24.60	

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		2.33			51.16			46.51	
Grade 4		*			*			*	
Grade 5		20.00			54.55			25.45	
All Grades		14.29			55.56			30.16	

**Conclusions based on this data:**

1. The overall percentage of students who met or exceeded in reading is 34%.
2. 46% of students are below standard in writing, showing a need to focus on writing.
3. 100% of students are being tested at Romero.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	31	43		0	43		0	43		0.0	100.0	
Grade 4	52	28		0	28		0	28		0.0	100.0	
Grade 5	33	55		0	55		0	55		0.0	100.0	
All Grades	116	126		0	126		0	126		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2355.			4.65			11.63			23.26			60.47	
Grade 4		2472.			28.57			21.43			21.43			28.57	
Grade 5		2447.			10.91			12.73			25.45			50.91	
All Grades	N/A	N/A	N/A		12.70			14.29			23.81			49.21	

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		11.63			25.58			62.79	
Grade 4		*			*			*	
Grade 5		12.73			47.27			40.00	
All Grades		17.46			37.30			45.24	

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		2.33			39.53			58.14	
Grade 4		*			*			*	
Grade 5		3.64			43.64			52.73	
All Grades		7.94			43.65			48.41	

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		6.98			55.81			37.21	
Grade 4		*			*			*	
Grade 5		12.73			47.27			40.00	
All Grades		15.87			46.03			38.10	

**Conclusions based on this data:**

1. Overall math achievement is at 27% meeting or exceeding standards.
2. Fourth grade had 50% of students meet or exceed standard in math. Based on this data the PLC process is working and modeled for other teams.
3. 100% of students enrolled were tested.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1429.1	1405.0		1447.7	1413.9		1385.6	1384.1		27	16	
<b>1</b>	1448.4	1430.9		1464.9	1444.7		1431.4	1416.4		16	21	
<b>2</b>	1456.1	1462.7		1473.7	1466.8		1438.0	1457.9		24	16	
<b>3</b>	1491.3	1468.1		1504.9	1477.0		1477.1	1458.9		12	24	
<b>4</b>	1457.8	1534.6		1467.9	1523.4		1447.1	1545.2		17	12	
<b>5</b>	1515.0	1513.9		1515.6	1515.1		1513.8	1512.4		16	20	
<b>All Grades</b>										112	109	

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
<b>K</b>	18.52	6.25		37.04	18.75		33.33	62.50		11.11	12.50		27	16	
<b>1</b>	12.50	0.00		25.00	19.05		37.50	61.90		25.00	19.05		16	21	
<b>2</b>	0.00	0.00		33.33	37.50		50.00	50.00		16.67	12.50		24	16	
<b>3</b>	0.00	4.17		50.00	20.83		50.00	41.67		0.00	33.33		12	24	
<b>4</b>	0.00	25.00		23.53	66.67		41.18	8.33		35.29	0.00		17	12	
<b>5</b>	6.25	20.00		37.50	30.00		43.75	30.00		12.50	20.00		16	20	
<b>All Grades</b>	7.14	8.26		33.93	29.36		41.96	44.04		16.96	18.35		112	109	

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
<b>K</b>	29.63	6.25		48.15	18.75		11.11	50.00		11.11	25.00		27	16	
<b>1</b>	31.25	0.00		25.00	52.38		37.50	33.33		6.25	14.29		16	21	
<b>2</b>	16.67	18.75		54.17	43.75		20.83	31.25		8.33	6.25		24	16	
<b>3</b>	41.67	16.67		41.67	33.33		16.67	33.33		0.00	16.67		12	24	
<b>4</b>	35.29	41.67		23.53	50.00		17.65	8.33		23.53	0.00		17	12	
<b>5</b>	37.50	40.00		56.25	40.00		0.00	10.00		6.25	10.00		16	20	
<b>All Grades</b>	30.36	19.27		42.86	39.45		16.96	28.44		9.82	12.84		112	109	

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
<b>K</b>	3.70	0.00		33.33	18.75		48.15	68.75		14.81	12.50		27	16	
<b>1</b>	6.25	0.00		25.00	9.52		12.50	38.10		56.25	52.38		16	21	
<b>2</b>	4.17	0.00		16.67	18.75		33.33	56.25		45.83	25.00		24	16	
<b>3</b>	0.00	0.00		25.00	4.17		41.67	41.67		33.33	54.17		12	24	
<b>4</b>	0.00	8.33		5.88	58.33		23.53	33.33		70.59	0.00		17	12	
<b>5</b>	0.00	10.00		25.00	15.00		50.00	35.00		25.00	40.00		16	20	
<b>All Grades</b>	2.68	2.75		22.32	17.43		35.71	44.95		39.29	34.86		112	109	

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
<b>K</b>	22.22	12.50		70.37	56.25		7.41	31.25		27	16	
<b>1</b>	50.00	42.86		43.75	52.38		6.25	4.76		16	21	
<b>2</b>	33.33	18.75		54.17	75.00		12.50	6.25		24	16	
<b>3</b>	41.67	33.33		50.00	50.00		8.33	16.67		12	24	
<b>4</b>	35.29	83.33		29.41	16.67		35.29	0.00		17	12	
<b>5</b>	12.50	35.00		81.25	55.00		6.25	10.00		16	20	
<b>All Grades</b>	31.25	35.78		56.25	52.29		12.50	11.93		112	109	

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
<b>K</b>	22.22	6.25		59.26	87.50		18.52	6.25		27	16	
<b>1</b>	13.33	0.00		80.00	76.19		6.67	23.81		15	21	
<b>2</b>	8.33	18.75		83.33	75.00		8.33	6.25		24	16	
<b>3</b>	58.33	16.67		41.67	62.50		0.00	20.83		12	24	
<b>4</b>	29.41	8.33		52.94	83.33		17.65	8.33		17	12	
<b>5</b>	87.50	60.00		6.25	30.00		6.25	10.00		16	20	
<b>All Grades</b>	32.43	19.27		56.76	66.97		10.81	13.76		111	109	

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
<b>K</b>	0.00	6.25		88.89	68.75		11.11	25.00		27	16	
<b>1</b>	25.00	9.52		18.75	38.10		56.25	52.38		16	21	
<b>2</b>	4.17	0.00		58.33	68.75		37.50	31.25		24	16	
<b>3</b>	0.00	0.00		41.67	20.83		58.33	79.17		12	24	
<b>4</b>	0.00	25.00		29.41	75.00		70.59	0.00		17	12	
<b>5</b>	0.00	10.00		62.50	50.00		37.50	40.00		16	20	
<b>All Grades</b>	4.46	7.34		54.46	49.54		41.07	43.12		112	109	

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
<b>K</b>	29.63	12.50		40.74	62.50		29.63	25.00		27	16	
<b>1</b>	6.67	0.00		46.67	61.90		46.67	38.10		15	21	
<b>2</b>	0.00	12.50		54.17	68.75		45.83	18.75		24	16	
<b>3</b>	16.67	4.17		58.33	66.67		25.00	29.17		12	24	
<b>4</b>	0.00	16.67		58.82	83.33		41.18	0.00		17	12	
<b>5</b>	0.00	30.00		75.00	45.00		25.00	25.00		16	20	
<b>All Grades</b>	9.91	11.93		54.05	63.30		36.04	24.77		111	109	

**Conclusions based on this data:**

1. Overall scores dropped in the 20-21 school year.
2. The well developed section grew for the reading and listening sections.
3. Writing scores are the lowest of all the sections.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>222</b>	<b>83.3</b>	<b>50.0</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Romero Elementary.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	111	50.0
<b>Foster Youth</b>		
<b>Homeless</b>	9	4.1
<b>Socioeconomically Disadvantaged</b>	185	83.3
<b>Students with Disabilities</b>	33	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	1	0.5
<b>American Indian</b>	1	0.5
<b>Asian</b>	1	0.5
<b>Filipino</b>	1	0.5
<b>Hispanic</b>	203	91.4
<b>Two or More Races</b>	3	1.4
<b>Pacific Islander</b>		
<b>White</b>	11	5.0

**Conclusions based on this data:**

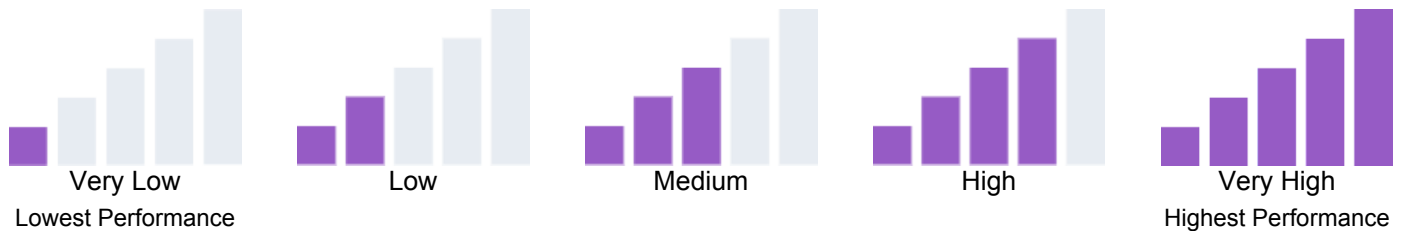
1. The student group of socioeconomically disadvantaged has the highest percentage of all student groups and 4% of student are considered homeless.
2. The largest student population by race/ethnicity is Hispanic. The lowest race/ethnicity percentage is Asian, African American and American Indian.
3. Based on the data, more support should be provided to the socioeconomically disadvantaged and English Learner student populations.

# School and Student Performance Data

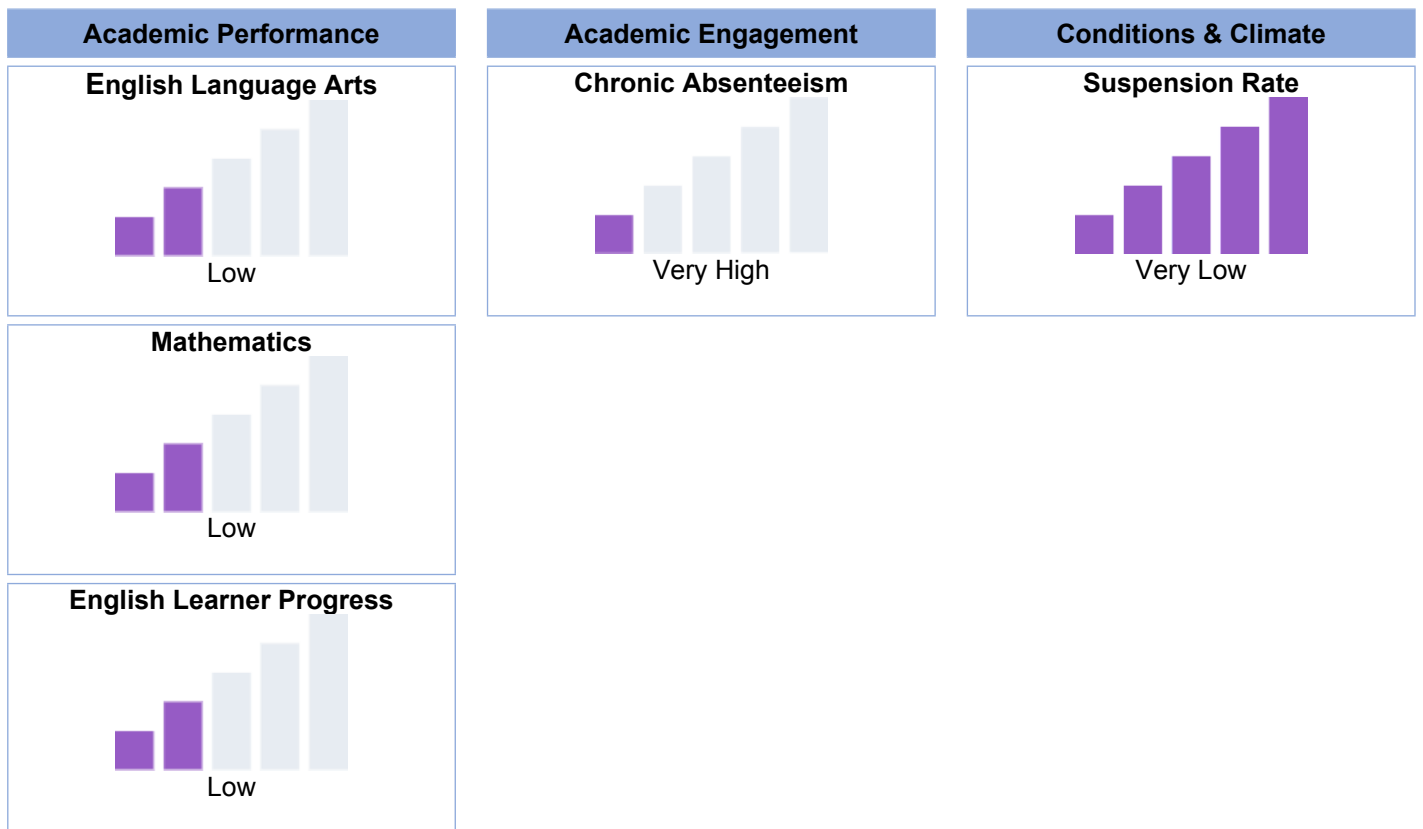
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. All student groups performed at the very high for chronic absenteeism.
2. All student groups performed at the low level in ELA and Math.
3. Based on the data, extra support needs to be provided during mathematics, ELA and chronic absenteeism.



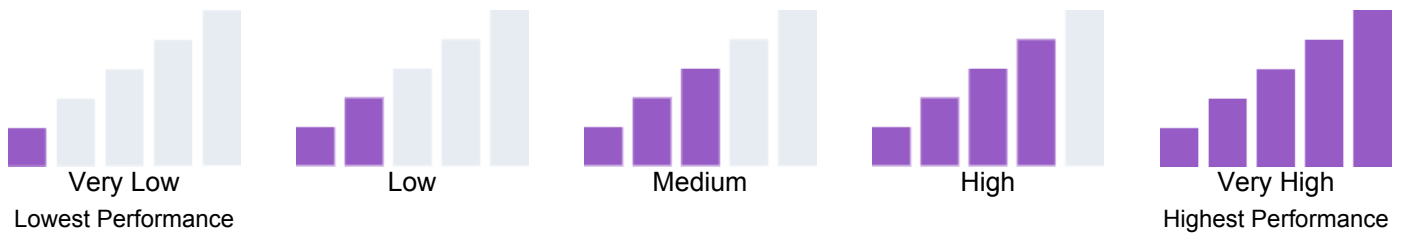


# School and Student Performance Data

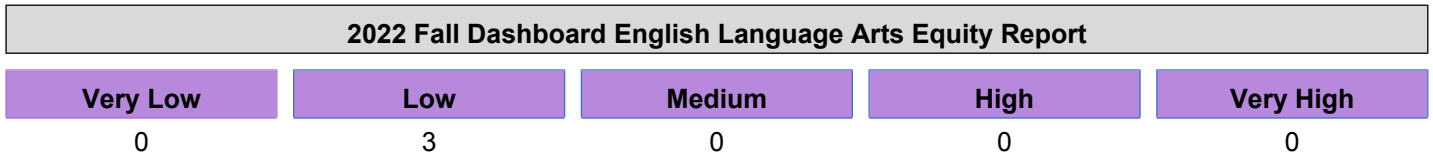
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

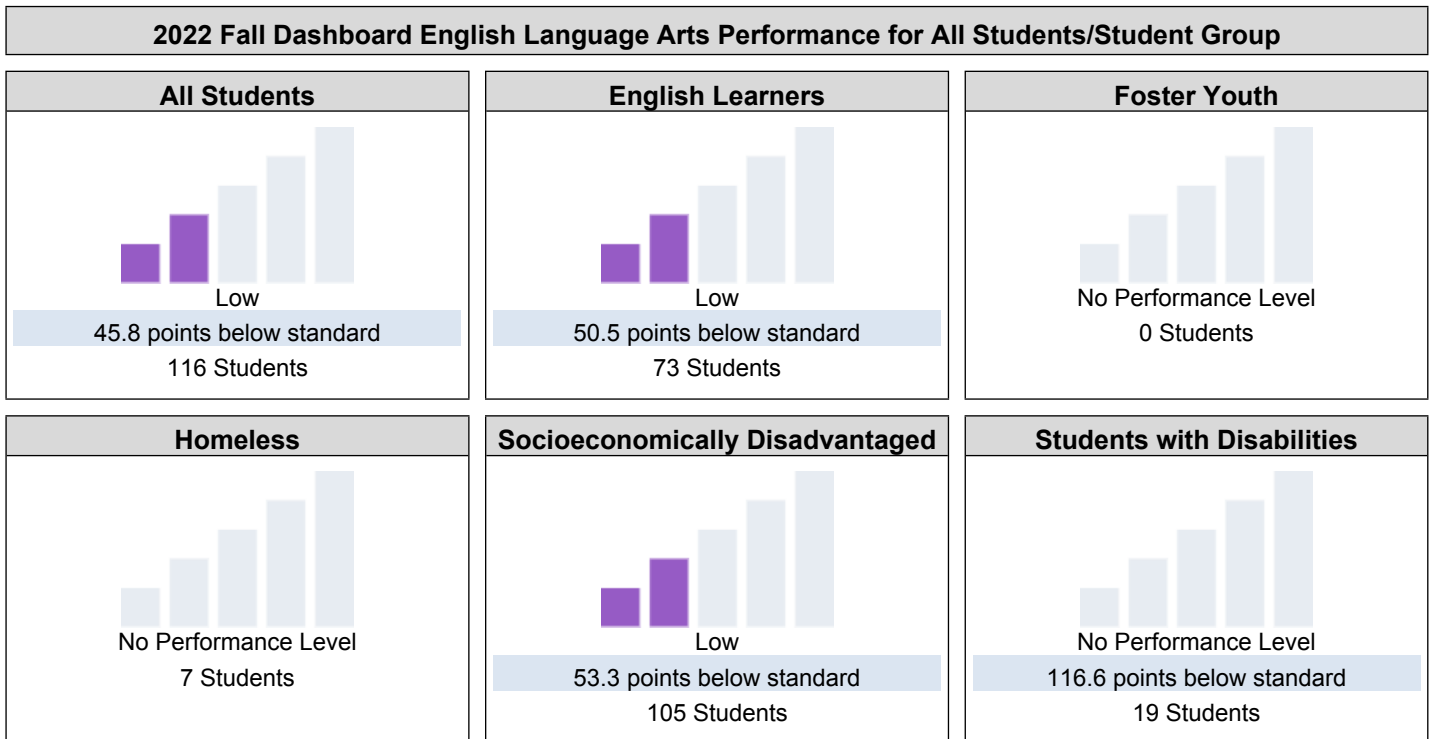
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



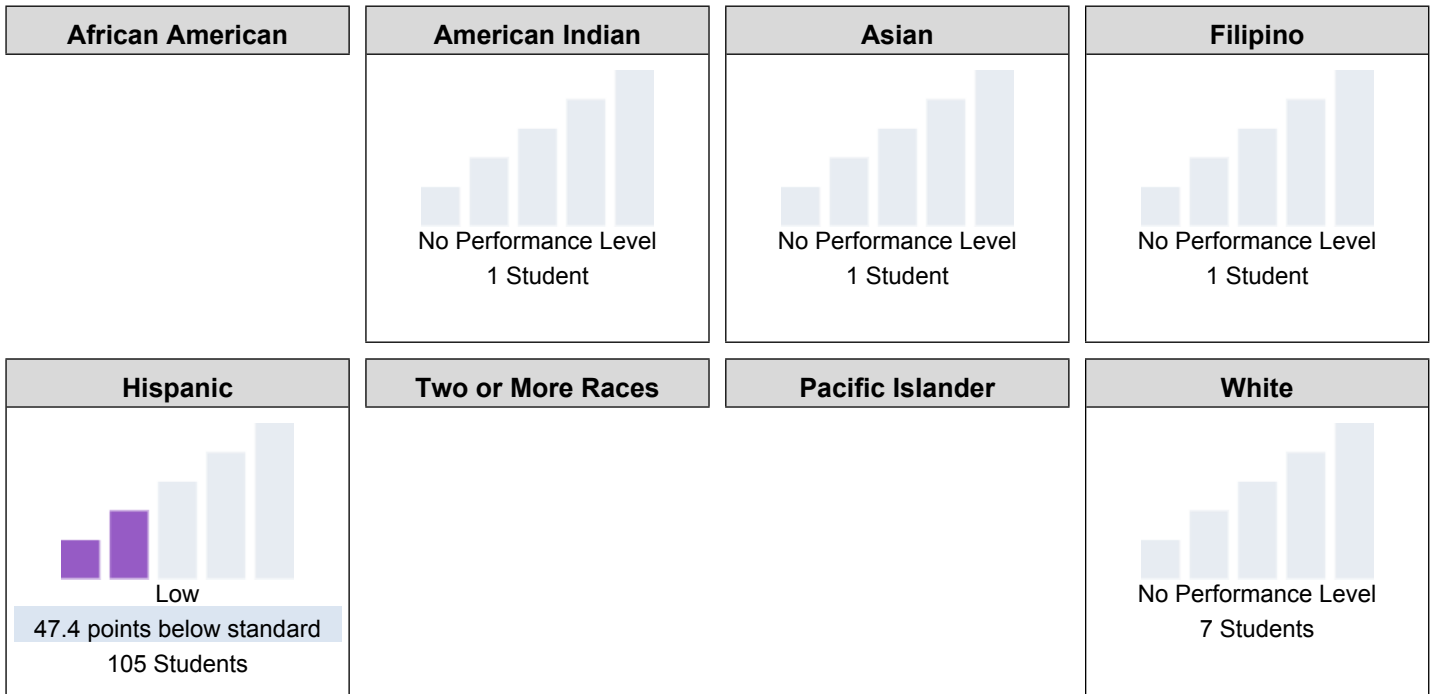
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
92.9 points below standard 50 Students	41.6 points above standard 23 Students	49.4 points below standard 38 Students

**Conclusions based on this data:**

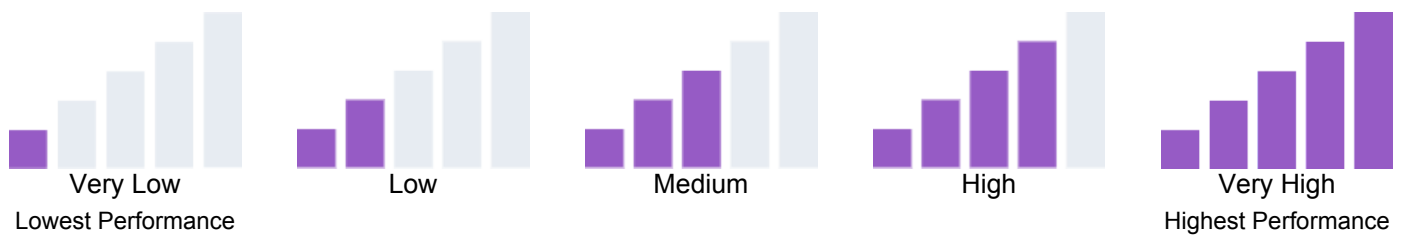
1. Romero Elementary students overall are 45.8 points below standard in ELA.
2. Current English Learners are behind other groups and 92.9 points below standard.
3. Reclassified students are out performing all other groups with a score of 41.6 points above standard.

# School and Student Performance Data

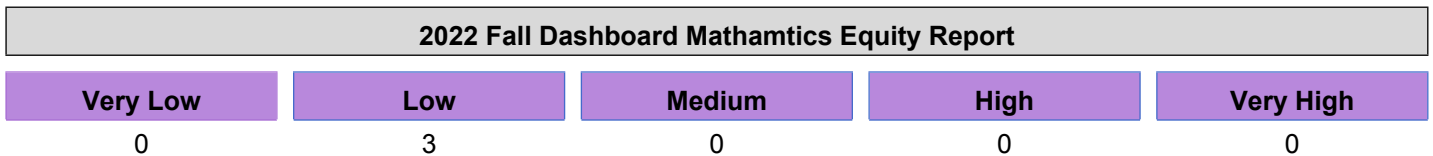
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

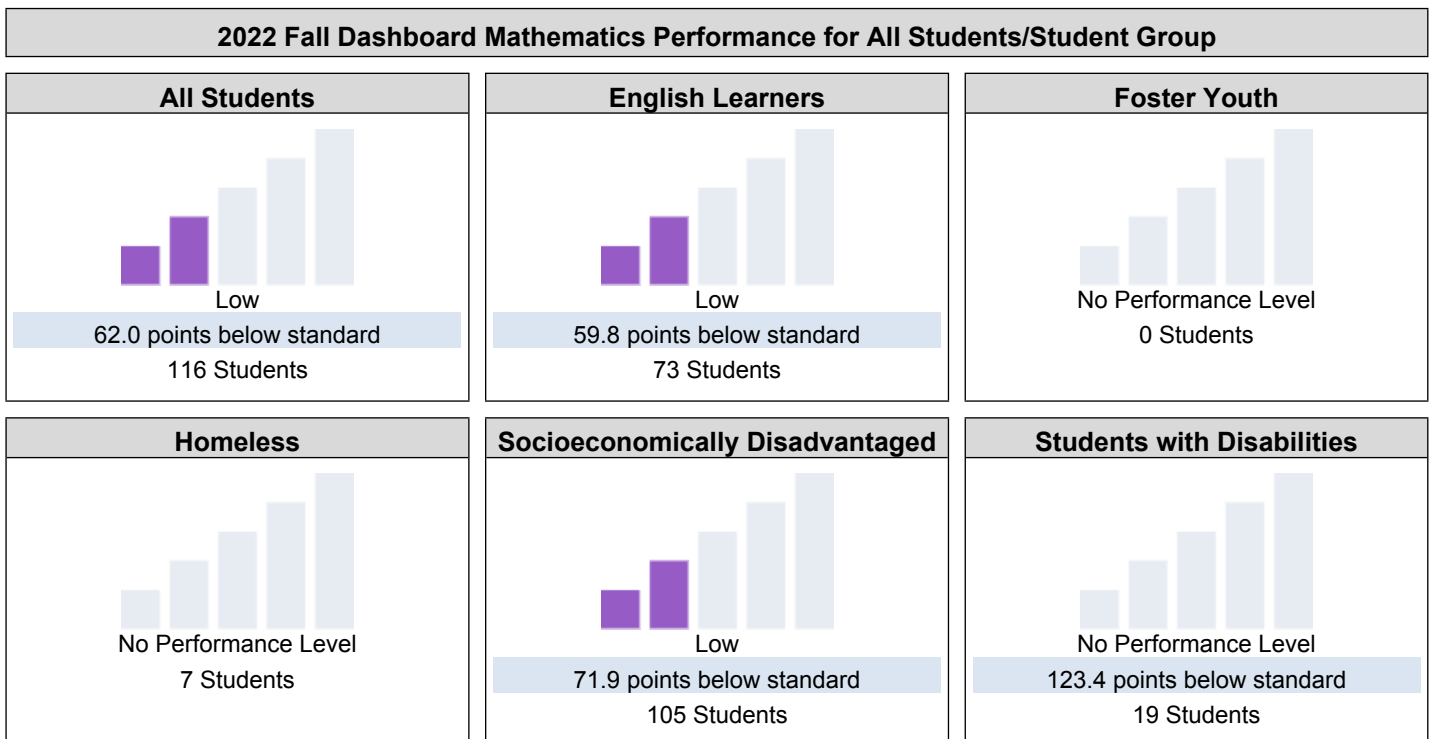
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



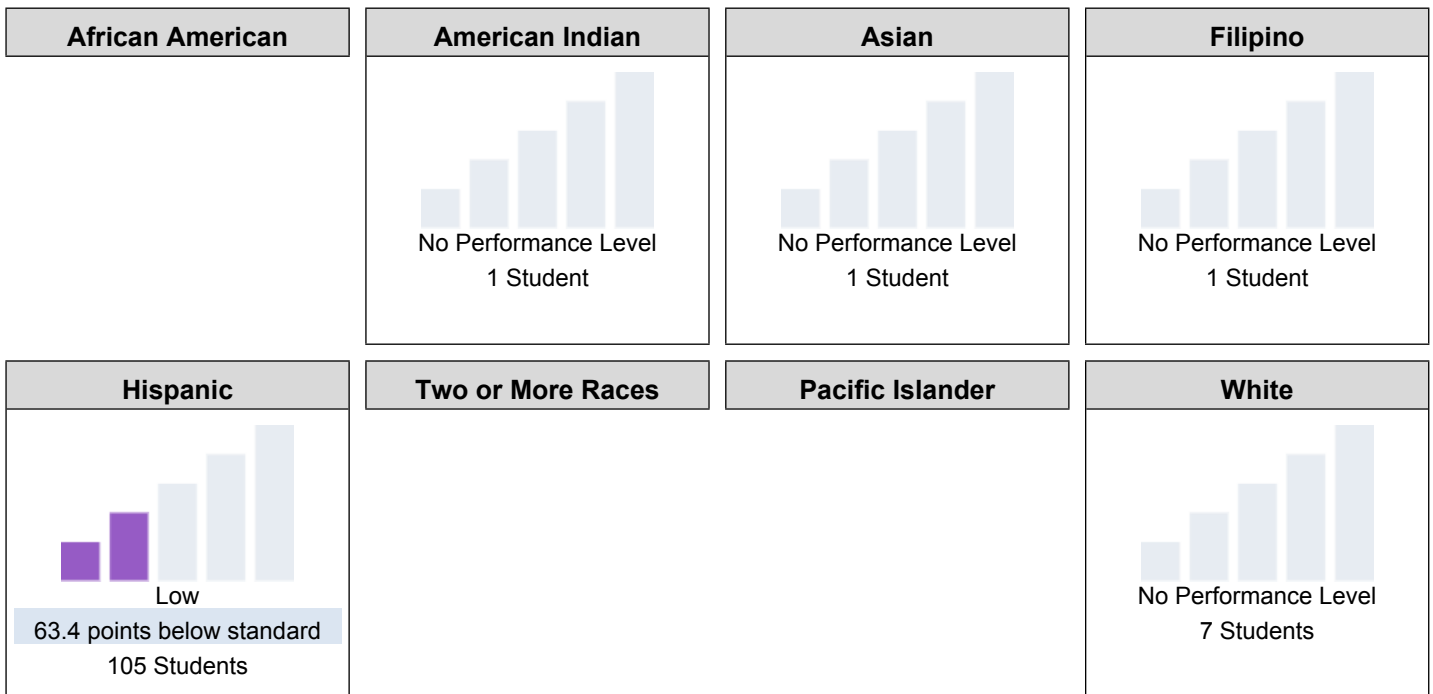
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">93.4 points below standard</p> <p>50 Students</p>	<p style="background-color: #e6f2ff;">13.4 points above standard</p> <p>23 Students</p>	<p style="background-color: #e6f2ff;">79.5 points below standard</p> <p>38 Students</p>

**Conclusions based on this data:**

1. The dashboard shows that all students and sub groups performed in the low range.
2. Reclassified learners scored 13.4 points above standard, scoring high than all other sub groups.
3. Based on the data, we need to focus on math instruction for all groups.

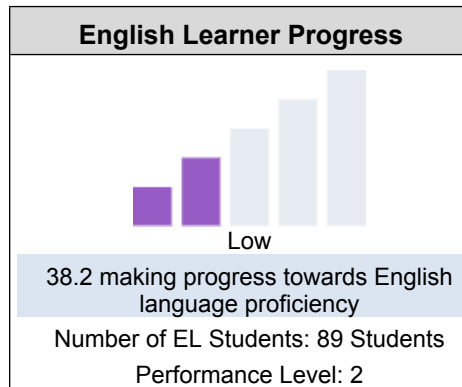
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 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
28.1%	33.7%	1.1%	37.1%

#### Conclusions based on this data:

1. Romero English learner progress scored low with 38.2% are making progress towards English language proficiency.
2. 28.1% of English learners decreased one ELPI level.
3. We need to improve EL instruction. We have begun piloting a program for ELD.

# School and Student Performance Data

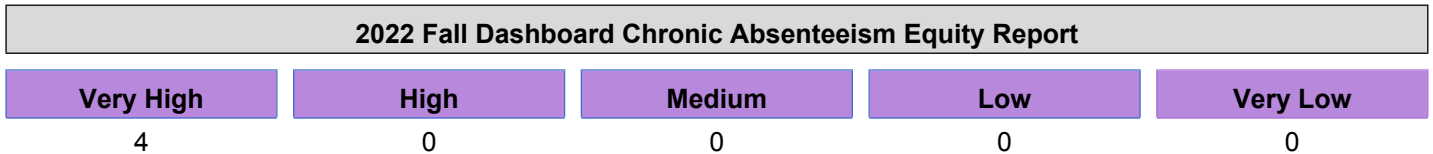
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

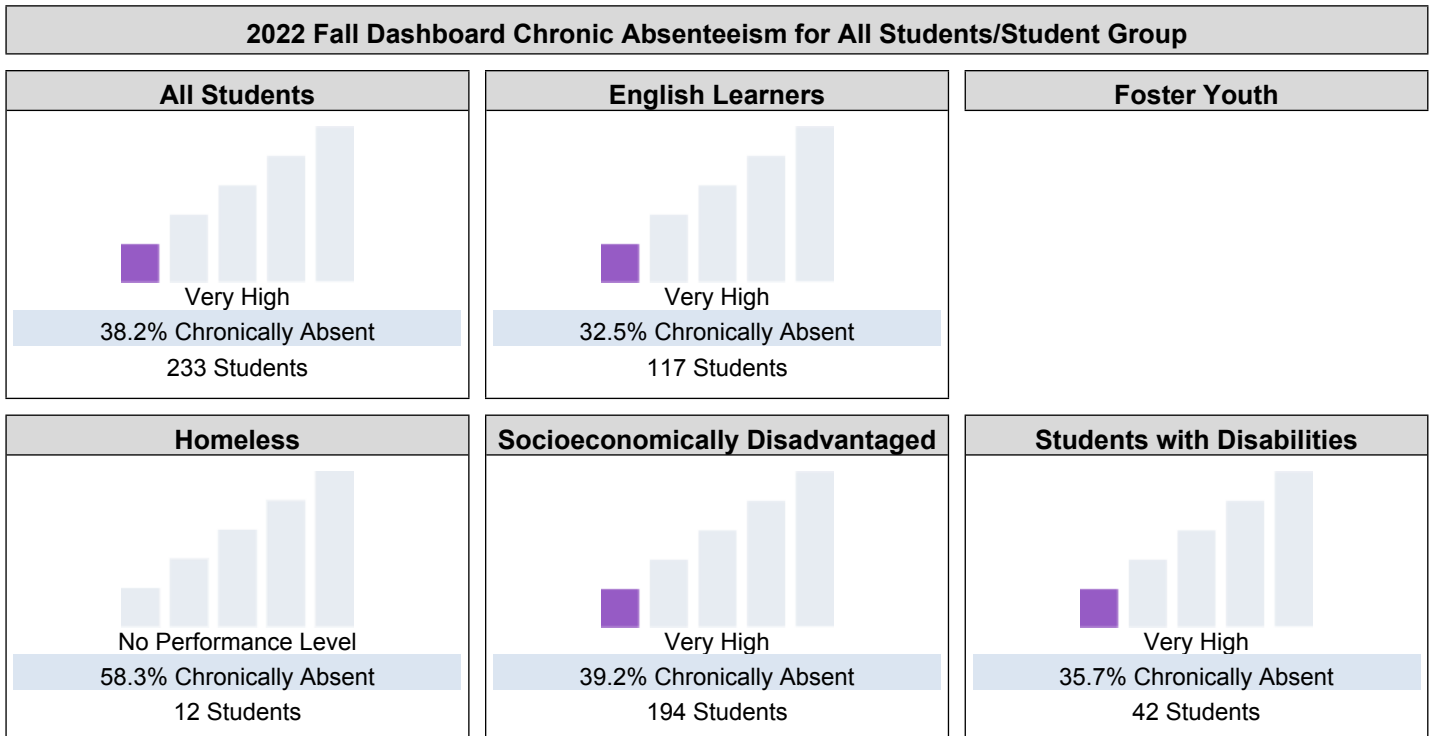
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



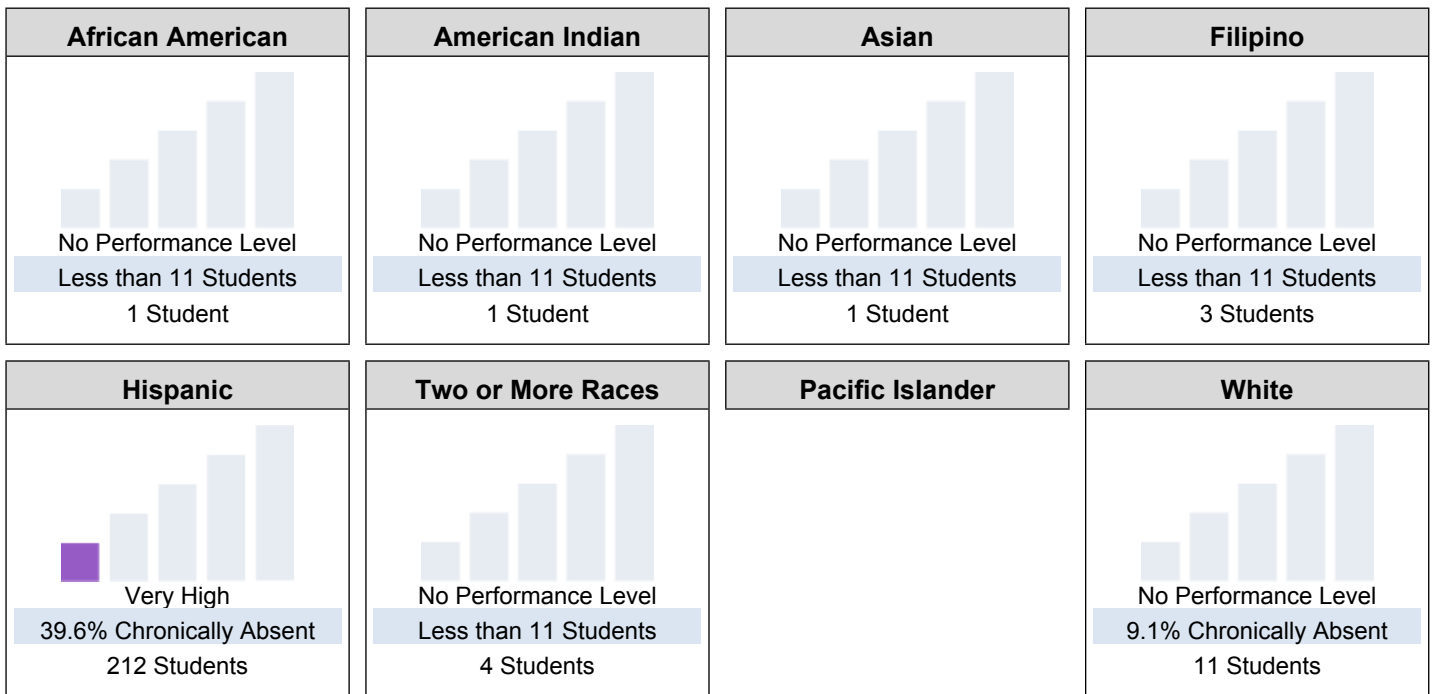
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. All student groups percentages were in the very high level.
2. Socioeconomically Disadvantaged students have the highest percentage of chronically absent.
3. Based on the data students are attending and we need to continue working with parents on attendance.

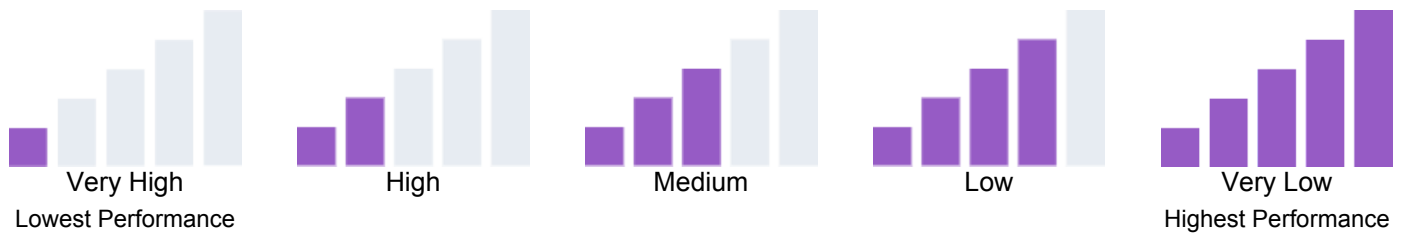


# School and Student Performance Data

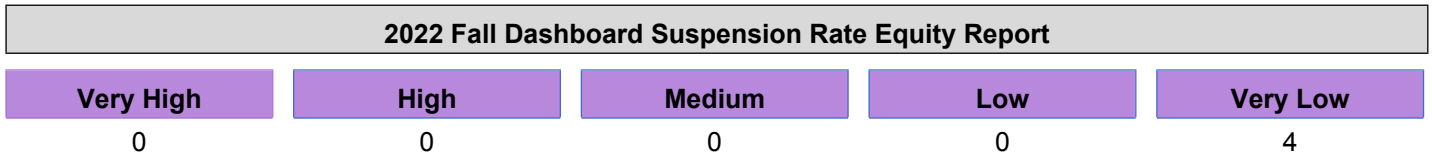
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

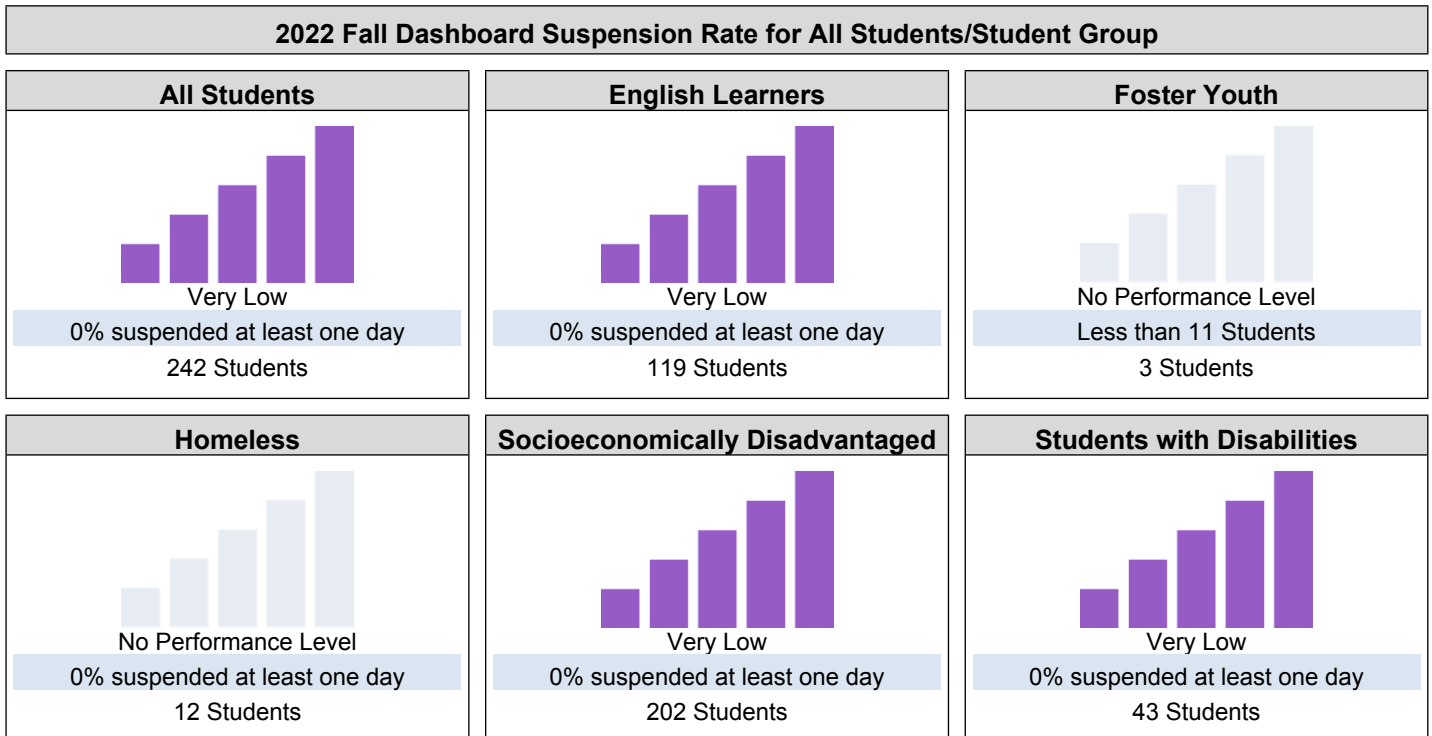
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



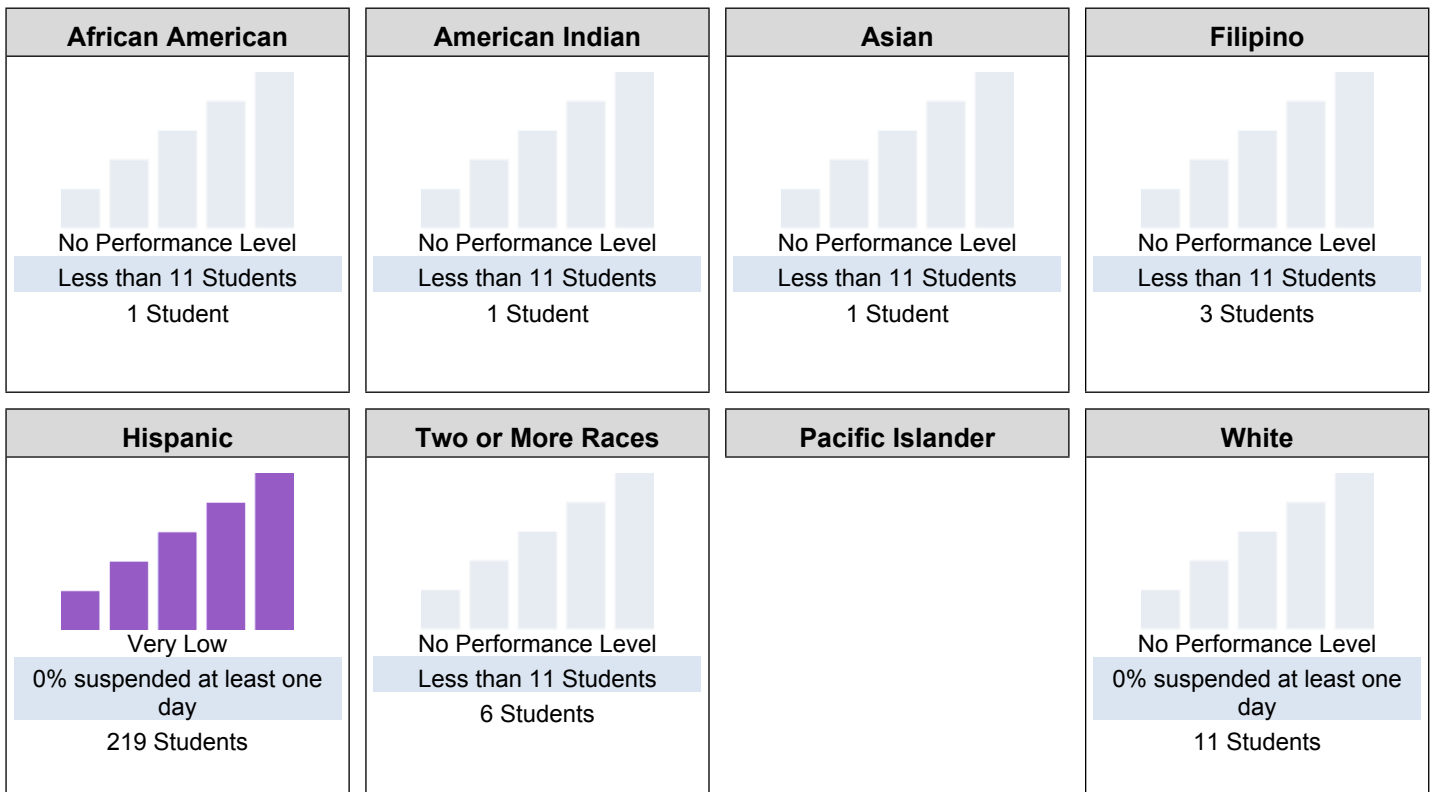
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. All student groups are in the very low level with 0%.
2. Continue with PBIS on campus.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

## Goal 1

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

## Identified Need

ELA -All students scored 45.8 points below standard on the CAASPP. Math –All students 62 points below standard on CAASPP. All data based on 2021-22 testing year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC, I-Ready, ELPAC	<p>On the District ELA Benchmark 3 Assessment (I-Ready) given in May 2022, 38% of all students scored on grade level. Decrease of 2% from May 2021. 22% of English Learners scored on Grade level on the I Ready ELA Benchmark 3. Decrease of 4% from May 2021.</p> <p>SBAC data from the 18-19 school year. SBAC ELA –31% of all 3-5 grade students met or exceeded standards. 4% of English Learners met or exceeded standards. English Learners' reclassification rate increased by 0%, as reported by the state. The percentage of ELs attaining English proficiency as measured by ELPAC; 39% proficient. All</p>	<p>I Ready ELA scores will increase to 50% of all the students will be at grade level by May 2023. Increase English Learners on grade level in ELA to 40% by May 2023.</p> <p>SBAC ELA –40% of all 3-5 grade students will meet or exceed standards. 17% of English Learners will meet or exceed standards. Increase in current English Learners reclassification rate by 5% as reported by the state. Increase the percentage of EL's attaining English proficiency by 5% as measured by ELPAC. All students have access to District-adopted Common Core instructional materials as measured by the Williams Report. All students will be</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

students were provided access to District adopted Common Core instructional materials. All students were instructed in Common Core curriculum in all core subjects as measured by lesson plans and observations. All students had access to a broad course of study, including ELA, Math, Science, Social Studies, Arts, PE, and ELD as appropriate.

SBAC data from the 2021-22 school year. SBAC ELA –34% of all 3-5 grade students met or exceeded standards. 13% of English Learners met or exceeded standards. The percentage of ELs attaining English proficiency as measured by ELPAC; 8.26% scored a level 4 well developed. All students were provided access to District adopted Common Core instructional materials. All students were instructed in Common Core curriculum in all core subjects as measured by lesson plans and observations. All students had access to a broad course of study, including ELA, Math, Science, Social Studies, Arts, PE, and ELD, as appropriate.

On the District Math Benchmark assessment given in May 2022, 35% of students scored on grade level. Increase of 7% over May 2021. 21% of English Learners scored on Grade level on the I Ready Math Benchmark 3.

SBAC data from the 18-19 school year. SBAC Math –22% of all 3-5 students met or exceeded standards 4% of

instructed in Common Core curriculum in all core subjects as measured by lesson plans and observations. On the District ELA Benchmark Assessment (iReady) 62% of students will score proficient or above on the district ELA Benchmark assessment.

I Ready Math scores will increase to 50% of all students will be on grade level by May 2023. Increase English Learners on grade level in Math to 40% by May 2023.

SBAC Math –35% of all 3-5 students will meet or exceed standard. 18% of English Learners will meet or exceed standards. All students have access to District-adopted Common Core instructional materials. All students will be instructed in Common Core curriculum in all core subjects as measured by lesson plans and observations. All students will have access to a broad course of study including ELA, Math, Science, Social Studies, Arts, PE, and ELD as appropriate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learners met or exceeded the standard, which is a 25 increase. The reclassification rate increased by 0%, as reported by the state. All students had access to the district-adopted Common Core instructional materials. All students were instructed in Common Core curriculum in all core subjects as measured by lesson plans and observations. All students had access to a broad course of study, including ELA, Math, Science, Social Studies, Arts, PE, and ELD, as appropriate.</p> <p>SBAC data from the 2021-22 school year. SBAC Math –27% of all 3-5 students met or exceeded standards. 13% of English Learners met or exceeded the standard. All students had access to the district-adopted Common Core instructional materials. All students were instructed in Common Core curriculum in all core subjects as measured by lesson plans and observations. All students had access to a broad course of study, including ELA, Math, Science, Social Studies, Arts, PE, and ELD, as appropriate.</p>	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

Strategy/Activity

Continue to fund an additional teacher and aides to support lower performing students in phonemic awareness, reading fluency, and comprehension through best practices and the use of push-in model for assistance of students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
64,108	LCFF 1000-1999: Certificated Personnel Salaries 65% R. Johnson - 102
32,270	Title I 1000-1999: Certificated Personnel Salaries 35% R. Johnson

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

#### Strategy/Activity

Purchase licenses for reading program, SDC curriculum, SEL curriculum, student supplies and copier costs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7500	LCFF 4000-4999: Books And Supplies 102 - Academy Supplies \$1000.00 101 - Instructional Materials - \$5500.00 106 - Agenda and Planners \$1000.00
5000	Unrestricted 4000-4999: Books And Supplies
2000	Lottery: Instructional Materials 4000-4999: Books And Supplies SEL Curriculum, Supplemental materials
15000	LCFF 5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

**Strategy/Activity**

Through PLC collaboration, teachers will discuss and purchase supplemental materials to support/enhance ELA and Math programs.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)**

1,000

**Source(s)**

Lottery: Instructional Materials  
4000-4999: Books And Supplies

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

**Strategy/Activity**

Continue to fund a library clerk will work with students and teacher to increase literacy. By providing assistance in finding the correct leveled books for students and find books that interest the student to increase reading. Purchase high interest books for students.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)**

10858

**Source(s)**

LCFF  
2000-2999: Classified Personnel Salaries  
100% Miske - 107

500

Unrestricted  
4000-4999: Books And Supplies  
Library Books

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

#### Strategy/Activity

Continue to provide meaningful professional development to increase student mastery of ELA, Writing, Science, Technology and math essential standards based on testing data. Training on new programs and curriculum.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0000	None Specified None Specified
12100	LCFF 5000-5999: Services And Other Operating Expenditures Conferences (10,000), Mileage (500), subs (1600) - 104
3000	Title I 5000-5999: Services And Other Operating Expenditures Training

#### Strategy/Activity 6

##### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

#### Strategy/Activity

Continue to fund Intervention aides for additional support to students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16700	LCFF 2000-2999: Classified Personnel Salaries L. Miske - 102
26000	Title I 2000-2999: Classified Personnel Salaries G. Olivera



## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

English Language Learners

### Strategy/Activity

Purchase Licenses for EL related programs, supplies and copier costs.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2500

#### Source(s)

Lottery: Instructional Materials  
4000-4999: Books And Supplies

1500

LCFF  
4000-4999: Books And Supplies  
108

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All students grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

### Strategy/Activity

Continue to fund an instructional coach to assist teachers with instruction, planning and strategies to increase student achievement. Academic celebration awards for student success.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

28117

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
D. Torres

1000

LCFF  
4000-4999: Books And Supplies  
117 - Academic awards

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

All students grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

#### Strategy/Activity

Create an after school Essential Standards academy for students who have not met specific essential standards in ELA (4 weeks) and Math (4 Weeks).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher hourly rate - 102
500	LCFF 4000-4999: Books And Supplies Supplies for academy - 102
600	Title I 4000-4999: Books And Supplies Homework Night Supplies
1800	Title I 1000-1999: Certificated Personnel Salaries Teacher Hourly Rate

#### Strategy/Activity 10

##### Students to be Served by this Strategy/Activity

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

English Language Learners

#### Strategy/Activity

Provide an ELD coordinator to support English learners in achieving language as well as academic standards.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF 1000-1999: Certificated Personnel Salaries R. Johnson -108

#### Strategy/Activity 11

##### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

#### Strategy/Activity

Teachers will continue to meet in weekly PLC and grade level collaboration day or instructional rounds (with substitute) to disaggregate data as it pertains to student needs and student success. Data will drive instruction.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Sub Costs - 103

None Specified  
None Specified

#### Strategy/Activity 12

##### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

#### Strategy/Activity

Purchase technology devices, such as laptops/Chromebook, headphones, and monitors to enhance instruction.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23000

Source(s)

LCFF  
4000-4999: Books And Supplies  
110 - Technology (4400) \$22000  
Tech Supplies (4300) \$1000

#### Strategy/Activity 13

##### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

### Strategy/Activity

Provide enrichment opportunities related to STEAM, Visual & Performing Arts and Educational Fieldtrips. Also, academic enrichment assemblies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5600

LCFF  
None Specified  
105 - Professional Services - Experimental Learning Admission (5805) /Transportation (3600)

1500

Title I  
5000-5999: Services And Other Operating Expenditures  
Academic Assemblies

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

### Strategy/Activity

Increase a positive learning environment and create opportunities for collaboration by purchasing furniture to provide flexible seating.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

LCFF  
4000-4999: Books And Supplies  
112 - Flexible Seating/Classroom Environment

## Annual Review

### SPSA Year Reviewed: 2022-23

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

# ANALYSIS

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

The intervention teacher will monitor, assess non-proficient students in all grades with Benchmark assessment and I-Ready, then place students in appropriate intervention groups based on student need. The intervention teacher will organize and teach intervention groups as well as assist teachers in classroom UA instruction delivery. The intervention teacher will monitor and evaluate student progress and report to the Principal and classroom teachers. All groups will be fluid as students progress, they will move through the levels of intervention as needed.

Students in grades 3-5 struggle with mastering mathematical concepts. Updated Eureka Math materials and manipulatives will be provided to support students who are not at proficiency levels. Teachers will assess student math skills as needed to ensure students master the foundational skills. The intervention teacher will provide intervention focusing on foundational skills.

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

Some money was left over for the family nights and trainings.

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

In reviewing the California School Dashboard and after consulting with stakeholders. To support growth in ELA with our ELs and our Special Needs population, we will implement a multi-tiered intervention program (RTI) to support students. The multi-tiered intervention will be taught by the classroom and an intervention teacher and will be on a six-week rotation. The intervention teacher and intervention aid will now push into the classroom to assist students. Data will be gathered from teacher observation, foundation skill test (will replace DIEBLES/SRI test), and I-Ready will be used to move students into intervention areas needed. The teachers will use a variety of curriculum appropriate for the students' needs based on the data. ALL teachers will provide ALL students with CORE/Benchmark curriculum within the classroom. The site will continue to support three Instructional Lead Teachers who will work with PLC teams to identify students who need additional support. It will now be in grades 3-5 to support students in ELA and math. Family Nights will be provided throughout the year to support school-to-home in ELA and Math. In reviewing the California School Dashboard, new actions have been added to the 2024 SPSA. To support growth in Math, we will implement a multi-tiered intervention program to support students. We will provide "family" nights to support the school-to-home collaboration. The expected outcome with the implementation of the changes is for students to maintain their status and/or to increase by 5.0 points

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Positive School Climate and Culture

## LEA/LCAP Goal

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

## Goal 2

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

## Identified Need

In an effort to address areas of need identified with ATSI RES will Improve student attendance for students with disabilities( 35.7%).  
Need to reduce chronic absenteeism for all students (38.2%)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FIT Report, CA Dashboard	<p>Fit report score for the 2021 school year was 98.6 overall good.</p> <p>Fit report score for the 2022 school year increased by .59% to 99.19%.</p> <p>CA Dashboard 2019 3.4% suspension rate and 10.8% chronically absent.</p> <p>CA Dashboard 2022 0% suspension rate and 38.2% Chronically absent.</p>	<p>Keep suspension rate at 0% and reduce chronically absent to 10% on CA Dashboard 2023.</p>

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

Strategy/Activity

Fund a full-time school counselor to help students with their social emotional needs thus increasing student achievement, decreasing suspension and chronically absenteeism. PBIS retraining and full implementation of all 3 Tiers.(Also, in goal 1) Funded through district LCFF.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
DD2 202 Moua District Funded

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

Strategy/Activity

Continue to pay a Stipend for the Teacher in Charge, when needed.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

750

LCFF  
None Specified  
205 - Teacher in Charge

0000

None Specified  
None Specified

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

Strategy/Activity

Resume training staff on PBIS and SEL. Student presentations to support SEL, anti-bullying, leadership and positive school culture and climate. Student leadership group to increase positive culture and climate.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
6958	LCFF 5000-5999: Services And Other Operating Expenditures 204 - Assemblies and guest speakers
2000	LCFF 4000-4999: Books And Supplies 204 - Leadership Group
2400	LCFF 5000-5999: Services And Other Operating Expenditures 204 - Conferences

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

#### Strategy/Activity

The PBIS team will continue to provide Tier 1, 2, 3 behavior supports and interventions. PBIS team and administration will attend trainings and conference related to safety, positive student discipline and attendance. Provide student incentives for positive school climate and attendance.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF 5000-5999: Services And Other Operating Expenditures 206 - PBIS Training, or other conferences
5000	LCFF 4000-4999: Books And Supplies 206 - PBIS incentives, attendance incentives, supplies and food.
2500	Unrestricted 4000-4999: Books And Supplies PBIS incentives, attendance incentives, supplies and food.

### Strategy/Activity 5



**Students to be Served by this Strategy/Activity**

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

**Strategy/Activity**

Increase communication and maintenance to ensure a safe school environment.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5000

Source(s)

LCFF  
4000-4999: Books And Supplies  
201 - School Facilities Equipment (\$4000)  
205 - Radios, ear pieces and safety equipment (\$1000)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

In an effort to address areas of need identified with ATSI RES will Improve student attendance for students with disabilities( 35.7%).

Need to reduce chronic absenteeism for all students (38.2%)

**Strategy/Activity**

Students with disabilities will receive monthly postcards notifying them of how many absences they have and the importance of being at school. Since many absences are due to medical issues or illness, the health aide will follow up monthly to see if we can support the student and families with any medical issues.

Positive attendance rewards and recognition (monthly). Attendance meetings with students, parents, and teachers, letters sent home, daily phone calls, emails, and Parent Square.

Conferences to learn new techniques for attendance.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2500

Source(s)

LCFF  
4000-4999: Books And Supplies  
207

6000

LCFF

5000-5999: Services And Other Operating Expenditures  
207 -CASCWA Conference or other conferences

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Increase counseling services and referrals to help students with their SEL needs. Reduce discipline with SEL and PBIS. We will be able to track the number of students counselor sees and look at discipline/suspensions.

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

PBIS training was done at the school by our counselor reducing training costs. Less money was spent on food than anticipated.

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.

Added funds for increased school safety and chronic absenteeism for student with disabilities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Family, and Community Partnerships

## LEA/LCAP Goal

GUSD will create partnerships with parents, families, and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

## Goal 3

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

## Identified Need

Needs assessment data shows parents want more opportunities to participate in their child's education by attending event and workshops that prepare them to help their children.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at meeting and graduation from parent workshops.	On average 18 parents attend meetings and coffee with the Principal.	20 Parents will attend meetings and coffee with the Principal. 40 parents will graduate from parent workshops in the 23-24 school year.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

### Strategy/Activity

Romero will hold monthly parent event this school year to increase parent/community participation. (Principals Coffee, Back to school night, Homework help Nights x 3 , Romero Games and school events with child care.)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies 301 - Food and Supplies for events (\$1000) 302 - Engagement Supplies (\$1000)
1000	LCFF 2000-2999: Classified Personnel Salaries 303 - Child Care and Translation
1000	LCFF 1000-1999: Certificated Personnel Salaries 301 - Teacher Pay for Homework Nights
2000	LCFF 5000-5999: Services And Other Operating Expenditures 301 - Speakers or Presenters

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

Bilingual Community Liaison to assist parents with communication needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,180	LCFF 2000-2999: Classified Personnel Salaries 304 - Marianna Franco

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

English Learner

### Strategy/Activity

Latino Family Literacy classes for parents to establish family reading routines for Spanish and English speaking parents and their children.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
700	LCFF 1000-1999: Certificated Personnel Salaries 301
1000	LCFF 4000-4999: Books And Supplies 302

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All student grades; including all significant subgroups (EL's, Special Education, foster youth and socioeconomically disadvantaged)

**Strategy/Activity**

Parents Square, office supplies, DTS Translations and Website (Webmaster) for parents communication.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2500	LCFF 4000-4999: Books And Supplies 305 - (Postage, envelopes, paper)
500	LCFF 2000-2999: Classified Personnel Salaries 305 - Web Master
1400	LCFF 5000-5999: Services And Other Operating Expenditures 305 - DTS Translations

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

**Strategy/Activity****Proposed Expenditures for this Strategy/Activity**

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

None Specified  
None Specified

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

All other activities were implemented and monthly events were held. The events we did hold were well attended.

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

Less was spent on food for family events.

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

The metrics are now based on meeting attendance and workshop graduations. We are increasing the number of parent events to monthly. Also, we are adding parent homework nights (one per trimester) where parents are shown upcoming assignments so they can help their children.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$333,541.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$93,287.00

Subtotal of additional federal funds included for this school: **\$93,287.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$226,754.00
LCFF - Supplemental	\$0.00
Lottery: Instructional Materials	\$5,500.00
None Specified	\$0.00
Unrestricted	\$8,000.00

Subtotal of state or local funds included for this school: **\$240,254.00**

Total of federal, state, and/or local funds for this school: **\$333,541.00**

# 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
LCFF	226,754.00
LCFF - Supplemental	0.00
Lottery: Instructional Materials	5,500.00
None Specified	0.00
Title I	93,287.00
Unrestricted	8,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	134,495.00
2000-2999: Classified Personnel Salaries	71,238.00
4000-4999: Books And Supplies	69,100.00
5000-5999: Services And Other Operating Expenditures	52,358.00
None Specified	6,350.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	72,308.00
2000-2999: Classified Personnel Salaries	LCFF	45,238.00
4000-4999: Books And Supplies	LCFF	55,000.00



5000-5999: Services And Other Operating Expenditures	LCFF	47,858.00
None Specified	LCFF	6,350.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	5,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	62,187.00
2000-2999: Classified Personnel Salaries	Title I	26,000.00
4000-4999: Books And Supplies	Title I	600.00
5000-5999: Services And Other Operating Expenditures	Title I	4,500.00
4000-4999: Books And Supplies	Unrestricted	8,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	270,153.00
Goal 2	35,108.00
Goal 3	28,280.00

# 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
Nicholas Freitas	Principal
Prima Chavez	Classroom Teacher
Rachael Johnson	Classroom Teacher
Shannon LaSalle	Classroom Teacher
Jaqueline Garcia	Other School Staff
Erica Gonzalez	Parent or Community Member
Lizette Ortiz	Parent or Community Member
Maria Robles	Parent or Community Member
Adeline Patino	Parent or Community Member
Maria Salazar	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 24, 2023.

Attested:



Principal, Nicholas Freitas on 4-24-2023

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gustine Elementary School	CA	May 25,2023	June 14, 2023

## Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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

Gustine Elementary School is located in the San Joaquin Valley, in Gustine, California. The school site opened in August 2001. Gustine Elementary houses Transitional Kindergarten through Grade 5. Gustine Elementary School is on a traditional school calendar. The current enrollment stands at 532 students. Approximately 86.4% of the students are Hispanic, approximately 9.6% are white (non-Hispanic), 48.1% are identified as English Learners. 78.9% are low socioeconomic, and all students obtain free meals. Gustine Elementary School provides a safe environment for students to learn and be a part of the school community. Gustine Elementary has an active ASB on campus; with activities to improve school culture throughout the school year.

There is one principal and an assistant principal. There is a full time elementary school counselor as well. The office staff consists of a secretary, attendance clerk and a home/school bilingual liaison. The District employs a full-time nurse that serves all sites and a full-time health aide for each school site. There are 28 certificated teachers, with one intervention teacher and one instructional coach. Classified staff consists of part-time aides for intervention support and one part-time aide in each TK through first grade classes. In addition, Gustine Elementary School also employs special education instructional aides, lunch and yard duty supervisors, a crossing guard, library clerk, and two full-time and one part-time custodians. Gustine Unified School District provides a full time BCBA and two Mental Health Clinicians that share responsibilities at all four GUSD school sites.

### School Vision and Mission

In partnership with families and the community, Gustine Elementary is committed to the task of educating students and giving them the skills to be productive and contributing members of society. Core beliefs are:

- High expectations yield high results.
- Every individual is unique and has worth.
- Learning is a lifelong process.
- Everyone has the right to be safe and secure and free from discrimination.
- Encouragement, enthusiasm and motivation are essential for success.
- Honesty and integrity are important values.
- The partnerships of schools, -parents and community enrich society.
- Hard work and perseverance are the cornerstones of good character.
- Excellence in education is essential to our country's democracy.

#### Our Mission Statement

The students at Gustine Elementary are our greatest asset. Their paths to success are unique. We believe that our students will experience success with the support and encouragement of parents, teachers and staff through positive social and educational experiences, respect for cultural diversity, a strong academic program, and a safe and secure learning environment. Our goal is to ensure that every student at GES is a critical thinker, a collaborative learner, as well as a productive member of society. Gustine Elementary provides a safe, friendly, and encouraging environment in which students thrive academically, socially, and emotionally. All students will leave GES prepared to take on the academic, social, and emotional challenges of middle school.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Gustine Elementary School utilizes the 2021-2024 LCAP Student/Stakeholder Survey to obtain data from students about our school climate. The LCAP Student/Stakeholder Survey is an anonymous, confidential survey of our GUSD LCAP goals related to academics, school climate and safety, student wellness, and parent and community involvement. The survey is administered to 4th and 5th grade students and parents at Gustine Elementary School. It enables Gustine Elementary School to collect and analyze data regarding our LCAP goals. The LCAP Student/Stakeholder Survey is part of a comprehensive data-driven decision making process on improving school climate, student learning environment for overall school improvements.

## Classroom Observations

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

Formal and informal classroom observations are conducted weekly by school site administrators, instructional coaches and district office administrators to ensure that teachers are focused on teaching Essential Standards through differentiated high-quality instruction utilizing a variety of instructional strategies. Classrooms are observed weekly, though not every teacher is seen weekly. Probationary teachers are evaluated annually and given formal observations at least three times a year. Tenured teachers are evaluated every five years and are given at least two formal observations during these evaluation years.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

School wide results of state and district assessments in math and language arts are reviewed in August to identify the school's focus and areas of need. Assessment results are analyzed by staff and the School Site Council during the meetings held in early fall. The entire staff reviews both individual student scores and grade level results to determine trends, identify gaps, and establish goals. The site uses results from CAASPP, ELPAC and multiple local assessments. Teachers use this data to identify student needs and place students in groups in which instruction is tailored to their targeted levels. iReady Assessments for ELA and Math, other district benchmarks, and computerized reading level scores (STAR) are used to target learning gaps and address the language needs of students to help improve student achievement. Students are continually assessed throughout the year via district-wide standards-based benchmark assessments in Math and ELA. These assessments help guide teachers as they modify instruction and identify student intervention groups via Tier II and Tier III interventions. Teachers use CFA benchmark results in Language Arts and Mathematics to monitor and modify instruction. Grade levels meet after benchmarks at PLC meetings to analyze data and plan instruction for the next instructional period. Learning targets are set, teaching practices discussed, and reteaching planned during these meetings. In addition, individual teachers meet with a team to look closely at student data during Cycle of Inquiry which occurs at the end of the first grading period. Data is looked at on an individual student basis to help with individual student achievement.

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

Teachers utilize the curriculum embedded assessments and Standards Mastery Assessments on a weekly/monthly basis to plan and modify instruction based areas of identified need and focused on the Essential Standards for their grade level.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The majority of the teachers at Gustine Elementary School meet the highly qualified staff requirements. The teachers that do not meet the requirements as highly qualified are notified as well as their students and parents/guardians through written and verbal notification.

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

Teachers are professional development (PD) at a site and district level. They attend, on average, one site PLC weekly and one PD weekly. They are also given additional opportunities for professional development via our district contracted consultants and instructional coaches. The site also has set aside funds for teacher to attend conferences as another means of giving PD opportunities.

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

Staff developments for the 2022-23 have been focused on our new ELA adoption with using the UFLI curriculum, LETRS Training and Writing Training and working with the county office of education on math training with the county math coach.

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

Ongoing instructional assistance has moved away from the use of instructional site based coaches and to district instructional coaches and the use of grade level leads (content experts). These district Teacher Leads provide the ongoing assistance and support to teachers. The goal is for these leads to create professional learning communities amongst their grade levels that can turn to each other for support. Site administration also fill the role of coaches by offering instructional strategies and support during walk-through visits, during collaboration and at staff meetings. In addition, teachers are given opportunities to visit other teachers to pick up new resources and ideas for teaching.

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

Our teachers in grades TK-5 meet in grade level PLC meetings weekly in which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. The grade levels are provided one day each trimester to plan and collaborate their plan for the year. During these days teachers are given collaboration time to discuss and plan for their students. Every teacher is constantly analyzing data to design tier II intervention strategies and establish class goal for success.

## Teaching and Learning

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

GES provides instruction and materials to content and performance standard as an integral practice at Gustine Elementary School. Instruction is aligned to the Essential Common Core State standards. Teachers work in grade levels to align instructional units to Essential Standards, and fill in areas where standards are not thoroughly addressed. They also collaborate to identify student performance in relation to each standard and to what degree of proficiency they have reached. Materials which have been adopted by the district are reviewed by District Curriculum Council and undergo scrutiny to analyze the degree of alignment between materials and standards. All teachers use state adopted textbooks & supplementary materials, grade level pacing calendar/blueprints to backward plan and prepare for weekly lesson plans. Grade level teams collaborate using data from the CFA/benchmark assessments to analyze student performance and adjust instruction accordingly.

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

All students at Gustine Elementary School are provided standard-based instructional materials in all subject areas. A description of our Core Program standards based materials and in-person instructional minutes include:

ELA (Daily 2-2.5 hours for TK-2 and 1.5-2 hours for Grades 3-5)  
Essential Standards, Benchmark, Writing, iReady UFLI for ELA, Read Alouds, etc.

MATH (Daily 45-60 minutes for TK-2 and 1-1.5 minutes for grades 3-5)  
Essential Standards, Eureka Math, Number Talks, iReady Math, Fluency Practice, etc.

ELD (Daily 30 minutes Monday-Friday ELD Integration throughout the day to provide supports to English Learners too.  
Content-based ELA using Social Studies Weekly and/or Science Weekly. Focus is language targets and domains (listening, speaking, reading, writing, comprehension)

Social Studies/Science (30-60 minutes daily or every other day) May be a designated time or integrated during ELA and Math.

PE(Mandated 200 minutes each ten days of school)

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

Teachers are guided to pace instruction according to the grade level Essential Standards pacing calendars. These calendars have been adjusted to meet the CCSS. Teachers have been encouraged to be more flexible in their pacing than in prior years and to collaborate when making adjustments they feel are needed. Teachers administer district assessments and CAASPP Interim Assessments during the school year. These assessments assess mastery of skills after they are taught. Additional reteach through Tier II is provided to students not meeting their targets. Gustine Elementary School continues to offer a Tier III/Intervention instruction to differentiate instruction for our students. We have increased support staff and now offer a pull-out model for intervention to first-fifth grade students. Kindergarten students receive Tier III instruction after school with their teachers. Special education students that receive resource support, provided with services primarily through a push-in model.

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

Teachers and students at GES have access to standards-based instructional materials in all core subjects.



Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students at Gustine Elementary School use standard-based instructional materials in all subject areas. A description of our Core Program standards based materials and in-person instructional minutes include:

ELA (Daily 2-2.5 hours for TK-2 and 1.5-2 hours for Grades 3-5)  
Essential Standards, Benchmark, Writing, iReady UFLI ELA, Read Alouds, etc.

MATH (Daily 45-60 minutes for TK-2 and 1-1.5 minutes for grades 3-5)  
Essential Standards, Eureka Math, Number Talks, iReady Math, Fluency Practice, etc.

ELD (Daily 30 minutes Monday-Friday 9:00AM-9:30AM) ELD Integration throughout the day supports ELs too.  
Content-based ELA using Social Studies Weekly and/or Science Weekly. Focus is language targets and domains (listening, speaking, reading, writing, comprehension)

Social Studies/Science (30-60 minutes daily or every other day) May be a designated time or integrated during ELA and Math?. Remember CCSS focuses on both designated and integrated.

PE(Mandated 200 minutes each ten days of school)

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide Universal Access through small group instruction. During a Rotation period, students are grouped by ELD level or instructional level, students are assessed every eight weeks and regrouped appropriately based on areas of need. Teachers regularly examine student work samples and data at grade level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The SST process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family. SBE-adopted materials for the core instruction include: Math: Eureka, Language Arts: Benchmark, Science: Science Weekly, Social Studies: Social Studies Weekly. Other materials for rotation and intervention include: iReady for ELA and Math, Phonics for Reading, Zearn, and Accelerated Reading.

## Evidence-based educational practices to raise student achievement

The Gustine Unified school district has set its instructional norms around research based instructional practices. These include Learning Goals Posted and communicated to students in student friendly language. The cycle of Inquiry has been established to review and analyze student achievement data throughout lessons and post lesson through the utilization of instructional strategies. Teachers meet weekly during PLC meetings and after each benchmark to modify and adjust instruction based on local assessments. Teachers participate in staff development programs designed to improve their skills in addressing student needs and addressing core standards. Supplemental tutoring programs are available through the After School Program, Power Hour for Kindergarten and Math Night Grades K-5.

## Parental Engagement

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

Gustine Elementary School partners with the MCOE's Strengthening Families program for resources to help families through difficult situations. The theory is that if a student has major trauma in the home they will have major difficulty learning. Gustine Elementary School provides additional academic intervention support during Tier II instruction by an Intervention teacher. Gustine Elementary School has two counselors for social-emotional support throughout the week and a district psychologist 2 days of the week. Gustine Elementary School provides parent involvement and trainings through PIQE (Parent Institute for Quality Education). In addition, the Counties after school program known as "Assets" serves about 80 students.

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

Gustine Elementary continues to focus on increasing parent involvement. Our staff welcomes parents and family members to volunteer in our classrooms and the library. Parent involvement is encouraged through the monthly "Coffee with the Principal," parent nights, such as Open House, Back-to-School Night, and information nights, as well as in classroom activities. Gustine Elementary has the goal of surveying parents at least once a year for their perceptions about many aspects of the school. These include student programs, teacher qualifications, availability of interventions for students working below grade level, quality of and availability of parent trainings, quality of school leadership, school to home communications, and opportunities for meaningful input into the development of school wide planning. This data is tabulated and shared with both staff and the community, and then incorporated into future planning. A Parent- Teacher-Student three-way pledge outlining responsibilities of parents, teachers and students, has been developed by the School and sent home to all families to review and signed at the first parent-teacher conference. Parent communication is critical in student needs as well progress being made. Parents are notified and invited annually to a Title 1 meeting where they are informed about the progress of their students, services for students who are performing below grade level and trainings available for parents so that they can assist their children at home, and support their progress at school. We welcome parent volunteers, especially for assisting with field trips, special projects, and in the library. Involvement of parents and staff this is done through the School Site Council, ELAC/DELAC, Coffee with Principal and the PTC.

## Funding

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

The LCAP budget helps students in a variety of ways. Under performing students will be specifically be supported/targeted through an intervention program directly funded by LCAP goals. The intervention teacher will work collaboratively with teachers to help struggling students set goals, check progress and produce academic results. Students identified to need this support will be identified during Cycle of Inquiry meetings, which are also funded by LCFF.

Fiscal support (EPC)

Refer to Budget Report.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA was reviewed during SSC and ELAC meetings in the 2022-2023 school year. In the December SSC and ELAC meetings, stakeholders participated in discussion and suggestions for the 2023-2024 SPSA. All discussion/suggestions were included in the minutes and then included in the goals/actions for the 2023-2024 SPSA draft. SSC council approved the SPSA at the March, 28th 2023 meeting. Contact Name: Amanda Hazan-Sanchez (209) 854-6496

## **Resource Inequities**

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

Not Applicable

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	88	103
Grade 1	87	75	77
Grade 2	86	97	84
Grade3	92	88	93
Grade 4	77	98	96
Grade 5	90	84	91
<b>Total Enrollment</b>	516	530	544

### Conclusions based on this data:

1. There is a large population of Hispanic/Latino students at Gustine Elementary School.
2. There is a decrease in Latino population and an increase in the white population.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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	223	255	269	43.20%	48.1%	49.4%
Fluent English Proficient (FEP)	57	36	37	11.00%	6.8%	6.8%
Reclassified Fluent English Proficient (RFEP)	11			4.9%		

### Conclusions based on this data:

1. GES continues to have a consistent English Learner population with 48.1% of our students classified as English Learners.
2. Eleven students were reclassified in the 2021-2022 school year.
3. Thirteen students were reclassified in the 2022-2023 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	95	91		0	89		0	89		0.0	97.8	
Grade 4	81	97		0	96		0	96		0.0	99.0	
Grade 5	89	87		0	85		0	85		0.0	97.7	
All Grades	265	275		0	270		0	270		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2344.			5.62			10.11			25.84			58.43	
Grade 4		2395.			6.25			14.58			17.71			61.46	
Grade 5		2424.			7.06			20.00			14.12			58.82	
All Grades	N/A	N/A	N/A		6.30			14.81			19.26			59.63	

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		3.37			64.04			32.58				
Grade 4		8.33			59.38			32.29				
Grade 5		5.88			56.47			37.65				
All Grades		5.93			60.00			34.07				

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		1.12			34.83			64.04	
Grade 4		5.21			42.71			52.08	
Grade 5		1.18			36.47			62.35	
All Grades		2.59			38.15			59.26	

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		5.62			65.17			29.21	
Grade 4		3.13			73.96			22.92	
Grade 5		2.35			74.12			23.53	
All Grades		3.70			71.11			25.19	

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		3.37			57.30			39.33	
Grade 4		7.29			61.46			31.25	
Grade 5		7.06			58.82			34.12	
All Grades		5.93			59.26			34.81	

**Conclusions based on this data:**

1. GES grades 3rd through 5th grade only have 19.26% at meets or exceeds standards for ELA. With little difference in scores from last year it is hard to make assumptions. Fidelity to teaching Essential Standards, utilizing instructional strategies with fidelity to the adopted program, strengthening the PLC process with result in increase student achievement and implementation of UFLI is needed.

For the 2021-2022, CAASPP assessments were administered. The local district assessment known as iReady was administered as well. In the iReady ELA, 34% of all kindergarten-fifth grade students performed at Tier 1 (at grade level) in the May 2022 i-Ready assessment in ELA. 25% of all English Learners in kinder-fifth grades performed at Tier 1 (at grade level) in the May i-Ready assessment in ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	95	91		0	90		0	90		0.0	98.9	
Grade 4	81	97		0	97		0	97		0.0	100.0	
Grade 5	89	88		0	88		0	88		0.0	100.0	
All Grades	265	276		0	275		0	275		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2361.			1.11			16.67			22.22			60.00	
Grade 4		2402.			2.06			16.49			24.74			56.70	
Grade 5		2412.			4.55			5.68			17.05			72.73	
All Grades	N/A	N/A	N/A		2.55			13.09			21.45			62.91	

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		3.33			41.11			55.56	
Grade 4		5.15			34.02			60.82	
Grade 5		4.55			27.27			68.18	
All Grades		4.36			34.18			61.45	

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		5.56			37.78			56.67	
Grade 4		8.25			35.05			56.70	
Grade 5		4.55			36.36			59.09	
All Grades		6.18			36.36			57.45	



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		1.11			56.67			42.22	
Grade 4		6.19			47.42			46.39	
Grade 5		3.41			44.32			52.27	
All Grades		3.64			49.45			46.91	

**Conclusions based on this data:**

1.

For the 2021-2022, CAASPP assessments were administered and the percent at or near standard was 21.45%. The local district assessment known as iReady was administered as well. In the iReady Math, 28% of all kinder-fifth grade students performed at Tier 1 (at grade level) in the May 2022 i-Ready assessment in Math. 19% of all English Learners in kinder-fifth grades performed at Tier 1 (at grade level) in the May i-Ready assessment in Math.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1397.5	1416.6		1410.1	1420.1		1367.9	1408.0		48	44	
<b>1</b>	1433.0	1434.0		1453.9	1451.5		1411.8	1416.0		44	44	
<b>2</b>	1456.3	1463.8		1458.8	1475.0		1453.3	1452.1		39	48	
<b>3</b>	1470.4	1478.7		1469.9	1472.4		1470.5	1484.5		40	41	
<b>4</b>	1476.7	1497.1		1479.4	1501.3		1473.5	1492.5		30	42	
<b>5</b>	1501.9	1514.2		1497.2	1521.6		1506.3	1506.2		27	38	
<b>All Grades</b>										228	257	

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
<b>K</b>	4.17	18.18		22.92	20.45		45.83	47.73		27.08	13.64		48	44	
<b>1</b>	2.27	4.55		20.45	18.18		54.55	50.00		22.73	27.27		44	44	
<b>2</b>	5.13	8.33		51.28	35.42		28.21	39.58		15.38	16.67		39	48	
<b>3</b>	0.00	7.32		25.00	43.90		62.50	26.83		12.50	21.95		40	41	
<b>4</b>	0.00	7.14		16.67	40.48		60.00	40.48		23.33	11.90		30	42	
<b>5</b>	7.69	18.42		30.77	28.95		42.31	39.47		19.23	13.16		26	38	
<b>All Grades</b>	3.08	10.51		27.75	31.13		48.90	40.86		20.26	17.51		227	257	

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
<b>K</b>	6.25	18.18		41.67	25.00		31.25	38.64		20.83	18.18		48	44	
<b>1</b>	20.45	11.36		27.27	36.36		40.91	40.91		11.36	11.36		44	44	
<b>2</b>	25.64	22.92		41.03	43.75		20.51	22.92		12.82	10.42		39	48	
<b>3</b>	12.50	31.71		45.00	36.59		30.00	12.20		12.50	19.51		40	41	
<b>4</b>	6.67	19.05		50.00	64.29		33.33	9.52		10.00	7.14		30	42	
<b>5</b>	26.92	31.58		46.15	52.63		23.08	7.89		3.85	7.89		26	38	
<b>All Grades</b>	15.86	22.18		40.97	42.80		30.40	22.57		12.78	12.45		227	257	

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
<b>K</b>	6.25	11.36		8.33	25.00		45.83	38.64		39.58	25.00		48	44	
<b>1</b>	0.00	4.55		11.36	11.36		38.64	38.64		50.00	45.45		44	44	
<b>2</b>	7.69	0.00		28.21	33.33		33.33	33.33		30.77	33.33		39	48	
<b>3</b>	0.00	7.32		10.00	24.39		52.50	36.59		37.50	31.71		40	41	
<b>4</b>	0.00	2.38		10.00	21.43		30.00	40.48		60.00	35.71		30	42	
<b>5</b>	0.00	2.63		15.38	13.16		53.85	44.74		30.77	39.47		26	38	
<b>All Grades</b>	2.64	4.67		13.66	21.79		42.29	38.52		41.41	35.02		227	257	

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
<b>K</b>	12.50	27.27		81.25	56.82		6.25	15.91		48	44	
<b>1</b>	27.27	31.82		68.18	59.09		4.55	9.09		44	44	
<b>2</b>	20.51	20.83		69.23	72.92		10.26	6.25		39	48	
<b>3</b>	17.50	36.59		70.00	43.90		12.50	19.51		40	41	
<b>4</b>	23.33	40.48		63.33	54.76		13.33	4.76		30	42	
<b>5</b>	23.08	21.05		57.69	71.05		19.23	7.89		26	38	
<b>All Grades</b>	20.26	29.57		69.60	59.92		10.13	10.51		227	257	

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
<b>K</b>	10.42	15.91		52.08	52.27		37.50	31.82		48	44	
<b>1</b>	15.91	11.36		61.36	68.18		22.73	20.45		44	44	
<b>2</b>	28.21	20.83		56.41	64.58		15.38	14.58		39	48	
<b>3</b>	15.00	41.46		67.50	39.02		17.50	19.51		40	41	
<b>4</b>	10.00	19.05		76.67	71.43		13.33	9.52		30	42	
<b>5</b>	42.31	63.16		46.15	28.95		11.54	7.89		26	38	
<b>All Grades</b>	18.94	27.63		59.91	54.86		21.15	17.51		227	257	

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
<b>K</b>	4.17	11.36		66.67	72.73		29.17	15.91		48	44	
<b>1</b>	4.55	9.09		36.36	29.55		59.09	61.36		44	44	
<b>2</b>	12.82	2.08		53.85	62.50		33.33	35.42		39	48	
<b>3</b>	0.00	4.88		47.50	46.34		52.50	48.78		40	41	
<b>4</b>	0.00	0.00		23.33	57.14		76.67	42.86		30	42	
<b>5</b>	7.69	7.89		57.69	47.37		34.62	44.74		26	38	
<b>All Grades</b>	4.85	5.84		48.46	52.92		46.70	41.25		227	257	

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
<b>K</b>	16.67	31.82		37.50	34.09		45.83	34.09		48	44	
<b>1</b>	0.00	0.00		61.36	70.45		38.64	29.55		44	44	
<b>2</b>	10.26	10.42		53.85	66.67		35.90	22.92		39	48	
<b>3</b>	0.00	14.63		67.50	70.73		32.50	14.63		40	41	
<b>4</b>	0.00	11.90		60.00	66.67		40.00	21.43		30	42	
<b>5</b>	3.85	7.89		73.08	71.05		23.08	21.05		26	38	
<b>All Grades</b>	5.73	12.84		57.27	63.04		37.00	24.12		227	257	

**Conclusions based on this data:**

1. During the 2021-2022, eleven English Learner students were reclassified as RFEP.
2. During the 2022-2023, thirteen English Learner students were reclassified as RFEP.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>530</b>	<b>78.9</b>	<b>48.1</b>	<b>0.2</b>
Total Number of Students enrolled in Gustine 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	255	48.1
<b>Foster Youth</b>	1	0.2
<b>Homeless</b>	4	0.8
<b>Socioeconomically Disadvantaged</b>	418	78.9
<b>Students with Disabilities</b>	53	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	1	0.2
<b>American Indian</b>	2	0.4
<b>Asian</b>	3	0.6
<b>Filipino</b>		
<b>Hispanic</b>	458	86.4
<b>Two or More Races</b>	7	1.3
<b>Pacific Islander</b>		
<b>White</b>	51	9.6

**Conclusions based on this data:**

1. Gustine Elementary School continues to be a Title I school. We have 84% of our student that are socioeconomically disadvantaged.

# School and Student Performance Data

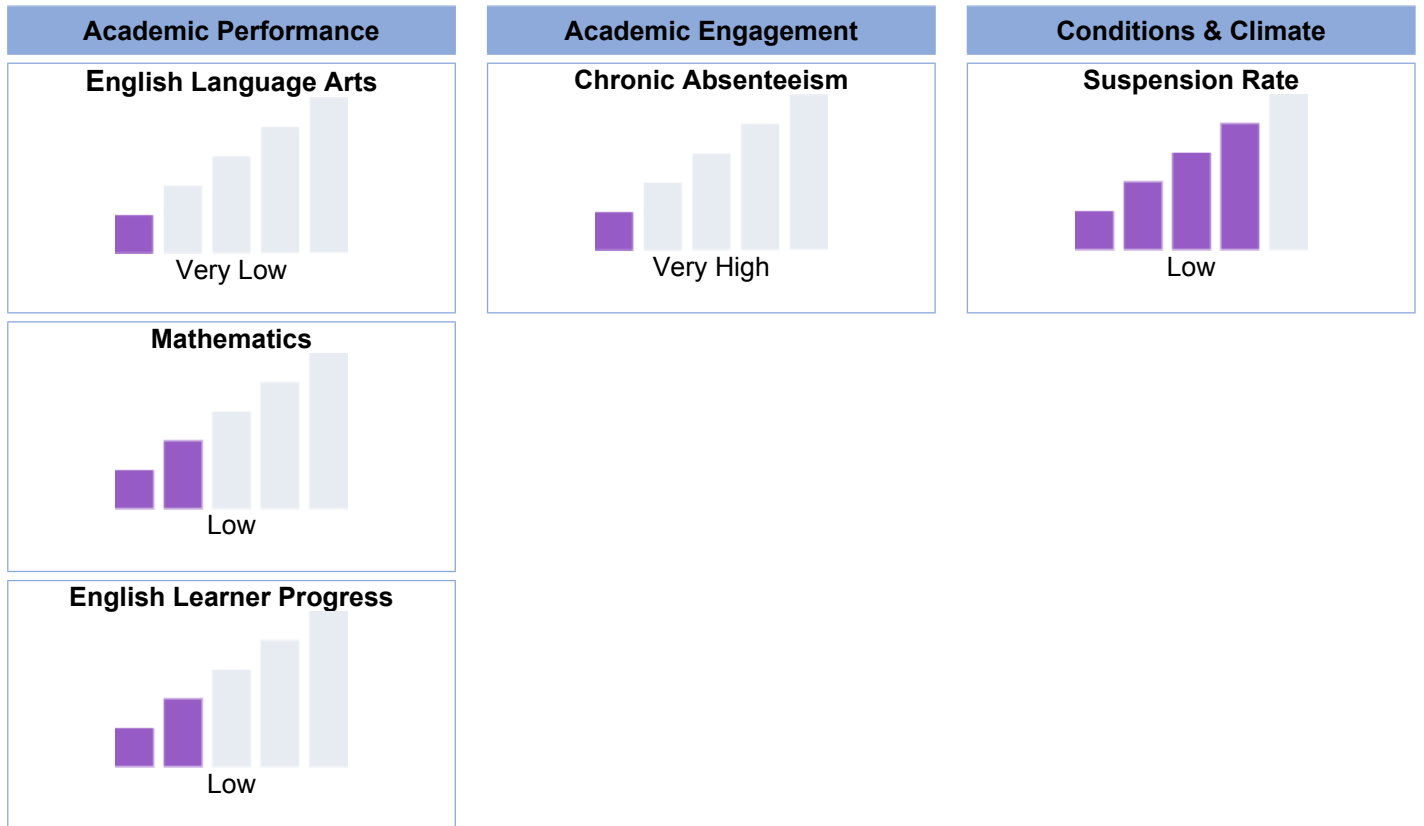
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. We continue to make growth and are improving the academic achievement in English Language Arts and Math. We are strengthening our teaching by focusing on Essential Standards and implementing and embracing LETRS Training with the Science of Reading as well as Focused Math Instruction through the County Office of Education.

2. We are focused on an attendance goal of 97% or higher. We have launched a campaign to promote regular attendance and incentives for perfect attendance, such as popcorn parties, awards and recognition, incentive points using a digital platform that can be redeemed for prizes routinely.
3. Suspension rates increased. However, we are focusing on positive behaviors and preventative approaches through PBIS as well as working with teachers and staff on alternative interventions and supports for students.

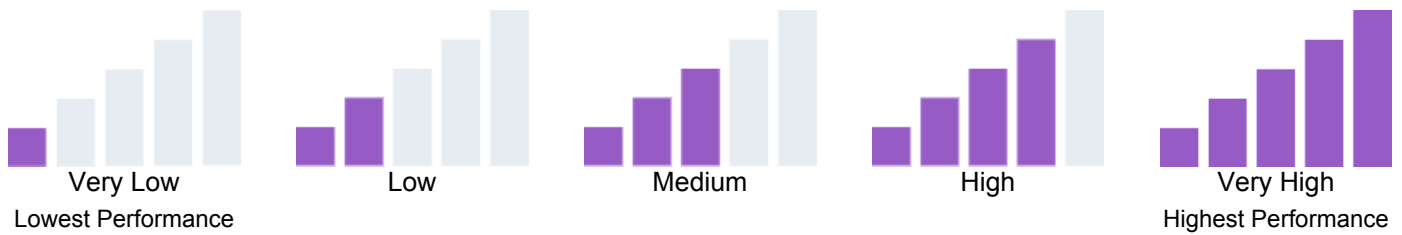


# School and Student Performance Data

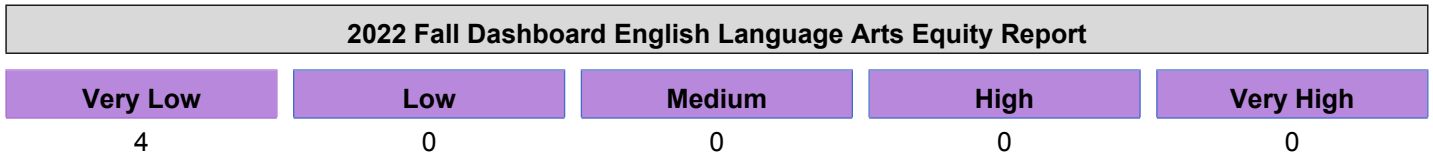
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

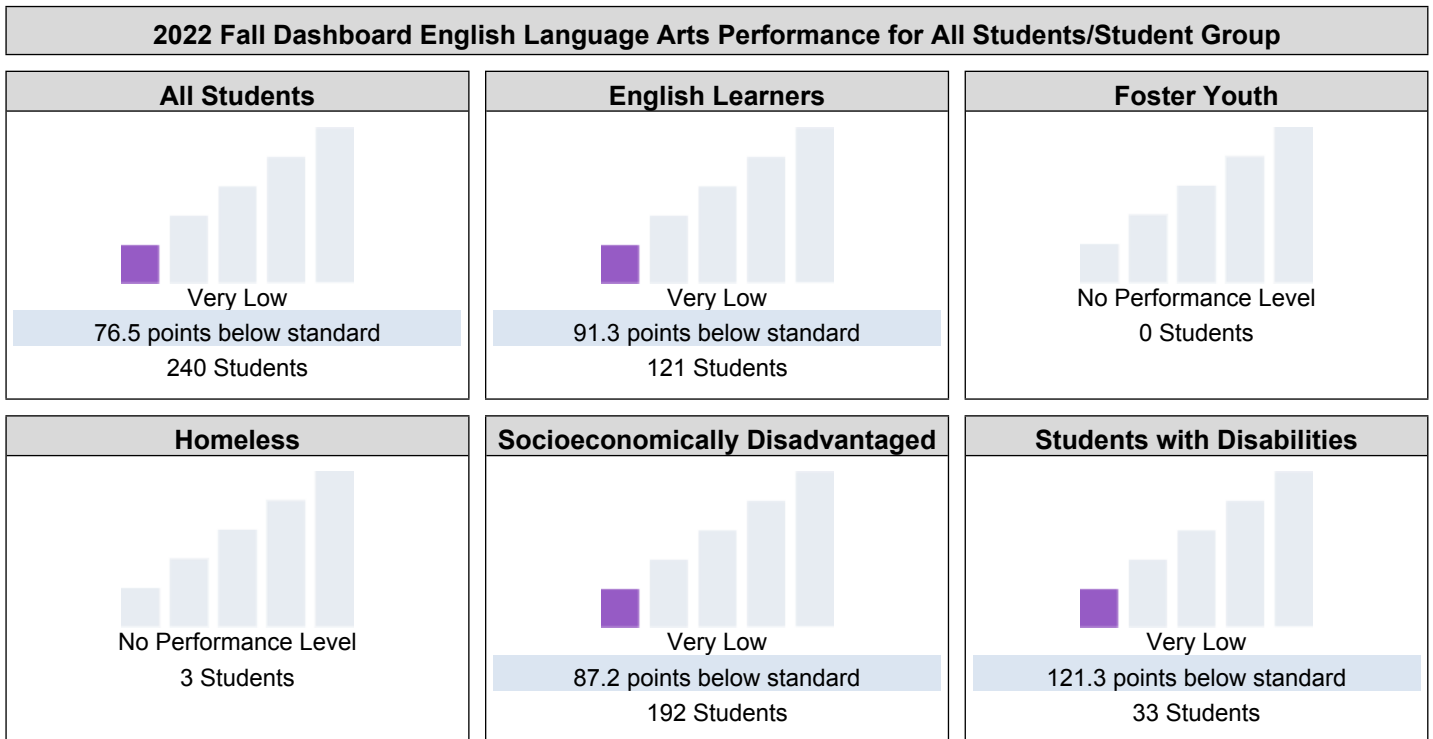
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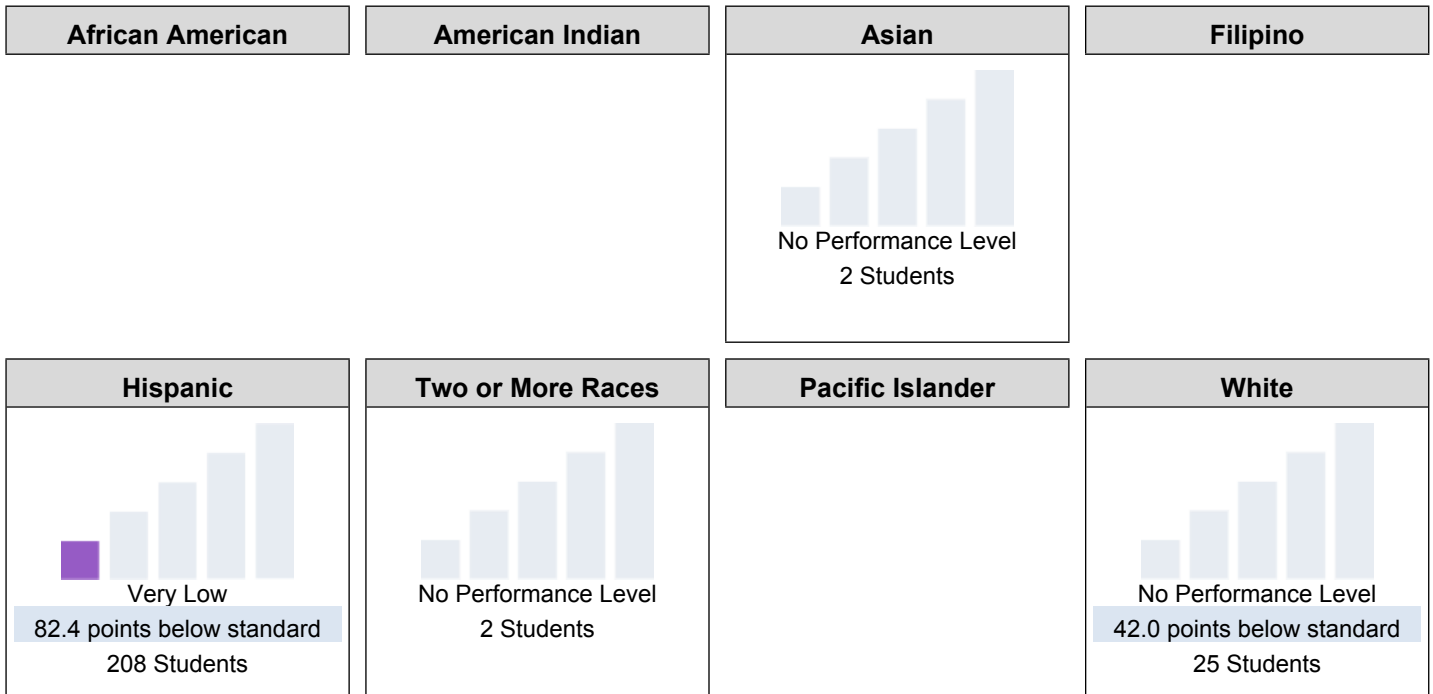
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
114.9 points below standard 90 Students	22.7 points below standard 31 Students	62.9 points below standard 112 Students

**Conclusions based on this data:**

1. Gustine Elementary School is making progress on the reclassification of English Learners to Fluent Proficient. Our focus this year is on content-based ELD instruction.
2. Gustine Elementary School must continue to implement strategies to support students that are below standard and that have been identified through ATSI.

# School and Student Performance Data

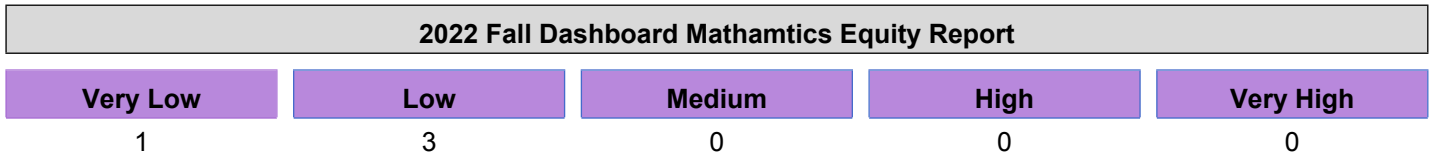
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

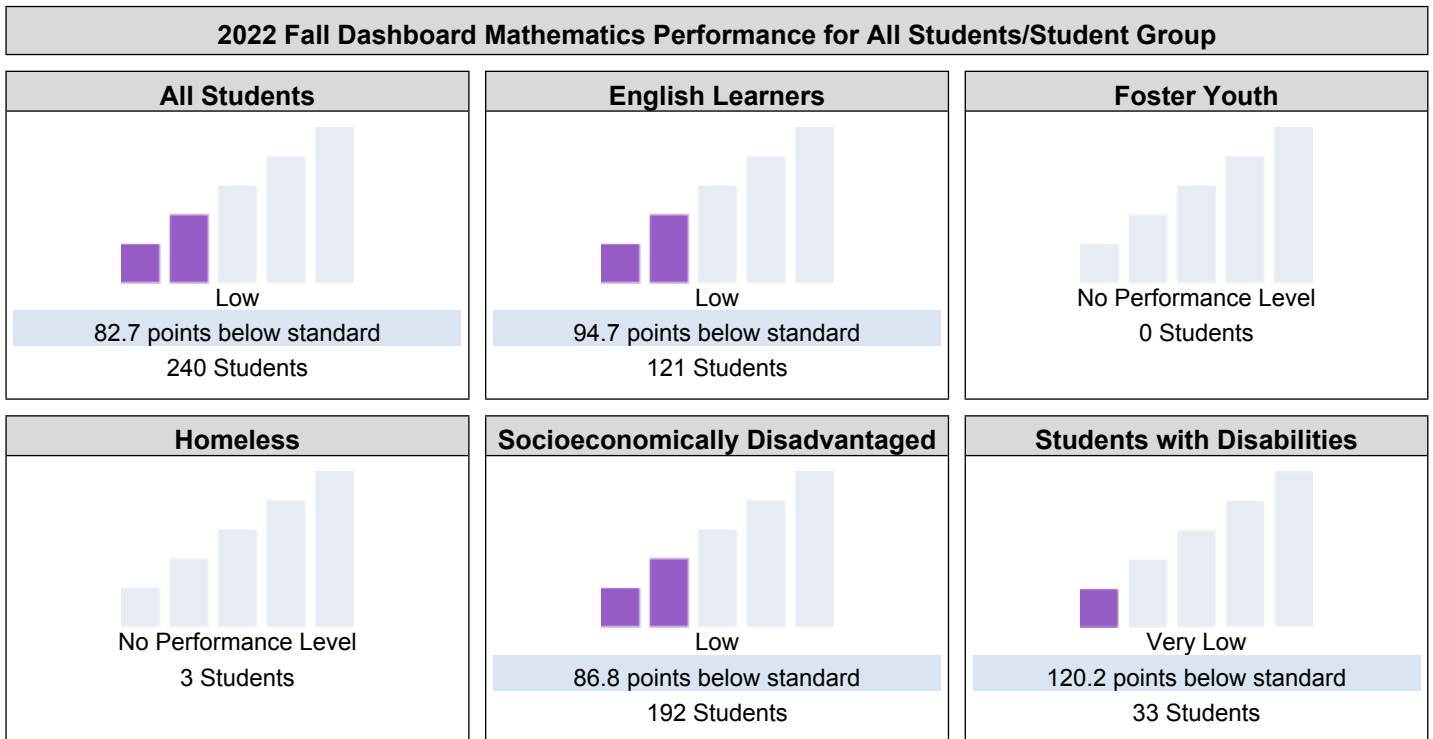
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



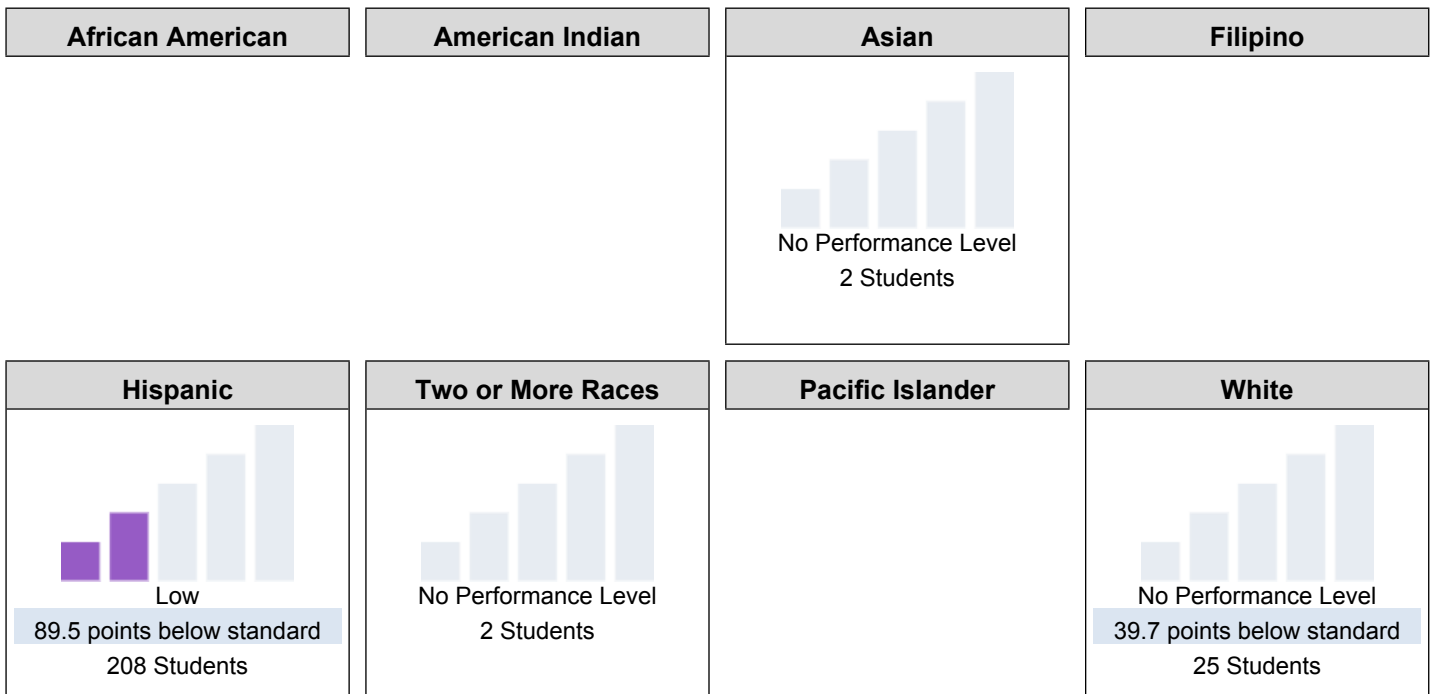
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>112.8 points below standard</p> <p>90 Students</p>	<p>42.0 points below standard</p> <p>31 Students</p>	<p>70.7 points below standard</p> <p>112 Students</p>

### Conclusions based on this data:

1. There is a need to improve academic achievement in mathematics. Our reclassified students are continuing to show growth in math achievement.
2. Gustine Elementary School must embrace all resources, trainings and supports available to support student learning and especially those students that are below standard.

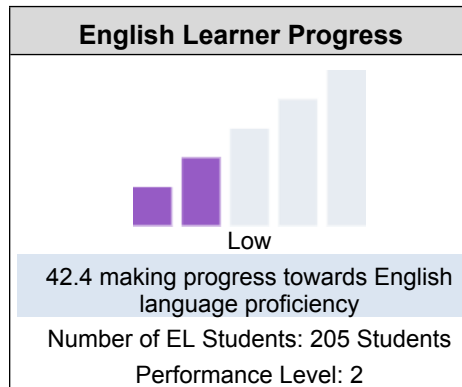
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 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
17.6%	40.0%	0.0%	42.4%

#### Conclusions based on this data:

- The highest group of English Learner students are in levels 2 and 3. We need to ensure that EL students receive the necessary ELD instruction to make progress and develop their language skills to be reclassified. We have large numbers of EL students that are absent for several days of school as they leave to Mexico or out of state during the school year.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

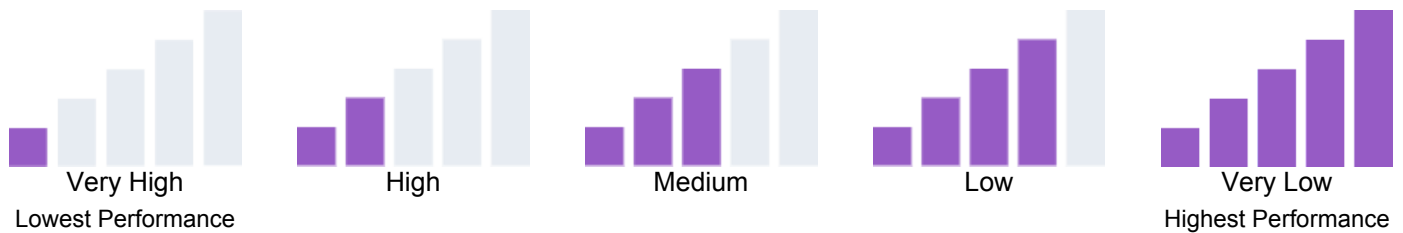
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# School and Student Performance Data

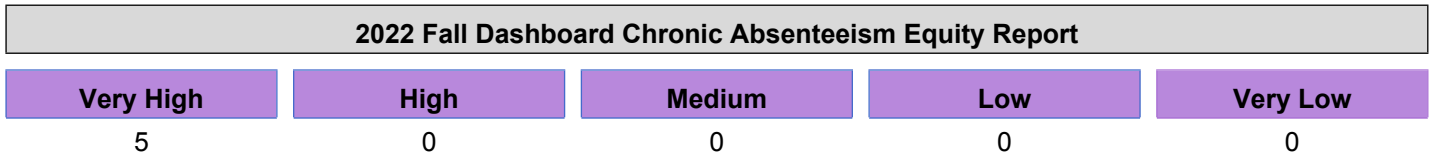
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

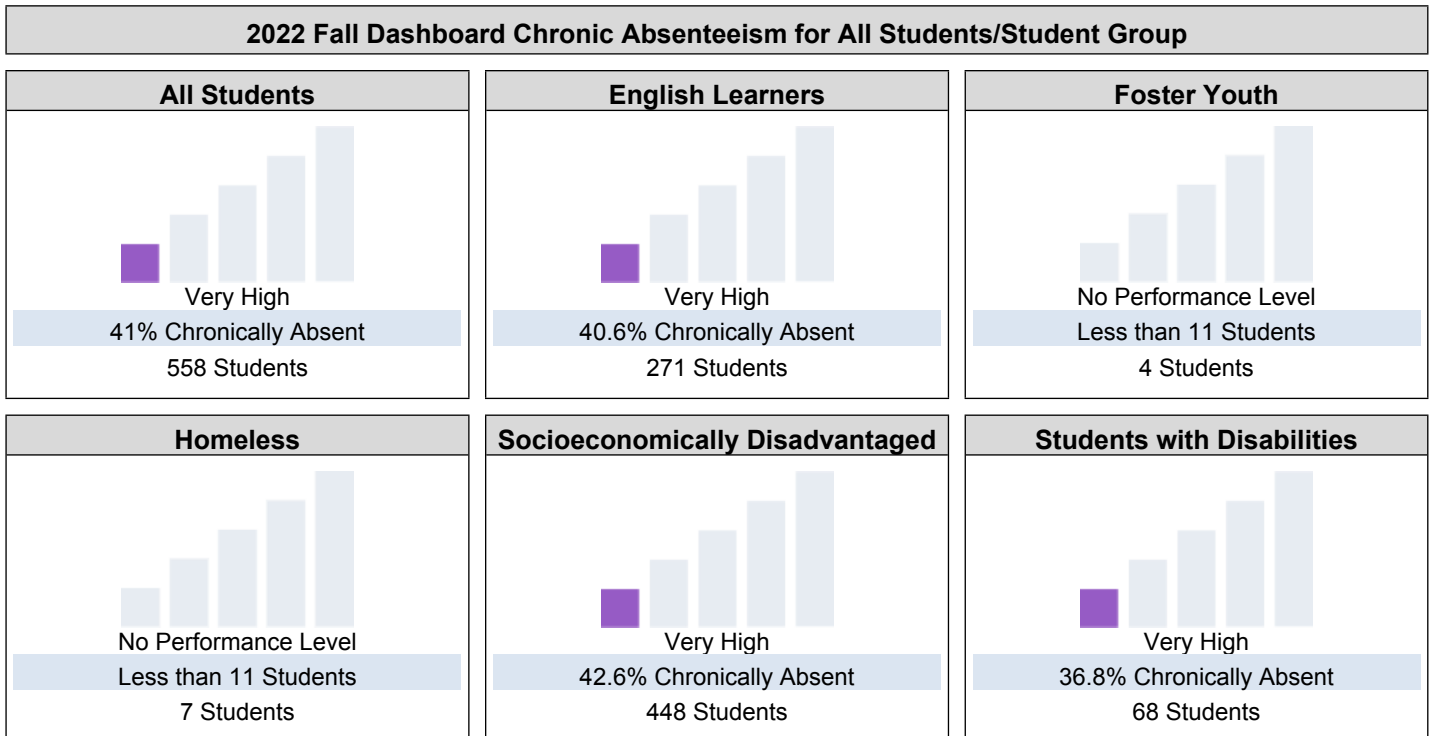
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



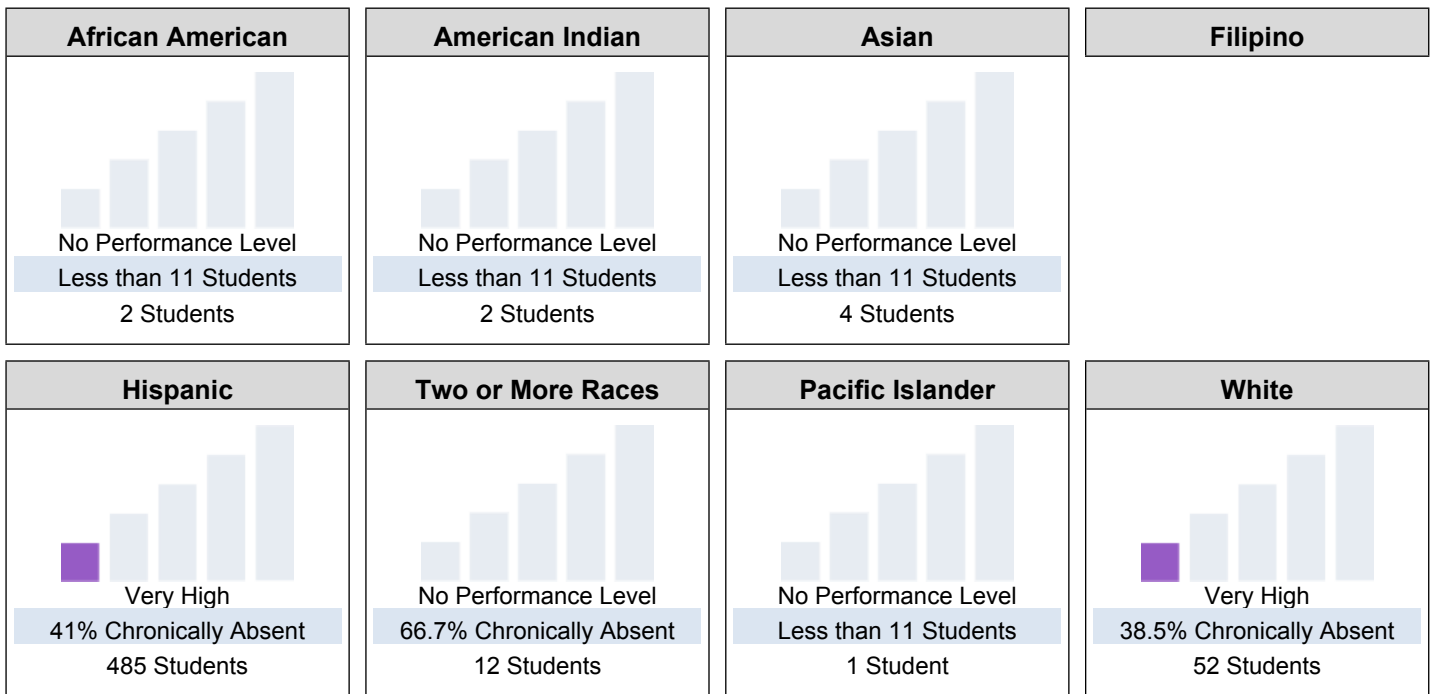
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. A high percentage of students that are chronically absent are Hispanic (41%) and White students (38.5%).
2. Due to COVID-19, student absences increased due to mandatory quarantine guidelines.



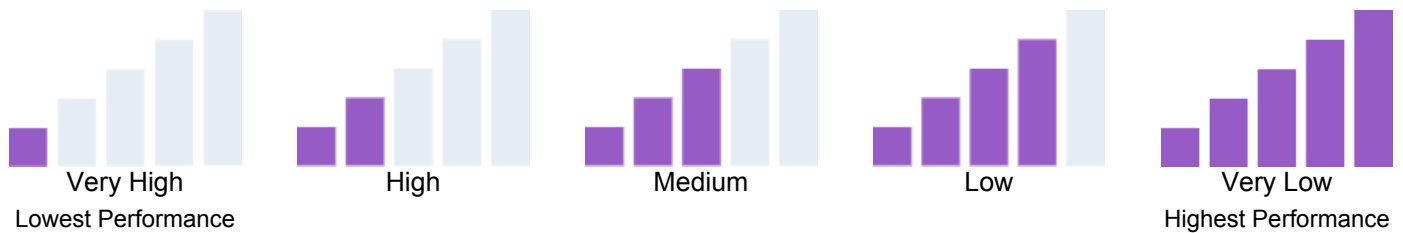


# School and Student Performance Data

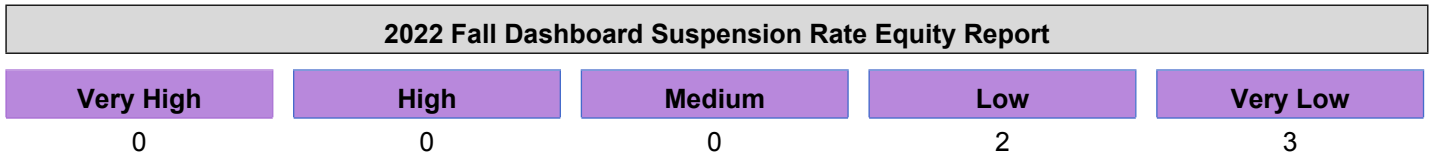
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

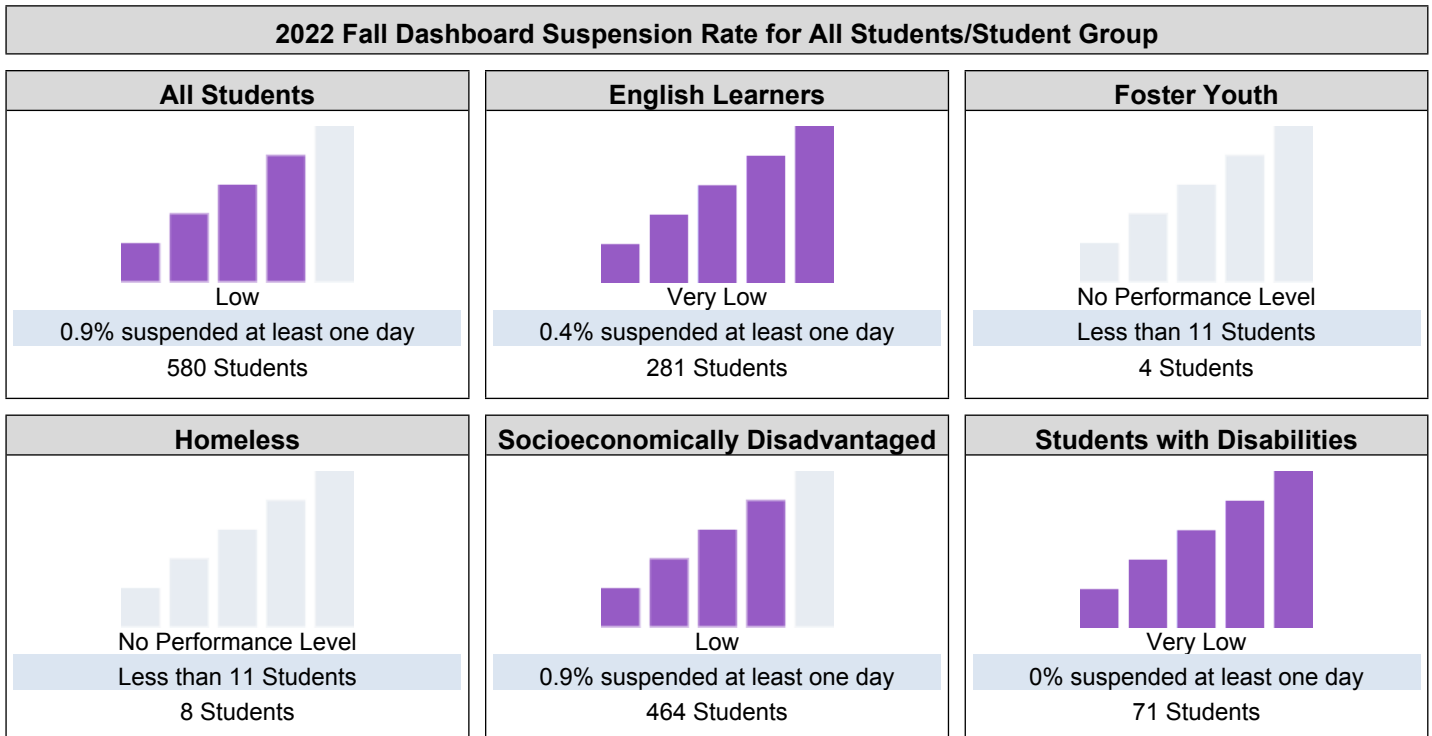
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



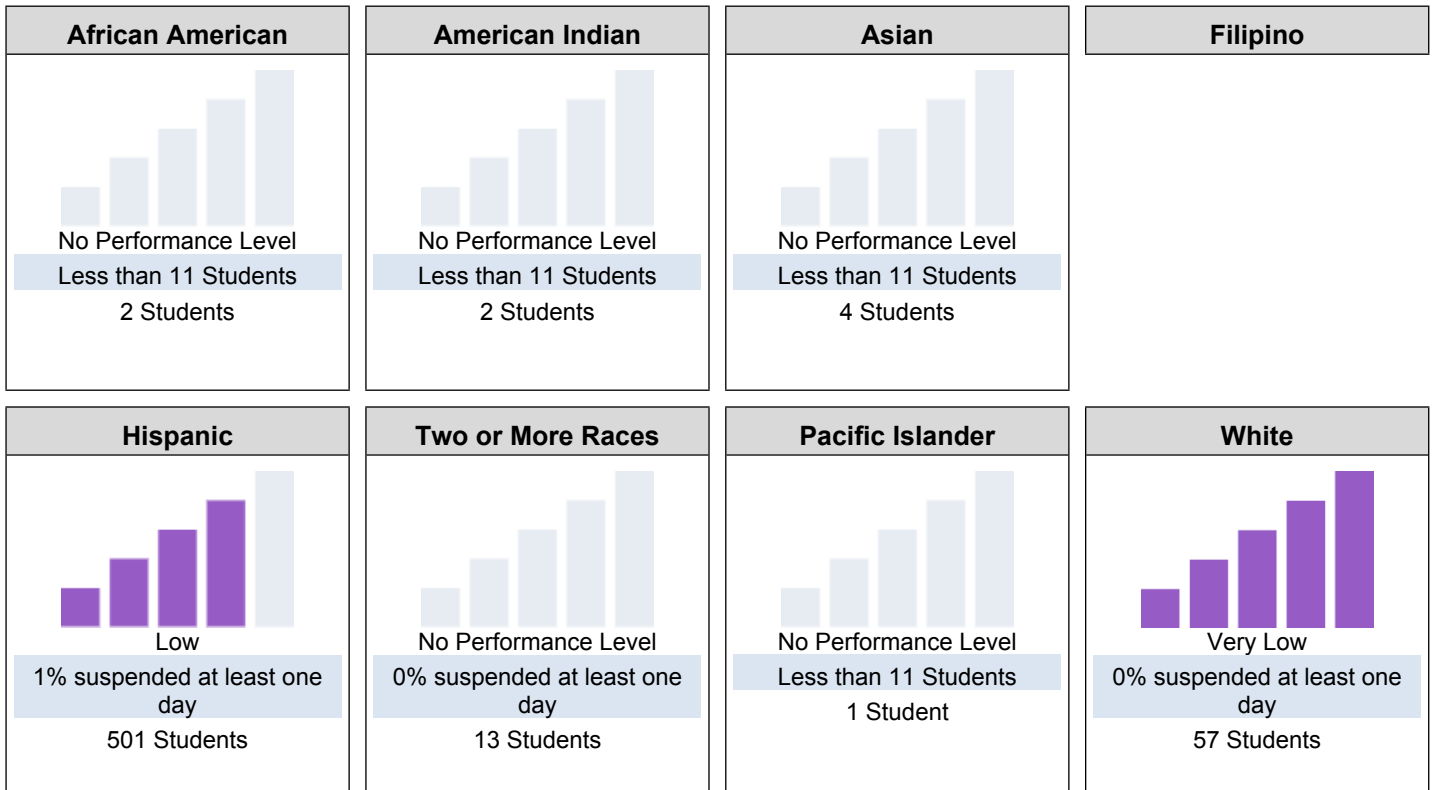
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspension rate increased for Hispanic students and also increased for white students.
2. Suspension rate decreased significantly as GES only had 6 suspensions during the 2021-2022 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 Subject

Student Academic Achievement in English Language Arts & Mathematics

## LEA/LCAP Goal

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

## Goal 1

Increase students' academic achievement in English Language Arts and Mathematics as indicated by a 30% increase in meeting the standard. As identified areas of need through ATSI increase academic achievement in English language Arts and Math for students with disabilities with targeted support and improvement in following the guidelines of ATSI. In ELA from 20.6% and increase to 50.6% or higher and Math from 14.6% to 50.6% or higher. Increase academic achievement for English Learner students in English Language Arts and Mathematics as indicated by a 30% increase in meeting the standard and at least one grade level. Increase academic achievement for Students with Disabilities in English Language Arts and Mathematics by at least 30% or one grade level.

## Identified Need

The 3rd-5th grade students' performance on CAASPP was lower than anticipated, indicating a need for more support for struggling students and a focus on instruction. Gustine Elementary has demonstrated areas of need with ELA and Mathematics for Students with Disabilities based on indicators in the statewide accountability system and is in ATSI which is informed by all indicators in which they performed Very Low on the state assessment for ELA and Math.

Students with Disabilities are currently performing in the category of Very Low. The goal is for students to improve their scores in ELA and Mathematics by at least 30% or at least one grade level during the school year.

The evidence-based interventions that have been put into practice to support struggling students are the professional development and implementation of LETRS Training which is based on the science of Reading as well as focused math instruction and professional development.

There are no identified resource inequities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator ELA and Math (Tier 1 at grade level)	ELA: 12% of all kinder-fifth grade students performed at Tier 1 (at grade level) in the trimester I (beginning of the school year) i-Ready assessment in ELA. 3% of all English Learners in kinder-fifth grades performed at Tier 1 (at grade level) in the trimester I	ELA: 42% of all kinder-fifth grade students performed at Tier 1 (at grade level) in the trimester III (end of the school year) i-Ready assessment in ELA. 33% of all English Learners in kinder-fifth grades performed at Tier 1 (at grade level) in the trimester III (end of

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

(beginning of the school year) i-Ready assessment in ELA. 7% of students with disabilities kinder-fifth grades performed at Tier 1 (at grade level) in the trimester I (beginning of the school year) i-Ready assessment in ELA.

Math: 3% of all kinder-fifth grade students performed at Tier 1 (at grade level) in the trimester I (beginning of the school year) i-Ready assessment in Math. 0% of all English Learners in kinder-fifth grades performed at Tier 1 (at grade level) in the trimester I (beginning of the school year) i-Ready assessment in Math. 2% of students with disabilities kinder-fifth grades performed at Tier 1 (at grade level) in the trimester I (beginning of the school year) i-Ready assessment in Math.

ELA: 23% of all kinder-fifth grade students performed at Tier 1 (at grade level) in the trimester II (middle of the school year) i-Ready assessment in ELA. 12% of all English Learners in kinder-fifth grades performed at Tier 1 (at grade level) in the trimester II (middle of the school year) i-Ready assessment in ELA. 10% of students with disabilities kinder-fifth grades performed at Tier 1 (at grade level) in the trimester II (middle of the school year) i-Ready assessment in ELA.

Math: 13% of all kinder-fifth grade students performed at Tier 1 (at grade level) in the trimester II (middle of the school year) i-Ready

the school year) i-Ready assessment in ELA. 37% of students with disabilities kinder-fifth grades performed at Tier 1 (at grade level) in the trimester III (end of the school year) i-Ready assessment in ELA.

Math: 33% of all kinder-fifth grade students performed at Tier 1 (at grade level) in the trimester III (end of the school year) i-Ready assessment in Math. 30% of all English Learners in kinder-fifth grades performed at Tier 1 (at grade level) in the trimester III (end of the school year) i-Ready assessment in Math. 32% of students with disabilities kinder-fifth grades performed at Tier 1 (at grade level) in the trimester III (end of the school year) i-Ready assessment in Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>assessment in Math. 4% of all English Learners in kinder-fifth grades performed at Tier 1 (at grade level) in the trimester II (middle of the school year) i-Ready assessment in Math.</p> <p>11% of students with disabilities kinder-fifth grades performed at Tier 1 (at grade level) in the trimester II (middle of the school year) i-Ready assessment in Math.</p>	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students, identified area of need through ATSI Students with Disabilities

#### Strategy/Activity

##### Action/Service

Teachers will continue to meet in weekly PLCs and grade level collaboration days (with substitute) to disaggregate data as it pertains to student needs and student success in addressing students with disabilities in accordance with ATSI. Data for all students and subgroups will drive instruction to ensure that student needs are met.

##### Person(s) Responsible

Principal  
 Assist. Principal  
 Teacher Leaders  
 Teachers

##### Action/Service

Professional development opportunities for our teachers, administrators and instructional staff in the area of English Language Arts, Mathematics, Science, Social Studies, English Language Development, Special Education, Technology. Professional development opportunities include site, district-wide, County, Regional, State and out-of State.

##### Person(s) Responsible

Principal  
 Teachers  
 Instructional Staff

##### Action/Service

Tier III reading intervention will be provided to identified students in grades 1-5 that are struggling with decoding, reading fluency and reading comprehension. This intervention will be provided daily during the school day by the general education teachers, the Intervention teacher and the intervention instructional aides via a pull out service for 30 minutes. Cost of instructional aides. (Funding: District funds)

Person(s) Responsible

Principal

Intervention Teacher

Intervention Instructional Aides

Action/Service

Continue to fund and Instructional Coach to support all teachers and providing professional development and bring evidence-based practices into the classrooms by working with teachers and school leaders.

Person(s) Responsible

Principal

Assist. Principal

Instructional Coach

Action/Service

Continue to fund an Intervention Teacher to provide intervention to struggling readers in grades 1—5.

Person(s) Responsible

Principal

Assist. Principal

Intervention Teacher

Action/Service

Continue to fund a library clerk who will work with students and teacher to increase literacy by promoting the Accelerated Reader program and purchasing books of high interest for students. Provide reading incentives.

Person(s) Responsible

Principal

Assist. Principal

Intervention Teacher

Action/Service

Provide supplemental instructional classroom supplies, materials, digital licenses and technology.

Person(s) Responsible

Principal

Assist. Principal

Teachers

Secretary

Action/Service

Purchase technology devices, such as Laptops/Chromebooks/iPads, Headphones w/ mic, etc to enhance instruction.

Person(s) Responsible

Principal

Assist. Principal

Teachers

Secretary

Action/Service

Continue to use AVID strategies in the classroom by funding the AVID Coordinator and providing ongoing staff trainings and student supplies.

Person(s) Responsible

Principal

Assist. Principal

Teachers

AVID Coordinator

Action/Service

Continue to fund a PE teacher to allow general education teachers to differentiate instruction via tier II and enrichment groups during PE instruction through a rotation schedule. (Funding: District funds)

Person(s) Responsible

Principal

Assist. Principal

Teachers

Action/Service

Increase a positive learning environment and create opportunities for collaboration by purchasing furniture to provide flexible seating.

Person(s) Responsible

Principal

Assist. Principal

Teachers

Action/Service

Provide enrichment opportunities related to STEAM, Visual & Performing Arts and Educational Fieldtrips

Person(s) Responsible

Principal

Assist. Principal

Teachers



**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
7,500	LCFF 101-Curriculum and Instruction
5,000	LCFF 102-Academic Intervention and Enrichment 4300-Supplies
55,123	LCFF 104-High Quality Professional Development Academic PD/Conferences 5200-Travel & Conference 5230- Mileage 1170-Teacher Subs 1170-(.25) Instructional Coach
22,000	LCFF 105-Experiential Learning 4300-Supplies 5866-Professional Services 5805-Admission Tix/field trips 3600-Bus transportation for field trips
1,000	LCFF 106-College & Career Readiness 1165-Teachers-Extra Duty (AVID Coordinator)
31,348	LCFF 107-Additional Student Supports 4200-Books & Reference Materials/Classroom Libraries 2260-Classified Support (Library aide)
208,576	ESSER III Additional staff: Intervention Aides, TK-1st grade Instructional Aides, PE Teacher & Instructional Aide

15,000	LCFF 110-Technology 4400-Equipment (\$500-\$4,999) 4300-Supplies
18,000	LCFF 111-Supports for Unduplicated Students 4300-Supplies (promotion ceremonies)
12,500	LCFF 112-Classroom Environment 4400-Supplies/Flexible Seating
123,109	Title I Intervention Teacher
44,000	Title I Intervention Instructional Aides
25,000	Lottery: Instructional Materials  Digital Licenses: Enrichment, ESGI, Starfall, Learning Without Tears, Accelerated Reading, Reflex Math, etc.
45,000	Unrestricted  Curriculum Materials, Supplemental Materials, Classroom supplies, furniture, classroom copy paper, technology purchases
3,000	LCFF  103-Multi-Tiered Systems of Support PLC Leads, Subs

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Action/Service

Continue to fund ELD Coordinator to provide support for the ELD Program.

Person(s) Responsible

Principal

Assist. Principal

Solution Tree

ELD Coordinator

Academic Coach

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,500

Source(s)

LCFF

108-English Learner Support

1165-Teachers-Extra Duty (ELD Coordinator Stipend)

## Annual Review

**SPSA Year Reviewed: 2022-23**

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

### ANALYSIS

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

During the 2022-2023 school year, GES implemented a schoolwide Tier III/Enrichment support for all students. Intervention instruction was provided to students in grades 1-5 in small groups via general education teachers, intervention teacher and intervention aides.

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

The Tier III intervention support was implemented as planned. iReady Diagnostic #3 results for ELA and Math indicate students made progress toward grade level essential standards.

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.

For the 2023-2024 school year, GES will continue to fund a PE teacher to allow general education teachers to differentiate instruction via tier II and enrichment groups during PE instruction through a rotation schedule.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Positive School Culture and Climate

## LEA/LCAP Goal

Gustine USD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

## Goal 2

The goal is to maintain a low number of suspensions at GES during the 2023-2024 school year.

## Identified Need

Additional counselor to support students that are on the waitlist for counseling.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	<p>CA Dashboard 2021-2022: Suspension rate 0.9%</p> <p>This is a significant decrease in suspensions from previous years.</p>	Decrease and or maintain the suspension rate from 1% for the 2022-2023 school year.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

#### Action/Service

Utilize and continue to fund the school counselor that will offer counseling and mental health services district-wide to help students resolve personal or interpersonal problems. Counselor may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Support services will include Social and Emotional Learning through programs, classroom presentations, small group, and individual sessions. By expanding these services and supports for students the

academics, behavior, and social emotional needs of identified groups will be improved as measured by surveys and referrals.

Person(s) Responsible

Principal  
Assistant Principal  
Counselor  
Teachers

Action/Service

PBIS will be implemented in all schools at GUSD including GES. The PBIS Team will continue to provide Tier 1 and Tier 2 behavior supports and interventions. PBIS team and administration will attend trainings and other conferences related to safety, positive student discipline and attendance. Provide student incentives for positive school climate and attendance.

Person(s) Responsible

Principal  
Assistant Principal  
PBIS Team  
Teachers

Action/Service

Provide Teacher In Charge a stipend. Principal designates a teacher in charge in the absences of administrators being present at the school site.

Person(s) Responsible

Principal  
Assist. Principal  
Teacher In Charge

Action/Service

Provide ASB advisor a stipend. The ASB leadership team and ASB teacher leaders will continue to promote positive school culture by fostering school activities for student involvement. ASB advisers and administration will attend CADA and other leadership trainings.

Person(s) Responsible

Principal  
Assist. Principal  
ASB Teacher Leaders

Action/Service

Conduct anti-bullying assemblies and guest speaker presentations to raise awareness.

Person(s) Responsible

Principal  
Assist. Principal  
Counselor/Psychologist

Action/Service

Provide enrichment opportunities via music, visual and performing arts classes, academic fieldtrips and other extra curricular activities.

Person(s) Responsible  
Principal  
Assist. Principal

Action/Service  
Continue to fund the Assistant Principal position to assist with student discipline and monitor SARC/SARB process.

Person(s) Responsible  
Principal  
Assist. Principal

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
132,168	LCFF  202-Support Services for Social Emotional and Mental Health 1200-Pupil Support Services/Counselor
21,190	LCFF  204-Engagement, Enrichment, and Leadership 5866-Professional Services 5300-Dues & Memberships 5200-Travel & Conference 1165-ASB Stipend
136,601	LCFF  205-School Safety 1165-Teacher In Charge 1300-Assistant Principal
10,000	LCFF  206-PBIS & Restorative Justice 4300-Supplies-PBIS Incentives

# Annual Review

## SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

In the 2022-2023 school year, there was an increase in counseling referrals for SEL issues. In addition, there was an increase in students with socio-emotional needs that contributed to more discipline incidents reported in the Aeries discipline logs. Student referral for behavioral supports increased.

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

More counseling services were offered to more students as GES now has a full time elementary counselor and a part time district Mental Health Counselor and a Certified Behavior Analyst.

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.

Increase in PBIS implementation for Tier 1-3. For the 2023-2024 school year, continue to offer alternative consequences to suspension and more positive behavior intervention strategies to decrease student discipline.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

GES Parent Involvement

## LEA/LCAP Goal

Gustine USD will create partnerships with parents, families, and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

## Goal 3

GES will increase parent involvement opportunities in parent workshops and building capacity by 5%. From 3% to 8% for the 2023-2024 school year.

## Identified Need

GES parents have expressed a desire to participate in their child's education by attending events and parent workshops that prepare them to help their child succeed in school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
List of parents who graduated and participated in PIQE	<p>18 parents graduated from the PIQE parent workshops in 2021-2022 school year.</p> <p>Participation in ELAC meetings by parent membership: 54% (average of 4 meetings)</p> <p>Participation in SSC meetings by parent membership: 41.5% (average of 4 meetings)</p> <p>Parent Capacity Building by all parents: 3% (average for total parent participation out of 405 families) Events include: Family Math Night and monthly Coffee with the Principal meetings.</p>	<p>Increase parent involvement opportunities in parent workshops and building capacity by 5%.</p> <p>Resume Parent Workshops in the 2023-2024 school year.</p>

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students at GES

### Strategy/Activity

#### Action/Service

GES will hold monthly events this school year to increase parent/community participation (such as monthly Coffee with the Principal, provide child care, Back to School BBQ, Math Nights, ASB events, Turkey Trot, Grandparents Day, and AVID Parent Informational Night).

#### Person(s) Responsible

Principal  
Assist. Principal  
Teacher Leaders  
ASB Advisers

#### Action/Service

Office supplies for parent communication (paper, envelopes, postage, etc.).  
Translation/Interpretation services.

#### Person(s) Responsible

Principal  
Assist. Principal  
Office Staff

#### Action/Service

Conduct parent workshops on ways to support their children academically, socially and emotionally. Provide child care during these workshops.

#### Person(s) Responsible

Principal  
Bilingual Liaison

#### Action/Service

Continue to fund a Home-School Bilingual Liaison to support with parent communication, translations and interpretations.

#### Person(s) Responsible

GES Principal  
Bilingual Liaison

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,500	LCFF 301-Parent Capacity Building 5866-Professional Services 4300-Supplies/Food, Incentives
2,000	LCFF 302-Engagement Opportunities 4300-Supplies 5866-Professional Services (Speakers)
2,500	LCFF 303-Child Care 4300-Supplies (Food), Materials 2265-Classified Extra Duty
1,400	LCFF 304-Family Partnerships/Interpretation 2265-DTS Translations
5,500	LCFF 305-Structures of Communication 4300-Office Supplies(School-Home Communication) 2265-Classified Extra Duty
4,000	Unrestricted Office Supplies, Furniture
36,083	Title I Bilingual Liaison

## Annual Review

SPSA Year Reviewed: 2022-23

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

## **ANALYSIS**

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

During the 2021-2022 school year, parents graduated from the PIQE parent workshops.

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

For the 2021-2022 school year, parents are encouraged to get involved in leadership roles at the school such as membership in School Site Council, ELAC and Parent Teacher Club.

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.

During the 2023-2024 school year, GES will continue to provide and fund various activities such as Coffee with the Principal and parent workshops to increase parent involvement. For these events we will continue to provide incentives, prizes, childcare, translation, food to promote participation and eliminate barriers for involvement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

GES will improve attendance for Students with Disabilities and White Students as identified as an area of need through ATSI.

## LEA/LCAP Goal

Goal #1 Academic Achievement, GUSD will support student achievement and college and career readiness.

## Goal 4

Improve student attendance for students with disabilities and white students.

## Identified Need

36.8% of students with disabilities, and 38.5% of white students are identified as chronically absent at Gustine Elementary School.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Department of Education CSI Website	36.8% of students with disabilities, and 38.5% of white students are identified as chronically absent	Attendance will improve from 36.8% of students with disabilities, and 38.5% of white students are identified as chronically absent to a reduction of 16.8% of students with disabilities, and 18.5% of white students are identified as chronically absent.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students and Students identified as in need with ATSI Students with Disabilities and White Students

### Strategy/Activity

Action/Service

School Administrators and Attendance Clerk will disaggregate data as it pertains to student needs and student success in addressing students with disabilities in accordance with ATSI. Data for all students and subgroups will drive the process for attendance procedures.

Person(s) Responsible

Principal  
Assist. Principal  
Attendance Clerk

Action/Service

Professional development opportunities for our teachers, administrators and office staff in the area of student attendance and accountability. Professional development opportunities include site, district-wide, County, Region and State.

Person(s) Responsible

Principal  
Teachers  
Office Staff

Action/Service

Continue to fund and support incentives for positive attendance (Attendance Hero's, Perfect Attendance, Attendance Celebrations etc).

Person(s) Responsible

Principal  
Assist. Principal  
Attendance Clerk

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

13,500

Source(s)

LCFF

207-Attendance  
4300-Supplies/Attendance Incentives  
5200-Travel & Conference  
5230-Mileage

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Positive attendance rewards and recognition. Attendance meetings with students, parents and teachers, letters sent home, daily phone calls, emails and Parent Square.

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

The budget has accounted for the rewards and recognition for positive attendance and for the scheduled, meetings, mailers and staff for negative attendance.

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.

For the 2023-2024 GES will have an attendance flow chart that will explicitly detail the positives of good attendance and the consequences of negative attendance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$797,357.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$988,098.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$203,192.00

Subtotal of additional federal funds included for this school: \$203,192.00

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 (\$)
ESSER III	\$208,576.00
LCFF	\$502,330.00
Lottery: Instructional Materials	\$25,000.00
Unrestricted	\$49,000.00

Subtotal of state or local funds included for this school: \$784,906.00

Total of federal, state, and/or local funds for this school: \$988,098.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
ESSER III	208,576.00
LCFF	502,330.00
Lottery: Instructional Materials	25,000.00
Title I	203,192.00
Unrestricted	49,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	12,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ESSER III	208,576.00
	LCFF	489,830.00
	LCFF	12,500.00
	Lottery: Instructional Materials	25,000.00
	Title I	203,192.00
	Unrestricted	49,000.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4

617,656.00
299,959.00
56,983.00
13,500.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Amanda Hazan-Sanchez	Principal
Andrea Elizalde (2021-2024)	Classroom Teacher
Jennifer Lara (2021-2024)	Classroom Teacher
Christine Martins (2022-2025)	Classroom Teacher
Sylvia Martinez (2022-2025)	Classroom Teacher Other School Staff
Christina Ruvalcaba (2019-2022)	Other School Staff
Carolina Gopar (2022-2025)	Parent or Community Member
Margarita Guerrero (2021-2024)	Parent or Community Member
Isabel Martinez (2022-2025)	Parent or Community Member
Sugey Cardenas (2019-2022)	Parent or Community Member
Hector Perez (2022-2025)	Other School Staff
Nancy Contreras (2022-2025)	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:



Principal, Amanda Hazan-Sanchez on 05/23/2023

SSC Chairperson, Nancy Contreras on 05/25/2023

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

School Year:

2023-24



## School Plan for Student Achievement (SPSA) Template

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

School Name

County-District-School  
(CDS) Code

Schoolsite Council  
(SSC) Approval Date

Local Board Approval  
Date

Gustine Middle School

24736196103766

May 31, 2023

June 14, 2023

## Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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

Gustine Middle School is a comprehensive school located in the San Joaquin Valley, in Gustine, California. Gustine Middle School serves students 6th to 8th grade and is on a traditional school calendar. The current enrollment for GMS is 397 students pulling from the cities of Gustine and Santa Nella. Approximately 83% of the students are Hispanic, approximately 13% are white (non-Hispanic), 40% are identified as English Learners. 84% are low socioeconomic, and all students obtain free meals. GMS provides a safe environment for students to learn and be a part of the school community. ASB is active on campus; activities to boost student and staff morale are most popular. There is a principal, a teacher on special assignment, and a full-time counselor. The site shares a School Psychologist who is on-site three days per week. A Mental Health and Behavioral Specialist are also available for students. The office staff consists of a secretary, attendance clerk, and a home/school bilingual liaison. The District employs a full-time nurse that serves all sites and a health aide for each school site. There are 20-certificated teachers, with a shared instructional coach. The classified staff consists of a campus supervisor, two aides for our SDC class, two instructional aides for our RSP classes, an ELD instructional aide, lunch and yard duty supervisors, a library clerk, a part-time custodian and two full-time custodians.

We offer a comprehensive program of Common Core state Standards aligned curriculum and instruction. Each student is enrolled in five core content classes. In addition each student participates in an elective or ELD period, They also participate in an intervention or enrichment period.

### School Mission

The mission of Gustine Middle School is to prepare and enhance student achievement through practicing readiness, maintaining respect and showing responsibility.

### School Vision

Gustine Middle School staff will foster relationships with students based on trust and approachability while promoting and encouraging students to achieve excellence by demonstrating our core values: ready, respect, and responsibility.

- Core beliefs are: Get Ready Maintain Respect Show Responsibility

Our goal is to ensure that every student at GMS is a critical thinker, a collaborative learner, as well as a productive member of society. Gustine Middle School provides a safe, friendly, and

encouraging environment in which students thrive academically, socially, and emotionally. All students will leave GMS prepared to take on the academic, social, and emotional challenges of high school and have the knowledge to navigate college and career using A - G. GMS will address all areas of ATSI in ELA, Math, Suspensions, and Attendance.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

During the 2022-2023 school year, Gustine Middle School has utilized multiple means to consult with school stakeholders in our ongoing effort to communicate our planning process. GMS administered a Title 1 Needs Assessment at the beginning of the school year, held school site council meetings, English language Acquisition Committee (ELAC), District English Language Acquisition Committee (DELAC) meetings, and conducted Coffee with the Principal Meetings, to elicit feedback and stakeholder points of view. All of these options allow parents a formal way to voice their interests and points of view. School Site Council, ELAC, and DELAC meetings all happen at least quarterly. Each meeting is open to the public, and an agenda to the public is posted prior to each meeting. At each School Site Council meeting, the GMS principal delivers a report, and collects feedback from parents regarding what programs and services continue to be desired. As parents complete and submit the needs assessment, it frames the scope for site council meetings. Each site council meeting agenda presents steps to be taken that will help GMS meet the SMART goals stated in the annual SPSA. During the school year we surveyed parents using the Healthy Families Survey and the ELAC needs Survey. The results of these surveys provided opportunities for meaningful student participation, promotes respect of all cultural beliefs and practices and treats all students with respect. Surveys also revealed that the majority of our parents feel that the school enforces school rules equally and clearly communicates consequences of breaking rules.

Finally, the teachers were asked to participate in an on-site Culture Survey. These results indicated that a majority of teachers believe every student can be a success and feel that GMS has sufficient resources to create a safe campus. These conclusions, in conjunction with the data collected from the CDE Dashboard, helped GMS create broad goals that are directly related to academic improvement for all students including a special focus on our EL students, creating a sustainable and positive school culture, and improving the frequency with which parents are involved in the school and school-based activities. Once the broad goals were written, we used the information gathered to identify specific steps that will be taken in order to help GMS meet the goals stated in the SPSA. GMS anticipates that as each step is implemented, with fidelity, the outcome will be indicated by successfully meeting the stated goals for the 2022-2023 SPSA.

## Classroom Observations

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

Both Formal and informal observations occur throughout the year. On a site level, informal walk-throughs happen multiple times a week in random classrooms at random times. This allows the administration to have a general feel for the classroom environment and have various views of the teaching and learning that is happening in the classrooms. Teachers are scheduled for formal observations by the site administrator, according to their contract and their years of service in the district and are conducted using the current district contract and forms. New Teachers/Non Tenured Teachers are observed and evaluated by the site administrator, every year including two Formal Observations completed by February 1st. Tenured Teachers are observed and evaluated, by the site administrator, two times every other year which will be completed prior to May 1st. Tenured

Teachers in the district for 10 + years, if they have satisfactory evaluations during the 10 years, will be evaluated every 5 years. If unsatisfactory evaluation, then the teacher will be evaluated every year until a satisfactory evaluation is obtained. Tenured Teachers in the District for less than 10 years, if received satisfactory evaluations during the years, will be evaluated every other year by the site administrator and if there is an unsatisfactory evaluation, the teacher will be evaluated every year until a satisfactory evaluation is obtained. A teacher may be recommended in PAR if a teacher has received an unsatisfactory evaluation. Teachers will be given constructive feedback and recommendations for growth throughout all observations. Throughout the observations we have learned that GMS teachers have been proactive in displaying learning objectives and target learning goals. the majority of our teachers actively engage students using various strategies and various technology. Observations have also shown that many teachers are still working on engaging students in their learning and practicing collaboration techniques as well as utilizing small groups to better differentiate learning and scaffold instruction to meet all students where they are at. At GMS, we are focused on helping students to be proficient in SEL strategies and be responsible for their own learning. Observations are used to help administration give specific support in areas of need as well as guide the professional learning during the school year.

### **Analysis of Current Instructional Program**

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

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

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



## Standards, Assessment, and Accountability

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

Gustine Middle School utilizes results from CAASPP and ELPAC state assessments to guide teaching practices. CAASPP testing was administered during the 2021 - 2022 school year. Initial assessment data was dissected at the site level and will be shared at the District Level.

The Assessment information was broken down into multiple leveled groups including grade-level groups, subject area, language levels, ethnicity groups, and socio-economic groups.

This process allows the data to identify the needs of our students and guides the instruction. In addition, students are given the Intermittent Benchmark Assessments (IBA) throughout the year to further direct instructional practices of the site. The IBA's allow students to experiment with the assessment tools as well as understand the context in which they are taking the assessments. The IBA's are scored and the data is used to guide the instruction to better prepare students and to confirm that they are learning in a high rigor environment. Information from these assessments are further explored through our PLC meetings to analyze data and plan instruction for the next instructional cycle. Learning targets are set, teaching practices discussed, and reteaching plans are made during these meetings. Data is looked at on an individual student basis to help with individual student achievement.

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

In addition to the IBA's our students complete three iReady Diagnostic Assessments throughout the year. The initial assessment is given in the middle of the first quarter, towards the end of the second quarter, and prior to the end of the fourth quarter. The information gathered is used to help teachers differentiate and guide their instructions for all students. As a site, we are tasked to be sure all identified essential standards are addressed and the pacing of the instruction is such that all essential standards will be covered by the end of the school year. This information is also used to identify skills in which students have a deficit and offer extra support, intervention, after school academies, and tutoring.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated employees in a teaching or services positions hold a legally recognized certificate or credential.

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

All teachers at GMS are highly qualified who use SBE adopted instructional materials with opportunities from professional development. GMS teachers have had multiple professional development opportunities addressing Study Sync, CPM Math, National Geographic, and the Twig science curriculum. In addition, GMS teachers have had professional development on standard based grading and on iReady, which is our district-wide Benchmark Assessments. There had been a multitude of Professional Development sessions regarding Technology and the technological tools to use with blended and distance learning.

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

Staff development for 2022-2023 focused on assisting teachers in addressing the struggles students have in regards to accessing the necessary grade level standards. Teachers address multiple standards throughout the year but focus most intently on the site identified essential content standards that have been collaboratively identified by GMS teachers. The professional development in CPM Math, and Science assists teachers in gaining new skills and deepening their knowledge of the grade level standards that they are teaching. This information supports our teachers in their instruction to meet the needs of our students where they are at as well as scaffold the information to our struggling students so they can access grade level information. The professional development assist the teacher in understanding the functions and tools of the assessments so they can teach our students the needed skills to access the test and accurately share the knowledge they have gained in the core content areas. The alignment of staff development across all areas will allow teachers to meet and address the needs of the whole child. Enhancing students skills in social and emotional learning and language development will provide the students the ability to navigate difficult situations in life.

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

Gustine Middle School is committed to on going instructional assistance and support for our teachers. With multiple ways of providing ongoing assistance and supports, GMS utilizes an instructional coach to support all of our teachers as well an additional layer of an induction program for our beginning teachers. In addition we contract with our county office to utilize our PBIS, PLC, Science, and Math experts. Recommendations, workshops, future visits, and observations of our instruction will guide our teachers to use best practices and will support them in the evidenced based research.

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

Gustine Middle School participates in weekly Professional Learning Communities. This is time where teachers meet by content and grade level teams to analyze the data collected from their instruction. Our teachers collaborate to monitor instruction, enhance students learning, improve instruction when students are not learning the identified essential standards and how to move students forward when they do understand the information and are willing to broaden and expand their knowledge. This work is done on a weekly basis and is cyclical in nature. Once a data cycle is completed the whole process begins again focusing on the next targeted learning objective derived from the district identified essential standard. Teachers must also use the data of our students to determine strategies for interventions to support our students so that our students will succeed.

## Teaching and Learning

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

The importance of our Professional Learning Communities is to ensure that through identifying essential standards as well as the specific learning targets within that standards, students are exposed to grade-level curriculum, instruction, and materials. Following this process ensures students are receiving appropriate instruction and we work towards guarantying students have mastered the standards before they leave their grade level. The process also includes creating common formative assessments to compare data across the grade level using inter-reliability standards. Teachers collaborate on the most effective practices used and share information with their peers. Students who did not master the information are re-taught in a different way and students who mastered the information are pushed to go deeper into the standard. In addition to working with their grade level and content team, teachers are also given the opportunity to work vertically with their peers in the above and lower grade levels. Work with peers cross-curricular ensures that students have the opportunity to learn the information in a variety of ways. Professional Learning Communities occur throughout the year and will continue to use the lens of Hattie's Visible Learning work throughout the 2022-2023 school year.

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

Students receive core Tier I instruction throughout the day. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

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

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction in all content areas. Targeted intervention (Tier II) are provided within the school day through intervention time as well as offering after school extension time.

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

All students at Gustine Middle School have standards based materials available and accessible at all times for all core subjects.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

In addition to Gustine Middle School utilizing the intervention pieces of the adopted, standards-based aligned curriculum housed within Study Sync, targeted specific needs are assessed and addressed within the iReady program that all students use throughout the year. Most significantly, a growing number of teachers are gaining the ability to target specific needs by differentiating and utilizing small groups and AVID tutors in during class.

All students at Gustine Middle School use standard-based instructional materials in all subject areas. A description of our Core Program standards based materials and in-person instructional minutes include:

ELA - Essential Standards, Study Sync, novels, and iReady.

MATH - Essential Standards, CPM Math, Number Talks, iReady Math, Assisments Math, Fluency Practice, etc.

ELD - ELD Integration happens throughout the day as well as a Designated ELD Instructional period. Content-based ELA focus is on language targets and domains (listening, speaking, reading, writing, comprehension) Additionally, an Instructional bilingual aide supporting our EL students at 1st and 2nd level.

History - National Geographic curriculum supporting ELA Essential Standards

Science - NGSS focused lessons, Twig Science

PE - For the 2022-23 school year, was set with the guidelines prescribed to keep students healthy and safe. By the end of the year students were engaged in physical education.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Gustine Middle School provides an ELD Coordinator who provides instructional support for students in 6th through 8th grade as well as an instructional support para-professional who assists identified at-promise students in the general education classrooms. We also provide an Academic Coach who provides coaching, demonstration lessons, and planning to support teachers.

Evidence-based educational practices to raise student achievement

At Gustine Middle School we incorporate the use of Professional Learning Communities with other evidence-based practices to raise student achievement. Currently, we have an Academic Coach who assists teachers in improving their instructional practices and RSP teachers have committed to and began a push-in/ co-teaching model to support our students with disabilities allowing students more general education classroom time, more exposure to grade-level standards as well as less time out of the classroom. We have also offered after school with a learning focusing on specific learning standards for our 8th grade students and teachers will utilize an intervention time within their periods.

## Parental Engagement

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

The families at Gustine Middle School have multiple resources available to support social-emotional and academic needs. To encourage communication from our families, the administration hosts Coffee with the Principal each month. This is time to reflect on what is happening at the site and address any concerns that parents may have and present information on topics of need for our parents. During these monthly meetings, we also offer various workshops to parents to help increase engagement between parents and their students as well as parents and the school. We have a Spanish speaking Community Liaison available at each meeting to assist in translating information to our Spanish speaking parents. The school has a full-time counselor for social-emotional support and a district psychologist 2.5 days of the week. Gustine Middle School participates in Parent Information Nights hosted by our school counselors. GMS hostess the County after school program "Assets" who serves students from our site.

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

Gustine Middle School offers various ways of gaining involvement from parents, community representatives, all personnel to evaluate the programs offered at the site. This includes, but is not limited to, input gathered during and planning core programs and supplemental services such as; Parent Compact which is included in the Parent/Student Handbook, School Site Council, our English Language Acquisition Committee, District English Language Acquisition Committee, our time at Coffee with the Principal, and meetings surrounding the LCAP process. Gustine Middle School has a Parent Teacher Club that is rebuilding and plan to meet regularly, conduct fundraisers, and supports for our students.

### Funding

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

Gustine Middle School supports the needs of English Learners, students who need academic support, and at promise students through allocations from multiple funding sources such as LCFF, Title I, and Title II funds. With these funds we are able to support students through an Instructional Coach, an EL Para Professional, Academic Tutoring, county level Academic coaching.

Fiscal support (EPC)

Gustine Middle School received funds to support student needs through the LCFF, Title I, and additional funds.

## Educational Partner Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The school met with the Leadership Team and the site Instructional Coach as part of the SPSA process. Meeting again as a team we received input from the School Site Council and our ELAC committee. In addition, input was gathered from stakeholders through Coffee with the Principal,

Parent/Student surveys, Back to School, Open House, and community LCAP Meetings. All discussions/suggestions were included in the minutes and then included in the goals/actions for the 2023-2024 SPSA draft. The final update was provided at the School Site Council meeting on May 23, 2023 for approval.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	136	122	140
Grade 7	129	142	123
Grade 8	141	123	142
<b>Total Enrollment</b>	406	387	405

### Conclusions based on this data:

1. The student enrollment at GMS has decreased for 21- 22.
2. The largest Student Group is our Hispanic population at 88.3% which is an increase of 0.56%.
3. The average enrollment is 400 students

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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	135	132	139	33.30%	34.1%	34.3%
Fluent English Proficient (FEP)	135	129	129	33.30%	33.3%	31.9%
Reclassified Fluent English Proficient (RFEP)	1			0.7%		

### Conclusions based on this data:

1. The number of English Learners increased by 0.2%
2. The number of Fluent English Proficient students decreased by 1.4%
3. The number of Reclassified Fluent English Proficient students decreased by 0.3%



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6	135	127		0	124		0	124		0.0	97.6	
Grade 7	124	143		0	141		0	141		0.0	98.6	
Grade 8	141	127		0	125		0	125		0.0	98.4	
All Grades	400	397		0	390		0	390		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 6		2445.			4.84			13.71			26.61			54.84	
Grade 7		2502.			8.51			29.79			17.73			43.97	
Grade 8		2502.			4.80			20.80			32.00			42.40	
All Grades	N/A	N/A	N/A		6.15			21.79			25.13			46.92	

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 6		6.45			40.32			53.23				
Grade 7		9.93			54.61			35.46				
Grade 8		12.90			49.19			37.90				
All Grades		9.77			48.33			41.90				

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 6		2.42			40.32			57.26	
Grade 7		10.64			55.32			34.04	
Grade 8		4.00			49.60			46.40	
All Grades		5.90			48.72			45.38	

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 6		8.87			62.10			29.03	
Grade 7		6.38			75.18			18.44	
Grade 8		4.03			76.61			19.35	
All Grades		6.43			71.47			22.11	

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 6		8.06			61.29			30.65	
Grade 7		14.89			54.61			30.50	
Grade 8		8.80			65.60			25.60	
All Grades		10.77			60.26			28.97	

**Conclusions based on this data:**

1. The overall writing score for all students is at 5.9% at above standards but 10.6% was the percentage above standards for 7th grade.
2. A total of 77.9 % of all students are above standards or near standards for listening.
3. 46.92 % of all students are at standards not met, The percentage decreases as the students progress from 6th to 8th grade.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6	135	127		0	124		0	124		0.0	97.6	
Grade 7	124	143		0	141		0	141		0.0	98.6	
Grade 8	141	127		0	124		0	124		0.0	97.6	
All Grades	400	397		0	389		0	389		0.0	98.0	

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 6		2416.			2.42			4.03			21.77			71.77	
Grade 7		2465.			5.67			10.64			32.62			51.06	
Grade 8		2450.			0.00			5.65			18.55			75.81	
All Grades	N/A	N/A	N/A		2.83			6.94			24.68			65.55	

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 6		0.81			20.16			79.03	
Grade 7		7.09			41.13			51.77	
Grade 8		0.81			39.52			59.68	
All Grades		3.08			33.93			62.98	

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 6		0.81			35.48			63.71	
Grade 7		4.96			56.74			38.30	
Grade 8		2.42			45.97			51.61	
All Grades		2.83			46.53			50.64	

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 6		3.23			54.03			42.74	
Grade 7		4.26			60.28			35.46	
Grade 8		0.00			66.94			33.06	
All Grades		2.57			60.41			37.02	

**Conclusions based on this data:**

1. Concepts and Procedures was 3.08 % above standards for all students, however it was the 7th grade students who had a 7.08% above standards in that area.
2. Overall % of the 7th grade students performed higher than the 6th and 8th grade students.
3. 9.77 % of all students exceeds or at Standards Met for GMS. Changes must be made to address 90.23 % that have not met the standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1517.1	1516.9		1519.5	1508.9		1514.3	1524.5		51	45	
7	1543.5	1530.1		1554.0	1521.9		1532.4	1537.9		38	50	
8	1535.2	1542.4		1529.9	1536.5		1539.9	1547.9		45	41	
All Grades										134	136	

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
6	19.61	8.89		31.37	42.22		33.33	33.33		15.69	15.56		51	45	
7	18.42	10.00		39.47	50.00		36.84	26.00		5.26	14.00		38	50	
8	11.11	19.51		37.78	46.34		37.78	24.39		13.33	9.76		45	41	
All Grades	16.42	12.50		35.82	46.32		35.82	27.94		11.94	13.24		134	136	

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
6	39.22	20.00		37.25	53.33		13.73	20.00		9.80	6.67		51	45	
7	34.21	16.00		39.47	58.00		21.05	16.00		5.26	10.00		38	50	
8	26.67	26.83		40.00	51.22		24.44	14.63		8.89	7.32		45	41	
All Grades	33.58	20.59		38.81	54.41		19.40	16.91		8.21	8.09		134	136	

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
6	5.88	2.22		21.57	24.44		33.33	46.67		39.22	26.67		51	45	
7	0.00	8.00		28.95	22.00		47.37	52.00		23.68	18.00		38	50	
8	4.44	17.07		33.33	29.27		33.33	39.02		28.89	14.63		45	41	
All Grades	3.73	8.82		27.61	25.00		37.31	46.32		31.34	19.85		134	136	

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
6	23.53	17.78		50.98	71.11		25.49	11.11		51	45	
7	18.42	8.00		55.26	72.00		26.32	20.00		38	50	
8	8.89	9.76		68.89	73.17		22.22	17.07		45	41	
All Grades	17.16	11.76		58.21	72.06		24.63	16.18		134	136	

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
6	64.71	31.11		29.41	64.44		5.88	4.44		51	45	
7	78.95	46.00		21.05	46.00		0.00	8.00		38	50	
8	51.11	51.22		44.44	39.02		4.44	9.76		45	41	
All Grades	64.18	42.65		32.09	50.00		3.73	7.35		134	136	

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
6	11.76	6.67		33.33	37.78		54.90	55.56		51	45	
7	10.53	10.00		42.11	56.00		47.37	34.00		38	50	
8	15.56	19.51		33.33	34.15		51.11	46.34		45	41	
All Grades	12.69	11.76		35.82	43.38		51.49	44.85		134	136	

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
6	11.76	15.56		80.39	73.33		7.84	11.11		51	45	
7	2.63	14.00		89.47	74.00		7.89	12.00		38	50	
8	2.22	4.88		84.44	85.37		13.33	9.76		45	41	
All Grades	5.97	11.76		84.33	77.21		9.70	11.03		134	136	

**Conclusions based on this data:**

1. Levels 4, 2, and 1 all decreased from 20-21 to 21-22 school year. Percentage for Level 3 increased by 10.5 % for overall score.
2. The Speaking Domain had the highest percentage of 42.65% well developed in 21-22, a decrease of 21.53 % from 20-21 school year.

3. 58.82% of all students are Level 3 and Level 4, How many can be moved to be RFEP?

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>387</b>	<b>87.1</b>	<b>34.1</b>	<b>0.3</b>
Total Number of Students enrolled in Gustine Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	34.1
Foster Youth	1	0.3
Homeless	4	1.0
Socioeconomically Disadvantaged	337	87.1
Students with Disabilities	53	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian	2	0.5
Filipino	3	0.8
Hispanic	344	88.9
Two or More Races	7	1.8
Pacific Islander		
White	28	7.2



**Conclusions based on this data:**

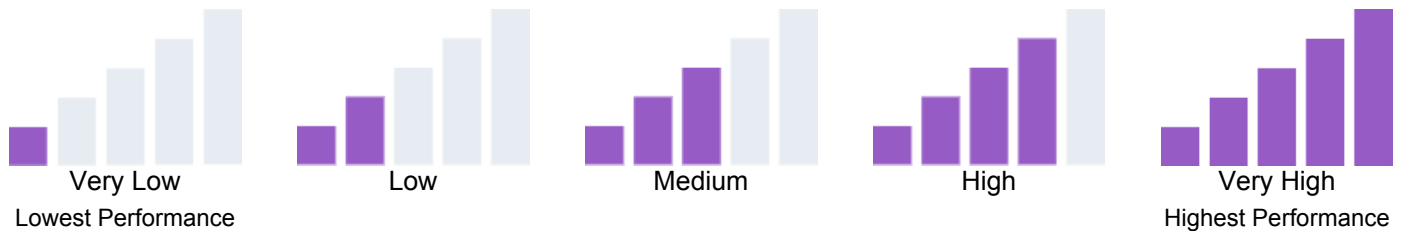
1. Gustine Middle School has a large population of Socioeconomically Disadvantaged students at 87.1%.
2. Gustine Middle School has a minimal amount of diversity as 88.9% are Hispanic, with the remaining percentage is divided between all other student groups.
3. Foster Youth and Homeless make up 1.3% of the population when combined.

# School and Student Performance Data

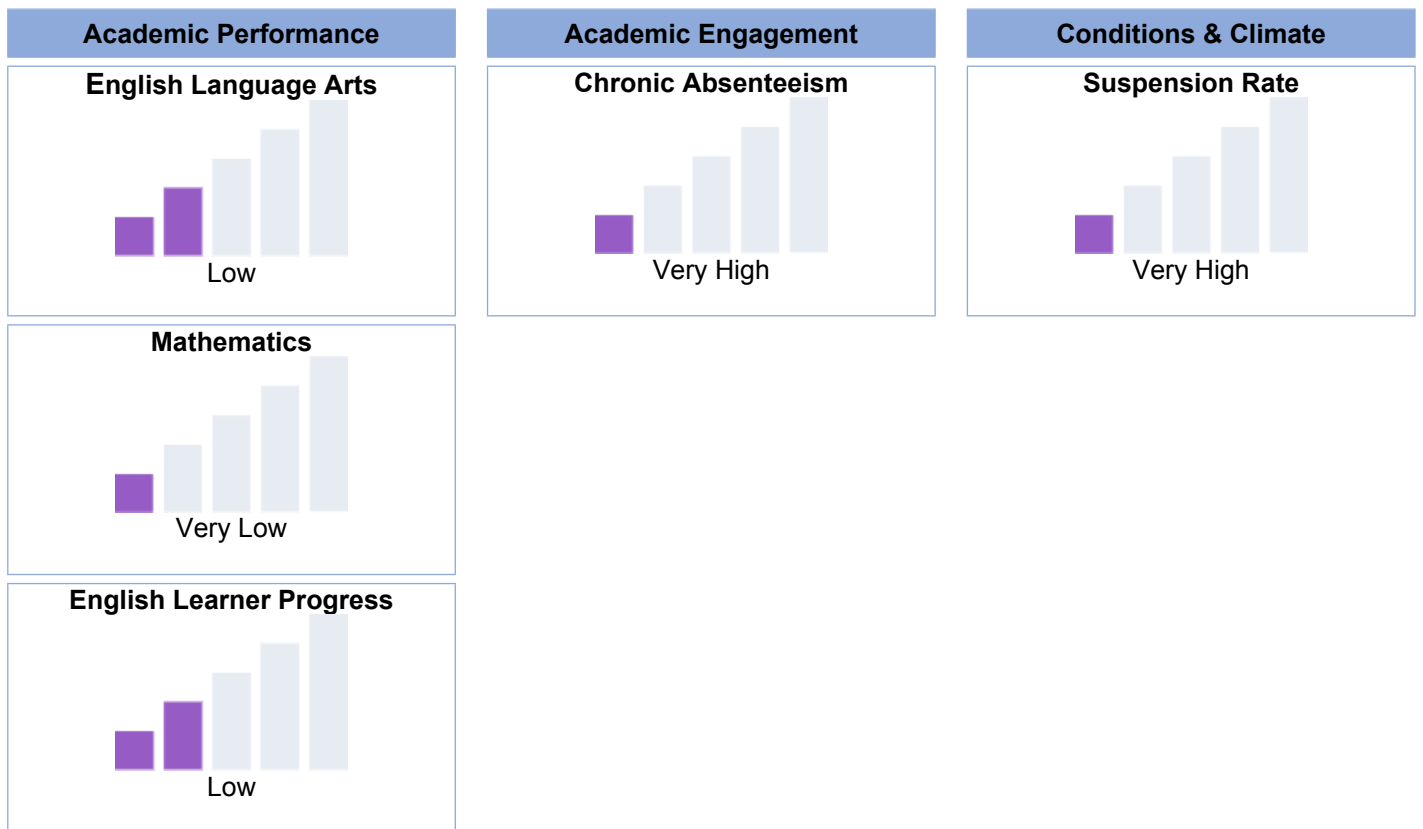
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Gustine Middle School has a very high suspension rate.
2. Attendance at Gustine Middle School is poor, as the indicator on the dashboard shows a very high absenteeism
3. The dashboard indicates that English Language Arts and Math scores are low and very low respectively.



# School and Student Performance Data

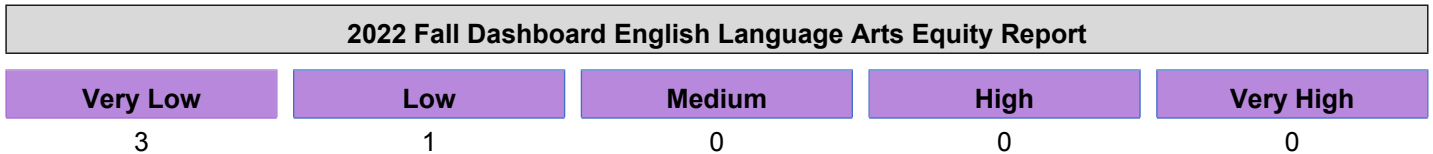
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

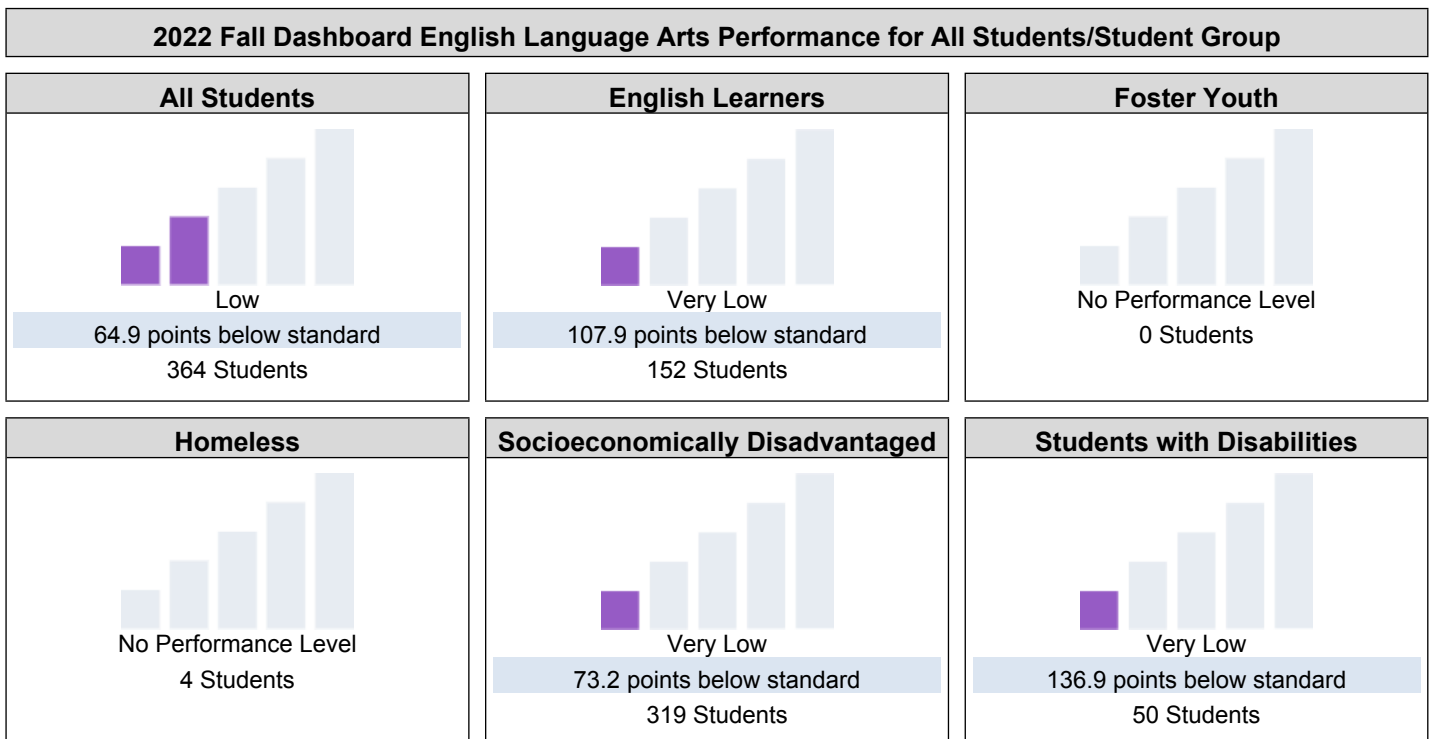
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



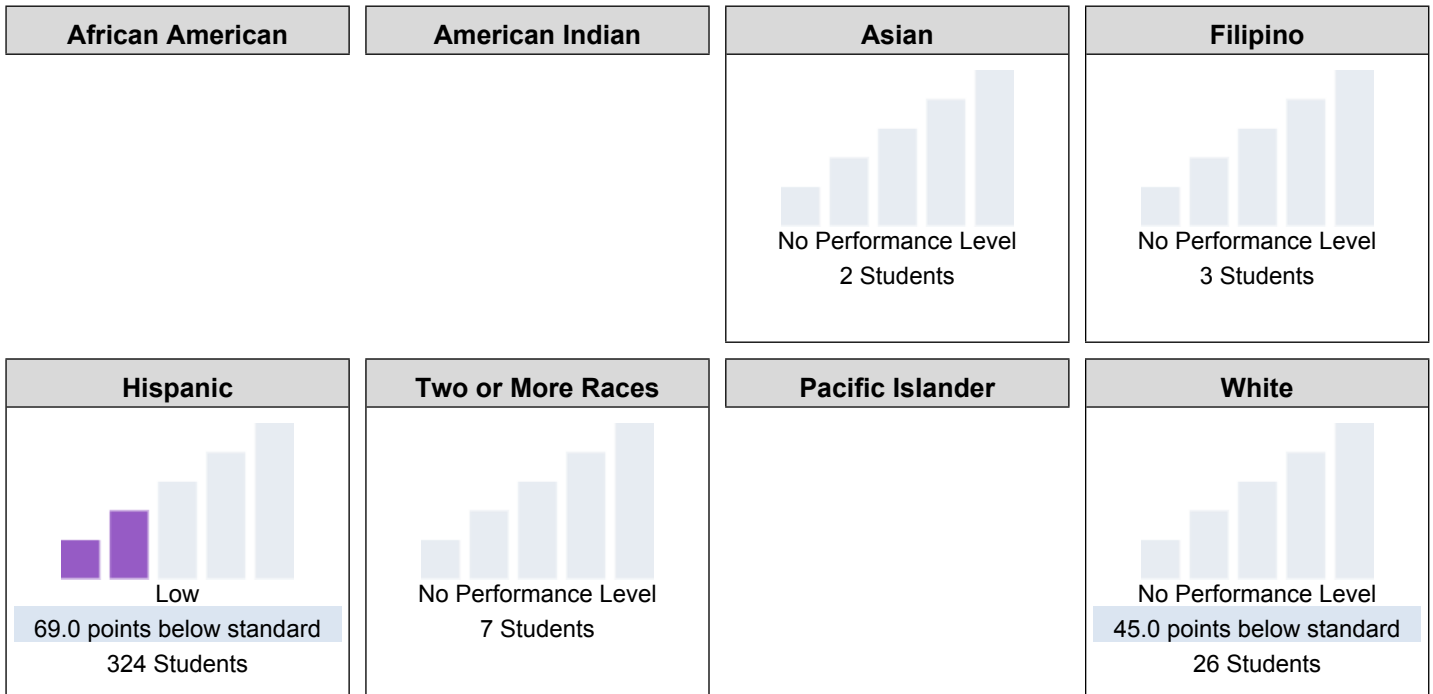
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>137.9 points below standard</p> <p>113 Students</p>	<p>21.2 points below standard</p> <p>39 Students</p>	<p>57.6 points below standard</p> <p>120 Students</p>

### Conclusions based on this data:

1. Socially economically disadvantaged students scored 8,3 points more when compared to all students.
2. Our current English Learners doubled in points compared to all students, 137. 9 points for EL compared to 64.9 for all students.
3. English only students are 57.6 points below standard

# School and Student Performance Data

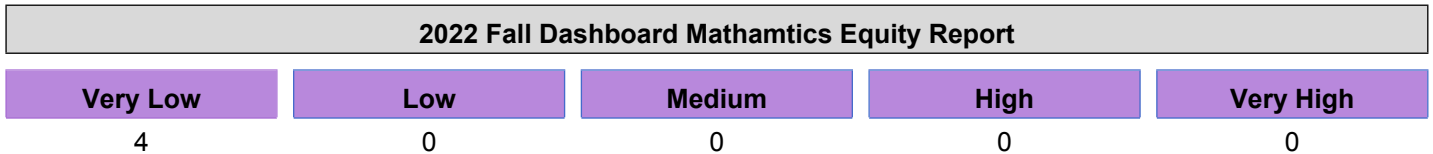
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

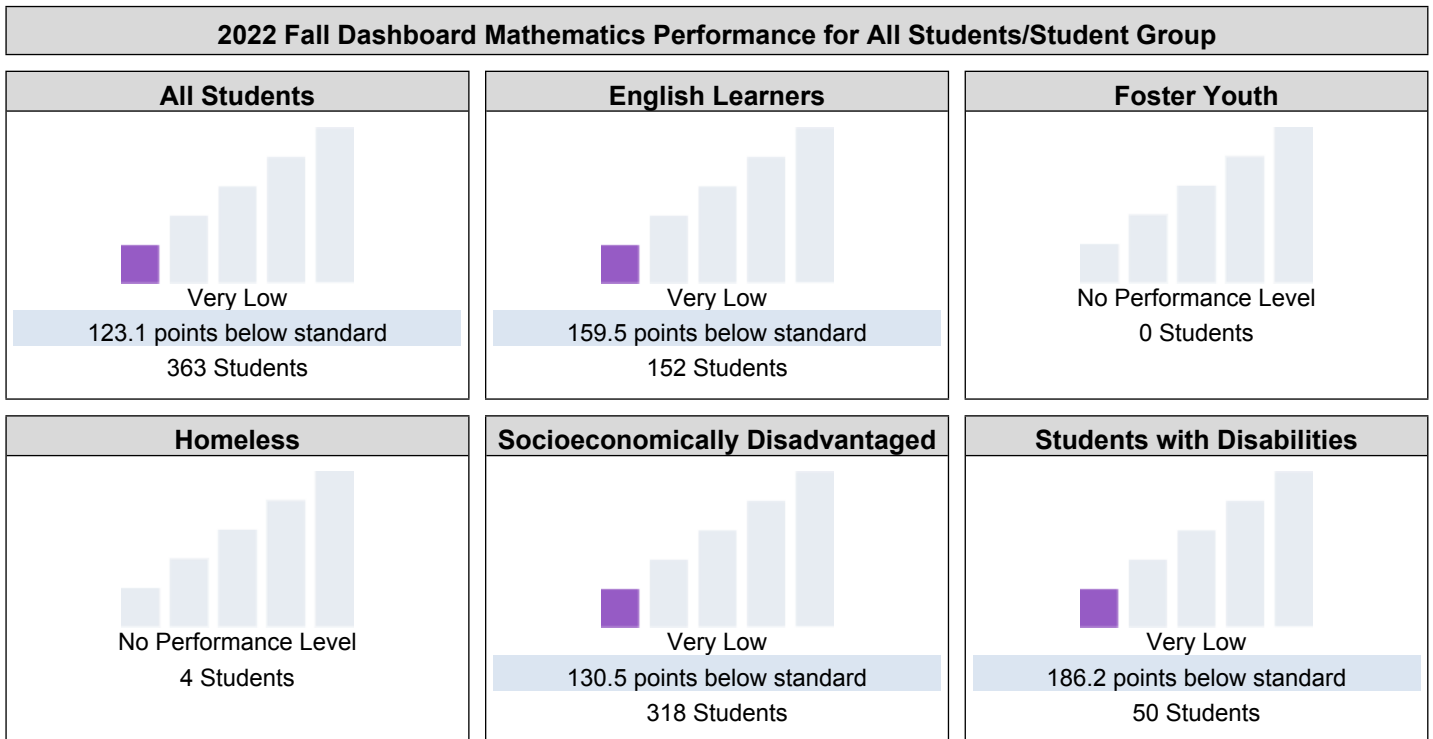
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



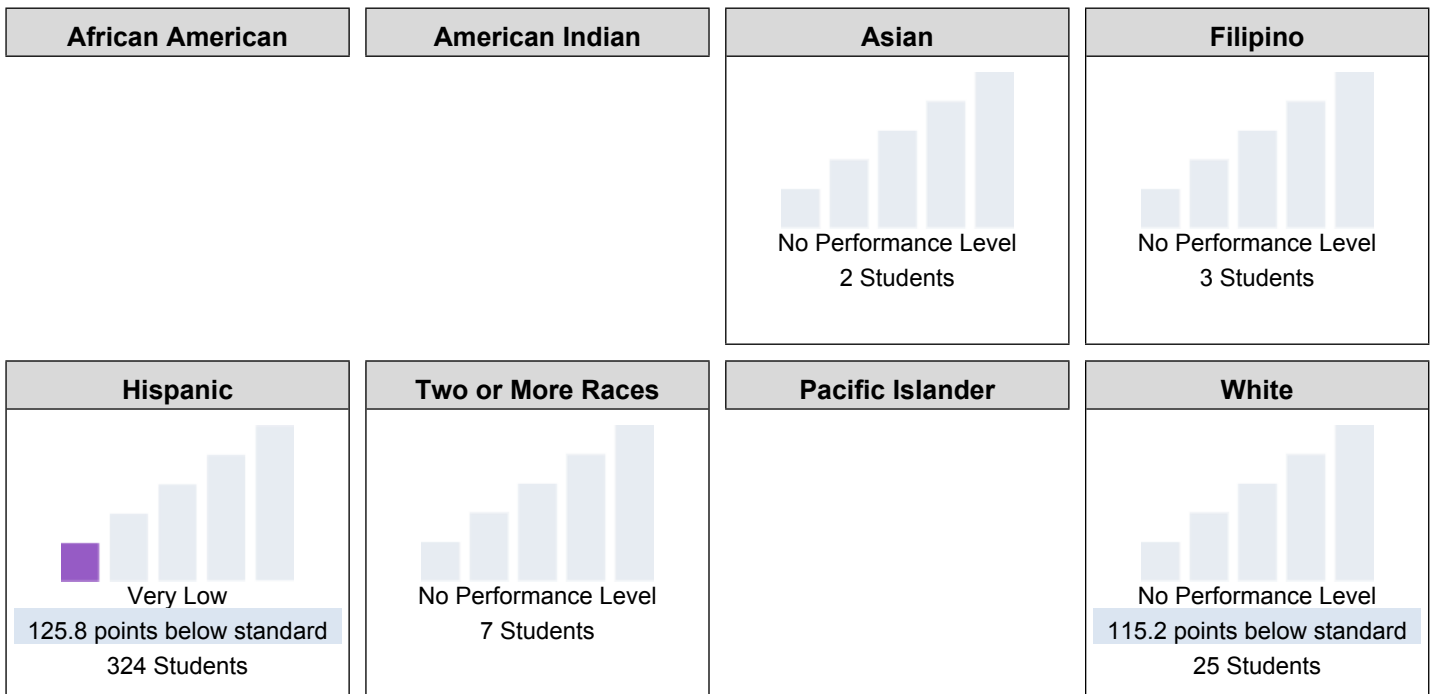
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>187.1 points below standard 113 Students</p>	<p>79.3 points below standard 39 Students</p>	<p>117.4 points below standard 119 Students</p>

### Conclusions based on this data:

1. Overall math performance for all groups of students were very low.
2. Reclassified students performed 38,1 points below standard compared to English Only students.
3. 69.7 points is the difference between the current English Learners compared to English Only students.

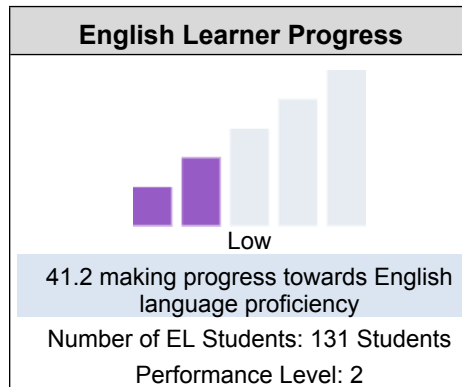
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 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
22.9%	35.9%	3.1%	38.2%

#### Conclusions based on this data:

- 15.3 % of EL students progressed compared to EL who decreased.
- 41.2% are making progress towards English Language Proficiency, 58.8 % not making progress.
- How many of the 22.9% decrease were from Level 3?



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

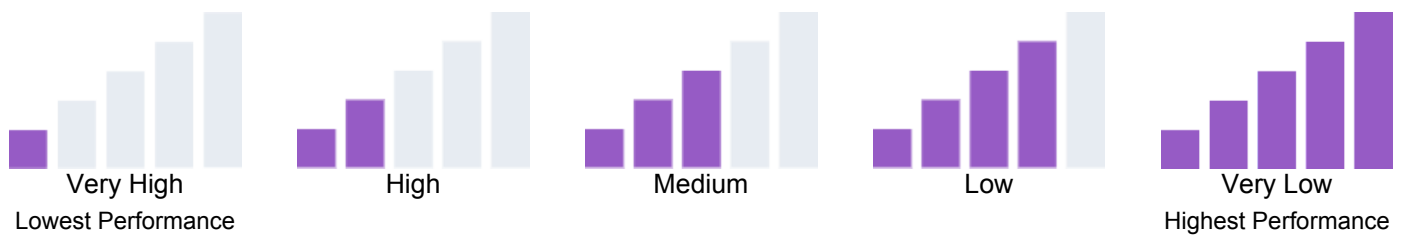
1. N/A

# School and Student Performance Data

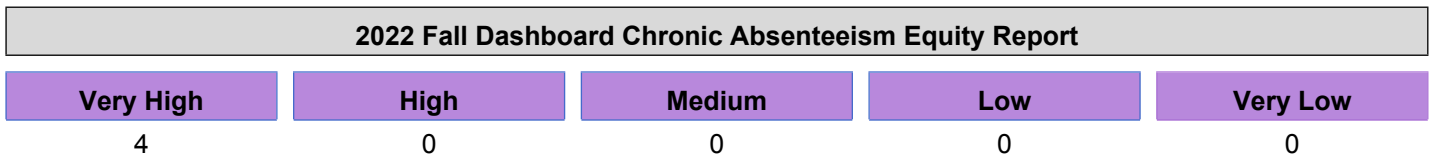
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

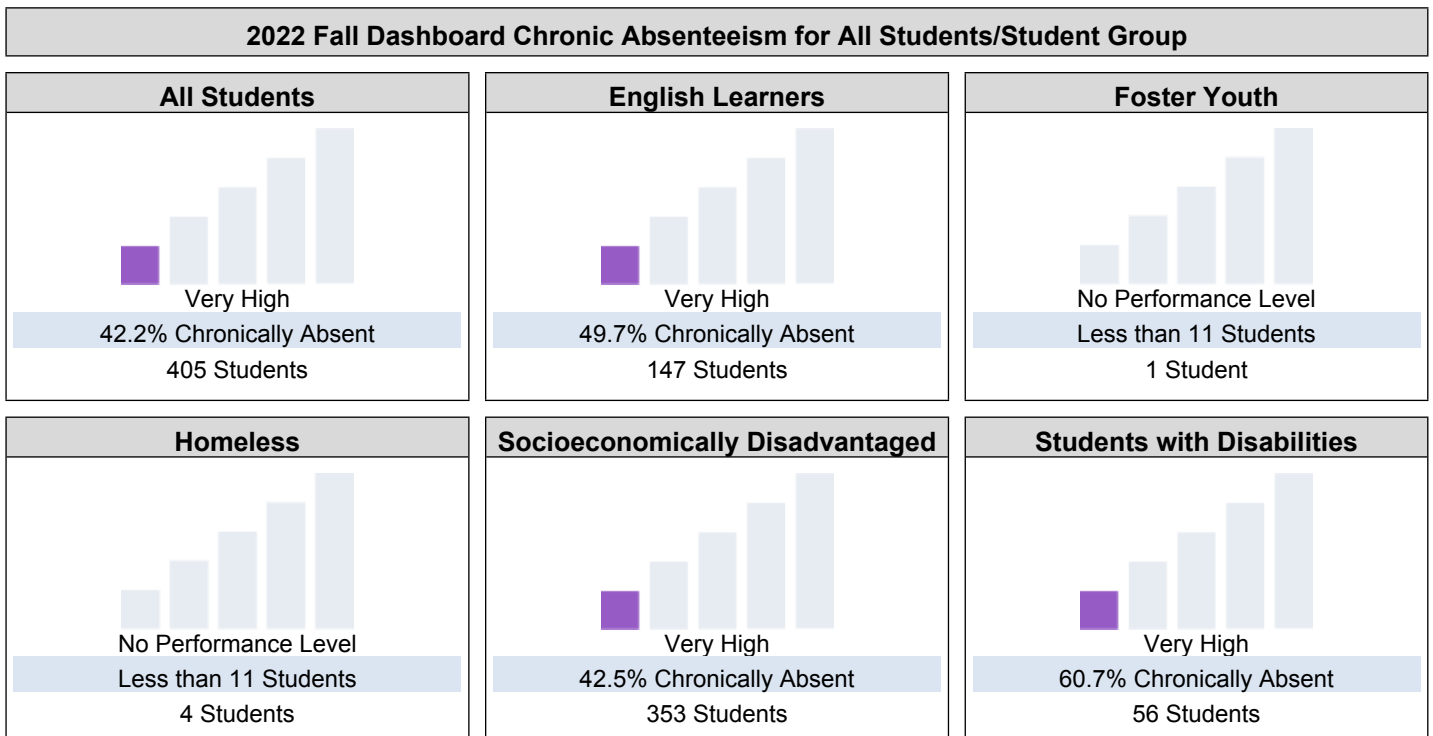
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



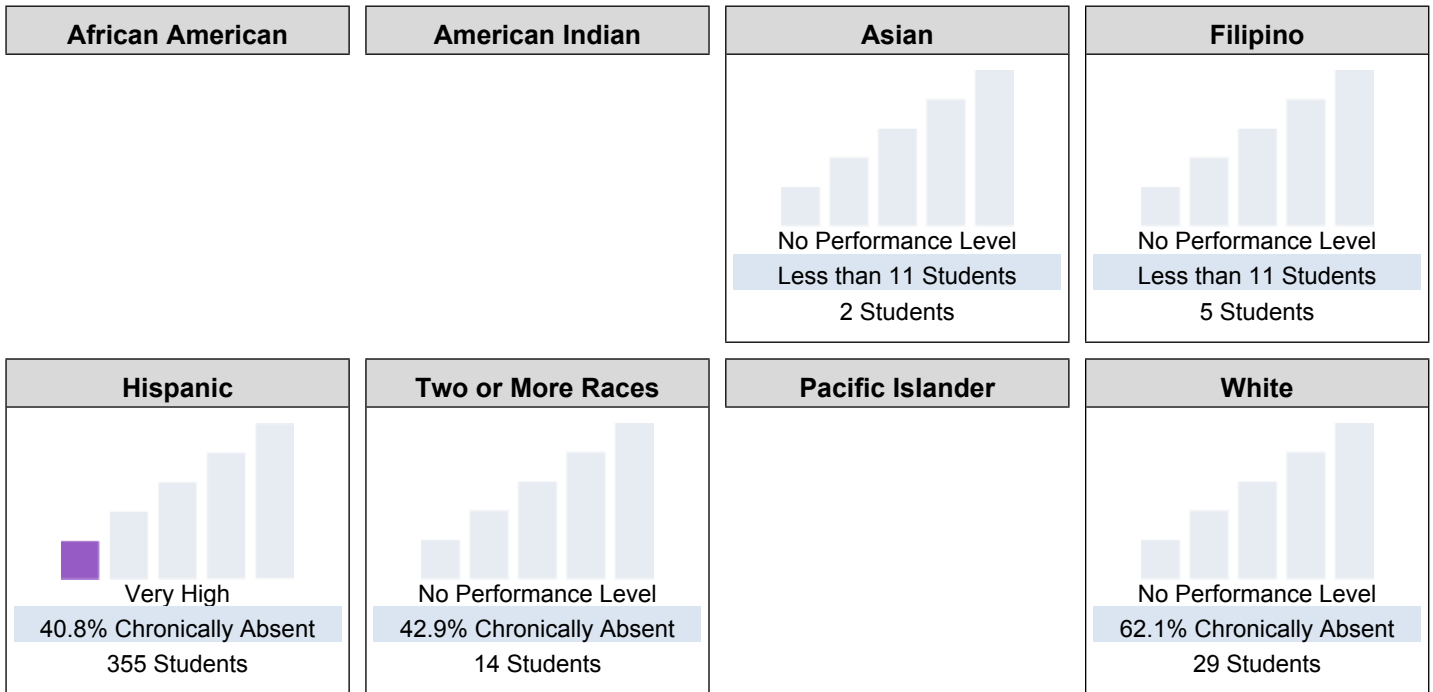
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Overall absenteeism are all very high in all student groups.
2. Students with Disabilities absenteeism is 18.2 points higher than Socioeconomically disadvantaged and 18.5 compared to all students



# School and Student Performance Data

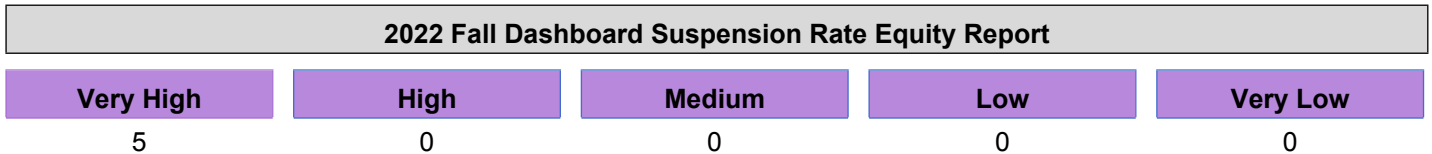
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

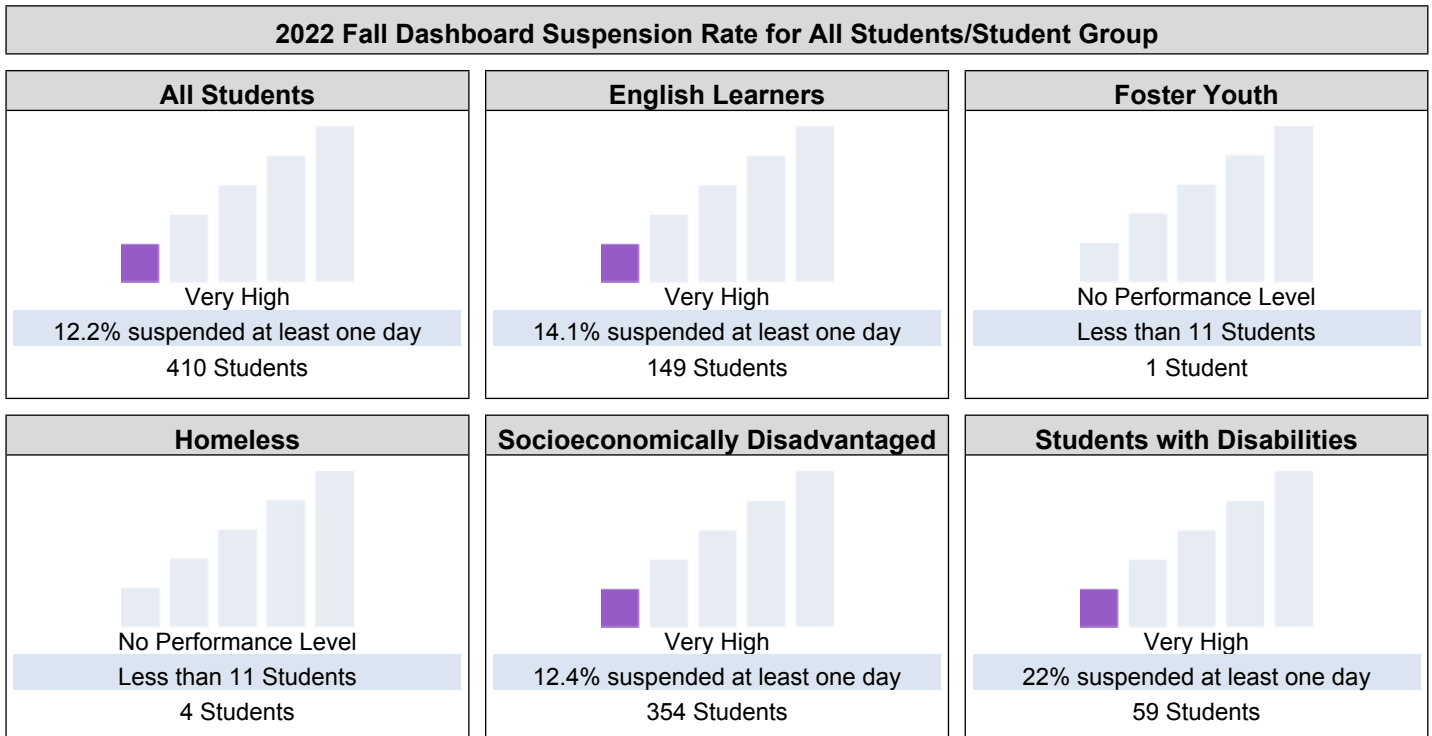
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



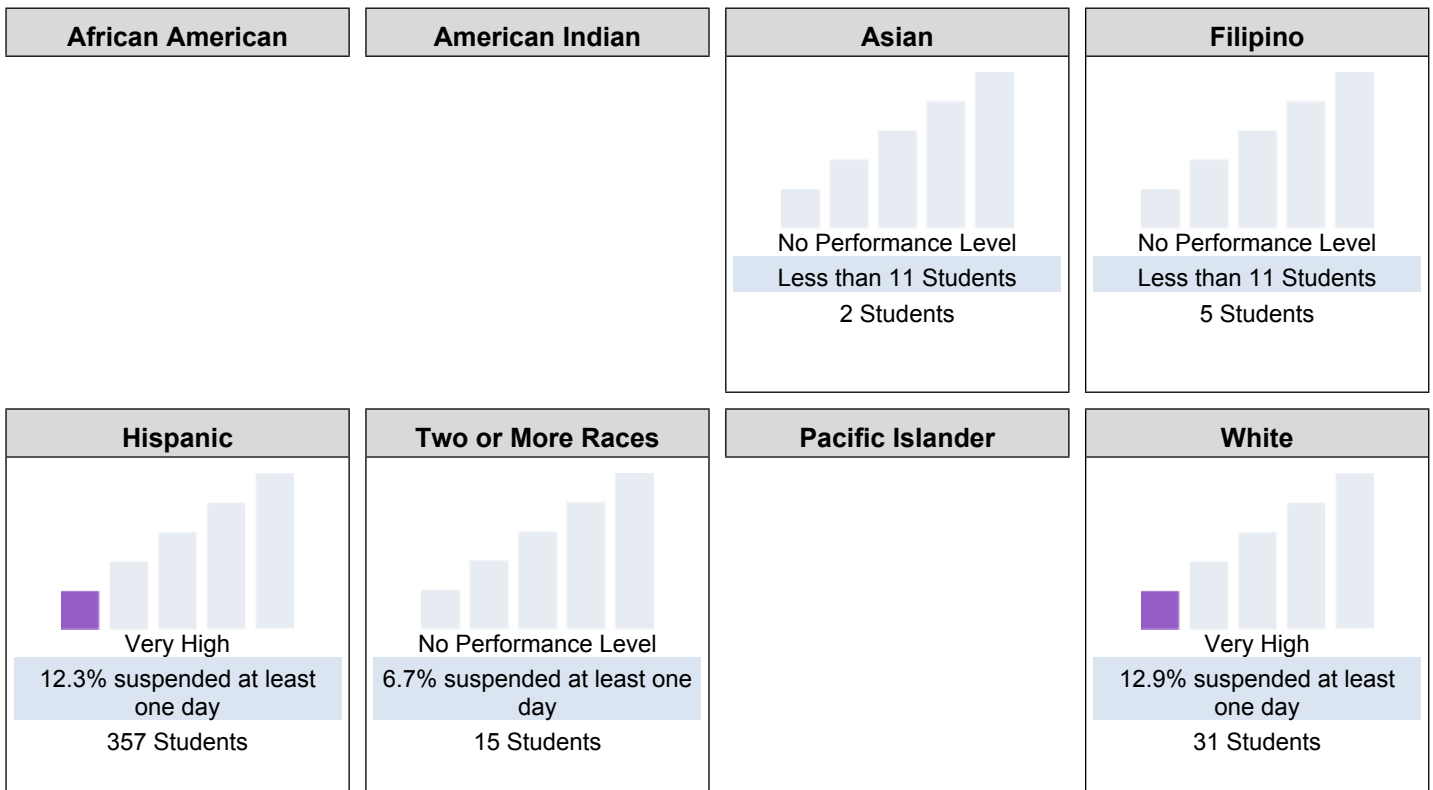
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. All Student Groups were very high on suspension rates.
2. Students with disabilities were suspended 9.8% more when compared with all students.
3. EL students were 1.8% more as compared to 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 Subject

Academic Achievement

## LEA/LCAP Goal

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

## Goal 1

For the 2022-2023 School year:

- 1.1 The percentage of Gustine Middle School students meeting or exceeding ELA standards will increase 15% as measured by State and/or local assessments.
- 1.2 The percentage of Gustine Middle School students meeting or exceeding Math standards will increase 15% as measured by State and/or local assessments.
- 1.3 The percentage of Gustine Middle School English Learners meeting or exceeding ELA standards will increase 15% as measured by State and/or local assessments.
- 1.4 The percentage of Gustine Middle School English Learners meeting or exceeding Math standards will increase 15% as measured by State and/or local assessments.

## Identified Need

Many GMS students struggle with literacy and math skills. Our goal is intended to increase the performance outcomes for each GMS student in the areas of reading comprehension, math comprehension, and language fluency. We determined this need based on the data output from the CDE Dashboard, CAASPP Testing results, ELPAC Testing results, individual student scores on iReady, and parental input.

The targeted subgroup of English Language Learners, will be addressed in the focus for increased academic achievement. The California Dashboard indicates that EL students performed at a lower rate than the rate of all students.

GUSD has a large population of English learner students. According to the CDE Dashboard, many of our current EL and LTEL students are performing multiple levels below grade-level standards. We have identified a need to target our instruction towards meeting the academic needs of all English Learners. Where GMS needs to continue to focus future attention is in connection to improving our commitment to integrated EL instruction for all children within all classes. We assert that this additionally focused commitment will in turn help all EL students make gains in terms of improved learning outcomes across all academic disciplines. We determined this need based on data from the CDE Dashboard, CAASPP Testing results, individual student scores on iReady, and parental input.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*CAASPP ELA and Math Scores	*Met/Exceeded Standards ELA                                  Math	*Assuming that GMS meets its performance SMART goal for ELA performance in 2020,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*English Learner ELA Scores *English Learner Math Scores	<p>2018-2019 Percent 2018-2019 Percentages</p> <p>6th 25.28% 6th 10.69 % 7th 28.29% 7th 16.44 % 8th 25.94% 8th 9.55 %</p> <p>*English Learner Students: 1.65 % of students performed at a Meets or Exceeds level in the 2019 Math CAASPP</p> <p>*English Learner Students: 5.83 % of students performed at a Meets or Exceeds level in the 2019 ELA CAASPP</p>	<p>the modified, yet continued SMART goal for May 2021 will be to continue increasing overall performance growth numbers by 5%. 6th grade=30.28% 7th grade=33.29% 8th grade=30.94%</p> <p>*Assuming that GMS meets its performance SMART goal for Math performance in 2020, the modified, yet continued SMART goal for May 2021 will be to continue increasing overall performance growth numbers by 5%. 6th grade = 15.69 % 7th grade = 21.44 % 8th grade = 14.55 %</p> <p>*English Learner Students: 11.83 % of students performed at a Meets or Exceeds level in the 2021 ELA CAASPP</p> <p>*English Learner Students: 6.65 % of students performed at a Meets or Exceeds level in the 2021 Math CAASPP</p> <p>There has been a decrease in percentage based on the IReady scores. 2022 - 2023 CAASPP scores would more than likely decrease as well. The CAASPP scores should be adjusted so that the continued 5% gains expected would be reflected on the 2023 - 2022.</p>
GMS will use 2022-2023 iReady Diagnostic 3 Scores to evaluate with goals have been met.	<p>2020-2021 iReady Diagnostic 3. The percentages below are students that meet or exceeded standard in the indicated area.</p> <p>ELA Scores - 28% Math Scores - 17%</p>	<p>All students will show an increase of 15% on their iReady Diagnostic 3. The percentages below are students that meet or exceeded standard in the indicated area.</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																										
	<p>6th 22%</p> <p>6th 22%</p> <p>7th 28%</p> <p>7th 17%</p> <p>8th 28%</p> <p>8th 15%</p> <p>EL ELA Scores - 28%</p> <p>EL Math Scores - 17%</p> <p>6th 4%</p> <p>6th 10%</p> <p>7th 5%</p> <p>7th 5%</p> <p>8th 7%</p> <p>8th 15%</p> <p>2021-2022 iReady Diagnostic 3. The percentages below are students that have met or exceeded standard in the indicated area.</p> <p>ELA Scores - 22%</p> <p>Math Scores - 18%</p> <p>6th 21%</p> <p>6th - 17%</p> <p>7th 26%</p> <p>7th - 24%</p> <p>8th 20%</p> <p>8th - 13%</p> <p>EL ELA Scores - 22%</p> <p>EL Math Scores 18%</p> <p>6th - 2%</p> <p>6th - 4%</p> <p>7th - 0 %</p> <p>7th - 4%</p> <p>8th - 0%</p> <p>8th - 3%</p> <p>2022-2023 iReady Diagnostic 3. The percentages below are students that have met or exceeded standard in the indicated area.</p> <p>ELA Scores -</p> <p>Math Scores -</p> <p>6th</p> <p>6th -</p>	<p>ELA Scores - 32%</p> <p>Math Scores - 19.5%</p> <p>6th 25%</p> <p>6th 25%</p> <p>7th 32%</p> <p>7th 19.5%</p> <p>8th 32%</p> <p>8th 17%</p> <p>EL ELA Scores - 32%</p> <p>EL Math Scores - 19.5%</p> <p>6th 4.6%</p> <p>6th 11.5%</p> <p>7th 5.75%</p> <p>7th 5.75%</p> <p>8th 8%</p> <p>8th 17%</p> <p>All students for the 2021 - 2022 show a decrease of 6% on the ELA and an increase of 1% for the math. EL students decreased significantly on both ELA and Math.</p> <p>2022 - 2023</p> <table border="0" data-bbox="1057 1081 1510 1375"> <tr> <td>ELA Scores -</td> <td>Math</td> </tr> <tr> <td>Scores -</td> <td></td> </tr> <tr> <td>6th</td> <td></td> </tr> <tr> <td>6th</td> <td></td> </tr> <tr> <td>7th</td> <td></td> </tr> <tr> <td>7th</td> <td></td> </tr> <tr> <td>8th</td> <td></td> </tr> <tr> <td>8th</td> <td></td> </tr> </table> <table border="0" data-bbox="1057 1407 1510 1596"> <tr> <td>EL ELA Scores</td> <td>EL</td> </tr> <tr> <td>Math Scores</td> <td></td> </tr> <tr> <td>6th</td> <td>6th</td> </tr> <tr> <td>7th</td> <td>7th</td> </tr> <tr> <td>8th</td> <td>8th</td> </tr> </table>	ELA Scores -	Math	Scores -		6th		6th		7th		7th		8th		8th		EL ELA Scores	EL	Math Scores		6th	6th	7th	7th	8th	8th
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th 7th - 8th 8th -  EL ELA Scores - EL Math Scores 6th - 6th - 7th - 7th - 8th - 8th -	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners.

#### Strategy/Activity

GMS Teachers will continue to meet weekly in their Professional Learning Communities and grade-level collaboration days (with substitute coverage) to disaggregate data which in return will drive instruction that will be planned and organized to meet our student's needs. Additionally, substitute teachers will be used to release classroom teachers to review data, plan instruction, articulate between grade levels, and refine pacing calendars and curriculum. Additionally, Science and Social studies will continue to integrate ELA Essential Standards within their instruction as a focus on a district recognized Critical Essential standard and teachers will ensure student exposure to CAASPP assessments tools and strategies by giving a monthly identified standards based IAB.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

10,500

#### Source(s)

LCFF  
 5000-5999: Services And Other Operating Expenditures  
 Co-teaching Conference, AVID, MCOE trainings, Solution Tree Leadership, and others

	Grade level collaboration time during the day (substitute cost).
4,000	LCFF 1000-1999: Certificated Personnel Salaries PLC Lead Stipends

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students with a focus on English Learners.

**Strategy/Activity**

GMS will continue to participate in professional development and consulting service opportunities as individuals and as goals for specific grade levels and teams. Professional development shall meet the needs of our teachers as they plan and adjust instruction to meet the needs of all of our students, especially our specific sub groups. Topics may including but are not limited to PLC, Grading and Assessments, Intervention Strategies, Social and Emotional Learning, and English Language Learning. Opportunities may include; site, district-wide, county, and state and out of state Professional Development/ Conferences where substitute teachers may be used to release classroom teachers to review data, plan instruction, articulate between grade levels, and refine pacing calendars and curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Monies will be utilized for professional development for staff who work with students. A focus on PD will be refining our PLC process, English Language Development Strategies, and curriculum development.
15,000	LCFF 5000-5999: Services And Other Operating Expenditures Professional development opportunities will be made available as the need arises or as opportunities present themselves including but not limited to Co-Teaching conference, AVID, MCOE trainings, Solution Tree, or others.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Learners

### Strategy/Activity

GMS will continue to fund a Bilingual Aide to provide support and intervention for our students at a level 1 and 2 and struggling EL readers.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

29,000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Bilingual Aide

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners.

### Strategy/Activity

GMS will continue to fund an Instructional Coach to support teacher instruction with focus on English Language Development strategies and improved first instruction.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

32,000

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Instructional Coach (25%)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners.

### Strategy/Activity

GMS will offer targeted Tier II intervention in ELA, Math and ELD standards to identified students within the school day. Intervention sessions may also occur after school, before school, during lunches, or during Saturday Braves Boosts. Interventions will be focused on students who are not meeting or exceeding identified Essential Standards on the State and Local assessments, who are not receiving an overall GPA of 2.0 or above, and English Language learners who are working towards reclassification. Additionally, GMS will continue to provide a site-based intervention targeting the whole student through academics and social emotional services.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	LCFF 1000-1999: Certificated Personnel Salaries Afterschool Intervention Teachers
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Supplies and Digital Licenses

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners.

#### Strategy/Activity

Provide 8th Grade students opportunity to take the PSAT for College and Career preparation

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,300	LCFF 4000-4999: Books And Supplies PSAT Tests

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners.

#### Strategy/Activity

Provide an STEM Coordinator and well as STEM materials and supplies to support academic growth towards College and Career Readiness (Amazon Future Engineers)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,200	Title I 1000-1999: Certificated Personnel Salaries

	STEM Coordinator Stipend
5,000	Title I 4000-4999: Books And Supplies STEM Materials and Supplies
3,000	LCFF 4000-4999: Books And Supplies STEM training and supplies

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All Students with a focus on English Learners.

**Strategy/Activity**

GMS will continue to fund a library clerk who will work with students and teachers to increase literacy and support by supporting teachers with necessary resources, assisting students to enable them to receive digital book access, and encouraging students with reading incentives.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
17,000	LCFF 2000-2999: Classified Personnel Salaries Library Clerk - Reading Incentives
1,000	LCFF 4000-4999: Books And Supplies Reading Incentives

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All Students with a focus on English Learners.

**Strategy/Activity**

Purchase technology, supplemental instructional classroom supplies, alternative seating choices, and materials as need to focus on Essential Standards. Materials purchased will enhance ability to work in an environment that is comfortable and conducive to student learning, relevant, and based on research based instructional practices that will enhance students' learning as we continue to teach in a blended model to improve student performance on local and state assessments. Smart Boards, Chromebooks, Laptops, etc. that would provide access for all students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
50,000	LCFF 4000-4999: Books And Supplies Classroom Supplies/materials/technology
1,000	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures Digital licenses
30,000	LCFF 4000-4999: Books And Supplies Alternative Seating and collaboration tables
32,300	Title I 4000-4999: Books And Supplies Technology, Smart Boards, Chromebooks, Laptops

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners.

#### Strategy/Activity

Provide digital reading choices for classrooms as needed allowing access to all students through a digital library.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures Digital licenses

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

English Learners.

#### Strategy/Activity

Continue to fund an ELD Coordinator. GMS administration and EL Coordinator will construct a system for improved instruction for EL students as well as provide staff with professional development focusing on English Learners geared towards maximizing instructional outcomes for all EL students in the general education (integrated) setting. (ie, Soluciones Conference, ELD training, CABE, Assessment Conference, and others) Establish an EL Committee that will meet at

least quarterly and have the opportunity to have collaboration days (with substitute) to disaggregate student data as it pertains to student needs and student success. Data will drive instruction to ensure that student needs are met and best practices in the five (5) domains for effective instruction and are intentionally targeted for EL students will be used to continue incorporation of elements of formal language acquisition within an integrated setting. The CDE dashboard indicated significant improvement for EL students due to improved EL instruction during designated EL time.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
20,000	Title I 5000-5999: Services And Other Operating Expenditures Professional development opportunities will be made available as the need arises or as opportunities present themselves. To ensure EL best instructional practices are being implemented system-wide in all GMS classrooms.
6,000	LCFF 1000-1999: Certificated Personnel Salaries EL Committee collaboration time during the day (substitute cost and supplies).
1,500	LCFF 1000-1999: Certificated Personnel Salaries ELD Coordinator will place students according to ELPAC results, attend and participate in ELAC and DELAC meetings, organize and School Plan for Student Achievement (SPSA) attend EL PD opportunities, and organize re-designation ceremony.

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

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

All Students with a focus on English Learners.

Strategy/Activity

Daily walk through and observations followed up with instructional feedback.

**Proposed Expenditures for this Strategy/Activity**

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



Amount(s)

4,000

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Digital License

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

Students identified for GMS for ATSI are

1. EL students in English Language Arts (107.9 points below standard )
2. EL students in Mathematics (159.5 points below standard)

#### Strategy/Activity

Strategies and activities that will be used to support GMS students who were identified for ATSI for the following student groups will be as followed;

1. EL students in ELA will have an intervention period on Tuesday and Wednesdays. Teachers will meet on PLC Mondays to review data and strategically plan to meet the needs of our English Learners in ELA. ELD teachers will use their ELD curriculum to strengthen EL students comprehension on meeting ELD standards in the areas of English Language Arts. ELA teachers will also be trained on ERWC which has an ELD portion that would provide our students the needed support on navigating and scoring high in ELA.
2. EL students in Mathematics, Teachers will use the as much realia so that EL students can grasp mathematical concepts when dealing with real world problems. Manipulatives for students to use concrete representations on solving mathematical principles. There will also be math intervention periods on Thursday and Fridays that should be designed and planned on meeting the needs where students struggle with mathematical standards and practices.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I  
4000-4999: Books And Supplies  
Supplies, Realia, Manipulatives, for ELA and Math

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

Students identified for GMS for ATSI are

1. Low income students in English Language Arts(73.2 points below standard)
2. Low income students in Mathematics (130.5 points below standard)

#### Strategy/Activity

Strategies and activities that will be used to support GMS students who were identified for ATSI for the following student groups will be as followed;

1. Low income students in ELA will have an intervention period on Tuesday and Wednesdays. The basic needs of a student must be met in order for a student to fully engage in their learning. Our health aide can check on students who are struggling with health issues to get medical support. Counselor, Psychologist, and mental health clinicians for students who are struggling with mental health or with issues that makes it difficult for students to concentrate. Meals, clothing, and basic necessities such as school and learning supplies will be provided for students who need them to proceed in their learning.
2. Low income students in Mathematics have an intervention period from Thursday and Friday. Students will receive basic needs of medical, mental health, and even a meal from the cafeteria so that their basic needs are met for them to concentrate on their mathematical concepts and practices. Learning supplies, manipulatives, will be provided so that students have concrete representations to make sense of abstract and difficult mathematical concepts.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3000

Source(s)

Title I  
4000-4999: Books And Supplies  
Supplies Realia, Manipulatives for ELA and Math

### **Strategy/Activity 15**

#### **Students to be Served by this Strategy/Activity**

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

Students identified for GMS for ATSI are

1. Students with disabilities in English Language Arts (136.9 points below standard)
2. Students with disabilities in Mathematics (186.2 points below standard)

#### **Strategy/Activity**

Strategies and activities that will be used to support GMS students who were identified for ATSI for the following student groups will be as followed;

1. Students with disabilities in ELA will receive the accommodations and modifications that are prescribed in their individual Education Plan. Co-Teaching strategies are being taught to case managers and instructional aides on how to work with classroom teachers so that what is being taught is understood. Push-in support allows for students to receive services and support as each student learns in their classroom environment. Students with disabilities will also be utilizing UFLI to build their reading skills and reading comprehension.
2. Students with disabilities in Mathematics will also receive the accommodation and modifications that are prescribed in their individual Education Plan. In addition to the co-teaching support and the push-in support, students will be able to access realia and manipulatives.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### Strategy/Activity 16

#### Students to be Served by this Strategy/Activity

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

Students identified for GMS for ATSI are

1. Hispanic students in Mathematics (125.8 points below standard)

#### Strategy/Activity

The strategies and activities that would be provided for our hispanic students on accessing the mathematical concepts would be the use of rosetta stone for the students who have limited English. My tutor also has a tutor available 24 hours everyday with a bilingual tutor. The use of manipulatives for students in the classroom. There is also the support and training provided to our math teachers from MCOE as well as the trainings provided by CPM.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1500

Title I  
4000-4999: Books And Supplies  
Supplies, Realia, Manipulatives for Math

### Strategy/Activity 17

#### Students to be Served by this Strategy/Activity

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

All 6th Grade Students

#### Strategy/Activity

All 6th grade students will have the opportunity to attend an outdoor school / camp that would allow for the students to learn the how the academic disciplines of math, science, history and science all mix together in a class building experience. Students will study the lives of animals, habitats, California history, and even how the weather and stars are different in a outdoor school camp experience.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

50,000

Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

During the 2022-23 school year, CAASPP was administered and data will be available. Instructional practices that were targeted will show improvement and GMS will be utilizing other means of measuring progress. The PLC process continued and will continue as it refines the teaching strategies, common formative assessments, interventions, enrichment opportunities, curriculum, and pacing of the curriculum. Additional professional development will continue this school year to ensure staff continue to keep up to date in researched based effective strategies, build on English Language development strategies, and tighten up the PLC process for improved and focused first instruction.

This will be the first year to provide mandatory interventions during the school day, before school, after school. The introduction of new curriculum from CPM, ERWC and Twig can make it challenging for teachers, however training is provided so that teachers have a clear idea of implementation and presentation of the curriculum.

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

Due to COVID -19 and school closures, implementation of many strategies and activities were not feasible. This year we will follow plans as described as we will have the majority of our students back on campus.

GMS worked the work with ongoing professional development geared towards maximizing instructional outcomes for all English Learners in the general education (integrated) setting and refining grading and assessment system. These PD services surround best practices in the five (5) domains for effective instruction, and are intentionally targeted for EL students to continue incorporating elements of formal language acquisition within an integrated setting. PD had sound evidence-based practices that were transferred to the classroom.

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.

Majority of the changes occurring within this goals are previous goals being combined and presented with a focus on English Language Learners. As our PLC's continue first instruction improvement our professional development around EL learners, curricular content, grading and assessment, and best practices will continue.

The 2022-2023 Goals will be 15% increase in CAASPP EL in ELA and Math. Targeted intervention, and differentiated instruction will fall during the school day will be assigned to students who fall below a specific threshold.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Positive School Climate and Culture

## LEA/LCAP Goal

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

## Goal 2

Reflect a positive and safe school climate by maintaining a regularly attended, positive and safe learning environment for all students with an overall decline in school wide absenteeism of 1% and a decrease in suspension rates by 3% by focusing on focused SEL, PBIS, counseling support , academic interventions, and ASB activities.

## Identified Need

GMS suspension rate is higher than the district and county averages. It is important that GMS utilizes other means of correction in order to keep kids in school and learning. Although our attendance is consistent we will not stop improving until we are maintaining 100% attendance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Reports - Maintain 97% or higher monthly attendance rates and offer monthly rewards.	Currently our attendance rate is 96.5% (2018-2019 data) Due to COVID 2019-2020 data is not comparable as school was closed in mid-march.	GMS is will improve attendance by1% from 96.5% to 97.5% or higher student attendance rate.
CDE Dashboard Data - Suspension reports	During the 2019-2020 school year, GMS had a 9% suspension rate for their total population.	GMS will work to reduce the total number of disciplinary referrals that result in suspension and/or expulsion to under 6% of the student population.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To increase attendance, any individual student who has earned perfect attendance on the school year (Perfect is defined as 100% attendance each day, with no tardy citations for any class, and not having been checked in or out of school for any appointments) will receive a yearbook. Monthly reports are run via Aeries to determine which, if any students, have sustained perfect attendance on the school year.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

100

Source(s)

LCFF  
4000-4999: Books And Supplies  
Yearbook purchases based on an approximate number of students eligible

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

GMS will communicate with the families via Parent Square for encouragement attendance and communicate special events.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Communication supplies, technology, digital licenses, ect

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Monthly attendance incentives will be given out to the classes that demonstrate the best attendance rates for each month (incentives include early release to the lunch line, school parties, cafeteria provided food rewards, etc.)

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Incentives

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Continue building PBIS, develop character development lessons around our Core Value Matrix and continued use of SEL curriculum lessons during Advisory period and when a student is struggling with specific behaviors.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Character trait lesson development around our  
core value matrix.

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

GMS will continue to have an ASB Advisor to support leadership students, Leadership class, and participate in creating a positive school culture.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,400

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
ASB Advisor



2,000	LCFF 4000-4999: Books And Supplies Supplies needed in leadership class
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**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

GMS will continue to have a Teacher in Charge to support students and staff in the absence of the principal.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
750	LCFF 1000-1999: Certificated Personnel Salaries Teacher in Charge Stipend

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

GMS will build upon positive behaviors and school culture through student or teacher-initiated after school clubs and activities as well as enrichment opportunities via, visual, music, performing arts, and other activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Pay staff to offer enrichment opportunities after school
3,000	LCFF 4000-4999: Books And Supplies
1,200	LCFF 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

GMS will continue to develop a school-wide safety standard intended to help create and sustain improved school safety and safe culture through guest speakers, presentations, and assemblies to raise awareness. The scope of this service surrounds the broad ideas of creating a safe drug and bully-free place for students, recognizing pro-social behavior, and encouraging students and staff to sustain positive relationships with one another. All staff will be equipped with two-way radios to ensure safety across campus.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

4,000

LCFF  
5000-5999: Services And Other Operating Expenditures  
Guest Speakers, assemblies, presentations around safe schools, digital licenses, two way radios, ect

24,000

Title I  
5000-5999: Services And Other Operating Expenditures  
Guest Speakers, Assemblies, Motivational

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

To decrease suspensions and improve attendance, GMS will maintain a school-wide Award system intended to help create and sustain improved school culture for all students. The scope of this service surrounds the broad ideas of creating a safe place for students, celebrating accomplishments with families, recognizing pro-social behavior, and encouraging students and staff to sustain positive relationships with one another.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4,000

LCFF  
4000-4999: Books And Supplies  
Award Ceremonies, Promotion Ceremony and  
Celebrations

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

GMS will build upon Positive Behavior and Intervention Support (PBIS) using the ticket and store reward system. Staff will work together with students to celebrate positive behaviors and relationships by distributing earned tickets that may be turned into the student store for school supplies, school wear/swag, and food provided through the school cafeteria. GMS will continue to build and enhance the Tier I PBIS behavioral system with the additions to the Lion's den.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000

LCFF  
4000-4999: Books And Supplies  
PBIS Store incentives and supplies (School  
supplies, incentives, school swag, food, and  
other items that are within students interests)

2,000

LCFF  
5000-5999: Services And Other Operating  
Expenditures  
Digital license to assist in tracking ticket  
accumulation

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

GMS will build upon Positive Behavior and Intervention Support (PBIS) The students will be taught the behavior and expectations of GMS. A team of GMS teachers will attend local and state conferences pertaining to school behavior, leadership, and culture. (State PBIS Conference, CADA). After school clubs, along with GMS' ASB, will work together to celebrate positive behaviors and relationship building for all students/staff. GMS will continue to build and enhance Tier I-II-III PBIS behavioral system.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Professional Development around school behaviors, leadership, and culture (CASWA state conference, State PBIS Conference, CADA, ect)

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continued branding of GMS. Initial branding around campus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Murals and other graphics

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Repair, maintenance, and replacement of equipment and facilities including safety equipment

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

LCFF  
4000-4999: Books And Supplies

Repair, maintenance and replacement of sports and safety equipment and site facilities

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Assistant Principal

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

109,000

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

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

Students identified for GMS on Chronic Absenteeism are All Students(42.2%) with a focus on the following ATSI groups. All groups will improve their attendance by 10%

1. GMS will improve the attendance for English Learners (49.7%)
2. GMS will improve the attendance for Low Income Students (42.5%)
3. GMS will improve the attendance for Students with Disabilities (60.7%)
4. GMS will improve the attendance for Hispanic Students (40.8%)

Strategy/Activity

The following strategies and activities will be used for all students at Gustine Middle School to focus on lowering our Chronic Absenteeism rates. Chronic absenteeism is defined as students who have missed more than 10 percent of the school year. Students who are attending school and fall within the 90 plus percentile stand a better chance of succeeding as compared to students who are chronically absent. All students must have a safe and conducive environment in which they are successful. Students must be given the opportunity to excel in what they do.

1. GMS will improve the attendance for English Learners by providing the students with a bilingual instructional aide that could help support their learning in the classroom. EL students will also have access to Spanish / English dictionaries, digital software to aid in accessing the English language. Empathy surveys as a means of understanding why students who struggle speaking english are missing so much learning time.
2. GMS will improve the attendance for Low Income Students would be to conduct more home and welfare checks on our families who are struggling with meeting the basic needs at home. Providing community resources for families in need so that students who are dealing with struggles at home will have one less worry at home and can focus on coming to school and being successful.

3. GMS will improve the attendance for Students with Disabilities by having our bilingual liaison and case workers reach out to parents when students are absent so that student services are not interrupted for long periods of time. Placing students with disabilities on a CICO contract to provide the positive reinforcement of the importance of showing up every day.
4. GMS will improve the attendance for Hispanic Students by having the bilingual liaison reach out to parents and finding out the reasons for students absences. Empathy interviews to understand if the language barrier the reason for absences.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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### **Strategy/Activity 16**

#### **Students to be Served by this Strategy/Activity**

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

Students identified for GMS on Suspension Rates are All Students (12.2%) with a focus on the following ATSI groups. All groups in suspension will be lowered by half of the percentage of where there at.

1. GMS will reduce its suspension rates for English Learners (14.1%)
2. GMS will reduce its suspension rates for Low Income Students (12.4%)
3. GMS will reduce its suspension rates for Students with Disabilities (22%)
4. GMS will reduce its suspension rates for Hispanic Students (12.3%)
5. GMS will reduce its suspension rates for White Students (12.9%)

#### **Strategy/Activity**

The following strategies and activities will be used for all students at Gustine Middle School to focus on lowering our suspension rates. Addressing each student groups directly based on ATSI, the following strategies and activities will be implemented. Each student group will be considered an area specifically on its own. All students must have a safe environment and climate to feel safe and learn. This will be accomplished by having staff and students fully implement a positive behavior and supports network. It would require staff to teach all students the expectations of our GMS matrix. All students are responsible to know what their expectations are, and by knowing they are on their way to achieving a safer and conducive learning environment. The following groups are addressed individually based on their outcomes on ATSI.

1. GMS will reduce its suspension rates for English Learners by providing restorative practice circles, no bully strategies of being able to problem solve and have conflict resolution.
2. GMS will reduce its suspension rates for Low Income Students: by providing restorative practice circles, no bully strategies of being able to problem solve and have conflict resolution.
3. GMS will reduce its suspension rates for Students with Disabilities by providing campus supervisors the necessary training on recognizing and being proactive on possible reasons or triggers for behavior escalation in students. Students with disabilities will have access to mental health services and BCBA services to provide coping methods and techniques on dealing with difficult situations.
4. GMS will reduce its suspension rates for Hispanic Students: by providing restorative practice circles, no bully strategies of being able to problem solve and have conflict resolution.



5. GMS will reduce its suspension rates for White Students:by providing restorative practice circles, no bully strategies of being able to problem solve and have conflict resolution.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

## **ANALYSIS**

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

Chronic Absenteeism has increased post Covid. The pandemic has created a void that needs to be filled. Gustine Middle School has a counselor, mental health clinician, psychologist, and a BCBA available for the needs of our students. Our students Social Emotional Learning on dealing with returning back to school and socializing with peers to navigating learning loss and trying to keep up may create anxiety, depression, and feelings of being overwhelmed.

During the 2021-2022 school year, the CDE Dashboard shows that Gustine Middle School students were eligible for ATSI in four student groups for chronic absenteeism, EL students, Low Income, Students with Disabilities and our Hispanic students. GMS' Suspension Rate has also placed us on ATSI for EL students, Low Income, Students with Disabilities, Hispanic students and White students.

For 2022-2023 School year, GMS will improve campus safety and reduce the number of disciplinary referrals that result in suspension and/or expulsion to less than 10% of our student population. This will be accomplished by building a network in which staff and students can build on a culture of respect and trust. Implementing PBIS and the use of our 5 Star incentive program. Using Restorative Practices to meet the needs of student offenders and having them return back to GMS on the premise of being accepted back into our school environment. The use of Check in / Check out (CICO), Teacher Buddies, Motivational Speakers, ASB assemblies, etc.. as a means of providing our students the opportunity of owning and feeling a part of Gustine Middle School. Staff and Students must feel welcomed and safe at Gustine Middle School. Chronic absenteeism and suspension rates will decrease if students and staff feel that they belong.

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

Positive Behavior and Intervention Support (PBIS) instruction will continued to be utilized to instruct students of the behavioral expectations of GMS. Due to school closures, social emotional issues have been on the increase once students returned to campus.

GMS is continuing to refine the developed a school wide system intended to help create and sustain improved school culture for all children. The scope of this service surrounds the broad ideas of creating a safe place for students, recognizing pro-social behavior, and encouraging students and staff to sustain positive relationships with one another. In addition, GMS facilitated many parent engagement programs on campus such as Coffee with the Principal and Parent Information Evenings. GMS will continue to provide and fund various activities for parent involvement that include incentives, prizes, childcare, translation, food to promote participation and eliminate barriers for involvement.

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.

Combination of 2 broader goals, Culture and absenteeism. GMS will increase in PBIS implementation for Tier 1-3 as well as decrease the number of student absences.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent, Family, and Community Partnerships

## LEA/LCAP Goal

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

## Goal 3

GMS will provide opportunities to increase and maintain parent engagement and involvement with school related activities, events, and informational meetings.

## Identified Need

Parents play a key role in a students success. Working closely with parents increases our students academic and social emotional health. GMS provides monthly parent workshops, collaboration times, and informational nights with 0 to 3 percent participation. School awards and celebrations are much more attended at 20 to 30%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent survey focusing on informational topics for meetings and workshops.	Give survey during Round up at the beginning of the year.	A 3-5% participation in one or more workshops, informational nights and or parent meetings.
Obtain parental input by providing a site specific, in-depth parent survey on ways to increase parental involvement in school related activities.	This will be base-line information	Strategies on how to involve parents

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

GMS will continue its outreach to parents, students, and the community by sending out frequent communications in various forms as well as advertising school events. Communication will be in the form of letters, Parent Squares, Student Square, FaceBook, Information on monitors in the office, and on the school marquee.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,500

Source(s)

LCFF  
4000-4999: Books And Supplies  
Office Supplies, digital licenses

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Home-School Community Liaison will provide language support to enhance communication between home and the school in a variety of settings.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

20,000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Home-School Bilingual Liaison

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

GMS administration will continue working towards a whole scale reduction in the number and frequency of student disciplinary infractions by hosting various community-building events. Events will include translation services and childcare. Events for students and families include but are not limited to, Parent/Family Nights, Week of Welcome, Award Assemblies, Promotion Ceremonies, Student Leadership Training, Student Round UP, Coffee with the Principal, Motivation/Inspirational Speakers, Digital Licenses (GooseChase), Student Rallies, Read Across America, 5th Grade Orientation, Back to School BBQ, ASB events, and other events as they arise. Such activities may include incentives, swag, and meals for families and students.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

LCFF  
4000-4999: Books And Supplies  
Hosting community events involving childcare, supplies, food supplies, incentives, swag, and guest speakers

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Present designated parent requested topics at the regularly scheduled ELAC meetings, Parents Club, parent nights, and Coffee with the Principal

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCFF  
4000-4999: Books And Supplies  
Supplies and materials for monthly meetings. Events include but are not limited to Coffee with the Principal, Informational Meetings, Counselors Nights, ELAC meetings, SSC meetings, and Family Nights.

6,000

Title I  
5000-5999: Services And Other Operating Expenditures  
Motivational and or informational Speakers

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Offer a Parent Institute of a series of workshops focused on parent engagement with their children and education for all interested parents.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies Supplies for Institute
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Workshop presenters
500	LCFF 2000-2999: Classified Personnel Salaries Child Care Costs and Snacks

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Obtain parent participation in the 7 year plans presented by GMS counselors in preparation for college and college classes at the high school level.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

N/A

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

N/A

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.

N/A

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$558,750.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$200,000.00

Subtotal of additional federal funds included for this school: \$200,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$352,750.00
Lottery: Instructional Materials	\$6,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$358,750.00

Total of federal, state, and/or local funds for this school: \$558,750.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
LCFF	352,750.00
Lottery: Instructional Materials	6,000.00
None Specified	0.00
Title I	200,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	168,050.00
2000-2999: Classified Personnel Salaries	66,500.00
4000-4999: Books And Supplies	169,700.00
5000-5999: Services And Other Operating Expenditures	151,500.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	166,850.00
2000-2999: Classified Personnel Salaries	LCFF	17,500.00
4000-4999: Books And Supplies	LCFF	122,900.00
5000-5999: Services And Other Operating Expenditures	LCFF	45,500.00

5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	6,000.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	1,200.00
2000-2999: Classified Personnel Salaries	Title I	49,000.00
4000-4999: Books And Supplies	Title I	46,800.00
5000-5999: Services And Other Operating Expenditures	Title I	100,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	341,300.00
Goal 2	180,450.00
Goal 3	37,000.00



# 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:

Peter Duenas School Principal

Sarah Cardoso Classroom Teachers

Maria Alapizco Parent or Community Members

Name of Members	Role
Mireya Alatorre	Classroom Teacher
Tiffani Oliveira	Classroom Teacher
Rochelle Cotta	Classroom Teacher
Carolina Gopar	Parent or Community Member
Iona Cariglio	Parent or Community Member
Joe Silva	Other School Staff
Areceli Martinez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/23.

Attested:



Principal, Peter Duenas on 5/31/23



SSC Chairperson, Maria Alapizco on 5/31/23

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gustine High School	24736192431807	May 15, 2023	June 14, 2023

## Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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

Gustine High School is located in the Central Valley in Gustine, California. The school opened in 1913. Gustine High School houses 9th-12th grade students, and the current enrollment is 591. Approximately 82.40% of the student population is Hispanic, and 11.68% percent is White (Non-Hispanic), with 5.93% classified as Black/African American Hawaiian/Pacific Islander, Asian, or multiple races. 25% of our students are identified as English Learners. Our current data shows that 59% are of low-socioeconomic status, but we are still finalizing this percentage, and all students are eligible to receive free meals. There is one principal, one assistant principal, and two counselors, in addition to a school psychologist who rotates between Gustine High School and Gustine Elementary School. There are 28 certificated teachers, one teacher without a full credential and one who taught outside their certification area, and one instructional coach who rotates between Gustine High School and Gustine Middle School.

The philosophy of Gustine Unified School District can be succinctly summed up in our district Motto: "Preparing Students for the Future...Today." Our responsibility is to provide a rich, challenging, and supportive atmosphere in which all students are motivated to learn with instruction appropriate to their needs. Our mission is best illustrated by what we desire all students to know, understand, and do upon graduation.

**Gustine High School's Vision:**  
At Gustine High School, we build strong, positive, and mutually respectful relationships in an inclusive, supportive, and rigorous environment. We are responsive to all students and their needs

as they become college and career-ready and productive members of their community. We are committed to supporting and guiding each learner so that they can excel to their fullest potential.

**Gustine High School's Mission:**

At Gustine High School, we foster the whole student to achieve their fullest potential by setting high expectations, providing rigorous and relevant instruction, and building strong relationships to prepare all students to become productive members of society.

**Gustine High School's updated Schoolwide Learning Outcomes read:**

To become productive members of a community who are college and career ready and able to excel to their fullest potential, the student will:

- \* Be Responsible Citizens
- \* Work Collaboratively and Competently
- \* Be Critical and Creative Thinkers
- \* Be Effective Communicators
- \* Develop Personal and Professional Goals.



# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Gustine High School recognizes that self-evaluation is essential and works hard at accomplishing our annual goals. The district and site goals focus on good first instruction, school safety, and home-to-school communications. Throughout each year, various surveys are completed by three groups: staff, parents, and students. The survey results are analyzed by the school leadership team and evaluated by staff to make informed schoolwide decisions.

Parent input is an important part of our decision-making process, and communication from the school and staff to the home was an improvement item we have been addressing. In addition to the fundamental input we receive from parents and students, we also discuss results with different committees such as School Site Council and English Learner Advisory. Our parent surveys are carefully designed to give us direct feedback on how we are doing as a school. Safety, diversity, technology needs, classroom instruction, student needs, and overall satisfaction are some of the main focus areas in our parent surveys. Most students and parents believe Gustine High School is safe and prepares students for post-secondary plans.

Students, Parents, and staff participated in several surveys to gather input for continuous improvement at Gustine High School.

- Title I Needs Assessment
- LCAP Survey
- Family Input Survey for the Learning Continuity and Attendance Plan
- Student Needs Assessment
- Success 101 Assessment
- ESSER III Survey
- FAFSA/DREAM Act Survey
- Math Survey - CVNIC (Central Valley Networking Improvement Community)
- DELAC/ELAC
- Kelvin Pulse Survey (students) November 2022
- Kelvin Pulse Survey (staff) January 2023
- Kelvin Pulse Survey (students) February 2023
- Official Senior Meeting 22/23
- The REDS Way Postcards

What services and suggestions appeared that Gustine High could enhance or expand on?

- Mental Health Awareness and school support
- Student engagement
- School Safety
- Sense of belonging (feeling connected to the school)
- Academic learning supports
- Math/English Interventions
- AP classes
- College and Career Readiness Guidance
- Parent education on how to support their child

- More awareness of drug use
- Gang Awareness for students and parents
- The use of textbooks instead of digital device

What services do you suggest Gustine High School provide that we are not currently providing?

- After-school tutoring options
- 1 on 1 student support
- Access to Mental Health Counselors

Other Suggestions and Input

- Better food and more options
- Longer lunchtime
- Nutrition Awareness for students
- Address the bus/transportation - no busses or overcrowding
- New uniforms for all sports teams

## Classroom Observations

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

Formal and informal classroom observations are conducted periodically by the site principal and assistant principal, in addition to instruction rounds that are led by the site's leadership team.

Each administrator (principal and assistant principal) has designated departments that they oversee and for which they conduct regular classroom observations of those departments' teachers. GHS administrators observe elements of teaching essential standards and student engagement, as well as guiding and supporting students, especially during distance and hybrid learning. The Principal has developed a digital walk-through form to utilize for informal class visits. This form allows for data to be collected in an ongoing method, allowing teachers and administrators to have collaborative conversations about instruction. Classroom observations act as a collaboration between the administration and the teacher. This form is new to our informal process but will be a positive addition to our observation process.

There is a pre-evaluation conference and a full review of the rubric and goals. The formal evaluation gives teachers valuable feedback on how their lesson went for the class period, which leads to the post-conference. This time is for discussion of the commendations and recommendations for the teacher to hear from the administrator and ask questions themselves. Three formal evaluations and informal walkthroughs are completed within the school year. Informal walkthroughs allow the administrator to see snapshots of the beginning, middle, and end of the teacher's class time, depending on when the walkthrough is performed. These are also great conversation starters for commendations and recommendations for the teacher to build upon. All probationary teachers met the standards met in all their formal evaluations. As for informal evaluations, in my opinion, all teachers are also at the standards met level. Teachers also participate in the instructional rounds. This process offers a structure for educators to work together to identify and solve common problems related to learning and teaching and view instructional practices that may work in their classrooms.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

### State Assessments

The ELPAC determines student proficiency levels and growth from the previous year and demonstrates needs and strengths. These test results are then used to determine the student's appropriate placement in ELD courses.

### Smarter Balance Assessment Consortium (SBAC)

The SBAC assessment is given annually to 11th-grade students during the spring semester. The evaluation provides school administration and teachers valuable data used to modify the curriculum to ensure students can score at or above standard. The Smarter Balanced exam is administered in Mathematics and Language Arts at the 11th-grade level. Scores are reported based on whether or not students exceeded or met standards or did not. These scores are typically available in late June and are mailed out to parents at the start of the following school year.

### Dashboard

The SBAC data include academic performance in ELA and Math and academic progress for English Learners. Other items on the dashboard include the suspension rate and graduation rate. This information can be found on [caschooldashboard.org](http://caschooldashboard.org).

### Local Assessments

Common formative assessments are being utilized by all teachers where appropriate. Common formative assessments are given regularly to make informed decisions on student instruction. Data is then analyzed during our early release Mondays in our Professional Learning Communities (PLC) department. Teachers then reteach specific skills that students fail to comprehend with proficiency. All common formative assessments are tied to common core state standards.

Students will also be administered I-Ready computer-based benchmark assessments three times a year in ELA and Math. These assessments are intended to expose students to computer-based testing and give teachers instant feedback on their students' progress. The data is also used to assist in making instructional decisions to support student learning.

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

Gustine High School regularly uses curriculum-embedded and benchmark assessments to monitor student progress and inform instruction. These assessments may include projects, work samples, class discussions, or other demonstrations that can be used as evidence of learning and assessments for learning. Ongoing, formative assessments are employed in all classrooms to monitor student progress and inform instruction regularly throughout the day. In addition, common formative assessments (CFAs) and teacher-created assessments are used for formative and summative purposes to verify student learning and progression. Departmentally, some use quick formative check-ins such as first of five or exit tickets.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

26.5 teachers currently on staff are highly qualified and meet the state license requirements. One teacher is working without credentials or misassignment and one teacher is an intern credential holder and properly assigned.

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

Staff participates in professional development (PD) at the site and district levels. In addition to the two days before school for professional development, the district added one more PD day before school during the 23/24 school year. The training includes PLC development, school safety (ALICE Training for lockdown situations), and departmental focus, such as special education training, FCMAT laws, Xello, Tutor.com, and research-based teaching strategies—also, Mental health clinicians and BCBA's presented to teachers and staff members. Professional development and district-wide collaboration days also provide opportunities for teachers from middle and high school to work within their subject-area groups. During collaboration days, teachers share resources and best practices and coordinate efforts to ensure standardization and reliability across the sites regarding scoring, grading, and reporting.

The math and science departments are involved in 10 training work days during the school year through the Merced County Office of Education to improve the implementation of the adopted curriculum and create lesson designs and rubrics. We also partner with MCOE to establish good co-teaching practices within our special education program and push-in classes.

Math continues to be a part of the CVNIC (Central Valley Networking Improvement Community). This is a 4-year program to track growth in college-bound African-American and Latinx students.

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

Staff development has focused on supporting our subgroups who have historically underperformed on local and state assessments and in the classroom; these include our English language learners, our special education students, and our most populated subgroup, our socio-economically disadvantaged students. All staff was trained in using the push-in model for working with students with disabilities, but this professional training will need to be revisited and ongoing. Staff meetings during our early release Monday time cover student performance, safety concerns, progress monitoring, grades, testing, student activity, and much more.

Continuous review and analysis of student academic performance (including state and local assessments) impact decision-making and planning about staff development. Currently, student academic performance in Math and English-Language Arts are below state and local goals and remains essential for support and staff development. English Learners, as well as our SED subgroup, remain important subgroups requiring additional attention and support.

Staff development in core areas has focused on the faithful implementation of the adopted and piloted curricula aligned with the content standards. Teachers provide feedback regarding staff development needs on an informal and formal basis. In addition to providing input through departmental discussions, staff meetings, and surveys, capture perspectives from staff regarding individual and school-wide areas of satisfaction and opportunities for improvement.

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

Gustine High also utilizes experts within its teaching ranks to provide ongoing instructional assistance and support in special education, ELD, and research-based instructional strategies. Once a month, teacher leaders attend the district's MTSS meeting to share and discuss data from various local assessments to determine needed intervention or enrichment. An academic coach is also available to support her peers in instructional delivery or lesson planning as determined by administration or voluntary participation by teachers

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

Teachers spend time in departmental PLCs to provide ongoing support to each other in the areas of curriculum, instruction, and assessment. During this time, teams work to use the data cycle to make informed decisions about planning, instruction, assessment, and reteaching. Times teachers are set to meet is Early Release Monday. PLC teams also meet after school or at lunch if they feel there is a need.

## Teaching and Learning

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

Gustine High School is committed to providing professional learning communities (PLCs) with the time and support to plan pacing calendars, units, and lessons that align with and adhere to content and performance standards. To this end, core content areas have adopted or are piloting curricula that are aligned with the state content standards. Pacing, lesson/unit planning, and instruction are focused on alignment with not only the adopted curriculum but with identified essential standards in all core curriculum areas to support all students with an equitable education.

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

N/A

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

N/A

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

Gustine High is committed to making instructional materials available for all students that are aligned to content standards and proven effective in the classroom. Teachers participate in the vetting of curricula to maximize student learning for all students. Standards-based instructional materials are available to all learners in all content areas. These materials consist of textbooks, textbook support materials, consumable workbooks for learners, online textbook support programs, classroom materials, and more.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Gustine High School uses state-adopted and standards-aligned instructional materials in all core curricular subjects at every grade level. The following list outlines our primary adopted texts used for the core curriculum areas for grades 9-12.

- English is getting professional development and adopting ERWC in grades 9-12.
- Year 1 for Math - CPM is the 3-year adoption of the mathematics curriculum for Math I, II, and III. Hardback books and digital licenses will be available to students.
- Science Dept is piloting a few programs to see what fits best for Gustine High School for adoption.
- STEMscopes are used for the school year's Chemistry and Physics pilots.
- BioZone is being used for the Biology/Anatomy pilot for the school year.
- Discovery Education is being used for the Earth Science pilot for this school year.
- The History Department is piloting McGraw-Hill's IMPACT program for CA in grades 10, 11, and 12 (Government and Economics). Still, it uses a variety of supplemental curricula to expand learning and other departments.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Extra support and intervention programs are provided to students so as to assist underperforming students and those who are struggling with grade-level standards. The support period focused on several different enrichment and intervention needs of our students. This time within the school day provided more time and additional opportunities to learn and show proficiency in their area of need. Our enrichment time provided students to expand on their learning with different types of topics. The support period will be replaced by a district partnership with a tutoring service. The company partners with our school district to provide unlimited access to trained tutors so every student can ask questions, work through problems, and grow their confidence.

Some staff members and departments gave academic as well as social/emotional support during lunch or after school. These activities brought students together in a less stressful environment. Students are provided scaffolding and voice and choice in their assignment types in some courses on campus. Students are also welcome to make an appointment to come in at lunch or after school to make up work or get help from certain staff members. Members of the staff have also created a Google Sheet so students know when they could come in for help and needed additional support or just a quiet place to work.



## Evidence-based educational practices to raise student achievement

Gustine High School has incorporated several evidence-based practices to raise student achievement during the school year. As a school site, one of our top priorities is to deliver quality first instruction, focusing on high-quality and inclusive teaching practices for every student. In Tier I, teachers will plan each lesson with clear objectives and cover the "what" and "why" to help them meet learning outcomes. Our Tier II will be additional interventions that provide extra support for students to get back on track. Tier III will be our personalized intervention for students requiring more support. Counselors focus on enhancing and expanding student opportunities in college and career readiness. They will monitor the enrollment of student groups in Career-Technical education courses, AVID, and dual/concurrent enrollment. We also need to increase student services throughout the school year, which has become a top priority of the school and department.

Listed are evidence bases practices staff members use in their classrooms to gain positive student outcomes.

- Attempting to minimize or decrease disruptive behaviors
- Presenting opportunities for creativity
- Pushing to have students spend time on task
- Attempting to create a low-anxiety classroom environment
- Having clear expectations (even repeating them throughout the period--\*explicitly\*)
- Attempting parent involvement to let them know what is occurring with their child in my class
- Worked examples (Having/showing/walking through)
- Direct instruction
- Professional development
- Utilizing prior achievement; referencing
- Aiming to have professional, friendly, established teacher-student relationships
- Feedback provided to students on projects/activities
- Teacher clarity
- Scaffolding
- Written and verbal instructions
- Use of audio
- Translation to Spanish
- Diverse grouping
- Gallery walks
- Chunking lessons and/or readings
- Graphic organizers, visual aids
- Provide immediate feedback



## Parental Engagement

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

Gustine High our newly formed Parent Engagement Committee Meetings (formerly Coffee with Principal) once every month to discuss school achievement, school safety, and the needs of parents and students; these are also topics addressed are mental health, gang awareness, drug, and alcohol use in schools, college and career support for students and parents. Families are also informed by site administrators or individual teachers of various supports available at school. In addition, we utilize resources from our local police department and partner with the City of Gustine to have a full-time School Resource Officer to conduct welfare checks on students who have attendance concerns; during such checks, administrators and the SRO work with families to resolve the concern. We also partner with Merced County Strengthening Families for behavioral health support and MAPS (mental health ) which have specific resources available for our students and families outside of the school day.

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

The School Site Council and District English Language Advisory Council are comprised of site administrators, faculty and staff members, and parents. The purpose of these two committees is to work collaboratively to analyze and evaluate our educational programs. We also utilize parent/teacher meetings, Parent Engagement Committee meetings, and English Language Advisory Council meetings to assist Title I parents. To help reach our goals with Title I parents the school discusses the needs of our programs, and helps parents understand academic content standards, assessments, and how to monitor and improve the achievement of their children.

We also use the following to help reach our goals:

Back to School Night

Parent/Teacher Conferences

Student Study Team (SST)

Parent Square

At-Promise Meetings

Tutorials

ELD Language Supports

PLTI (Parent Leadership Training)

Gustine High School Administration and Counselors

Teacher - school to home connection

School Activities such as Round Up

## Funding

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

Gustine High School used categorical monies to directly serve under-performing students by paying teachers to conduct after-school tutorials.

## Fiscal support (EPC)

Financial support is provided through General, Categorical, LCAP and grant funding. These funds, while essential and supportive, are not adequate to provide a program that meets the needs of every student.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed in collaboration with the administrative leadership with input from teacher leaders, teachers, students, and parents. Its development is continuous throughout the year and presented to the Admin Leadership team, School Site Council, and ELAC for suggestions and approval in June, with a revisit in September. This plan was developed to give all stakeholders an overview of school systems and targeted support areas for all students, including target groups.

## Resource Inequities

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

Our suspension rate with Students with Disabilities is very high. We are currently in ATSI (Additional Targeted Support and Improvement), an ESSA (Every Student Succeeds Act) designation given to schools needing additional and targeted support based on the performance outcomes of one or more student groups.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	155	153	137
Grade 10	173	160	145
Grade 11	134	165	153
Grade 12	121	124	151
<b>Total Enrollment</b>	583	602	586

### Conclusions based on this data:

1. Our current senior class decrease significantly from 11th to 12th grade.
2. Enrollment has slightly decreased over the past year school wide.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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	127	153	150	21.80%	25.4%	25.6%
Fluent English Proficient (FEP)	260	240	235	44.60%	39.9%	40.1%
Reclassified Fluent English Proficient (RFEP)	2			1.6%		10

### Conclusions based on this data:

1. The number of English Learners holds steady and EL's are 1/4 of the schools population.
2. Our Fluent English Proficient (FEP) numbers and percentage have stayed the same.
3. GHS has reclassification of students has increased to 10 with 4 students being in our special education program.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	127	157		0	156		0	156		0.0	99.4	
All Grades	127	157		0	156		0	156		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	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 11		2545.			12.18			28.85			24.36			34.62	
All Grades	N/A	N/A	N/A		12.18			28.85			24.36			34.62	

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 11		12.82			61.54			25.64	
All Grades		12.82			61.54			25.64	

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 11		17.31			49.36			33.33	
All Grades		17.31			49.36			33.33	

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 11		8.97			69.87			21.15	
All Grades		8.97			69.87			21.15	

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 11		14.10			65.38			20.51	
All Grades		14.10			65.38			20.51	

**Conclusions based on this data:**

1. Gustine High School consistently ensures that all students take the state tests and is waiting for the 22/23 results.
2. ELA Standard Met was 40.1%
3. GHS tested 99.4 percent of its 11th grade class.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	127	157		0	157		0	157		0.0	100.0	
All Grades	127	157		0	157		0	157		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	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 11		2467.			1.27			5.73			19.75			73.25	
All Grades	N/A	N/A	N/A		1.27			5.73			19.75			73.25	

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 11		0.64			28.66			70.70	
All Grades		0.64			28.66			70.70	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.18			55.41			41.40	
All Grades		3.18			55.41			41.40	

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 11		2.55			61.15			36.31	
All Grades		2.55			61.15			36.31	

### Conclusions based on this data:

1. Gustine High School decreased in math to 7%
2. English Learner students' percentage of met or exceeded standard is 0.0%



- 
- 
3. All students tested in math, and it is still our area most in need of improvement.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1527.8	1530.8		1513.6	1522.3		1541.6	1538.8		38	41	
10	1528.3	1534.1		1504.0	1525.3		1551.9	1542.4		38	38	
11	1535.9	1530.3		1521.3	1512.9		1550.0	1547.2		27	36	
12	1523.6	1543.5		1510.7	1536.8		1536.0	1549.7		14	23	
All Grades										117	138	

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
9	7.89	4.88		28.95	34.15		36.84	41.46		26.32	19.51		38	41	
10	7.89	15.79		28.95	34.21		36.84	23.68		26.32	26.32		38	38	
11	7.41	2.78		29.63	38.89		40.74	30.56		22.22	27.78		27	36	
12	14.29	17.39		35.71	30.43		21.43	30.43		28.57	21.74		14	23	
All Grades	8.55	9.42		29.91	34.78		35.90	31.88		25.64	23.91		117	138	

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
9	15.79	12.20		34.21	51.22		34.21	19.51		15.79	17.07		38	41	
10	15.79	23.68		23.68	44.74		39.47	7.89		21.05	23.68		38	38	
11	11.11	13.89		48.15	44.44		22.22	25.00		18.52	16.67		27	36	
12	35.71	26.09		28.57	43.48		14.29	13.04		21.43	17.39		14	23	
All Grades	17.09	18.12		33.33	46.38		30.77	16.67		18.80	18.84		117	138	

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
9	7.89	2.44		13.16	19.51		36.84	41.46		42.11	36.59		38	41	
10	7.89	10.53		18.42	18.42		47.37	34.21		26.32	36.84		38	38	
11	3.70	0.00		14.81	16.67		48.15	44.44		33.33	38.89		27	36	
12	7.14	0.00		14.29	26.09		50.00	43.48		28.57	30.43		14	23	
All Grades	6.84	3.62		15.38	19.57		44.44	40.58		33.33	36.23		117	138	

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
9	5.26	0.00		65.79	80.49		28.95	19.51		38	41	
10	5.26	7.89		60.53	68.42		34.21	23.68		38	38	
11	3.70	0.00		62.96	66.67		33.33	33.33		27	36	
12	0.00	8.70		71.43	56.52		28.57	34.78		14	23	
All Grades	4.27	3.62		64.10	69.57		31.62	26.81		117	138	

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
9	50.00	53.66		26.32	34.15		23.68	12.20		38	41	
10	34.21	57.89		44.74	18.42		21.05	23.68		38	38	
11	33.33	51.43		51.85	34.29		14.81	14.29		27	35	
12	50.00	60.87		28.57	26.09		21.43	13.04		14	23	
All Grades	41.03	55.47		38.46	28.47		20.51	16.06		117	137	

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
9	7.89	9.76		52.63	24.39		39.47	65.85		38	41	
10	13.16	13.16		50.00	34.21		36.84	52.63		38	38	
11	3.70	2.78		40.74	44.44		55.56	52.78		27	36	
12	7.14	4.35		57.14	56.52		35.71	39.13		14	23	
All Grades	8.55	7.97		49.57	37.68		41.88	54.35		117	138	

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
<b>9</b>	0.00	2.44		78.95	82.93		21.05	14.63		38	41	
<b>10</b>	5.26	0.00		78.95	73.68		15.79	26.32		38	38	
<b>11</b>	11.11	11.11		62.96	63.89		25.93	25.00		27	36	
<b>12</b>	21.43	8.70		50.00	73.91		28.57	17.39		14	23	
<b>All Grades</b>	6.84	5.07		71.79	73.91		21.37	21.01		117	138	

**Conclusions based on this data:**

1. All grades combined scored a percentage of 23.91 at level 1
2. The 10th and 12th grade levels had the highest percentage at 15.79 and 17.39 scoring at level 4.
3. Number of students tested increased 19 students in the 21/22 SY.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>602</b>	<b>77.2</b>	<b>25.4</b>	<b>0.2</b>
Total Number of Students enrolled in Gustine High 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	153	25.4
Foster Youth	1	0.2
Homeless	3	0.5
Socioeconomically Disadvantaged	465	77.2
Students with Disabilities	83	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
American Indian	3	0.5
Asian	3	0.5
Filipino	2	0.3
Hispanic	499	82.9
Two or More Races	7	1.2
Pacific Islander	2	0.3
White	72	12.0

**Conclusions based on this data:**

1. Gustine High School is primarily comprised of students who are Hispanic with a percentage of 82.2 as well as the percentage of socioeconomically disadvantages students which is at 84.4.
2. 13.9 percent of students are classified as students with disabilities.
3. English Learner increased to 160 students from 153.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Graduation Rate</b>  High	<b>Suspension Rate</b>  High
<b>Mathematics</b>  Very Low		
<b>English Learner Progress</b>  Low		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. Although the graduation rate is high, the college and career readiness went down to 34%
2. ELA showed improvement at 41% but math was still in the very low range at 7%.
3. Suspension rate is high especially with our students with disabilities. We are in ATSI which is Additional Targeted Support and Improvement. We must plan evidence based interventions in this area.

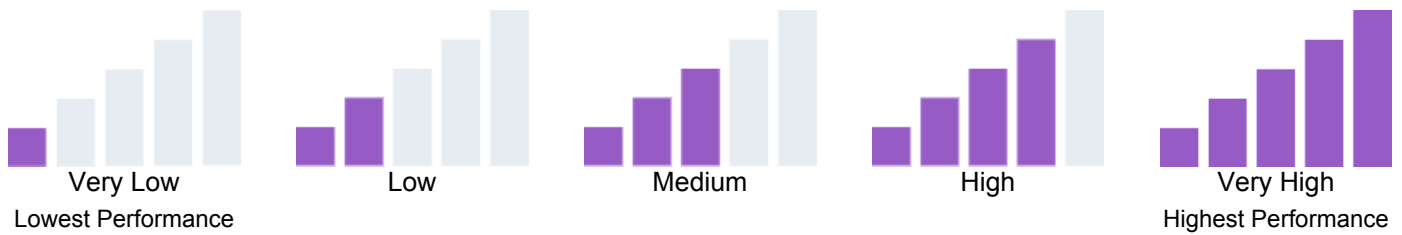


# School and Student Performance Data

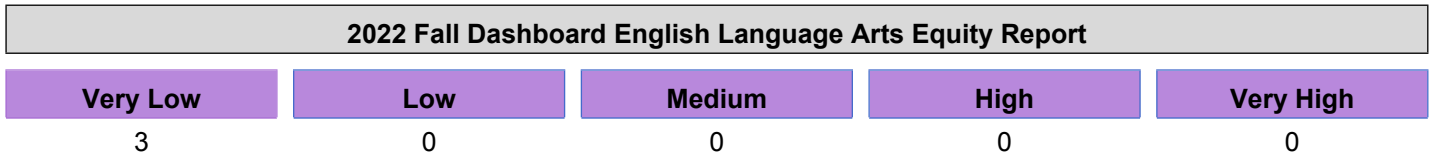
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

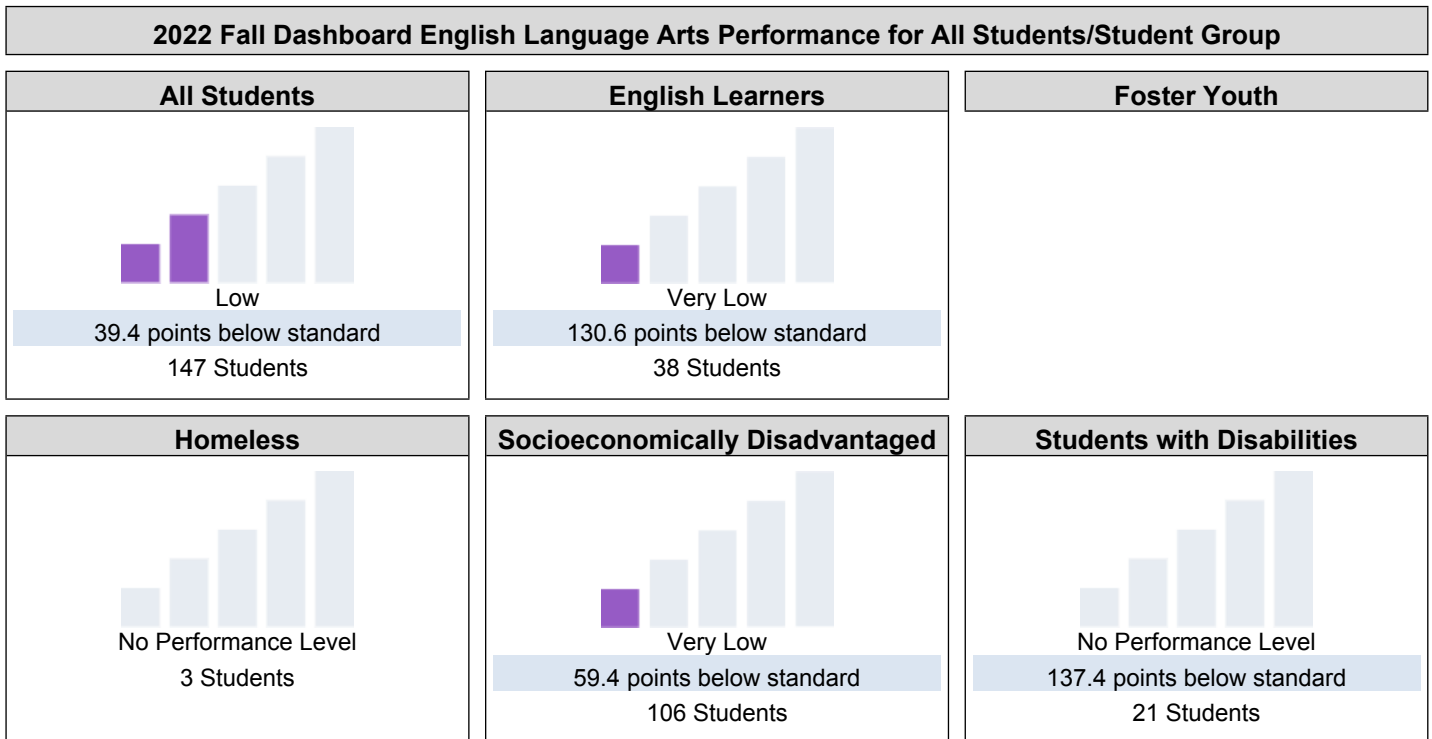
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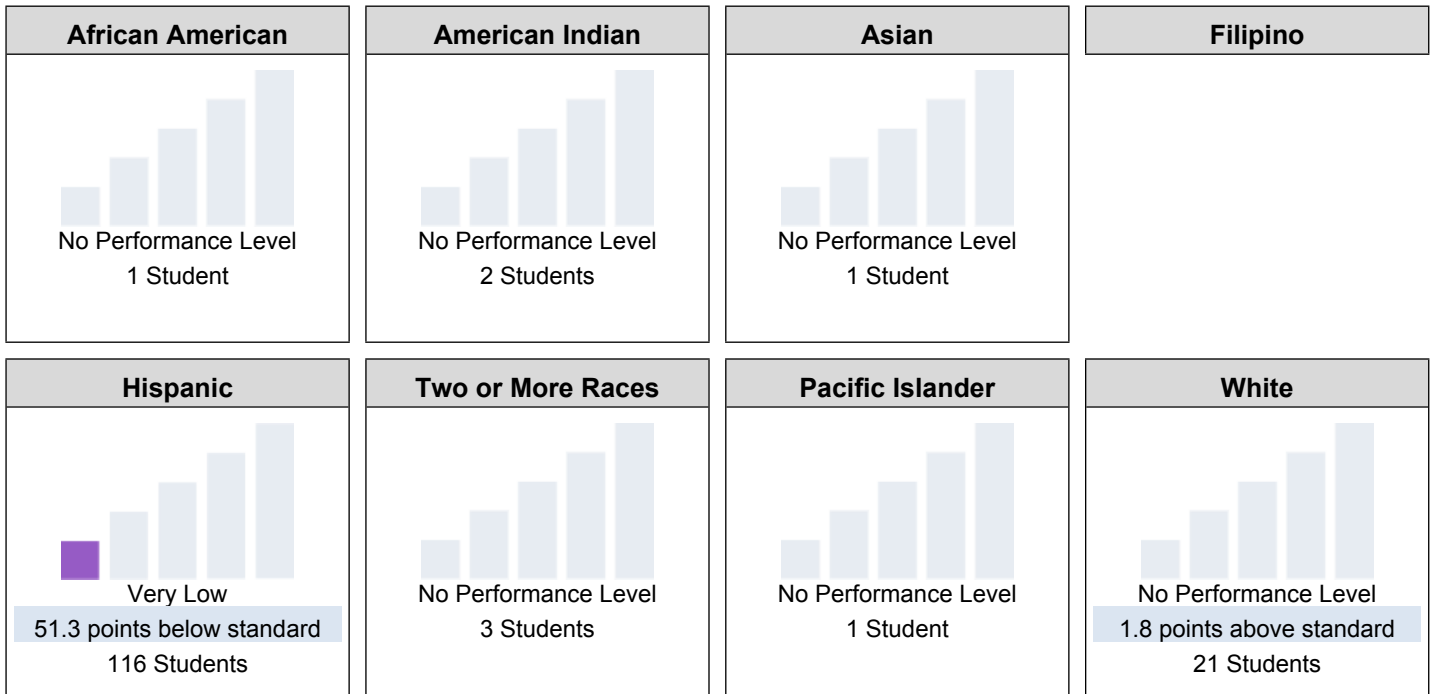
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
145.2 points below standard 34 Students	4 Students	18.9 points below standard 58 Students

**Conclusions based on this data:**

1. Hispanic, SED and EL subgroups are performing in the very low range.
2. EL students are scoring 145.2 point below standard compared to English only which is 18.9 points below standard.
3. White students are scored 1.8 points above standard.

# School and Student Performance Data

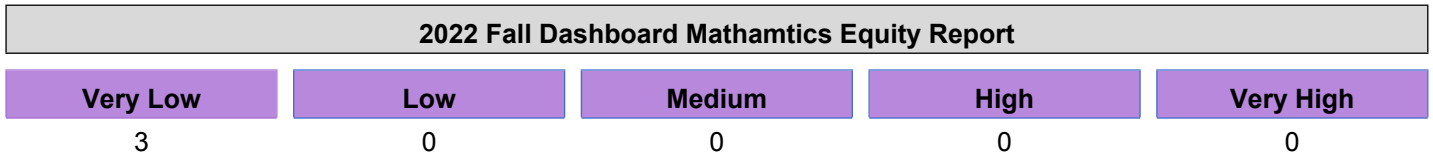
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

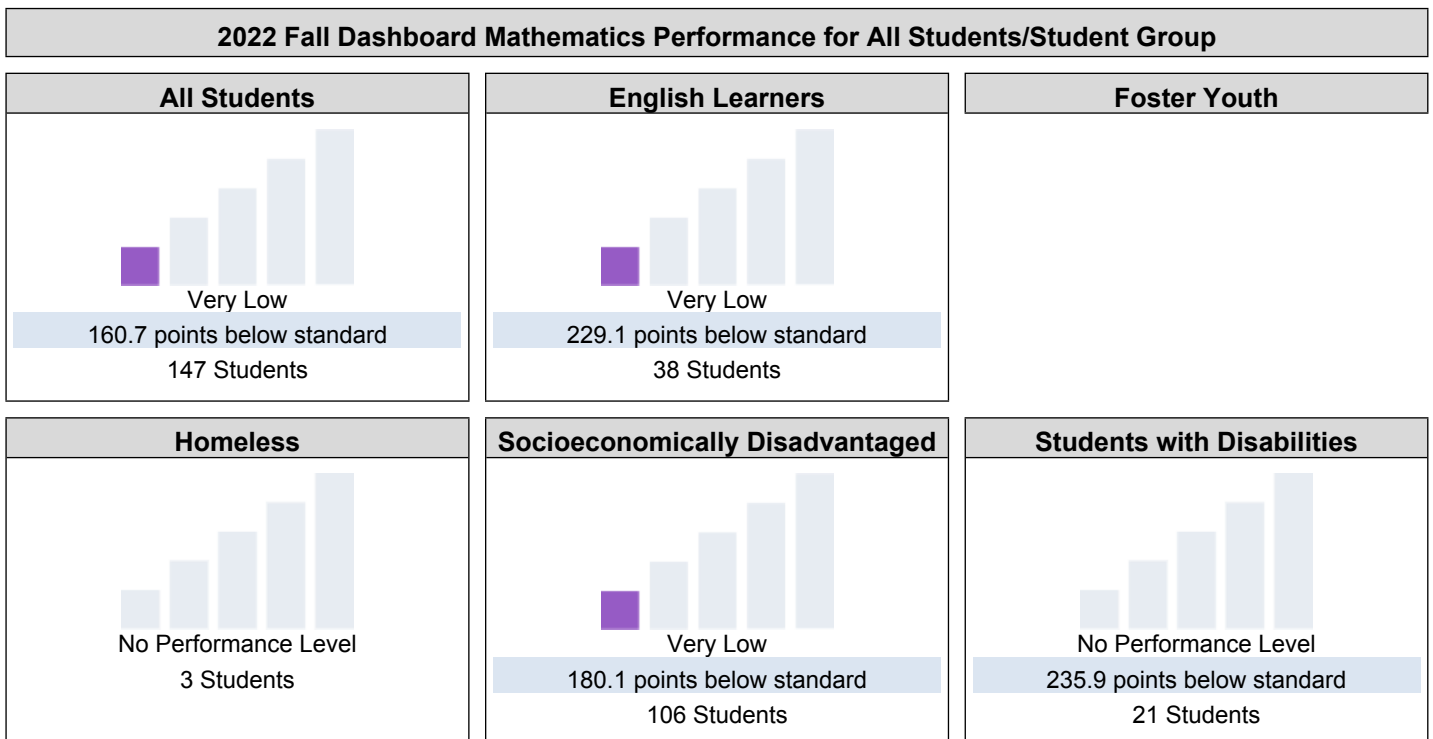
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



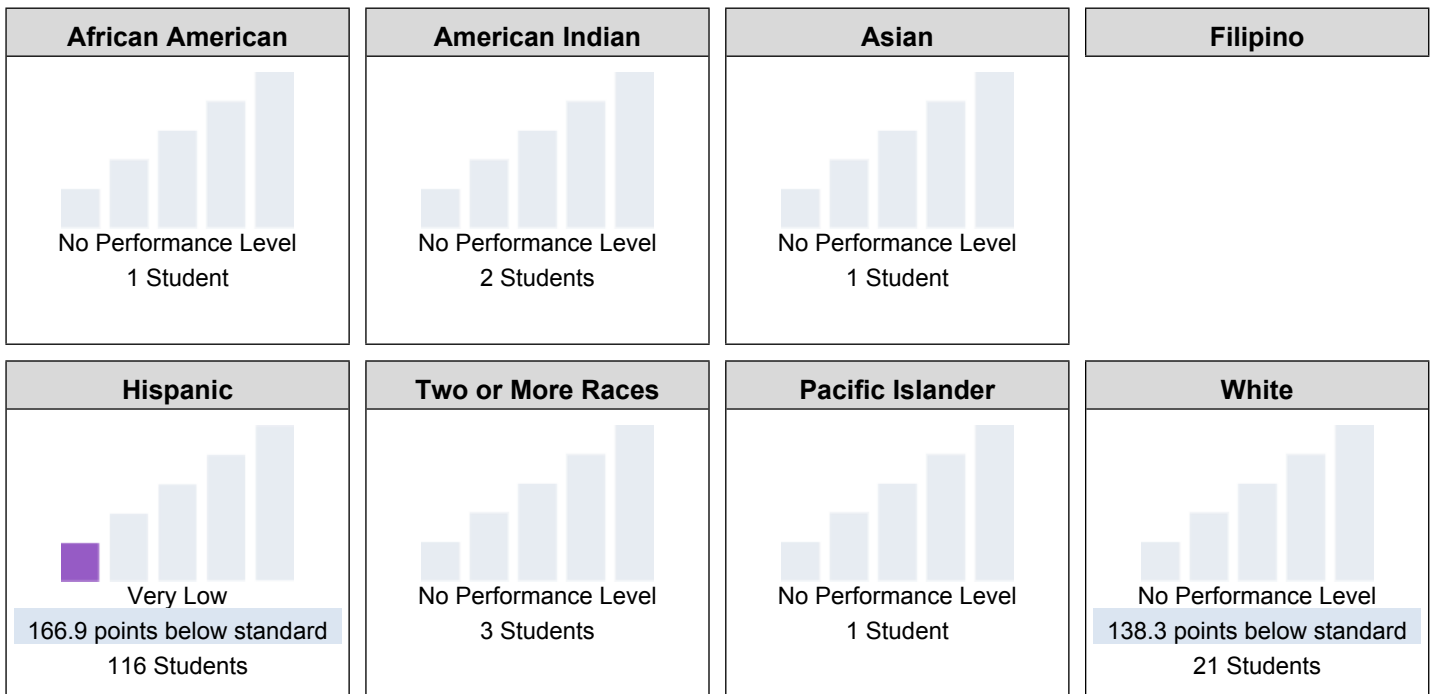
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0;">246.0 points below standard</p> <p>34 Students</p>	<p>4 Students</p>	<p style="background-color: #e0e0e0;">148.7 points below standard</p> <p>58 Students</p>

**Conclusions based on this data:**

1. All students and all subgroups are performing in the very low range.
2. EL students are scoring 246.0 points below standard compared to English only which is 148.7 points below standard.
3. White students are scoring 138.3 points below standard

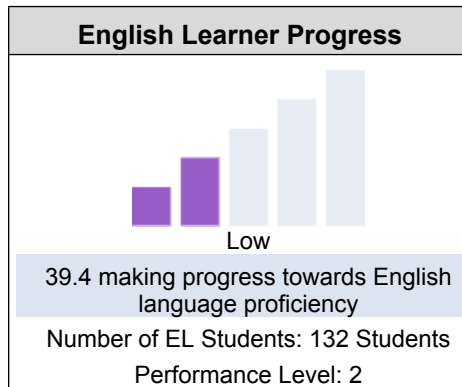
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 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
22.7%	37.9%	2.3%	37.1%

#### Conclusions based on this data:

1. Making progress towards Language Proficiency dropped from around 55% to 39.4%.
2. Performance level is classified as low on students making EL Progress compared to last year.
3. 37.1%EL students have progressed one ELPI level which is a decrease from 52.7%

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. To help address the decrease, we have implemented medical and business CTE pathways to the master schedule and we should see those results in future reports.
2. Students A-G eligible is 34% for the current 22/23 senior class.

# School and Student Performance Data

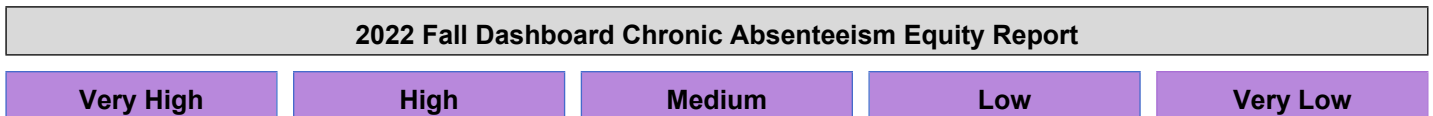
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

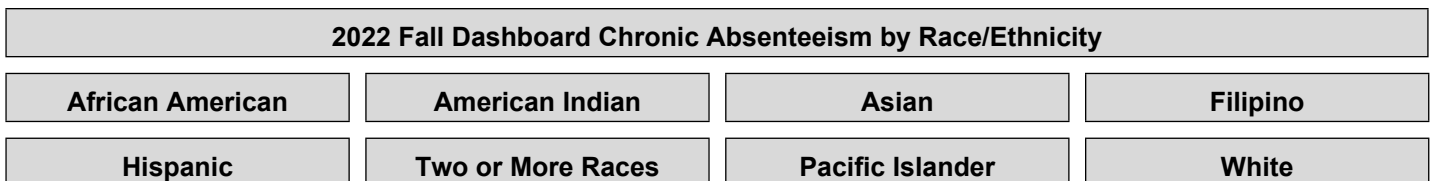
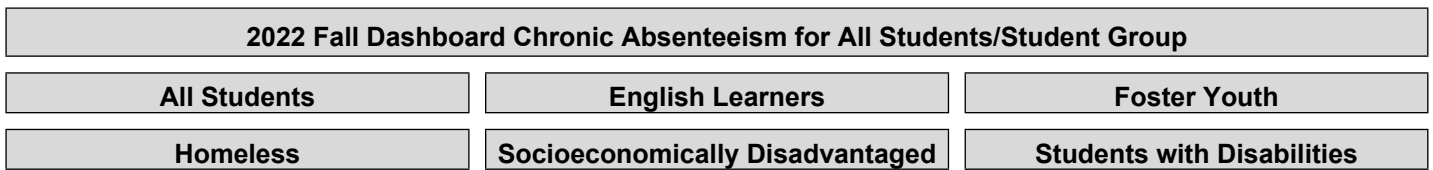
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High                      High                      Medium                      Low                      Very Low  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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.



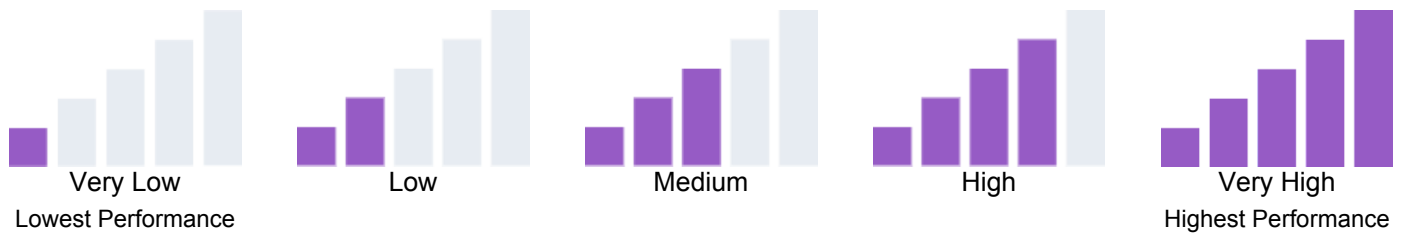
### Conclusions based on this data:

1. no reporting at this time.

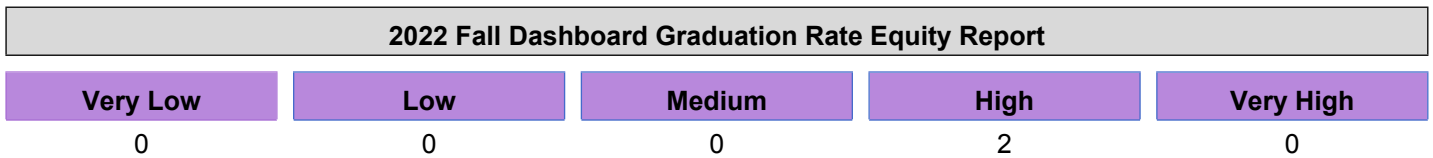
# School and Student Performance Data

## Academic Engagement Graduation Rate

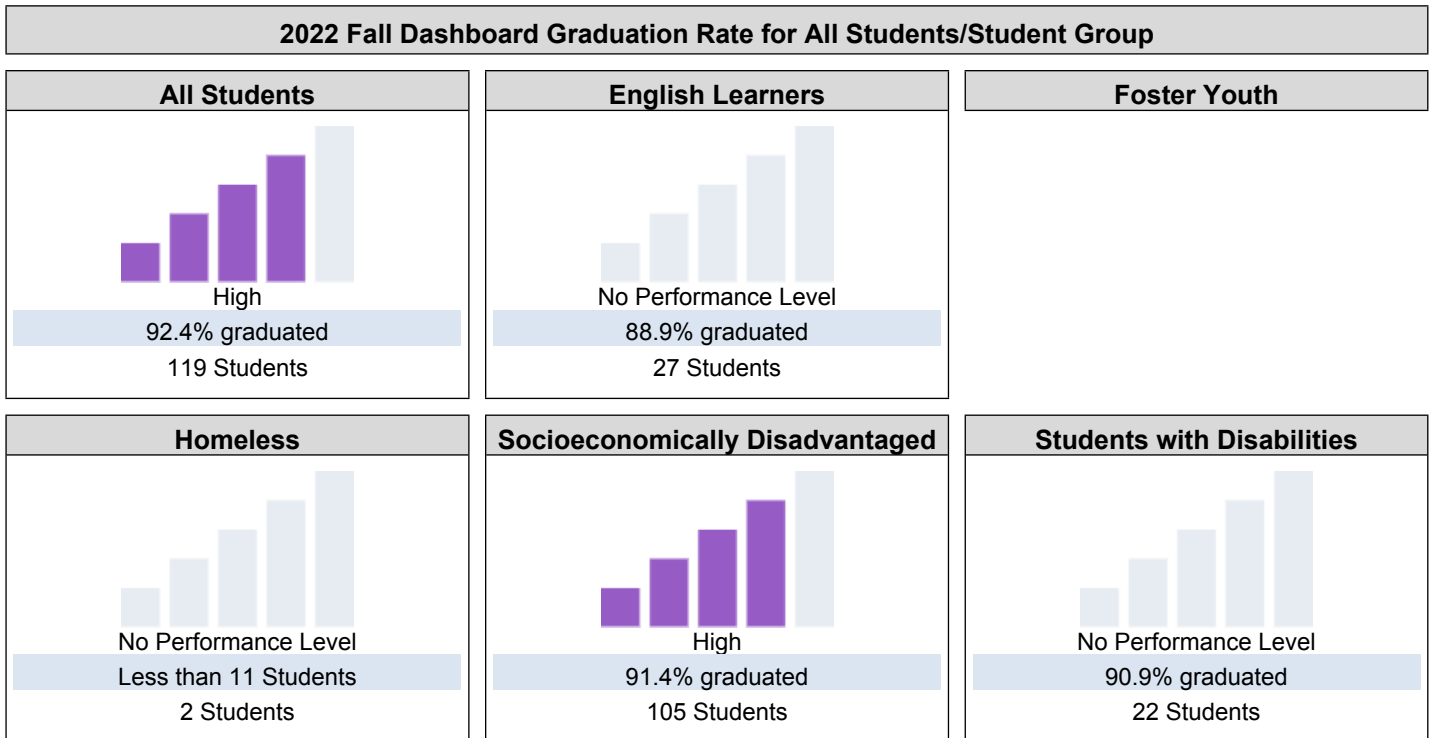
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This section provides number of student groups in each level.

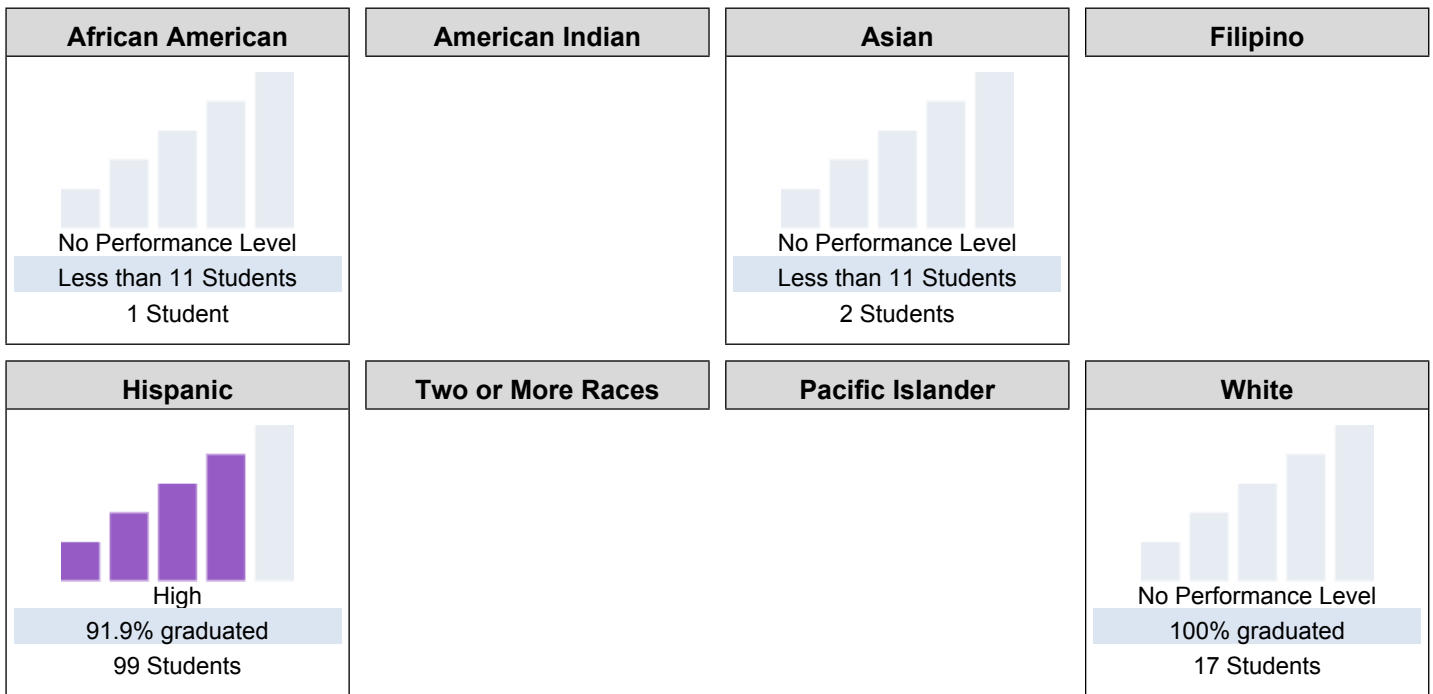


This section provides information about students completing high school, which includes students who receive a standard high school diploma.





**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

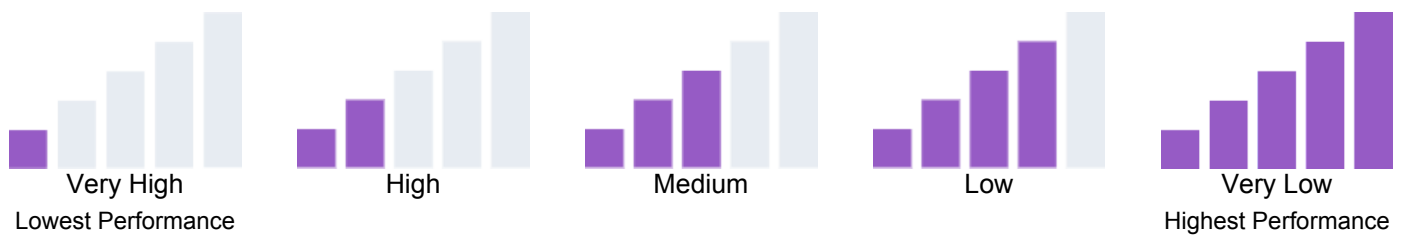
1. English Learner graduation rate dipped to 88.9% even though there wasn't enough student to include as a subgroup.
2. Graduation rate for Hispanic, SED and all students is above 90%
3. All GHS students graduation rate is 92.4%

# School and Student Performance Data

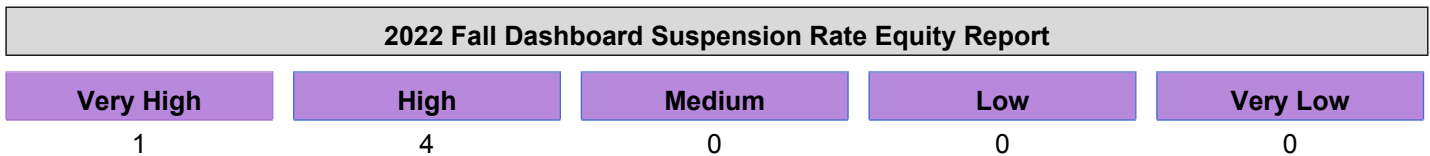
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

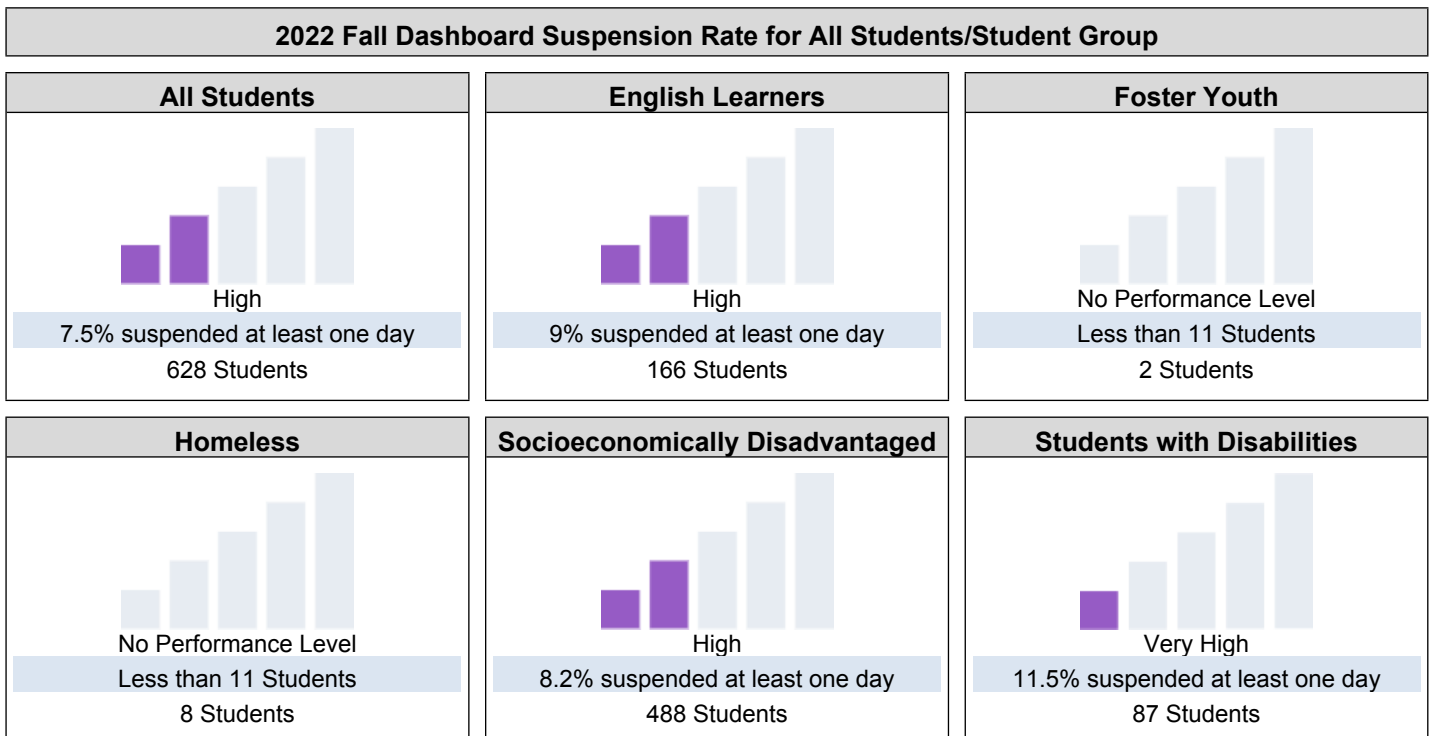
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



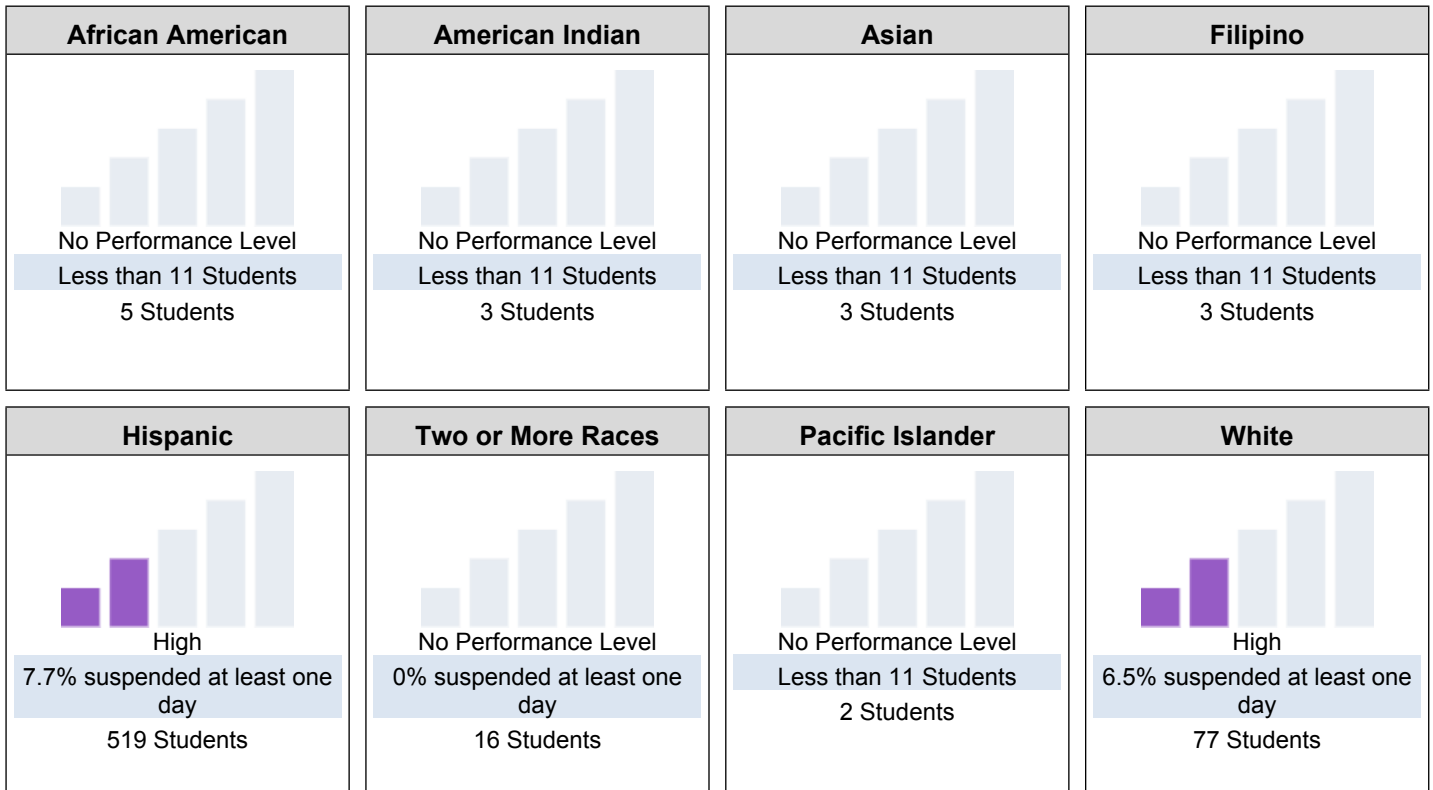
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- Overall suspension rate for all students is 7.5% which is a decrease from 8.1%.
- Students with Disabilities was very high at 11.5%. We are in ATSI (additional Targeted Support and Improvement).
- Socioeconomically Disadvantaged is high at 8.2%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Provide students with high-quality classroom instruction and access in all courses of study.

## LEA/LCAP Goal

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing a broad course of study, academic counseling and intervention supports, technology and research-based curriculum, provided by a high-quality professional staff, as evidenced by state and local data.

## Goal 1

Gustine High School will support student achievement and college-and-career readiness by providing access to a broad course of study and the resources needed for success, as evidenced by state and local data.

## Identified Need

1. Our English Learners need academic support to become proficient in English to close the gaps in their ELA performance on CAASPP and college and career readiness.
2. All students need to increase their performance in ELA and Math.
3. There is an achievement gap between our ELs, SED and SWD Learners in both ELA and Math.
4. There is a potential learning gap or loss post-pandemic, so instructional support for all learning in English, Math, and all core classes must continue to be addressed in the 23/24 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student meeting or exceeding standards on ELA CAASPP State test.	Percentage of students meeting or exceeding the standard in the CAASPP ELA State test in spring 2022 - 41%	Percentage of students meeting or exceeding the standard in the CAASPP ELA State test; increase 15% to 56%
Student meeting or exceeding standards on Math CAASPP State test.	Percentage of students meeting or exceeding the standard in the CAASPP Math State test in spring 2022 - 7%	Percentage of students meeting or exceeding the standard in the CAASPP Math State test: increase 15% to 22%
Graduation Rate	Current graduation rate for all students is 92.4%	Increase graduation rate by 5% and overall to 97.4 %
Teachers are highly-qualified	Current percent of teachers that are highly qualified - 93%	Percent of teachers that are highly qualified - 100%
A-G Completion vs. A-G Enrollment	Waiting for 2nd semester grades	Waiting for 2nd semester grades
English language learners progress at least one ELPI level or maintain a level 4	55.6% of EL who progressed at least one ELPI level or maintained a level 4	65.6% of EL who progressed at least one ELPI level or maintained a level 4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students meet or are on track to meet A-G requirements	Currently 38% - 41 students of students met A-G requirements	45% to met A-G requirements
On Track for Graduation (70 credits in 9th grade)	Waiting for 2nd semester grades	Waiting for 2nd semester grades
11th Grade ELA CAASPP - SPED	Percentage of students meeting or exceeding the standard in the CAASPP ELA State test in spring 2022 - 9.1%	Percentage of students meeting or exceeding the standard in the CAASPP ELA State test; increase 10% to 19%
11th Grade Math CAASPP - SPED	Percentage of students meeting or exceeding the standard in the CAASPP Math State test in spring 2022 - 4.55%	Percentage of students meeting or exceeding the standard in the CAASPP Math State test: increase 10% to 14.55%
11th Grade ELA CAASPP - English Learners	Percentage of students meeting or exceeding the standard in the CAASPP ELA State test in spring 2022 - 2.8%	Percentage of students meeting or exceeding the standard in the CAASPP ELA State test; increase 10% to 12.8%
11th Grade Math CAASPP - English Learners	Percentage of students meeting or exceeding the standard in the CAASPP Math State test in spring 2022 - 0.0%	Percentage of students meeting or exceeding the standard in the CAASPP Math State test: increase 10% to 10%%
D/F Report Card Grades	1st quarter grades - D's 30% and F's 19%	Decrease D/F Report Card Grades by 10% for D's and 10% for F's

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

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

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

All students

#### Strategy/Activity

CURRICULUM & INSTRUCTION TO SUPPORT STUDENT ACHIEVEMENT:

Site and content leaders will meet with DC&I and other relevant district leaders to review and recommend curriculum, plan and coordinate district professional development, and recommend instructional methods to the governing board.

Administrators, Teacher Leaders, Instructional Coach, and departments will review the CAASPP, ELPAC, and I-Ready data regarding their respective students' performance on these measures so informed decisions can be made with instructions and strategies.

Assess the vertical alignment of curriculum, instructional practices, and common assessments and reflect on the findings.

Revise course offerings based on demonstrated student needs and interests, especially regarding the use of online learning.

PLC/Department Teams, Site Administration, Director of Curriculum and Instructions, and Board are working on reviewing and adopting a rigorous, research-based curriculum for core subjects and ELD.

Implement a research-based curriculum in core areas that correspond with critical learner needs.

At the beginning of each school year, the staff and administration will develop specific, research-based instructional norms to work on the following areas: Data, Instruction, Curriculum, and Engagement.

Consistently implement research-based instructional strategies with measurable goals by which to assess effectiveness. Per WASC Mid-Cycle Review, the focus should be on one monthly strategy. Implement, analyze results, and improve.

Incorporate best health and wellness education practices into regular instruction (movement strategies, brain breaks, time management, stress management).

Expand our Success 101 class to Success 102 so more kids are exposed to college and career readiness information and AVID-like strategies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

40,000.00

Source(s)

LCFF  
4000-4999: Books And Supplies

15,000.00

LCFF  
5000-5999: Services And Other Operating Expenditures

15,000.00	Title I 4000-4999: Books And Supplies Technology -
11,000.00	Title I 5000-5999: Services And Other Operating Expenditures
37,369.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
32,000.00	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
14,000.00	Title I 2000-2999: Classified Personnel Salaries Bilingual Liaison
20,300.00	Title I 2000-2999: Classified Personnel Salaries Migrant and Bilingual aide

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

### Strategy/Activity

#### ACADEMIC INTERVENTION AND ENRICHMENT TO SUPPORT STUDENT ACHIEVEMENT

As determined by the school site, administration, teachers, and leadership will implement and maintain reading and math intervention programs. These programs may include intervention teachers, additional classroom support, the purchase of a specific intervention curriculum, tutoring support in core academic areas, and utilizing/maintaining intervention programs with priority services for Low-Income pupils, English Learners, Foster Youth, and Special Education. Funding will also support a variety of additional academic interventions and enrichment opportunities that help accelerate student understanding and engagement in learning.

Students needing additional support in Language Arts and Mathematics classes will be assigned to intervention based on CAASPP Scores, ELPAC scores, approved diagnostic data, CFAs, teacher recommendations, and grades. This could be a Tier II intervention (in-class or after school, weekly or bi-weekly, small group or individual tutorial).

Conduct deeper and more disaggregated analysis of student performance data to address individual student learning needs and student engagement.

Improve the use of formative assessments and summative assessments and focus on learning. Moving to Standard Based Grading will help us improve in this area.

Push-in model with Inclusion Specialists (sped teachers) and aides partnering with content teachers. We are in year two of our push-in professional development with Vicotria Murphy, a consultant.

Use color to highlight key ideas and separate items to help students identify the most important concepts and distinguish one task/problem/step from the next.

CAASPP Incentive program for increasing the previous year's score.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
22,000.00	LCFF 4000-4999: Books And Supplies
15,000.00	Title I 4000-4999: Books And Supplies
7,000.00	LCFF 1000-1999: Certificated Personnel Salaries Intervention afterschool support
1,500.00	LCFF 2000-2999: Classified Personnel Salaries Intervention Instructional aide support

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

#### Strategy/Activity

#### MULTI-TIERED SYSTEMS OF SUPPORT(MTSS) TO ADDRESS STUDENT NEEDS

Improve access to intervention and MTSS services for English Learners, Low Income and Foster youth, and students with disabilities through an ongoing analysis of student performance and progress.

Provide continued teacher support, resources, data systems, participation in instructional rounds, and subject- and grade-level collaboration time to participate in Professional Learning Communities to promote authentic and timely assessment and review of student progress and performance and determine and implement next steps as a means to strengthen instruction, monitor performance gaps between student groups, and to identify students for academic and enrichment interventions, including students with disabilities and English language learners.



Continue a system of ongoing student performance and progress analysis utilizing the district assessment plan and Multi-tiered System of Support (MTSS) team to analyze data to support staff to improve student outcomes.

Continue to provide training for team leaders.

Provide time for teacher release, collaborative learning, Professional Learning Communities, and instructional rounds.

Identify and review data regarding Critical Learner Needs areas and implement the next steps.

Assess and modify the master schedule for the following year based on student performance, grades, and attendance data.

Analyze data from class grades, FIABs, and IReady.

Review research on practices proven to impact SED academic achievement, social-emotional well-being, and engagement and implement best practices.

Define school-wide instructional expectations Tier 1, 2, and 3 interventions and protocols to meet the academic needs of all students.

Push-in model with Inclusion Specialists (sped teachers) and aides are partnering with content teachers. We are in year two of our push-in professional development with Vicotria Murphy, a consultant.

Analyze & evaluate the impact the Inclusion-model has on the achievement of students with disabilities.

Monitor progress toward results on CA Dashboard via internal measures.

Increase social/emotional and mental health support at Tier 2 and 3 levels.

Academic, data-based interventions that occur during the school day for students who do not meet academic standards or expectations.

The administration works weekly with PLC departments on planning, assessments, and data.

Monthly Improvement Team meeting to review schoolwide outcomes and initiatives.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10,000.00

Source(s)

LCFF  
4000-4999: Books And Supplies

6,000.00

LCFF

1000-1999: Certificated Personnel Salaries  
substitute teachers

## **Strategy/Activity 4**

### **Students to be Served by this Strategy/Activity**

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

ALL STUDENTS

### Strategy/Activity

#### **HIGH-QUALITY STAFF PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL COACHING**

Recruit and retain high-quality staff to improve capacity and implement site and district initiatives through ongoing professional development, including training and materials for effectively implementing standards-aligned curriculum and effective visible learning instructional practices in subjects. Include substitutes to cover professional development and travel and conference.

Provide professional development in core ELA, Mathematics, NGSS, MTSS, PLCs, new teacher induction, mentoring, administrator coaching and training, Advanced Placement courses, and other professional development needs to support student learning.

Partnering with Solution Tree for on-site Standards-Based Grading Practices. This will be 8 days for development for all our departments and teaching staff.

Provide teacher training and support in using research-based practices in delivering, differentiating, and continually improving standards-based instruction and grading in their core content area(s) by promoting standards-based rigor, equity through culturally responsive and inclusive content and teaching practices, and social-emotional learning. Core content includes ELA, Math, Science, History/Social Studies, and/or Health curriculum.

Teams will meet at the beginning of each school year to determine site staff development needs basing on CAASPP, ELPAC, and IReady results.

Ongoing training in the effective use of behavioral intervention strategies, reading strategies, questioning strategies, and technology to deepen and enhance learning and to support all students, students with disabilities, English language learners, foster youth, and low-income students.

PBIS Tier 1 and 2 programming and supports include explicitly teaching expectations, modeling, and acknowledgment.

Professional development around the 5 Star Program and training more staff creates involvement.

Each grading period, every departmental PLC meets with an administrator and a counselor to debrief scores, data protocol, glows and grows, and subgroup progress.

Training for teachers to better scaffold lessons for various levels of language development.

The instructional coach meets with PLC or departments to support the site and district vision in mind, data protocols, and data cycles to make continuous, incremental progress through the development of Learning Targets.

Provide technology PD and support for teachers each as the year goes on with new educational platforms.

A procedure was created for attendees to report learning and use to ensure that district and site PD is applied to and implemented in classrooms to impact student learning.

New Teacher Support (TIP)

Teacher training for curriculum and instruction regarding CCSS and NGSS.

CADA CASL Activities conference to increase positive school culture and climate. Administrators, counselors, and teachers should attend to support the efforts of a positive school culture and environment.

Train Success 101 and 102 college and career readiness teachers, Get Focused Stay Focused, Drivers Education, Xello.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
55,000.00	LCFF 5000-5999: Services And Other Operating Expenditures T/C and Professional Development
10,000.00	LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers
9,811.00	LCFF 4000-4999: Books And Supplies

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

ALL STUDENTS

#### Strategy/Activity

EXPERIENTIAL LEARNING

To provide academic learning experiences for low-income students, students with disabilities, and English language learners, sites will provide experiential learning activities and events. These experiences allow students to connect conceptual knowledge, apply skills, and reflect on the learning process. This funding will support academically-focused field trips and learning events.

Such experiential learning opportunities include; but are not limited to:

- \* Rotary and Lions Club Speech Contests
- \* FFA Impromptu Speaking
- \* College Campus field trips for all students
- \* Art and Music Field Trips
- \* Science explorations Field Trips
- \* Success 101 and 102 field trip opportunities for college and career
- \* FFA Opening and Closing
- \* FFA Meat Judging
- \* FFA Dairy Judging
- \* FFA Floral Design
- \* FFA Project Competition
- \* 6th Grade Camp Counselor
- \* Physics, Science, and Math Days (Great America)
- \* Speech and Debate
- \* Gamers Club Program
- \* After School Programs
- \* Performing Arts/Music performances
- \* Club activity and sporting events
- \* Counselor and Mental Health events which include students
- \* Guest Speakers, both assembly and in-class

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
12,000.00	LCFF 4000-4999: Books And Supplies
20,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Experiential Learning
2,500.00	LCFF 1000-1999: Certificated Personnel Salaries substitute teachers
35,124.00	Agriculture Vocational Incentive 4000-4999: Books And Supplies
20,209.00	Other 4000-4999: Books And Supplies Perkins Grant

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

## ALL STUDENTS

### Strategy/Activity

#### INCREASE COLLEGE AND CAREER READINESS

District data demonstrates that low-income students, English Learners, Foster Youth, and Special Education students have lower college and career preparedness rates.

To enhance and expand student opportunities in college and career, readiness staff will monitor the enrollment of student groups in Career-Technical education courses, Success 101 guidance course, AVID, and dual/concurrent enrollment. Funding will cover fees and supplies associated with dual enrollment or work experience.

Enhance and expand student opportunities to learn about College and Career Readiness and to experience innovative, authentic learning through a broad course of study, including elective courses aligned to Career and Technical Education standards and Career Ready Practices, which support CCSS. Xello, a college and career platform purchased by the district - Xello is an engaging online program that helps K-12 students define their goals and transform their aspirations into actionable plans for success. The program puts students at the center of their college and career planning experience.

Gustine High School will also participate in the Networked Improvement Communities for Mathematics to improve the college acceptance rate to four-year universities. The math department will be involved in the CVNIC project for the next 4 years (2nd full year).

Engage in active data team discussions at the PLC, site, and district levels to address Critical Learner Needs and Schoolwide Learner Outcomes (SLOs)

Align CCSS + CCR standards with SLOs

Campaign to enculturate all stakeholders regarding our vision, mission, and SLOs.

Expand our on-site Library with books and library supplies where applicable. Student media (photos, prints, ASB, etc.), including yearbook

Added a variety of courses to our course list: Business Management (capstone), Ag chemistry, Environmental Horticulture, and Ag Leadership.

Success 101 and 102 introduce students to high school. It allows them to develop skills that will enable them to succeed in personal and academic life. Success 101 and 102 assist students in transitioning to a comprehensive high school course and will help students integrate career, energy, and educational planning into a career choice and takes deeper dives into college and career information. Classes, video presentations, and lectures are run in an open discussion format. Classwork and homework include writing papers about concepts discussed in the career choice book, worksheets, projects, and a portfolio.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000.00	LCFF 4000-4999: Books And Supplies
10,000.00	LCFF 5000-5999: Services And Other Operating Expenditures College and Career and AVID
10,000.00	Title I 4000-4999: Books And Supplies

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

#### Strategy/Activity

#### ADDITIONAL STUDENT SUPPORTS TO ENSURE ACCESS TO HIGH-QUALITY INSTRUCTION

Ensure all instructional aide positions are staffed to provide additional support and extended student learning time.

Purchasing of books and library supplies where applicable.

Push-in model with Inclusion Specialists and aides partnering with content teachers

PBIS Tier 1 programming and supports include explicitly teaching expectations, modeling, and acknowledgment.

Follow SART/SARB process to increase positive student attendance.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000.00	LCFF 4000-4999: Books And Supplies

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

ENGLISH LANGUAGE LEARNERS

Strategy/Activity

ENGLISH LANGUAGE LEARNER SUPPORT TO DECREASE THE NUMBER OF LONG-TERM ENGLISH LEARNERS, INCREASE RECLASSIFICATION AND DEMONSTRATE PROGRESS ON THE ELPI

Increase services to English Learner students and reclassified students by expanding intervention support and programs and by providing professional development in the latest research-based practices in English Language Development. Services will be improved by supporting teachers in the strategic use of student performance data for continuous improvement. This action is expected to decrease the number of long-term English Learners, increase reclassification, and demonstrate progress on the ELPI.

Provide professional development for integrated and designated ELD Support.

Improve ELD classroom focus on preparing students so they understand the importance of ELPAC testing.

ELD scaffolds will be used across content areas embedded in the adopted curriculum.

Utilize the bilingual community liaison for a home to school connections regarding situations that arise throughout the school year.

Bilingual community liaison schedules and translates IEPs and parent meetings for Spanish speakers.

Translation of documents and presentations

Adopt ELD Curriculum - new curriculum approved for ELD - EDGE.

Continue to monitor progress and grade report periods to structure intervention and support.

Students needing additional English Language development support based on ELPAC and CAASPP, as well as classroom grades, will be assigned to a period of designated ELD.

Hire an aide to support EL students. Professional development of testing team yearly.

Contact parents with positive outcomes/situations. Have grade chats with EL students and provide weekly support and/or support day during ELD class time.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

8,000.00

Source(s)

LCFF

	4000-4999: Books And Supplies
7,000.00	LCFF 5000-5999: Services And Other Operating Expenditures
2,000.00	LCFF 1000-1999: Certificated Personnel Salaries

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

#### Strategy/Activity

##### ACADEMIC COUNSELING TO INCREASE STUDENT SUCCESS

The California Dashboard and district data show a discrepancy between all students and English Learners, Foster Youth, low-income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment.

School counselors will meet with unduplicated students to encourage completion of CTE pathways, monitor progress toward graduation and A-G readiness, and provide interventions and academic plans to ensure all students are prepared for college and career.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	LCFF 4000-4999: Books And Supplies
7,000.00	LCFF 5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

#### Strategy/Activity



## TECHNOLOGY TO IMPROVE ACCESS TO CORE CONTENT AREAS AND PREPARE STUDENTS FOR COLLEGE AND CAREER

Increase the integration of technology into classrooms and provide students with Chromebooks and improved internet access as well as digital tools such as Google Apps for education and other digital supports necessary to improve access to core content areas and prepare for college and career. Ensure common areas and classrooms are equipped with technology tools such as projectors, screens, and speakers. This action will be measured by survey data provided by classroom teachers and students that technology use is increasing and students are benefitting from the integration of technology.

Increase the effective use of technology that supports and enhances learning, including platforms such as Google Classroom, EdPuzzle, Kami, Padlet, Nearpod, Screencastify Gimkit, Quizizz, etc.

Technology and support for all students.

Provide technology PD and support for teachers

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000.00	LCFF 4000-4999: Books And Supplies Technology
20,000.00	LCFF 4000-4999: Books And Supplies Supplies

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

#### Strategy/Activity

CLASSROOM ENVIRONMENT AND SUPPLIES TO PROVIDE ALL STUDENTS WITH A POSITIVE LEARNING

In order to provide all students with a positive learning experience, basic materials and furniture will be purchased to provide flexible seating, collaboration tables, and supplies; this action will provide space for increased collaboration and teamwork, as well as improve college and career readiness.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50,000.00	LCFF 4000-4999: Books And Supplies Flexible seating
10,000.00	Title I 4000-4999: Books And Supplies Instructional Materials

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Gustine is working to improve student achievement through high-quality instructional practices. To accomplish this, ELA and math have implemented SBE-adopted, standards-aligned curricula and are actively using their data-monitoring functions to drive instruction, reteaching, and modification of instruction to ensure improved achievement, in addition to using the CAASPP IABs or FIABs to monitor student progress informative ways. These efforts are supported across all content areas and through the use of evidence-based techniques to enhance learning (i.e., EdPuzzle, Padlet, Nearpod, Screencastify, FlipGrid, Gimkit, Quizizz, etc.). In addition, the assigned instructional coach works with departments and individual teachers to strengthen instructional practices. The motivation for improvement and proficiency on the CAASPP has been correlated with increased test scores in the past, which indicates that this strategy could result in continued growth in test scores.

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

There is no major difference 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.

We will be going through an ELA adoption with ERWC. Math chose CPM which we are currently in year one, and Science is close to adoption. Supporting Standard-Based grading professional development efforts for the 23/24 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 Subject

Safe and healthy learning environment.

## LEA/LCAP Goal

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

## Goal 2

Ensure a safe and secure environment for all Gustine High School families, students, staff and visitors.

## Identified Need

1. Continuous need to update, upgrade and maintain campus security systems such as camera/video, fencing around the school parameter, and outdoor PA system.
2. Need for social-emotional support available on campus within the school day.
3. Revamp the visitor check-in system before checking into the office.
4. Decrease the suspension for all students and subgroups (EL, SED, and SWD) - Students with Disabilities are in ATSI ( Additional Targeted Support and Improvement)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Facility Inspections Tool (FIT) report outcomes scores every year.	Exemplary Facility Rate	Continue to stay in the Exemplary Rate Range
Parent Involvement as measured by Parent Surveys.	7% response	20% response
Increased campus supervision on campus.	1 full-time campus supervisors	2 full-time campus supervisors
Update fire, alarm, and phone systems.	School-wide communication system	All communication systems on campus are in working condition
Mandatory safety trainings	Yearly training for all staff	All staff trained in 22/23
Suspension Rate as indicated by the California Dashboard - overall	7.5% of all students have been suspended at least one day	Reduce to 2.5% of all students suspended for at least one day.
Suspension Rate as indicated by the California Dashboard - Students with Disabilities	11.5% students with disabilities suspended	Reduce suspension rate to 5% for Student with Disabilities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and Parent Meetings with School Counselors	Counselor will meet with students 2 times per year and communicate with parents 1 time per year	Counselors will meet in person with students 2 times per year and meet with parents 1 time per year.
Attendance Rate	Attendance Rate for Regular Program 91.8 %	Increase Attendance Rate for Regular Program 5% to 96.8%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

#### SAFE FACILITIES

GHS will provide regular maintenance, repairs, and updates to school buildings and grounds to increase FIT percentages and ensure student and staff safety. The site will regularly clean and sanitize high-touch surfaces to maintain good health.

Includes custodial, maintenance, and other facilities support staff, as well as materials and services associated with the maintenance of school sites and other district facilities.

Conduct safety drills on campus.

Proactive discipline model and policies.

Implement Share 911, a school-wide safety alert system for teachers/staff

Continue to employ a full-time Health Aide.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000.00	LCFF 4000-4999: Books And Supplies
8,000.00	Title I 5000-5999: Services And Other Operating Expenditures

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

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

ALL STUDENTS

### **Strategy/Activity**

#### **SUPPORT SERVICES FOR SOCIAL-EMOTIONAL AND MENTAL HEALTH**

School counselors and psychologists, plus our new additional staff personnel (Mental Health Clinician and BCBA), will offer counseling and mental health services district-wide to help students resolve personal or interpersonal problems. They may also provide small group counseling to help students enhance listening and social skills, empathize with others, and find social support through healthy peer relationships.

Support services will include Social and Emotional Learning through programs, classroom presentations, small groups, and individual sessions. Expanding these services and supports for students will improve the academics, behavior, and social-emotional needs of identified groups as measured by surveys and referrals.

Conduct a student perceptions survey regarding school climate, culture, learning, and safety.

Quarterly student survey regarding social-emotional well-being and support in the Student Insight Survey.

Counselors, ASB, AVID, and some teachers provide self-care, suicide prevention awareness, time management, goal-setting, and other SEL-related content.

Increased social/emotional and mental health support at their Tier 2 and Tier 3 level.

PBIS will be implemented school-wide: we will establish regular meetings for attendance and behavior, analyze needs and goals, develop strategies, and share with staff and parents.

CADA Activities conference to increase positive school culture and climate for Activities Director, Success 101 and 102 instructors, Link Crew, Renaissance advisors, and other club advisors that their clubs create a positive impact.

Utilize Counselors and School psychologists to support students.

Increase follow-up for students with poor attendance by phone, emails, ParentSquare messenger, and SRO.

Follow SART/SARB process to increase positive student attendance.

School-wide rewards for positive attendance and behavior.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
15,000.00	LCFF 4000-4999: Books And Supplies
10,000.00	LCFF 5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

LOW-INCOME, FOSTER YOUTH, AND STUDENTS WITH DISABILITIES

#### Strategy/Activity

HEALTH SERVICES FOR LOW-INCOME, FOSTER YOUTH, AND STUDENTS WITH DISABILITIES

Maintain an equal level of health services at all sites to provide students better care.

Continue to support a full-time School Nurse time to provide more comprehensive care to low-income and foster youth as well to serve all students better.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	LCFF 4000-4999: Books And Supplies
3,000.00	Title I 4000-4999: Books And Supplies

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

#### Strategy/Activity

ENGAGEMENT, ENRICHMENT, AND LEADERSHIP

Opportunities for engagement, enrichment, and leadership will be increased by providing funding for sites for stipends to coach, arbiter fees, and create additional student activities. This action includes events and guest speakers to encourage students to participate in school through activities, enrichment, clubs, and the arts. Transportation will be required as needed.

The district and sites will continue to expand student leadership opportunities to ensure students' voice that drives strategies and initiatives. A district student advisory committee will be established, and sites will continue to support student leadership through ASB, the student board, and other clubs on campus. Training for students and materials will be provided.

Conduct a deeper analysis of student engagement, explore means of improving student engagement, and make recommendations.

Teachers perform a daily health and wellness check with students per district directive.

School-wide rewards for positive attendance and behavior (PBIS and Renaissance)

CAASPP Incentive program for increasing the previous year's score in English, Math, Science, and ELPAC.

CADA/CASL Activities conference to increase positive school culture and climate.

Update and upgrade sports uniforms for competitive CIF contests.

Partner with Money Moves Business Club to promote academic, athletics, and club recognition awards through spirit gear, certificates, and breakfast or lunch items.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000.00	LCFF 4000-4999: Books And Supplies
12,000.00	LCFF 5000-5999: Services And Other Operating Expenditures
10,000.00	Title I 4000-4999: Books And Supplies
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures

83,410.00

Other  
4000-4999: Books And Supplies  
Lottery Funding - Resource 1100

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

#### Strategy/Activity

SCHOOL SAFETY

Campus Supervisors (increase to 2 full-time or 1 full-time and 1 5.25), the School Resource Officer (SRO), and Assistant Principals will work together to provide a safe school campus for students and staff as well as improve student conduct by being present, building healthy relationships, and monitoring the school campuses. A Teacher in Charge role will be assigned at each school site to maintain student safety without administrators.

To maintain communication and safety, materials such as radios, equipment, and supplies and additional services ensure all school sites are secure and staff and students are safe.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000.00

LCFF  
4000-4999: Books And Supplies

10,000.00

LCFF  
5000-5999: Services And Other Operating Expenditures  
radios or communication system

2,000.00

LCFF  
1000-1999: Certificated Personnel Salaries supervision

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

#### Strategy/Activity

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS



Gustine High School works for teaching all students appropriate behaviors through the evidence-based three-tiered Positive Behavioral Interventions and Supports (PBIS) framework that uses data, systems, and strategies to improve student outcomes each day. Supplies and materials will be purchased as incentives and rewards for following expected behaviors. The sites will improve data collection ways to track data and successful outcomes. Decreased referrals, suspensions, and expulsions will measure this action. The student survey will also reflect an increase in students stating that good behaviors are recognized, and they feel safe at school.

Through ATSI ( Additional Targeted Support and Improvement) for all students with a clear focus on our Students with Disabilities suspension rate, Implement a Tiel system of support through research-based behavioral strategies. Monitor fidelity of the implementation and overall status of progress toward our goals. Identify and develop data-based plans and communicate with school site teams and members. The leadership team and all staff will discuss and adopt research-based strategies on behavior through vetted organizations like Collaborative for Academic, Social, and Emotional Learning, PBIS World, and the Center of PBIS.

We will implement a PBIS activity into our staff meetings once a month and have monthly PBIS committee meetings to discuss progress and next steps.

Strengthen the PBIS incentive program to recognize students with PLC/PBIS quarterly meetings. Continue to purchase the 5 Star Program, develop teachers to use it as a reward system, and purchase incentive items for rewarding positive or improved behaviors.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000.00	LCFF 4000-4999: Books And Supplies
10,000.00	Title I 5000-5999: Services And Other Operating Expenditures
10,000.00	LCFF 5000-5999: Services And Other Operating Expenditures rewards system, 5-Star, professional development

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

## ATTENDANCE

Partner with outside agencies in focused efforts to reduce chronic absenteeism and increase attendance rates.

Continue the Attendance Review Board and develop strategies, supports, and incentives for students to ensure higher attendance rates and avoid chronic absenteeism.

Improve upon the tiered re-engagement strategies through family partnerships and home visits to determine why the student is absent from school and create plans to re-engage in the school system.

Data will be tracked to determine best practices and to monitor attendance trends.

Professional development in best practices for working with families with attendance concerns.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000.00	LCFF 4000-4999: Books And Supplies
15,000.00	LCFF 5000-5999: Services And Other Operating Expenditures
15,000.00	Title I 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Gustine has improved on its overall communications with all stakeholders. We have maintained our suspension rate, but attendance continues to be an area for improvement.

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

There are no major differences.

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 are continuing with our goals to effectively communicate and support schoolwide safety and behaviors.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent, Family, and Community Partnerships

## LEA/LCAP Goal

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

## Goal 3

We will increase parent, student, and stakeholder involvement and build partnerships

## Identified Need

1. Increase parent participation by responding to surveys and attending on-campus events.
2. Preparing and developing parents with academic knowledge to support their children.
3. Advising and informing parents with college and career readiness information so they can support their child's post-high school plans.
4. Build a better communication system from school to home to better serve students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Teacher communication and support	Parent conference one time per semester to review academic progress	Parent conference two times per year to review academic progress.
Attendance at school sponsored events	50% of the student body attend at least one school sponsored event.	80% of the student body attend at least one school sponsored event.
Increase the number of school-wide student activities.	28 major events put one at GHS	Increase major events by 2 for the upcoming school year.
Work with district to provide bullying and mental health awareness nights	School/district partnership one or more times per school year	Increase school/district partnership for awareness night events to 2 or more times per year
Social media and ParentSquare event reminders	Highlight 90% of campus events on all social media platforms that are tied to GHS	Highlight 100% of campus events on all social media platforms that are tied to GHS
Attendance monitoring of parent education and parent engagement meeting and information events via a sign-in sheets.	Parent engagement, college/career events and social and emotional, paint night and GPD town hall events at Gustine High School.	Increase parent attendance and involvement to 225 parents attending throughout the year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The number of total parents that attended these meetings were 164.	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

##### PARENT CAPACITY BUILDING

Increase and improve opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to understand and be involved in district processes and school activities, advisory groups, and strategies to support learning at home.

Counselors will hold Parent Education nights, Senior Night, College Information sessions, FAFSA workshops, and events and communications for all students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	Title I 4000-4999: Books And Supplies
5,000.00	LCFF 4000-4999: Books And Supplies
5,000.00	LCFF 5000-5999: Services And Other Operating Expenditures
10,000.00	Title I 4000-4999: Books And Supplies

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

ENGAGEMENT ACTIVITIES

Plan and promote activities, programs, and showcase events to highlight and celebrate student and parent successes to build community and belonging.

Host school-sponsored academic/co-curricular and extracurricular events to enhance student and parent involvement, such as Parent Engagement Committee, college nights, mental health and social-emotional awareness, and general parent meetings.

Maintain GHS Facebook, Instagram, and website platforms for news and information and post information about all meetings for parents (i.e., SSC, ELAC, Parent Education Nights, Report Card Night, Parent Engagement Committee) on the school’s social media.

Send communication for all meetings for parents (i.e., SSC, ELAC, Parent Education Nights, Report Card Night, Parent Engagement Committee) via ParentSquare.

Post information about all meetings for parents (i.e., SSC, ELAC, Parent Education Nights, Report Card Night, Parent Engagement Committee) on the school website.

Home-to-School Communication for all supports and events that happen on campus through Parent Square, Facebook, and Instagram.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5,000.00

LCFF  
4000-4999: Books And Supplies

5,000.00

LCFF  
5000-5999: Services And Other Operating Expenditures

4,573.09

Title I  
4000-4999: Books And Supplies

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

ALL STUDENTS

Strategy/Activity

CHILDCARE TO INCREASE PARENT ENGAGEMENT AND PARTICIPATION

To increase access and the ability for parents to attend school meetings, childcare will be provided.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,000.00

LCFF  
2000-2999: Classified Personnel Salaries  
Child Care

1,000.00

LCFF  
4000-4999: Books And Supplies  
Supplies

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

ENGLISH LANGUAGE LEARNERS/ALL STUDENTS

Strategy/Activity

Our site will have a dedicated family bilingual liaison to reach out to families to build partnerships with families to increase engagement, convey school information, and ensure all parent meetings are interpreted and materials are translated.

Place calls to Spanish- speaking parents via the Bilingual Liaison to ensure clear communication.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,000.00

LCFF  
2000-2999: Classified Personnel Salaries  
Translator

15,000.00

Title I  
2000-2999: Classified Personnel Salaries  
EL Instructional Aide

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

## ALL STUDENTS

### Strategy/Activity

#### STRUCTURES FOR COMMUNICATION

Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion through site personnel, programs, an updated website, multiple forms of district/site communication, office/communication supplies, and document translation services.

This will include a variety of tools, including Parent Square, websites, email communication, text messaging, postage, incorporating the use of apps, and traditional communication.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

LCFF  
4000-4999: Books And Supplies  
Parent Square and Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Parent involvement has increased over the past year, which has made a positive impact on the school. Our daily and monthly communications with our families, as well as the events hosted, have proved effective this past school year.

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

There are no major differences at the 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.

We will continue to reach out and communicate with parents in a variety of ways. Our developing knowledge of effective communication with parents on several different platforms will only enhance our home to school connections.





# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$940,796.09

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$212,873.09

Subtotal of additional federal funds included for this school: \$212,873.09

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 (\$)
Agriculture Vocational Incentive	\$35,124.00
LCFF	\$551,811.00
Lottery: Instructional Materials	\$37,369.00
Other	\$103,619.00

Subtotal of state or local funds included for this school: \$727,923.00

Total of federal, state, and/or local funds for this school: \$940,796.09

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Agriculture Vocational Incentive	35,124.00
LCFF	551,811.00
Lottery: Instructional Materials	37,369.00
Other	103,619.00
Title I	212,873.09

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	61,500.00
2000-2999: Classified Personnel Salaries	52,800.00
4000-4999: Books And Supplies	611,496.09
5000-5999: Services And Other Operating Expenditures	215,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Agriculture Vocational Incentive	35,124.00
1000-1999: Certificated Personnel Salaries	LCFF	29,500.00
2000-2999: Classified Personnel Salaries	LCFF	3,500.00
4000-4999: Books And Supplies	LCFF	337,811.00
5000-5999: Services And Other Operating Expenditures	LCFF	181,000.00

4000-4999: Books And Supplies	Lottery: Instructional Materials	37,369.00
4000-4999: Books And Supplies	Other	103,619.00
1000-1999: Certificated Personnel Salaries	Title I	32,000.00
2000-2999: Classified Personnel Salaries	Title I	49,300.00
4000-4999: Books And Supplies	Title I	97,573.09
5000-5999: Services And Other Operating Expenditures	Title I	34,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	592,813.00
Goal 2	285,410.00
Goal 3	62,573.09

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Adam Cano	Principal
Barbara Azevedo	Other School Staff
Andrea Verdin	Other School Staff
Yaneli Ledezma	Classroom Teacher
Natalie Wojinski	Classroom Teacher
Alan Ward	Classroom Teacher
Maria Alapizco	Parent or Community Member
Jennifer Okamoto - President	Classroom Teacher
Gerzayr Alapizco	Parent or Community Member
Nelida Lomeli	Parent or Community Member
Isabel Martinez	Parent or Community Member
Antonia Sierra	Parent or Community Member
Kaitlin Does	Secondary Student
Garret Gomes	Secondary Student
Alejandro Maldonado Limon	Secondary Student
Alma Medina Tovar - Vice President	

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2023.

Attested:



Principal, Adam Cano on May 15, 2023



SSC Chairperson, Jennifer Okamoto on May 15, 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that 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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer High (Continuation)	24736192430031	May 15, 2023	June 14, 2023

## Purpose and Description

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

Schoolwide Program

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

Pioneer High School is an alternative education program (continuation school), which provides opportunities and strives to meet the needs and goals of students that have not been met at the comprehensive high school. We provide an individualized instructional program in a flexible learning environment. Pioneer's educational program and curriculum are aligned with Gustine High School and California state educational standards but is modified for acceleration. There is one principal, two counselors available. There is one certificated teacher that facilitates the the online learning program and we will be adopting a new online program called Edgenuity.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

There was no comprehensive needs assessment completed this year but through teacher/parent conferences, the school administrator or counselors are able to gage the parents and students needs.

## Classroom Observations

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

Classroom observations are conducted on a weekly basis throughout the school year. The observations are focused on the monitoring and engagement of our online learning platform.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The Edgenuity online courseware system has grade level content and built interventions for all students whether students are at grade level, falling behind, or advanced.

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

The Edgenuity system and teacher tracks the students personalized learning and assessments throughout the course to achieve mastery.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There is a credentialed teacher facilitating student learning.

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

The classroom teacher has access to the current and updated instructional information and a-g approved courses are found on Edgenuity's home page.

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

N/A

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

Edgenuity provides yearly professional development for the teachers who facilitate the classes online.

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

N/A

## Teaching and Learning

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

Edgenuity Online Curriculum offers educators best-in-class online curriculum for kindergarten through adult learners with over 400 engaging courses. Edgenuity's curriculum is customizable to meet the needs and pace of individual learners.

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

N/A

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

N/A

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

Edgenuity Courseware enables students to take ownership over their learning and supports educators with Teacher-Powered Technology™ that helps them improve efficiency and maximize student success.

Courseware curriculum is grounded in research and aligned to state standards, the Common Core, and the NGSS. Courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.

Courseware connects with students with a flexible offering that supports evolving instructional needs for fully online, blended, hybrid, and in-person instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Targeted Intervention to Help Students Catch Up

Edgenuity's online intervention programs, MyPath® (6–12), provide students with personalized instruction that focuses on the skills and concepts in math and ELA they still need to master so they can catch up, keep up, or get ahead. The programs tailor learning to the needs of each student with a focus on building the confidence they need to move forward.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

N/A

Evidence-based educational practices to raise student achievement

N/A

## Parental Engagement

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

Families have access to the teacher, counselors and administrator to help support their child's goals while at Pioneer High.

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

N/A



## Funding

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

The Edgenutiy service is provided by categorical funds.

## Fiscal support (EPC)

Financial support is provided through the district through general funds.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

At this time stakeholder involvement is on a case by case basis for a students who want to attend Pioneer High School. The stakeholders that are involved in the decision to enroll at PHS are the Site Principal, Counselor, Parent and Student. There two ways to enroll at Pioneer High School. One being that a student and parent want to voluntarily transfer because Pioneer is the best educational fit for the student. The second way is the student is deficient in credits and has no other option but to transfer to Pioneer to recovery lost credits. Both processes always involve both the student and parent to sign off on the voluntary transfer and the student who is in credit recovery can opt to stay at the comprehensive high school and risk graduating.

## **Resource Inequities**

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	2		2
Grade 11	4	6	6
Grade 12	18	6	18
<b>Total Enrollment</b>	24	12	26

### Conclusions based on this data:

1. Enrollment at Pioneer High School has increased over the last three years.
2. Student enrollment has a high number of Hispanic students.
3. Students who are considered white have decreased in enrollment and our Hispanic students have increased in enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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	6	0	9	25.00%	0.0%	34.6%
Fluent English Proficient (FEP)	10	6	12	41.70%	50.0%	46.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. English Learner students and Fluent Proficient students make up slightly more the half the student population at Pioneer High School.
2. English Learner enrollment has increased and FEP student enrollment has decreased.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	8	12		0	12		0	12		0.0	100.0	
All Grades	8	12		0	12		0	12		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	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 11		2414.			0.00			8.33			8.33			83.33	
All Grades	N/A	N/A	N/A		0.00			8.33			8.33			83.33	

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	

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	

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	

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	

### Conclusions based on this data:

- Only 15 of the 22 students enrolled participated in the CAASPP ELA test.
- Of the 15 student who participated, 73% did not meet standard.
- The two lowest performance areas were research/inquiry at 66.67% and writing at 73% below standard.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	8	12		0	12		0	12		0.0	100.0	
All Grades	8	12		0	12		0	12		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	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 11		2356.			0.00			0.00			0.00			100.0	
All Grades	N/A	N/A	N/A		0.00			0.00			0.00			100.0	

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

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

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

### Conclusions based on this data:

- Of the 22 students enrolled, 15 participated in the CAASPP math test.
- Of the 15 students who participated, 100% did not meet standard.
- 100% of the student did not meet standard in concepts and procedures. Problem solving dropped from 80% to 93.3% with student not meeting standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	*	*		*	*		*	*		4	*	
All Grades										5	6	

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
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

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
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

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
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

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	
12	*	*		*	*		*	*		*	*		
All Grades	*	*		*	*		*	*		*	*		

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
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

**Conclusions based on this data:**

- No ELPAC scores due to Covid-19



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>12</b>	<b>83.3</b>	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.
Total Number of Students enrolled in Pioneer High (Continuation).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>	10	83.3
<b>Students with Disabilities</b>		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>		
<b>American Indian</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	8	66.7
<b>Two or More Races</b>	1	8.3
<b>Pacific Islander</b>		
<b>White</b>	3	25.0

### Conclusions based on this data:

1. Pioneer High has a high population of socio-economically disadvantaged and Hispanics students.



# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Level	<b>Graduation Rate</b>  No Performance Level	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  No Performance Level		
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. Suspension rate is in the Orange as 6.3% of the students have been suspended at least once.
2. Suspension rate percentage has maintained but Hispanic and socio-economically disadvantaged students population has increase slightly.

# School and Student Performance Data

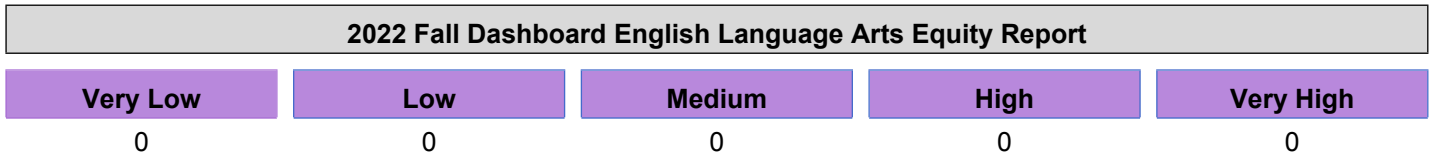
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

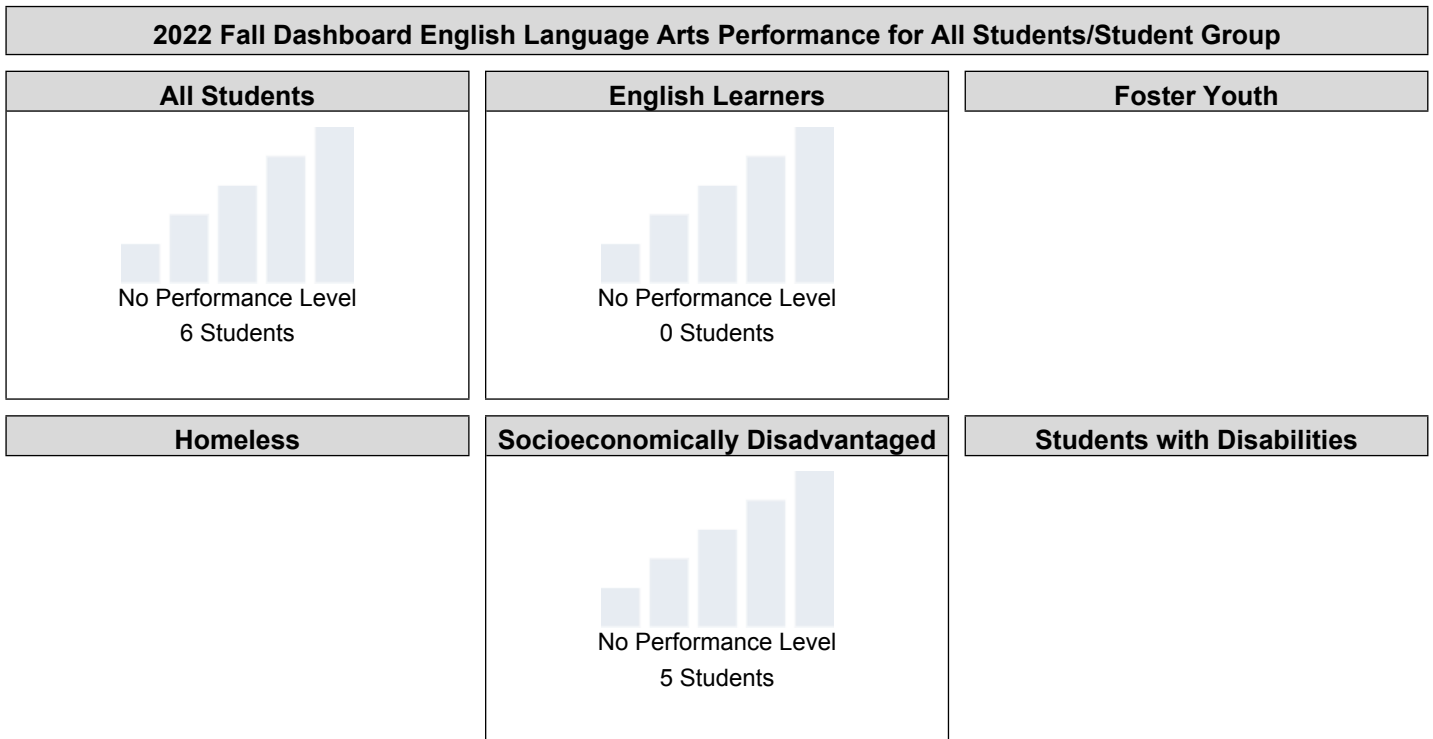
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



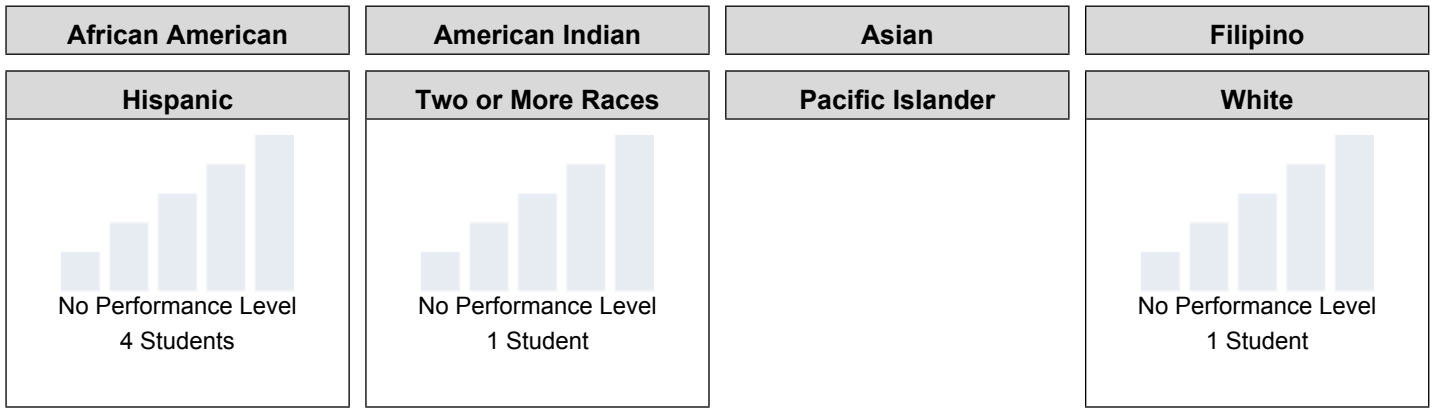
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
0 Students		2 Students

**Conclusions based on this data:**

1. Not enough data to report.

# School and Student Performance Data

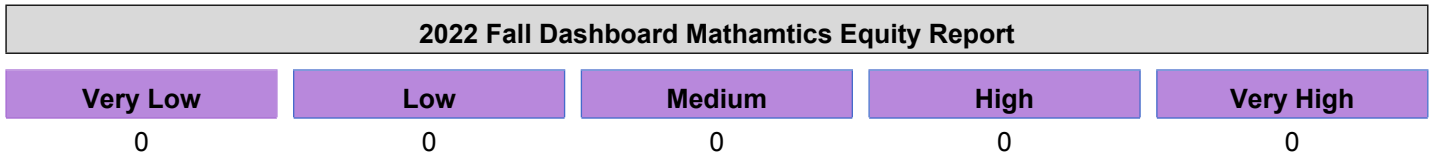
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

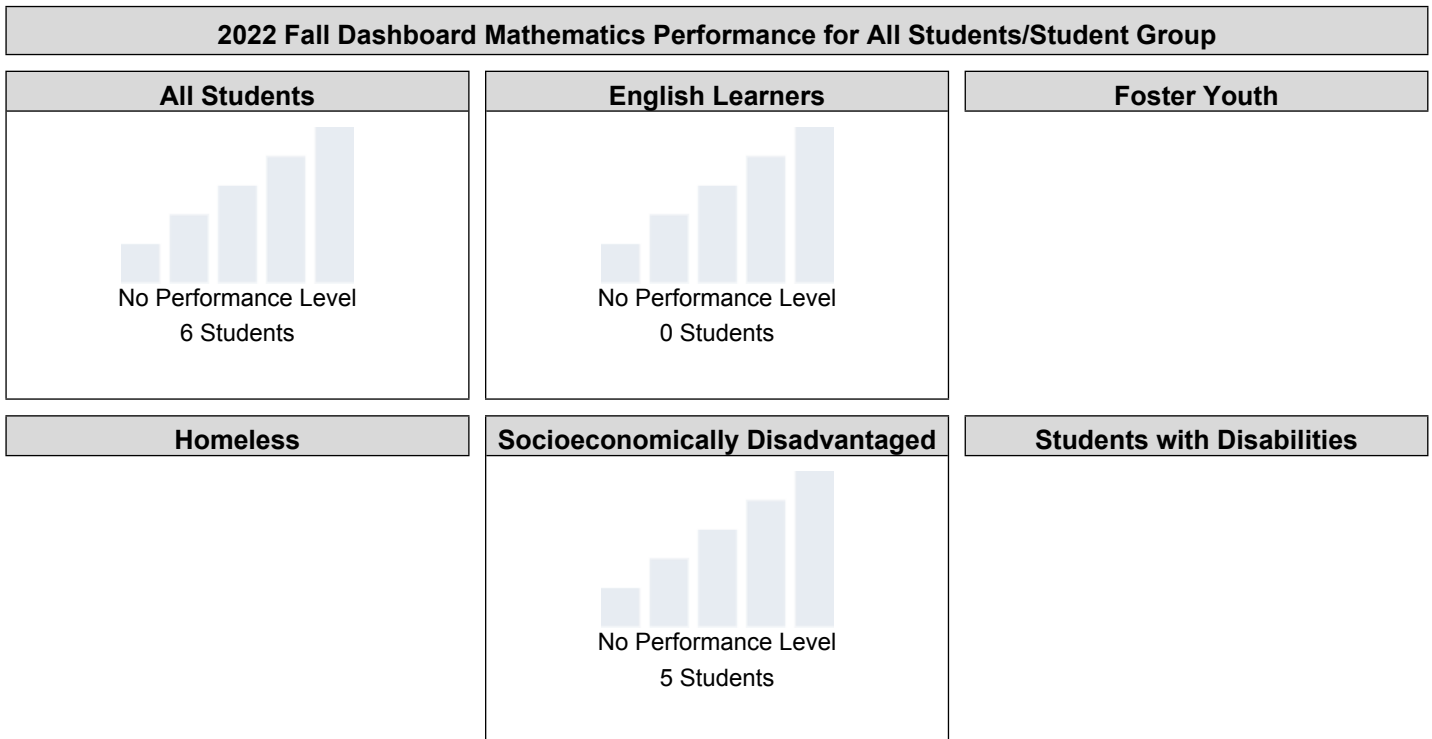
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



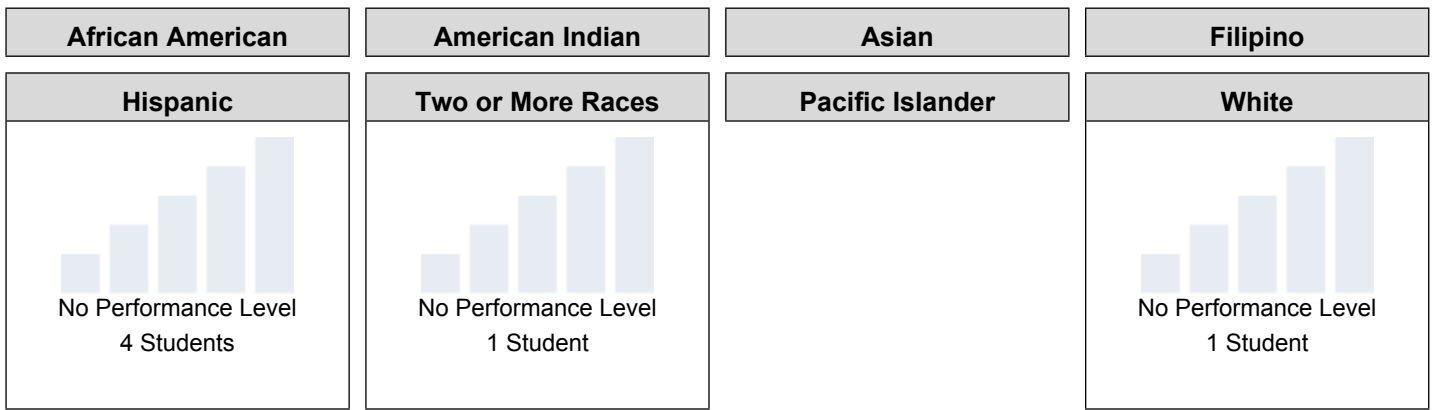
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
0 Students		2 Students

**Conclusions based on this data:**

1. Not enough data to report.



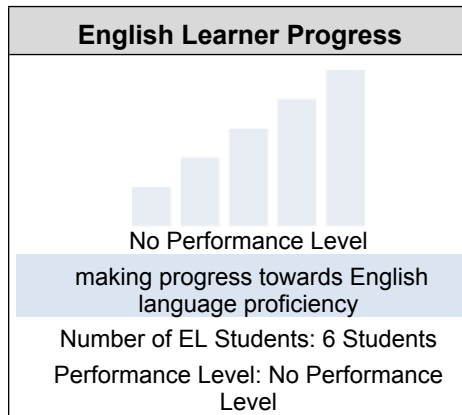
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 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
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

- No data to report.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

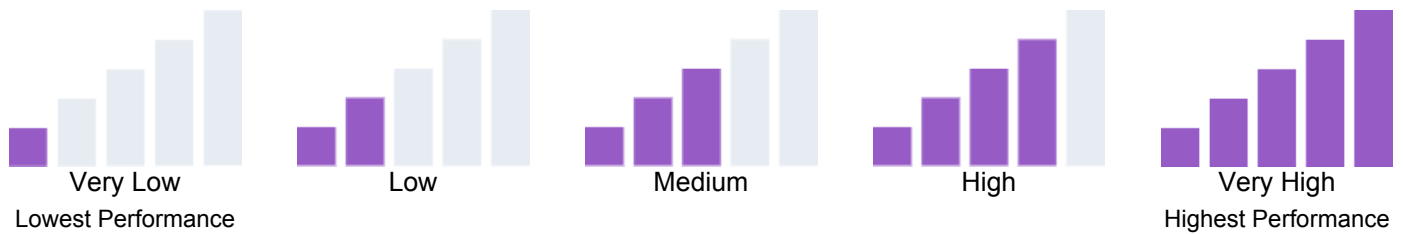
1. No data to report in regards to students prepared after high school.



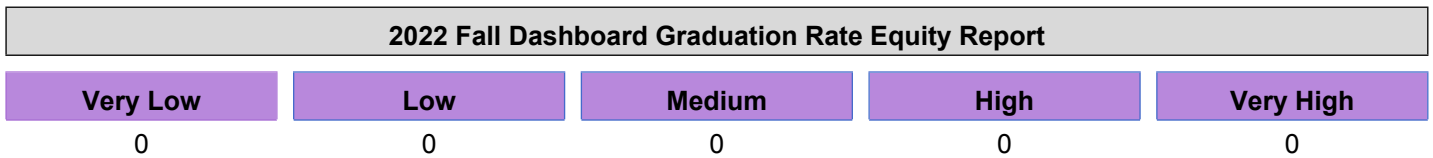
# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



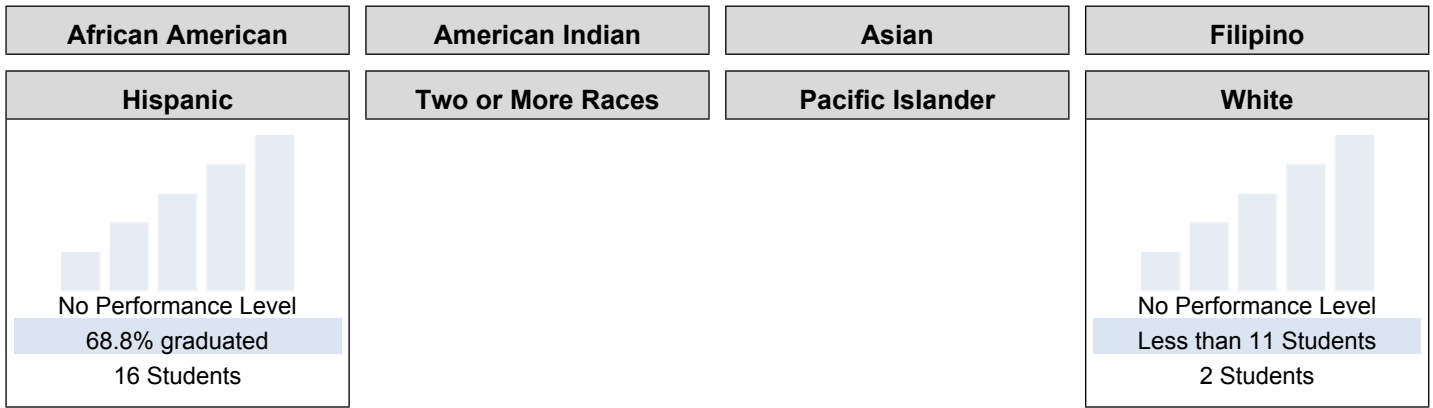
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 No Performance Level 72.2% graduated 18 Students	 No Performance Level Less than 11 Students 4 Students	 No Performance Level Less than 11 Students 1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Level Less than 11 Students 1 Student	 No Performance Level 72.2% graduated 18 Students	 No Performance Level Less than 11 Students 2 Students

**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. No data to report.

# School and Student Performance Data

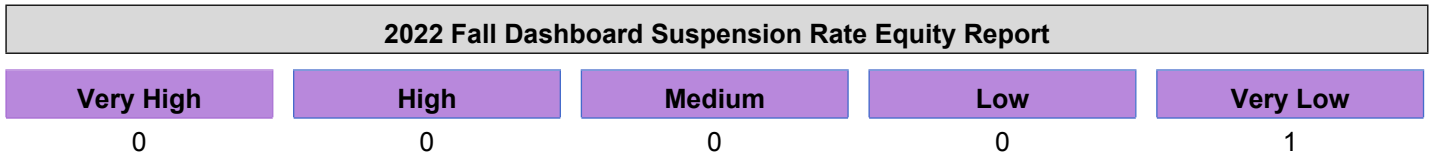
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

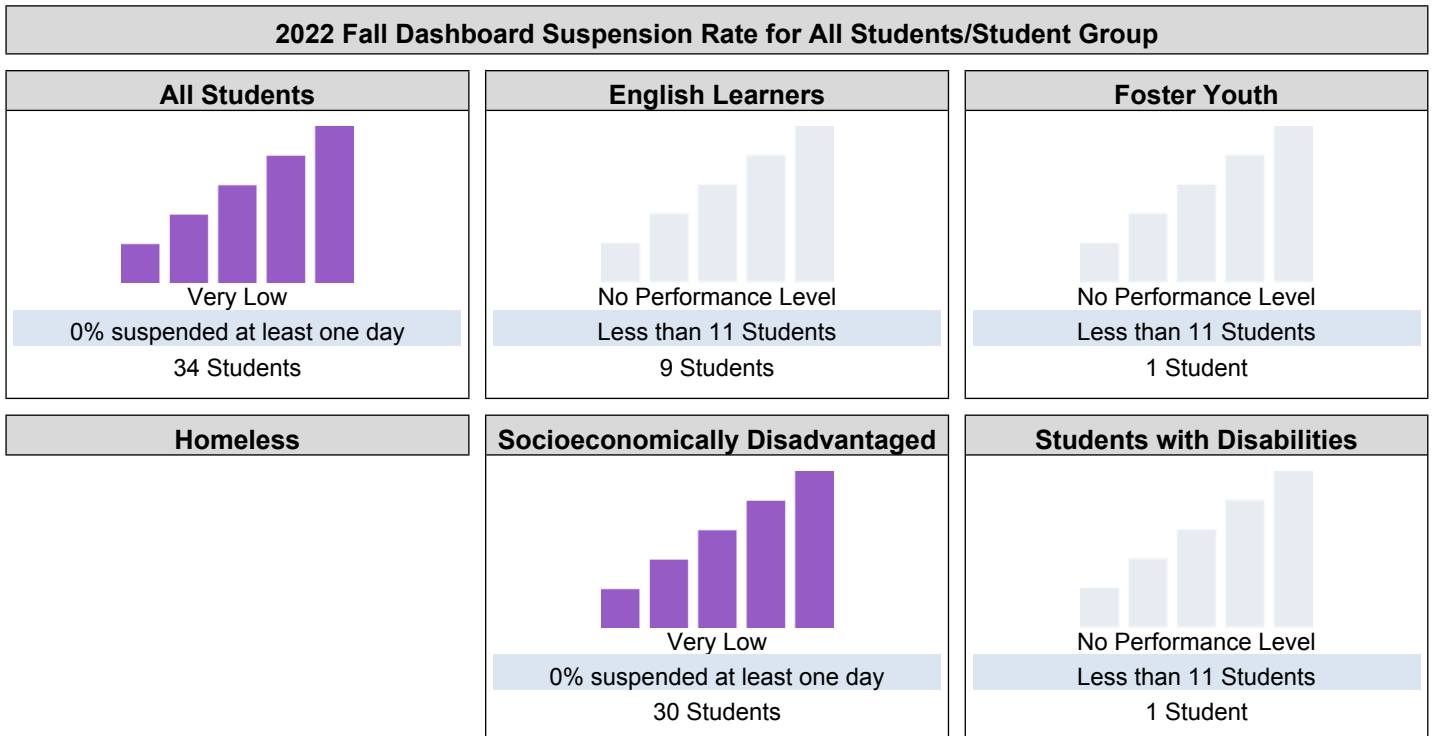
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



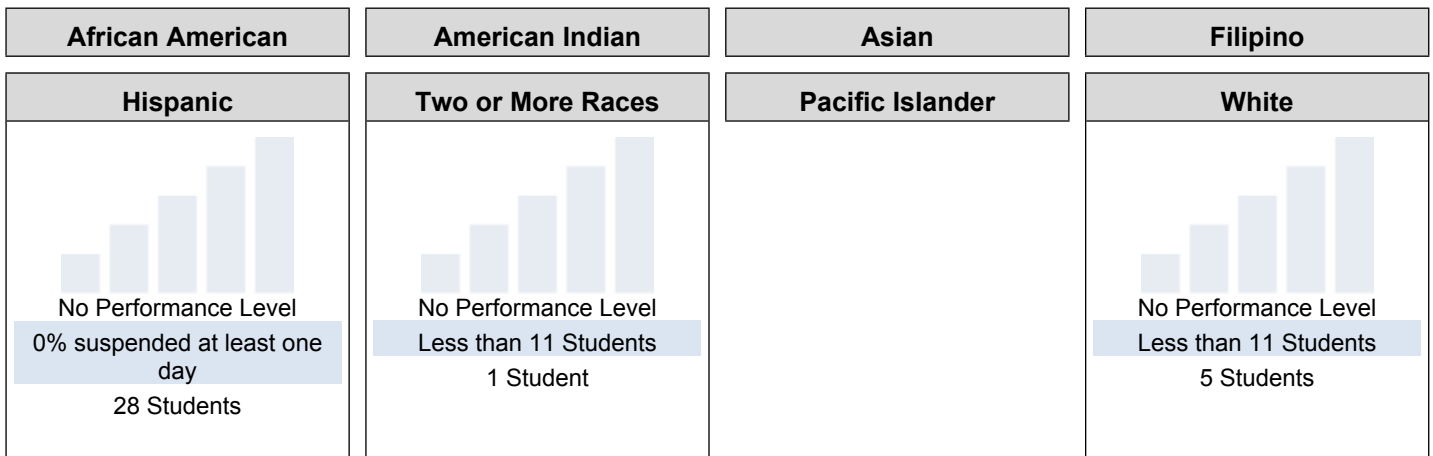
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. The suspension rate at PHS is 6.3% and is in the Orange.
2. English Learners and SED students increased in suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement in English Language Arts and Mathematics

## LEA/LCAP Goal

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

## Goal 1

For the 2023-24 school year Pioneer High School will improve in ELA by 5% on students meeting or exceeding standard from 55% to 60% on ELA CAASPP.

Pioneer High School will improve in Math by 5% on students meeting or exceeding standard from 20.5% to 25.5% on Math CAASPP.

Develop a plan for goal setting to track progress throughout the course.

## Identified Need

All student performance on the CAASPP will improve yearly as Pioneer High students work on their courses for graduation as well as performing above mastery in their course work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	ELA percent proficient 54%	59% proficient
CAASPP Math	Math percent proficient 20.5%	25.5% proficient
Increase the number of CTE and College and Career courses taken with the school year.	Students enrolled in 1 course per year	Students enrolled in 2 courses per year
Goal setting during online learning	Master 2 of 4 end of the unit assessment with 70% mastery in the first attempt	Master 3 of 4 end of the unit assessment with 70% mastery in the first attempt

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



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Targeted intervention and support for ELA and Math and all courses taken using the Edgenuity online learning program and program supports.

Teacher

College and Career Readiness - High school counselors will host a College & Career Fair which Pioneer High students are able to attend. Pioneer students will be invited to college and career presentations. The school counselors are available to assist students in the financial aid process for college.

Effective support in Edgenuity - The Pioneer teacher will continue to support all students who are taking courses on the Edgenuity online learning program. Along with A-g courses offered, students can enroll in CTE and College and Career Readiness courses.

Goals will need to change after students have begun working toward meeting them, so it's best for students, counselors and the teacher to monitor progress and make adjustments.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,490.00	LCFF 4000-4999: Books And Supplies
2,720.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
9,695.00	Title I 4000-4999: Books And Supplies
1,385.00	Other 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

The overall collaboration between the district secondary site is to enhance its supports to students who are enrolled in the online program so they are successful throughout the school year and during state testing.

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

No changes 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.

None 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 Subject

Safe and healthy learning environment

## LEA/LCAP Goal

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

## Goal 2

Pioneer High will ensure a safe learning environment for all students and staff and to ensure the school is prepared to effectively respond to emergencies.

## Identified Need

Upgrade communication systems between secondary sites and upgrade safety procedures

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Fit Report outcomes	85%	90%
Parent and student feedback survey forms	20% of parents respond	25% of parents respond
Attendance rate	60% positive attendance	70% positive attendance

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

### Strategy/Activity

Implement PBIS program and safety initiatives for students

Conduct safety drills on campus.

Principal

Teacher

Increase follow up for students with poor attendance

Principal

Teacher

Continue to supervise students on distance learning  
Principal  
Teacher

Utilize counselors and behavioral supports for students  
Principi  
Teacher  
Counselors

MTSS - Administration and teacher will produce an attendance incentive at the end of grading periods to reward students who have shown improvement in attendance and have adhered to consistent attendance for academic success

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

LCFF  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Pioneer would like to implement parent events into its calendar to engage families.

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

No major differences.

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

We will continue to provide schoolwide information to families so students feel supported.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent engagement

## LEA/LCAP Goal

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

## Goal 3

Pioneer High administration and teacher will work with parents and community members to create a positive culture and climate.

## Identified Need

Increase the communications between home and school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent engagement and communication via Parent Square, phone or email	90% of parents will receive communications from school about events and general messages.	95% of parents will receive communications from school about events and general messages.
Parent/Teacher conferences	academic and college and career conference set up 3 times per year	academic and college and career conference set up 3 times per year

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

### Strategy/Activity

Enhance PBIS on campus

Principal

Teacher

Home to school communications for all supports on campus.

Principal

Teacher

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

We plan to implement monthly or bimonthly parent communications to families in regards to student performance.

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

No major differences.

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

Continue to reach out to parent and community to be involved at Pioneer High school.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$36,290.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$11,695.00

Subtotal of additional federal funds included for this school: \$11,695.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$20,490.00
Lottery: Instructional Materials	\$2,720.00
Other	\$1,385.00

Subtotal of state or local funds included for this school: \$24,595.00

Total of federal, state, and/or local funds for this school: \$36,290.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
LCFF	20,490.00
Lottery: Instructional Materials	2,720.00
Other	1,385.00
Title I	11,695.00

## Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	36,290.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	20,490.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,720.00
4000-4999: Books And Supplies	Other	1,385.00
4000-4999: Books And Supplies	Title I	11,695.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,290.00
Goal 2	5,000.00

Goal 3

2,000.00

# 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
- 6 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Adam Cano	Principal
Barbara Azevedo	Other School Staff
Andrea Verdin	Other School Staff
Yaneli Ledezma	Classroom Teacher
Jennifer Okamoto	Classroom Teacher
Alan Ward	Classroom Teacher
Nely Lomeli	Parent or Community Member
Natalie Wojinski	Classroom Teacher
Antonia Sierra	Parent or Community Member
Maria and Gerzayr Alapizco	Parent or Community Member
Lettie Borrelli	Other School Staff
Garret Gomes	Secondary Student
Kaitlin Does	Secondary Student
Alejandro Maldonado Limon	Secondary Student
Alma Medina Tovar	Secondary Student
Isabel Martinez	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2023.

Attested:



Principal, Barbara Azevedo on May 15, 2023



SSC Chairperson, Jennifer Okamoto on May 15, 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that 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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

**GUSTINE UNIFIED SCHOOL DISTRICT****Meeting of the Board of Trustees****MEETING DATE:**

June 14, 2023

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**AGENDA ITEM TITLE:** FFA Overnight Trips for the 2023-2024 School Year**AGENDA SECTION:** Action**PRESENTED BY:** **Matt Baffunno, FFA Advisor**  
**Adam Cano, GHS Principal****RECOMMENDATIONS:**

It is recommended that the Board of Trustees approve the FFA Overnight Trips for the 2023-2024 School Year.

**SUMMARY:**

Asking for board approval of all the Gustine FFA Overnight trips all at one time. Attached is the list of trips. They included conferences, conventions, judging trips, retreats, etc. The FFA program have gone these regular trips every year.

**FISCAL IMPACT:** No money to the district.**BUDGET CATEGORY:** NA

# *2023-2024 Gustine FFA*

## *Overnight Trips for Board Approval*

### *On the June Meeting*

<b>Date</b>	<b>Activity</b>
June 2023, July 2023, or August 2023	Chapter Officer Retreat Date be determined with officer team after banquet
10/31-11/4, 2023	National Convention in Indianapolis, IN
11/4-8, 2023	Washington DC
1/20-22, 2024	Made for Excellent Conference & Advanced Leadership Academy in Monterey, CA
2/9-10, 2024	Made for Excellent Conference & Advanced Leadership Academy in Modesto, CA
2/9-10,2024	Chico State Field Day in Chico, CA
2/27-3/1, 2024	Sacramento Leadership Experience in Sacramento, CA
3/21-24, 2024	State FFA Conference in Ontario, CA
4/12-4/13, 2024	Reedley College Field Day in Reedley, CA
5/3-4, 2024	Cal Poly State Finals in San Luis Obispo, CA
June, July, or August 2024	Chapter Officer Retreat in TBA (this is annual officer retreat to plan the year, the date won't be set until we meet with the 2024-2025 officer team)

**GUSTINE UNIFIED SCHOOL DISTRICT**

**Meeting of the Board of Trustees**

**MEETING DATE:**

June 14, 2023

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**AGENDA ITEM TITLE:** Ratification of GUSD/CSEA Tentative Agreement for the 2023-2024 School Year

**AGENDA SECTION:** Action

**PRESENTED BY:** Dr. Bryan Ballenger, Superintendent

**RECOMMENDATIONS:**

It is recommended that the Board of Trustees approve Ratification of GUSD/CSEA Tentative Agreement for the 2023-2024 School Year.

**SUMMARY:**

Enclosed is the GUSD/CSEA Tentative Agreement for the 2023-2024 school year. Board action is needed to ratify this agreement.

**FISCAL IMPACT:** TBD

**BUDGET CATEGORY:** LCFF and Other Programs as Appropriate

**GUSTINE UNIFIED SCHOOL DISTRICT  
AND CSEA AND ITS CHAPTER NO. 539  
RE 2023-2024 and 2024-2025  
REOPENERS CONTRACT NEGOTIATIONS  
TENTATIVE AGREEMENT**

May 26, 2023

The CSEA and its Chapter No. 539 (Association) and the District have reached this Tentative Agreement to conclude reopener contract negotiations for the 2023-2024 and 2024-2025 school years, excluding proposals on salary, health benefits; salary and health benefits will be discussed at a later day in the fall of 2023. The parties agree that for the 2024-2025 school year, either party may reopen two articles excluding salary and benefits.

The Parties agree as follows.

**1. Article VIII Employee Performance of Duties shall be revised as follow:**

An employee may be required to perform duties inconsistent with those assigned to the position by the Governing Board for a period of ~~more than five (5)~~ **three (3) consecutive days or five (5) days in a fifteen (15) day period** provided that his/**her** salary is adjusted upward for the entire period he/**she** is required to work out of classification, and in such amounts as will reflect the duties required by the new position.; ~~Education Code 45110.~~

**2. Article XIV – Hours and Overtime:**

The Parties agree to implement a Time and Attendance system for the 2023-2024 school year.

The Parties agree for the 2023-2024 school year to add a full paid day (8 hours) of professional development during the first full week prior to the first day of school for students.

**shall be revised as follows:**

**14.5** All full-time eight (8) hour bargaining unit members will be granted a rest period of fifteen (15) minutes for every four (4) hours of work as scheduled by the District. For example, an eight (8) hour employee shall receive two (2) fifteen (15) minute breaks during their shift, not excluding their 30 minute lunch.

**ADD**

**14.9.1 Minimum Call in Time Preapproval:**

Any employee that is preapproved to work on a day when the employee is not scheduled to work shall receive compensation based on the preapproved schedule, with a one (1) hour minimum payout.

**ADD**


**14.13 Early Release**

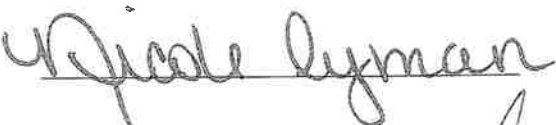


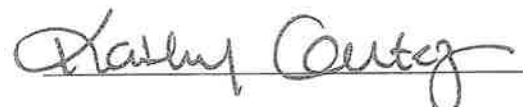

14.13.1 For the 2023-2024 school year, all classified employees may leave one (1) hour before the end of their normal work shift on their last working day before *winter* break and the last day of school and still fulfill their contract time for those days, provided that this early out is after students are released for the day *upon notification (i.e. email) to their site principal that their professional responsibilities have been completed. If, after the fact, it is determined with cause that the unit member did not complete their professional responsibilities the unit member may be required to make the District whole for the time in question.* This shall apply to Paraeducator, Office Staff, Maintenance and Operations, Yard Duty, Campus Supervisor, Bilingual Liaison, and Health Clerk positions.

The Parties agree that this Tentative Agreement Part One is subject to ratification by the Association and approval by the Board of Trustees.

**FOR THE DISTRICT**

**FOR THE ASSOCIATION**

  
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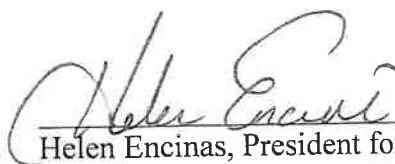
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MEMORANDUM OF UNDERSTANDING  
BETWEEN THE CSEA AND ITS GUSTINE CHAPTER No. 539 AND THE  
GUSTINE UNIFIED SCHOOL DISTRICT

The Gustine Unified School District and the California School Employees Association and its Gustine Chapter No. 539 mutually agree on a trial basis for the 2023-2024 school year, an \$800 Medical Procedure stipend for employees whom are trained on Medical Procedures for students that are not required to have such skills in their job description. The need for trainees will be determined by the District, up to two employees per school site.



\_\_\_\_\_  
Bryan Ballenger Ed.D., Superintendent for GUSD



\_\_\_\_\_  
Helen Encinas, President for CSEA

Date: \_\_\_\_\_

5/26/23

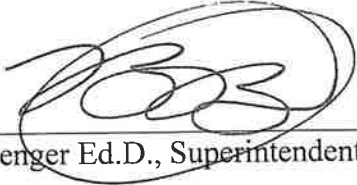
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5/26/23




MEMORANDUM OF UNDERSTANDING  
BETWEEN THE CSEA AND ITS GUSTINE CHAPTER No. 539 AND THE  
GUSTINE UNIFIED SCHOOL DISTRICT

The Gustine Unified School District and the California School Employees Association and its Gustine Chapter No. 539 mutually agree to use the SB 86 funds to increase all Attendance Clerks and Health Aide in the bargaining unit from 7 hours to 8 hours until June 30, 2024.



Bryan Ballenger Ed.D., Superintendent for GUSD

  
Helen Encinas, President for CSEA

Date: 5/26/23

Date: 5/26/23

**GUSTINE UNIFIED SCHOOL DISTRICT****Meeting of the Board of Trustees****MEETING DATE:**

June 14, 2023

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**AGENDA ITEM TITLE:** Gustine High School Course of Study Outlines**AGENDA SECTION:** Action**PRESENTED BY:** Adam Cano, Principal**RECOMMENDATIONS:**

It is recommended that the Board of Trustees approve the new courses and course of study outlines for Gustine High School.

**SUMMARY:**

Gustine High School is submitting our updated and current course outlines for your approval. Course Outlines are critical resources that help students understand the course in which it defines the course aims and learning outcomes, course requirements, textbooks, digital curriculum, and assessment information.

**Personal Finance** - Advanced Algebra with Financial Applications is an algebra-based, applications-oriented, and technology-dependent mathematical modeling course. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Precalculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning Household Budgeting.

**Ag Chemistry** - This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production.

**FISCAL IMPACT:** None**BUDGET CATEGORY:** None

Gustine High School  
**Personal Finance**

School Year: 2023-2024  
Proposed Grade Level(s): 11-12  
Grading: A-F  
Prerequisite(s): Integrated Math 2  
CTE Sector: N/A

Course Length: Full Year  
A-G Subject Area: C - Mathematics  
Credits: 5.0 per semester  
Articulation Units: N/A  
Instructor: Certificated Instructor

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**Course Overview:**

Advanced Algebra with Financial Applications is a mathematical modeling course that is algebra based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Precalculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future, and is thusly aligned with the recommendations of the Common Core State Standards, as stated in this excerpt: "...all students should be strongly encouraged to take math in all years of high school. ...An array of challenging options will keep math relevant for students, and give them a new set of tools for their futures..." From the Common Core State Standards

**Unit 1: Discretionary Expenses**

In this unit, students will use statistics to describe trends in their discretionary expenses. Since most expenses for students are not mandatory, they are "optional", or discretionary, it is a perfect unit for students to relate to on their current financial level. Additionally, the statistics has few prerequisites—a student who had trouble with geometry proofs or trig can succeed and build confidence with statistics. The unit aligns with Common Core Standards for Mathematical Practice MP1, MP2, MP4, MP5, MP6, MP7, MP8. Common Core State Standards for Mathematical Content that are Addressed SDI1, S-ID2, S-ID3, S-ID4, S-ID5, S-ID6, S-ID7, S-ID8, S-ID

**Assignments**

Key Assignment 1.1: Using Statistics to Analyze Auto Prices Mathematics: Measures of central tendency, distribution charts Advanced Algebra with Financial Applications Second Edition Course Outline Page 27

Mathematics Learning Goals: To use measures of central tendency and distribution charts to analyze automobile prices. Students choose a make, model and year for an automobile. They use the Internet and newspaper classified ads to find 20-30 of those cars for sale. They get the price of the car and the mileage it has. They then determine the mean, median, and mode car prices and mileage amounts. Students should identify 10 price intervals which encompass all of the car prices and 10 mileage intervals which encompass all of the odometer readings at time of sale. Using these intervals, students create charts depicting the frequency, relative frequency, cumulative frequency, and relative cumulative frequency for the prices and mileages. Their results are presented to the class via PowerPoint presentation or poster presentation.

Key Assignment 1.2: Can a Basketball Team Have Normally Distributed Heights? Mathematics: Normal distribution, measures of central tendency and dispersion.

Mathematics Learning Goals: To understand shifts of the normal distribution. Are the heights of National Basketball Association (NBA) players normally distributed? Students might intuitively think not since all basketball players are tall. They will need to get the heights of all NBA players by using the Internet. They will research what a normal probability plot is and see how their calculators can create one. Then they will create a normal probability plot and interpret it.

Key Assignment 1.3: The Famous Birthday Problem . Mathematics: Surveying, relative frequencies, probabilities.

Mathematics Learning Goals: To determine why and how the answer to this problem defies mathematical intuition. A very famous problem in statistics is the "Birthday Problem." Students will be asked to answer the problem before embarking on an empirical quest to find the answer. Students will poll classes in school and compile data on birthdates. They then need to determine what percent of the classes had matching birth dates. After the experimental approximation of the solution, students will then research, interpret, and explain the theoretical solution. They will then explain why the problem is so mathematically deceptive.

Key Assignment 1.4: Using Relative Frequency to Make Predictions Mathematics: Relative frequency, empirical probability. Mathematics Learning Goals: To determine how random selections can lead to a prediction on the frequency of items in a population. Advanced Algebra with Financial Applications Second Edition Course Outline Page 28 Students will randomly select, with replacement, colored candy items, one at a time, from a cup. They repeat this 100 times and record their findings. They will set up a relative frequency table for each color, and use this information to predict, given the total number in the population of candies on the cup, the frequency of each colored candy in the cup. Key Assignment 1.5: Using Regression to Predict Spending Mathematics: Bivariate data, scatterplots, regression curve of best fit, correlation.

Mathematics Learning Goals: To use regression analysis to interpret trends and make predictions about spending and expense data. In Financial Algebra Second Edition section 1-5, you learned how to use regression analysis. In the exercises 5, 6, and 12 in the Applications at the end of that

section, you were offered tables of bivariate data that had to do with spending. Use any statistics website to make a list of spending data by age of the consumer, income of the consumer, year, or any other numerical factor. List at least 10 ordered pairs of data. Make a scatterplot of the data and identify any trends that you see. Then do a linear, quadratic, and cubic regression analysis to determine the curves of best fit in each situation. Finally, pick a dependent variable amount outside of the range you selected and use the regression equations to make a spending prediction based on that amount.

## Unit 2: Banking Services

In this unit, students use exponential functions to compute compound interest and compare it to simple interest. They derive formulas and use iteration to compute compound interest. They apply their findings to short-term, long-term, single deposit and periodic deposit accounts.

The problems, activities and projects inherent in studying banking are a natural forum for all eight CCSS Mathematical Practice standards, but this unit highlights MP1, MP4, MP5, MP6, and MP8. Common Core State Standards for Mathematical Content that are Addressed A-CED4 A-SSE1a, A-SSE1b, A-SSE3 F-IF4, F-IF8b F-BF1a, 2, 5 N-RN1, N-RN2

### Assignments

Personal Finance Key Assignment 2.1: How Interest Method Affects Monetary Growth  
Mathematics: Simple interest, compound interest

Mathematics Learning Goals: To determine how increased compounding affects growth. Students are first introduced to the meaning of compounding numerically via mathematical iteration. Before embarking on a rigorous study of limits and compound interest algebraic formulas, students are asked "How much would \$1,000 grow to, in one year, at 100% interest compounded continuously?" The 100% interest and continuous compounding often leads them to guess much higher than the actual amount. Their guesses are recorded, and a statistical analysis of their guesses is made. Outliers are carefully noted. The findings of this activity are scrutinized after students complete

Key Assignment 2.2: Deriving the Compound Interest Formula Mathematics: Inductive reasoning, exponential functions, rational functions

Mathematics Learning Goals: To use patterns and induction to generate for selected forms of compounding and adapt them to monthly, weekly, daily, and hourly compounding. Students will compute interest for each interest period over a semi-annual and quarterly compounded account for a given balance and interest rate. They will derive the general algebraic formulas for these two types of compounding. They will then look for patterns in the semi- Advanced Algebra with Financial Applications Second Edition Course Outline Page 29 annual and quarterly compound interest formulas to inductively conjecture about the general formula for compounding. They will then find formulas for monthly, weekly, daily and hourly compounding, and compute and compare the interest earned over one year for these accounts.

Key Assignment 2.3: Using Limits to Derive the Natural Base e Mathematics: Rational functions, exponential functions

**Mathematics Learning Goals:** To use substitution and patterns to generate a series that approaches  $e$  as  $x$  approaches infinity. Students will be introduced to the notion of limits and limit notation and apply it to the compound interest formulas previously derived. They will increase the number of compoundings by first computing interest when the compounding period is every minute, and then every second, for a given balance and interest rate. They will then let the number of compoundings 'n' approach infinity to see what happens to the annual interest as the number of compoundings approaches infinity.

**Key Assignment 2.4: Future Value and College Costs Mathematics:** Rational functions, regression

**Personal Finance Mathematics Learning Goals:** To estimate the cost of a college education in 18 years and determine how much needs to be saved each month to have the costs covered by the 18th year. Students pick a college and find out the cost of tuition, room and board (if necessary) and fees over the past ten years. They set up a regression line or curve of best fit. They then predict the cost of a college education in 18 years (as if they just had a child and were trying to save for college). They then use the prevailing interest rate and the future value formula to determine the monthly periodic deposit that would be necessary to have the full college cost saved by the child's 18th birthday. They then do the problem with interest rates slightly higher than the prevailing rate.

**Key Assignment 2.5: Finding The Term of an Account Using Logs Mathematics:** Logarithms, common logarithms, natural logarithms

**Mathematics Learning Goals:** To determine the term of a systematic payment account Pick three expensive items that you might like to purchase some time in the future. Determine the total cost of each item with tax and shipping (if applicable). Determine what you think you might be able to afford each month to deposit into a savings account assuming that you would be saving for only one of the three. Find three different savings accounts offered by three different lending institutions. These accounts should compound interest monthly. Determine the APR for each account. Use the formula in section 2-10 for systematic savings to determine how long it would take to save enough money to make the purchases. Write a report on your findings.

### Unit 3: Investing

Students are introduced to basic business organization terminology in order to read, interpret, chart and algebraically model stock ownership and transaction data. Statistical analysis plays a very important role in the modeling of a business. Using linear, quadratic, and regression equations in that process assists students in getting a complete picture of supply, demand, expense, revenue, and profit as they model the production of a new product.

The problems, activities, and key assignments in this Investing Unit offer students opportunities to learn, explore, and use the CCSS Mathematical Practices MP1, MP2, MP3, MP4, MP5. Common Core State Standards for Mathematical Content that are Addressed A-CED1, A-CED2, A-CED3, A-CED4 A-REI2, A-REI3, A-REI4b, A-REI6, A-REI7, A-REI10, A-REI11, A-REI12 A-SSE1 F-IE4 FIF1, F-IF4, F-IF5, F-IF7a, F-IF8, S-ID6 N-Q1, N-Q2, N-Q3, N-CN S-ID8, S-ID9, S-IC1, S-IC3, SIC5

### Assignments

Key Assignment 3.1: Charting a Corporate Stock Mathematics: Data Analysis, regression, prediction, modeling, graphical interpretation

Mathematics Learning Goals: The goal of this assignment is to have students use mathematical modeling to chart and interpret stock market trends over a 15-day period. They will make trend predictions based on simple moving average crossover analysis as well as regression models. Each student selects a corporation traded on the New York Stock Exchange. They produce a background paper, PowerPoint presentation or poster board display on that corporation. Students chart the open, close, high, low and volume data for 15 consecutive trading days. They graph the data using two different formats and then discuss trends that the data shows. They will also calculate three different cluster-lengths of moving averages and, using those clusters, they will create superimposed line graphs. Students discuss trading implications based upon stated domains of graph pairs before and after any intersection points. Finally, they determine the closing price curve of best fit using regression analysis. They must state the regression equation and support why their stated curve best fits the data of closing prices. Students will then use the curve of best fit to predict a closing price on the 16th trading day. They compare that predicted price with the actual closing price on the 16th day and find a percent error.

Key Assignment 3.2: Mathematically Modeling A Business Mathematics: Linear and quadratic functions, linear/linear Systems, linear/quadratic systems, regression analysis

Mathematics Learning Goals: To have students create linear and quadratic models for a startup business. They will graph and interpret systems of these regression and modeling equations in order to explore the relationship between and among expense, demand, price, revenue and profit. Students are given a market research scenario for a new product, attained from a focus group questionnaire. The research contains a list of ordered pairs in the form  $(p,q)$  where  $p$  is a potential price and  $q$  is the quantity of the product that the focus group member would purchase if it was set at that price. Using these ordered pairs, students construct a scatterplot, determine the correlation coefficient, and identify a linear regression equation in which  $q$  is the independent variable and  $p$  is the dependent variable. Then, given information about expenses, they are to set up a linear expense function in terms of the quantity demanded. The quadratic revenue and profit equations are determined and graphed on the same axes with the expense function. Students identify and interpret the breakeven points, the coordinates of the maximum point on the revenue graph, the coordinates of the maximum point on the profit graph, and the price at which the product should be sold in order to maximize profit. Finally, students are told the initial price per share for the company's stock and asked to determine the number of shares that must be sold in order to have enough money to start this business. Advanced Algebra with Financial Applications Second Edition Course Outline Page 31

Key Assignment 3.3: Creating Your Own, Original, Random Number Table Mathematics: Probability

Personal Finance Mathematics Learning Goals: To create a random number table to help students understand how they simulate random choice. Students use numbered ping pong balls to create a table of random digits. Aside from using their table to do problems in class, the creation of the table can help them understand that these tables represent random digits, and are not "rigged."

### Key Assignment 3.4: Creating A Financial Portfolio Using Linear Programming Mathematics: Linear programming

Mathematics Learning Goals: To set up constraint inequalities and a feasible region in order to set up an optimal financial portfolio. Students should reread Application 8 in section 9-8. This application will be the model for this assignment. They are to assume that they have \$500,000 to invest. They should interview a financial advisor and ask for a recommendation of two investment plans. In addition, they should ask what the estimated return on investment for each plan would be. Ask the advisor for constraints on the investment similar to those in Application 8. Then students are to apply the linear programming process to this investing situation and determine the amount to invest in each plan that will yield an optimal return of the investment.

### Key Assignment 3.5: Unbiased Estimators Mathematics: Measures of central tendency and measure of spread. Combinations.

Mathematics Learning Goals: To determine which sample statistics are unbiased estimators of population parameters. Students are given small populations of data. They then compose a table of all possible samples, some with, and some without replacement. They find sample statistics for each sample, and then average the sample statistics. This average is compared to the actual population parameter to see which of the statistics are unbiased estimators.

Unit 4: Employment and Income Taxes Many Internal Revenue Service and Social Security Administration regulations can be modeled by using linear and polygonal functions that have different slopes over different domains. Line By-line instructions for IRS forms can also be algebraically symbolized.

The problems, activities and projects inherent in studying employment and income taxes are a natural forum for all eight CCSS Mathematical Practice standards, but this unit highlights MP1, MP4, MP5, MP6, and MP7. Common Core State Standards for Mathematical Content that are Addressed A-CED1, A-CED2, A-CED3, A-CED4 A-REI3 A-SSE1 F-BF1, F-BF2 F-IF1, F-IF2, F-IF4, F-IF7b, F-IF8 F-LE1

#### Assignments

Key Assignment 4.1: Creating the Tax Worksheet Mathematics: Domains, piecewise functions, linear functions and graphs, point-slope form, slope-intercept form, graphs with cusps.

Mathematics Learning Goals: To derive the slope-intercept form used on the IRS tax worksheet by translating tax tables into piecewise functions. Advanced Algebra with Financial Applications Second Edition Course Outline Page 32 The tax tables give taxpayers a function in which the independent variable is the taxable income and the dependent variable is the tax. It is convoluted and has confused taxpayers for years. Within the last decade, the IRS created a worksheet that uses the slope-intercept form of the equations of a line to simplify calculations for the taxpayer. In this Key Assignment, students interpret the IRS Schedule, express the domains using compound inequality notation, and create the piecewise function that models the IRS intentions. They then convert this function, which is a translated version of point-slope form, into the slope-intercept form to create the tax worksheet.



Key Assignment 4.2: Graphing the FICA Tax Function Mathematics: Piecewise functions, slope, cusps, linear equations

Mathematics Learning Goals: To use graphs to compare the FICA tax longitudinally over a prescribed number of years. Students look up the FICA tax percents, and maximum taxable incomes to create piecewise functions for each of the last six years. They compute the maximum FICA tax, and graph all six years on the same axes, and use the graph to write a paragraph on what has happened to FICA taxes over those years. They discuss the significance of the coordinates of the cusp. They do the same for the tax years 1981-86, and compare the last six years to the years 1981-1986.

#### Unit 5: Automobile Ownership

Various functions, their graphs, and data analysis can be instrumental in the responsible purchase and operation of an automobile. In this unit, students will examine the mathematics of automobile advertising, sales and purchases, insurance, depreciation, safe driving, and accident reconstruction.

The problems, activities, and key assignments in this Automobile Ownership Unit offer students opportunities to learn, explore, and use the CCSS Mathematical Practices MP1, MP2, MP3, MP4, MP5, MP6. Common Core State Standards for Mathematical Content that are Addressed A-CED2, A-CED3, A-CED4 A-REI2, A-REI11 A-SSE1b, A-SSE3 F-IF1, F-IF2, F-IF3, F-IF4, F-IF6, F-IF7a, F-IF7b, F-IF7e, F-IF8b, F-IF9 F-BF2, F-BF5 F-LE1b, F-LE1c, F-LE2, F-LE4, F-LE5 G-C5 S-ID1, SID2, S-ID3, S-ID4, S-ID6, S-ID7 S-CP1, S-CP2, S-CP-3, S-CP4 S-MD1, S-MD2, S-MD4

Assignments Key Assignment 5.1: Using Statistics to Negotiate Auto Transactions Mathematics: Bivariate data, correlation, regression, mean, median, mode, quartiles, interquartile range, outliers, modified box-and-whisker plots, stem-and-leaf plots, frequency distributions, scatterplots.

Mathematics Learning Goals: To use measures of central tendency and measures of dispersion to mathematically negotiate the buying and/or selling of an automobile. Students choose a make, model and year for an automobile. They use the Internet and newspaper classified ads to find 10-20 of those cars for sale. They get the price of the car and the mileage it has. They construct modified box-and-whisker plots and describe the frequency distribution. They pair each car's price with its mileage to create a scatterplot. They classify the association as positive or negative. They find the regression line and correlation coefficient and interpret the relationship as strong, moderate or weak, and discuss its linearity. Their results are presented to the class via PowerPoint presentation or poster presentation.

Key Assignment 5.2: Automobile Cost and Depreciation Advanced Algebra with Financial Applications Second Edition Course Outline Page 33 Mathematics: Exponential regression, graphing linear and exponential functions, rational functions, linear/exponential systems, systems of linear equations, slope-intercept form. Mathematics Learning Goals: To use graphing techniques to compare the value of a car to the expense of purchasing it throughout its lifetime. Using the monthly payment rational function, students graph the cost  $C$  of purchasing a new car, using the down payment as the  $y$ -intercept, and the monthly payment as the slope. They then investigate three types of depreciation: straight-line, exponential, and historical bath tub graphs. They graph

the cost and depreciation functions on the same set of axes to find the month at which the total cost  $C$  of owning the car surpasses its value  $V$  as it depreciates. They identify and interpret the domains on which  $C > V$  and  $C < V$ .

**Key Assignment 5.3: Linear Depreciation and the IRS Mathematics: Linear equations, arithmetic sequences**

**Mathematics Learning Goals:** To model linear depreciation situations using linear equations and arithmetic sequences. Do an online search for IRS Publication 946 "How To Depreciate Property". The IRS uses a method known as "straight line depreciation". Research the depreciation conditions for business use of an automobile. How does the IRS depreciate automobiles that are used for business use? Go to an automobile sales website and select a car for business use. Determine the price for that car. Apply the IRS depreciation equation to determine the car value for 5 years. Model the car values using an arithmetic sequence. Write the general term for the arithmetic sequence.

**Key Assignment 5.4: The Physics of Driving Mathematics: Quadratic equations, radical functions, arc length, geometry of the circle.**

**Mathematics Learning Goals:** To use the mathematics listed to determine braking distances and to gather data from accident scenes. Students use formulas to determine reaction distance, braking distance, and figure out the speed a car was going based on its skid marks. The braking distance formula is a quadratic function, with speed as the independent variable. The skid speed formula is an irrational function that has three independent variables. Students also use the geometry of the circle to compute the radius of a given yaw mark, which is a curved skid mark, and use the radius and friction factor to find the speed the car was going when it began to skid. The students then prepare a PowerPoint or poster presentation for the driver's education class in their school.

**Key Assignment 5.5: Exponential Auto Depreciation. Mathematics: Exponential equations and geometric sequences**

**Mathematics Learning Goals:** To use the mathematics listed to model automobile depreciation. Although the IRS uses linear depreciation for reporting purposes, in reality, items usually depreciate by a certain percentage each year. Select three different car makes and models. Do Advanced Algebra with Financial Applications Second Edition Course Outline Page 34 research on historical depreciation of these cars. In other words, try to find the depreciation percentage (common ratio). Write a geometric series equation for each car. Graph each function. What implications can you make from the graphs?

## Unit 6: Consumer Credit

Becoming familiar with credit terminology and regulations is critical in making wise credit decisions. Credit comes at a price and in this unit students learn how to use mathematics to make wise credit choices that fit their needs, current financial situation, and future goals.

The problems, activities, and key assignments in this Consumer Credit Unit offer students opportunities to learn, explore, and use the CCSS Mathematical Practices MP1, MP2, MP4, MP5,

MP6, MP7. Common Core State Standards for Mathematical Content that are Addressed A?CED3 A?REI11 A?SSE1, A?SSE2, A?SSE3 F?IF7e, F?IF8b F?BF1a, F?BF5 F?LE4, F?LE5 N?Q1, N?Q2 S?ID6a

## Assignments

**Key Assignment 6.1: Can I Afford This Loan?** Mathematics: Exponential functions, logarithmic functions, system of exponential and linear functions, modeling, graphical interpretation

**Mathematics Learning Goals:** To use three modalities to determine the affordability of a loan: exponential formula evaluation, logarithmic formula evaluation, and interpreting an exponential/linear system. To use technology (graphing utility and/or spreadsheet) to make the determinations required and justify their responses. Students are given a scenario in which a family must make a decision about the affordability of a loan based on the principal, the loan length, the APR and the maximum affordable monthly payment the family is able to make towards loan debt reduction. Students determine the affordability of the loan in three different ways: using the monthly payment function, interpreting the graphs of the system of equations defined by the exponential monthly payment function and the linear maximum affordable monthly payment, and using the logarithmic loan length function. They are then asked to construct two spreadsheets: a monthly payment spreadsheet that charts the monthly payment as loan length time varies from 1 to 20 years, and a loan length spreadsheet that charts time as monthly payments vary from \$100 to \$1000. Finally, students must write up a summary analysis for this situation explaining how the algebraic modeling by the spreadsheet formulas supports their prior work.

**Key Assignment 6.2: Mathematically Modeling a Credit Card Statement** Mathematics: Algebraic modeling and spreadsheet formula creation

**Mathematics Learning Goals:** To algebraically model a month of activity on a person's credit card. Students create a 21-day credit calendar that depicts algebraic representations of daily balances based upon an opening balance of  $Y$  dollars, an  $X$ -dollar purchased on the 8th day, a  $Z$  dollar payment on the 13th day, and a  $W$ -dollar purchased on the 20th day. Using these representations from the calendar, they write algebraic expressions for the sum of the daily balances, the average daily balance, and the finance charge for this 21-day period given that the APR on this credit card is  $P\%$ . Students then create a spreadsheet that models the situation described above and test their spreadsheet for a given data set.

**Key Assignment 6.3: How Much Will That Student Loan Really Cost You?** Mathematics: exponential and rational functions Advanced Algebra with Financial Applications Second Edition Course Outline Page 35

**Mathematics Learning Goals:** Students will employ the simple interest formula, the monthly payment formula and the simplified interest formula to determine the total cost of a student loan. Students should select three different two-year colleges, four-year colleges or universities, or a career school. Go on the websites of those selected and determine the tuition cost for the upcoming school year. Assume that for each of the schools selected, the student will be financing the entire tuition costs. Go to websites such as <https://studentaid.ed.gov/sa/types/loans> to determine the terms and the interest rate for a 10-year Federal loan to pay off the first year of tuition. Go to websites such as <http://www.finaid.org/loans/privatestudentloans.phtml> to

determine the terms and interest rate for a 10-year private loan. Determine how much it will cost over the life of the loan at each institution in each of the following situations: Federal subsidized loan, Federal unsubsidized loan - payment starts after graduation, Federal unsubsidized loan - interest only paid while in school then full payments made after graduation, private loan - full payments made while in school. Students are to make a presentation about their findings.

Unit 7: Independent Living In this unit, students work their way through the mathematics that models moving, renting, and purchasing a place to live. They also explore the geometric demands of floor plans and design, and discover the relationship between area and probability. The problems, activities, and key assignments in this Independent Living Unit offer students opportunities to learn, explore, and use the CCSS Mathematical Practices MP1, MP4, MP5. Common Core State Standards for Mathematical Content that are Addressed A-APR6 A-CED2, ACED3 A-LE1 A-REI6 A-SSE1 F-BF1 G-C5 G-MG3 S-ID6a, S-ID6c, S-ID8 G-SRT2, G-SRT6, GSRT7, G-SRT8

### Assignments

Key Assignment 7.1: Areas of Irregular Plane Figures Mathematics: Probability, ratios, random integers, graphing, random number table

Mathematics Learning Goals: To use the Monte Carlo method to find the area of any regular or irregular plane figure. Students superimpose a grid on an irregular plane figure that is part of a landscape design. They outline the irregular figure with a rectangle and use a random number generator from a calculator, or a random number table, to generate 500 points, which they plot on their rectangular grid. As they plot each point, they note if it is inside or outside of the irregular region. They find the percent of random points that landed in the irregular region and take that percent of the area of the enclosing rectangle to approximate the area of the irregular region.

Key Assignment 7.2: Areas of Shaded Regions Mathematics: Area formulas

Mathematics Learning Goals: To determine areas of plane figures that have sections removed from them. As part of a unit on floor plans and interior design, students compute areas of floors to find the cost of new flooring. They also compute the cost of paint by taking the areas of the walls and subtracting window and door areas. They employ the area of a circle, square, triangle, rectangle, trapezoid, and parallelogram, and create a poster display on what a specific room cost to redo.

Key Assignment 7.3: The Apothem and the Area of a Regular Polygon Mathematics: Inscribed circles, area of a triangle, perimeter, congruence.

Mathematics Learning Goals: To derive a formula for the area of any regular polygon. Advanced Algebra with Financial Applications Second Edition Course Outline Page 36 Students use the area of a triangle to find the area of a regular polygon. They divide a regular polygon into triangles, by connecting the center to each vertex. They draw in the altitude, which is renamed the apothem, and find the area of the triangle. They discuss the congruence of the  $n$  triangles formed in the regular  $n$ -gon, and multiply to find the area of the polygon. They then model this algebraically, and use the commutative property of multiplication to derive the formula that the area is half the product of the apothem and the perimeter of the regular polygon.

Key Assignment 7.4: How Increased Payments Affect Mortgages Mathematics: Rational functions

**Mathematics Learning Goals:** To determine the reduction in interest that extra mortgage payments result in. Students use the monthly payment formula to compute the monthly payment for a hypothetical mortgage amount over 15 and 30 years. They compute the total payments, based on 12 monthly payments each year, and the total interest for the entire loan. They then use a mortgage calculator to assume an extra, 13th payment is made each year, so payments are made once every 4 weeks instead of once each month. They compute the interest and new total repayment period and compare the total interest to the original conventional mortgage to see the savings in total years and interest.

**Key Assignment 7.5: Buying Points** Go to three lending institutions and find information about their APR for 15 and 30-year mortgages, and the cost of buying traditional and negative points. Calculate the effect that buying 1, 2 and 3 points will have on the lifetime cost of a \$400,000 mortgage.

## Unit 8: Retirement Planning and Budgeting

The focus of this unit is on the mathematics of fiscal plans that workers can make years ahead of their retirement date. This involves a detailed study of retirement savings plans, both personal and federal, employee pension programs, and life insurance. Additionally, students are asked to call upon the knowledge acquired in all of the preceding units in order to create and chart a responsible personal budget plan, to mathematically analyze cash flow, and to determine net worth.

The problems, activities and projects inherent in studying budgeting and retirement planning are a natural forum for all eight CCSS Mathematical Practice standards, but this unit highlights MP1, MP2, MP4, MP5, MP6, and MP8. Common Core State Standards for Mathematical Content that are Addressed A-CED3 A-REI10 A-SSE1 F-BF1 F-IF4, F-IF5, F-IF7a, F-IF7b, F-IF8b N-Q1, N-Q2 N-VM6, N-VM7, N-VM8, N-VM9, N-VM10 S-MD1, S-MD2, S-MD4, S-MD5

### Assignments

**Key Assignment 8.1: How Do Life Insurance Companies Earn a Profit?** Mathematics: Expected value, random variables, probability distributions

**Mathematics Learning Goals:** To use probability distributions and mortality tables to compute the profit earned on a five-year term life insurance policy. Students use the probability inherent in mortality tables and life insurance annual premiums to compute the expected profit for a life insurance company's term policy. They create probability distributions for the random variable profit and compute expected profit by summing the products of the individual profits and probabilities for each year of the policy. They compute the minimum annual premium the company must charge to earn a profit.

**Key Assignment 8.2: Planning For Retirement** Mathematics: Exponential equations, expected value, data analysis, modeling and predicting

**Mathematics Learning Goals:** To apply prior knowledge from the banking unit to make decisions about the feasibility of a retirement plan. Advanced Algebra with Financial Applications Second

Edition Course Outline Page 37 Students are given financial information about a prospective retiree and asked to act as a financial retirement planner. The prospective retiree has also supplied the planner with desired monetary goals in retirement. Based upon information about savings plans, social security benefits, pensions, and life insurance policies, and using formulas learned in this unit, the planner is to write up a financial plan for the prospective retiree that includes at least two ways of meeting the goals and has mathematical justification for the recommendations made.

Key Assignment 8.3: Cash Flow, Net Worth and Debt Reduction Mathematics: Algebraic ratios, modeling, linear equations

Mathematics Learning Goals: To create a spreadsheet that calculates cash flow, net worth, and debt to income ratio. Students are given a budget spreadsheet that contains the headings of income, fixed expenses, variable expenses, and non-monthly expenses. There are sub-headings under each of these listing specific categories relating to the heading. Students are given a full accounting of a person's financial status and asked to build a spreadsheet that calculates that person's cash flow. In addition, the students are given information about the person's assets and liabilities and are asked to add it to the spreadsheet and determine the net worth. Finally, based upon the calculation of the debt-to-income ratio, students are asked to develop a debt reduction plan for the individual if necessary.

Key Assignment 8.4 Budget Line Equations Mathematics: Linear equations, domain, range, constraints, modeling

Mathematics Learning Goals: To construct and interpret a graphical representation of a particular aspect of a budget. A budget line graph allows the user to interpret many combinations of product usage based upon given constraints. The interpretation of the combinations allows the user to make decisions about affordability. Students are given information about a particular aspect of a personal budget. This data contains prices and budgeting constraints. Students are asked to construct a budget line equation of the form where costs are related to two budgeted items,  $x$  and  $y$ , and  $B$  is the budgeted amount. They then examine the regions above, on, and below the budget line to identify points representing affordability data. Students make recommendations for this budget item based upon the interpretation of the budget line graph.

Textbooks

Financial Algebra Gerber, Robert and Sgroi, Richard CENGAGE Learning 2018

### **Gustine High School Schoolwide Learner Outcomes (SLOs)**

To become **productive members of a community** who are **college- and career-ready** and able to excel to their **fullest potential**, students will:

- Be responsible citizens
- Work collaboratively and competently
- Be critical and creative thinkers
- Be effective communicators
- Develop personal and professional goals

**Agriculture Soil Chemistry**  
**Gustine FFA**

School Year: 2023-2024  
 Proposed Grade Level(s): 10-12  
 Grading: A-F  
 Prerequisite(s): Agriculture Biology  
 CTE Sector: AgriScience

Course Length: Full Year  
 A-G Subject Area: D-Science (in Process)  
 Credits: 5.0 per semester  
 Articulation Units: N/A  
 Instructor: Certificated Instructor

**Course Outline:**

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil, land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will create an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. Students will develop and present a soil management plan for agricultural producers, using the content learned throughout the course. The course also satisfies the UC subject “D” and CSU Lab Science Requirements. Being enrolled in an agriculture class allows you to be a member of the National FFA Organization.

1st Semester	2nd Semester
Introduction to Course Lab Safety Scientific Method Review Introduction to: <ul style="list-style-type: none"> <li>● Engineering Method</li> <li>● Agriscience Fair Research</li> <li>● Periodic Table</li> <li>● Element Family Traits</li> </ul> Soil Structure and Composition Careers in Soil Science    Agriculture /FFA AET	Ions and Bonding Chemical Bonding Water and Soil Management Plant and Soil Management Soil Sustainability  Ag/FFA AET

I. **Class Participation / Behavior:** Participation and classroom behavior will account for 10% of the total grade earned during the grading period. 5 points are eligible each day for participation (coming to class on

time, prepared, etc..) and behavior. Points are entered into the grade book (Aeries) bi-weekly. These points CANNOT be made up.

II. **Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

**Ag Soil Chemistry**

15%	FFA Participation *
40%	Projects, Tests / Quizzes
45%	Classroom Assignments/Activities, AET Record Keeping/SAE's
100%	Total

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III. **Materials Needed:**

- Pen / pencil (everyday)
- Chromebook (Provided by GHS - chromebook must be charged everyday failure to bring chromebook fully charged to school everyday may possibly cause the student to lose participation points.
- Hard Copy Notebook - The Ag department will provide one notebook for the whole school year. If that notebook is lost or misplaced it is the responsibility of the student/parent to get a replacement.

(\*) **“FFA Participation”** – All of the Gustine High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum include an “intra-curricular” format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. 15% of a student’s grades in these courses are designed to encourage activity/involvement beyond the classroom. 2 FFA activities each quarter makes up the 15% portion of a student’s grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 2 required) go towards overall class “extra-credit”, so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the “FFA Participation” aspect of our courses/grading contributes towards that goal. (CA Ed Code 52454)

**Ag Dept. / Classroom Rules**

1. The Agriculture Department will strictly adhere to Gustine High School’s Student Responsibilities – Rules and Attendance policies. They are written and available for review at [ghs.gustineusd.org](http://ghs.gustineusd.org).
2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Students are expected to BE RESPECTFUL and treat their class, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.



4. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

#### Class/Classroom Policy Highlights

- a. You are expected to be ON TIME for class, RESPECTFUL in class, PREPARED for class, and RESPONSIBLE for your actions.
- b. Cell phones and/or headphones, headsets, or earbuds are not to be used, heard, and/or seen during class time unless authorized/approved by the teacher. If you need to use/check your cell phone, ask for permission from the teacher, otherwise it will be confiscated and sent to school administration. **This is your "WARNING" of what WILL happen. Choose wisely.**
- c. When Chromebooks are used in class for a specific purpose, students must be on the correct assignment. A student using any feature of the Chromebook in a way that the teacher deems a distraction to the student or the class or in manner not associated with the lesson/assignment, will lose the use of the Chromebook for the remainder of the period.
- d. Hats, beanies, or hoodies are NOT allowed to be worn in the classroom. Any unauthorized hat/clothing will be reported.
- e. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.
- f. Prior to the bell ringing and/or being dismissed, all tables/desks and chairs must be straightened / organized prior to being dismissed from class. You may not leave on your own accord.
- g. No one will be allowed to use the restroom during class time without permission from the teacher/instructor. Students will not be allowed to use the restroom for the last ten minutes of class.
- h. Eating is not allowed in any Ag classroom/building during class time. Bottled water, milk, or juice is permissible as long as it does not disrupt class and students throw away contents when done. If gum is seen or heard, you will be asked to discard it immediately/appropriately (trashcan). Gum discarded on seats/tables will require that student to clean all tables/chairs.
- i. Assignments are expected to be turned in on time. All assignments are provided at the start of each week (Monday-Wednesday). All assignments are due at the end of the week (Friday) unless instructed otherwise by the teacher/instructor.
- j. **It is the student's responsibility to communicate with the teacher on what was missed upon returning to class.** Any missed quiz, test, and/or assignment must be made up within 1 week after returning to school for full credit. Failure to do so will result in a score of 0 (zero).
- k. Inappropriate language, class disruption, and/or inappropriate behavior will not be accepted and will be addressed.
- l. All students are required to follow GHS dress code policy. Including class trips, off campus

tours, or at FFA Activities.

### **Behavior Expectations and Consequences**

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior and/or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or GHS administration action.

**We have discussed the above information (including the back side of this page) in class. Parent/legal guardian please take the time to discuss the information with your student. Sign and return this form to Ms. Martinez.**

### **Units of Study**

Unit Title	Description Topics Addressed	NGSS & CA Ag Standards	Lab(s) Activities
<b>Introduction to Agriscience Practices</b>	<p>Lab Safety</p> <p>Scientific Method Review and Introduction to Engineering Method</p> <p>1. Personal/lab Safety -Demonstrate an understanding of safe practices and identify strategies to maintain personal safety</p> <p>2. Accident Prevention and Emergency Procedures -Describe accident prevention techniques and provide methods to prevent accidents in the workplace -Recognize policies, procedures and regulations regarding health and safety in the workplace, including employers' and employees' Responsibilities</p>	<p><b>HS-ETS1-1:</b> Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p><b>HS-ETS1-2:</b> Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p><b>HS-ETS1-3:</b> Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>	<p>Students will create a visual presentation on lab safety procedures.</p> <p>Students will be able to identify lab tools correctly and emergency/safety kits in the classroom/lab.</p> <p>Students will pass the safety exam with a 100% to be able to participate in labs by the end of the unit.</p> <p>Students will review the Scientific Method Unit and compare it to the engineering method.</p> <p>Students will create their own experiment given a scenario tied to conservation and agriculture.</p> <p>Lab:</p> <ul style="list-style-type: none"> <li>● Eggshell Physics</li> </ul>
<b>Nature of Soil</b>	<ul style="list-style-type: none"> <li>● Soil Structure/Composition</li> <li>● Soil Characteristics</li> <li>● Soil Formation/Profile</li> <li>● Soil Orders</li> </ul>	<p><b>C2.1:</b> Identify important agricultural environmental impacts on soil, water, and air</p> <p><b>C10.1:</b> Recognize the major soil components and types.</p>	<p>Students will take soil jar samples of places used to grow crops around the community.</p>

	<p>Students will demonstrate the components soil (sand, silt, clay), its function in agriculture of soil.</p> <p>Students will analyze soil and explain from different landscape plots and agriculture growing areas.</p> <p>Students will demonstrate and use soil horizon and soil types to apply and measure organic matter in soil.</p> <p>Students will perform and analyze soil with a pH test.</p>	<p><b>C10.2:</b> Summarize how soil texture, structure, pH, and salinity affect plant growth.</p> <p><b>E2.1:</b> Explain the government's role in regulating air, soil, and water use management practices and conservation strategies.</p> <p><b>F2.4:</b> Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.</p>	<p>Students will create a phenomena explaining the importance of soil profiles.</p> <p>Students will be able to scientifically explain soil characteristics.</p> <p>Lab:</p> <ul style="list-style-type: none"> <li>● Jar Method Lab</li> <li>● Edible Soil Lab</li> </ul>
<p>Nature of the Elements-Atoms, Periodic Table, Elements Phenomena: Plant Nutrients-NPK</p>	<ul style="list-style-type: none"> <li>● Introduction to the Atom</li> <li>● History of the Periodic Table</li> <li>● Introduction to the Periodic Table</li> <li>● Element Family Traits</li> <li>● Iron Chef-Plant Nutrients</li> <li>● Essential Plant Nutrients</li> <li>● NPK Testing Lab</li> </ul>	<p>HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</p> <p>HS-PS1-8: Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.</p>	<p>Students will develop models to explain an atom and draw the atoms family.</p> <p>Students will learn the accurate symbols of the periodic table and elements.</p> <p>Students will identify the plant nutrient essential elements.</p> <p>Labs:</p> <ul style="list-style-type: none"> <li>● Milk and Soap Experiment</li> <li>● NPK Testing Lab</li> </ul>
<p>Bonding, Ions, &amp; Soil Phenomena: Fertilizer</p>	<ul style="list-style-type: none"> <li>● Lewis Dot Structure</li> <li>● Ions</li> <li>● Types of Bonding</li> <li>● Types of Chemical Reactions</li> <li>● Cation Exchange Capacity</li> <li>● Fertilizer (Bonding)</li> </ul>	<p>HS-PS1-2.: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</p> <p>HS-PS1-5: Apply scientific principles and evidence to provide an explanation about</p>	<ul style="list-style-type: none"> <li>● CEC Candy Lab</li> <li>● NPK Lab</li> </ul>

		<p>the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*</p>	
<p>Chemical Reactions Phenomena: Why do tractors rust?/ Photosynthesis</p>	<ul style="list-style-type: none"> <li>● Types of Reactions</li> <li>● Balancing Chemical Equations</li> </ul>	<p>HS-PS1-2.: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</p> <p>HS-PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>HS PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p>HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p>	
<p>Stoichiometry Phenomena: Fizzy Pop</p>	<ul style="list-style-type: none"> <li>● Moles</li> <li>● Molar Mass</li> <li>● Stoich Conversions</li> <li>● Solutions/Solubility</li> <li>● Concentrations</li> <li>● Acids/Bases</li> <li>● pH</li> <li>● Nutrient Availability</li> <li>● Salinity/Conductivity</li> </ul>	<p>HS PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p>HS-PS1-2.: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of</p>	<p>Labs:</p> <ul style="list-style-type: none"> <li>● Fizzy Drink: Stoichiometry</li> </ul>

		the patterns of chemical properties.	
Soils & Water- Water Soil Management/W ater Quality		C10.3: Assess water delivery and irrigation system options.  D2.1: Assess the flow of nutrients from the soil, through the animal, and back to the soil.  F5.1: Explain how basic soil science and water principles affect plant growth.	Lab: <ul style="list-style-type: none"> <li>● Concentrate Solutions</li> <li>● pH Lab</li> <li>● Nutrient Uptake</li> </ul>
Agriscience Project Final	<ol style="list-style-type: none"> <li>1. Development of horticulture projects</li> <li>2. Statistical management of project</li> <li>3. Analysis of results</li> </ol>	HS-ETS1-1. HS-ETS1-2 HS-ETS1-3.  Agriscience Fair Research Project Unit  Students will conduct, and create an experiment related to plant science and follow the FFA CDE Guidelines (CATA Website: Curricular Code: Agriscience fair)	Students will complete an FFA Agriscience Fair Project following the CATA Curricular Activities Code in the link provided. Students will complete their science project in a local competition and then move on to Region, State and National levels as qualified. The project goals are to provide students with an opportunity to use the scientific process, reinforce skills and principles and demonstrate and apply skills learned in Plant Sciences and showcasing the students research project outcome.

Course Materials (Recommended)

Title	Authors	Publisher	Year/Edition	Website/URL
Discovery Science TechBook- California Chemistry	Discovery Education	Discovery Education	2021	<a href="https://www.discoveryeducation.com/solutions/science-techbook/ngss/">https://www.discoveryeducation.com/solutions/science-techbook/ngss/</a>
Experience Chemistry	Christopher Moore, Michael Wyession, Bryn Lutes	Pearson-Prentice Hall	2022	<a href="https://www.savvas.com/index.cfm?locator=PS3bG7">https://www.savvas.com/index.cfm?locator=PS3bG7</a>
Soil Science and Management	Edward Plaster	Cengage	2014/6th Edition	<a href="https://faculty.cengage.com/titles/97">https://faculty.cengage.com/titles/97</a>

### **Gustine High School Schoolwide Learner Outcomes (SLOs)**

To become **productive members of a community** who are **college- and career-ready** and able to excel to their **fullest potential**, students will:

- Be responsible citizens
- Work collaboratively and competently
- Be critical and creative thinkers
- Be effective communicators
- Develop personal and professional goals

**GUSTINE UNIFIED SCHOOL DISTRICT**

**Meeting of the Board of Trustees**

**MEETING DATE:**

June 14, 2023

---

**AGENDA ITEM TITLE:** California State University, Fresno MOU

**AGENDA SECTION:** Action

**PRESENTED BY:** Dr. Bryan Ballenger, Superintendent

**RECOMMENDATIONS:**

It is recommended that the Board of Trustees approve the California State University Fresno MOU.

**SUMMARY:**

**FISCAL IMPACT:** Only Transportation Costs

**BUDGET CATEGORY:**

## MEMORANDUM OF UNDERSTANDING

### Preface

This Memorandum of Understanding (“MOU”) between **Gustine Unified School District** (“GUSD”) (“School District”) and California State University, Fresno (“Fresno State”), dated for convenience and entered into this 1st day of June 2023, concerns an understanding between Fresno State and the School District regarding the development and implementation of the direct-admit program called Bulldog Bound designed to create and sustain a more robust college-going culture in the San Joaquin Valley.

### Recitals

WHEREAS, the Fresno State, Division of Student Affairs and Enrollment Management seeks to “educate and empower students for success” through the development and implementation of innovative programs and services. Partnering with regional K-12 educational institutions allows Fresno State to better realize the overarching goal of GI 2025 which empowers the California State University’s to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps.

WHEREAS, School District, prepares students for post-secondary success; and serves as a strategic partner with college and university partners on mutually beneficial goals that seek to raise the college-going rate, prepare students for the workforce, and improve the social mobility of all students.

NOW THEREFORE, the parties hereto agree as follows:

Understanding of the Parties:

#### **School District will:**

1. Provide necessary support for planning, scheduling, and cooperation on logistical elements of the Bulldog Bound direct-admit program.
2. Collaborate with Fresno State to implement programs that support experiences in alignment with School District priorities and Fresno State initiatives.
3. Cooperate in data sharing under the appropriate agreements in accordance with applicable privacy protections.

#### **Fresno State will:**

1. Provide staffing for the implementation of activities under the Bulldog Bound direct-admit program.
2. Execute necessary data-sharing, data privacy, and contractual agreements in alignment with School District guidelines and applicable law.
3. Collect data to evaluate the success of the program in cooperation with the School District.
4. Provide operational support and facilities to host on-campus activities.
5. Recruit students and engage in outreach activities to raise awareness of students, family, and community members.



6. Consider recommendations from the School District to better understand specific elements of the program requiring modification.

#### Terms and Conditions

1. Term: The term of this MOU (hereinafter the "MOU") shall begin as of June 1, 2023, and shall continue until terminated pursuant to paragraph 2 below.
2. Termination: This MOU shall terminate without cause, upon written notice provided by either party to the other, at least thirty (30) days in advance of the intended termination date.
3. Payment: There will be no exchange of funds between either party unless agreed upon in the form of a separate contractual agreement to cover expenses pertaining to staffing, activities, or other necessary costs.
4. No agency: Nothing in this MOU is intended to create a partnership, joint venture, or business collaboration between the parties hereto. Neither party has the authority to represent itself to the public as an agent of the other, and neither party has the authority to enter into contracts on behalf of the other.
5. Dispute Resolution: The parties will make a good faith effort to resolve disputes concerning the interpretation or performance of this agreement.
6. Severability: If any provisions of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU such provisions shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided the severed provision(s) are not material to the overall purpose and operation of this MOU.
7. Indemnification: **GUSD** shall indemnify, defend, and hold harmless the State of California, Board of Trustees of the California State University, CSU, and their respective officers, agents and employees from any and all claims and losses accruing or resulting to any other person, firm or corporation furnishing or supplying work, service, materials or supplies in connection with the performance of this MOU, and from any and all claims and losses accruing or resulting to any person, firm or corporation related to, arising out of or resulting from **GUSD**'s performance of this MOU.
8. Insurance Requirements: Insurance is required per requirements in Exhibit A.
9. Facility Use: In recognition of the diverse range of materials available in its collections, the library assumes no liability for any potential exposure of minors to materials that may be deemed inappropriate. The library also recognizes that individual perceptions of appropriateness may vary and therefore cannot control the personal choices and actions of its patrons. While the library strives to provide a safe and inclusive environment, it cannot guarantee that all individuals who frequent the library will behave in a manner that is universally deemed acceptable. As such, the library emphasizes the importance of parental or guardian guidance in monitoring and selecting materials appropriate for minors and assumes no liability for minors' exposure to materials deemed inappropriate or individuals engaging in objectionable behavior. In the event of library material damages or losses incurred by students participating in the Bulldog Bound program, the respective school

district of the student shall bear the financial responsibility for replacement or compensation. The school district agrees to promptly reimburse Fresno State for the full cost of any lost or damaged library print materials, including books, media, and other related items, as determined by the Fresno State Library. Fresno State will provide the school district with a detailed list of the lost materials, including the titles, authors, and costs of each item, as well as any additional information required by the school district for processing the reimbursement. The school district also agrees to cooperate with Fresno State in its efforts to recover any lost print library materials, including but not limited to assisting with the identification of responsible parties and providing any necessary information or documentation. Furthermore, the school district agrees that if its students make use of technology equipment supplied by the Fresno State Library, it is the school district's responsibility to assume liability for any inadvertent or deliberate damage or destruction inflicted upon said equipment. The district shall promptly compensate Fresno State for any essential repairs or replacements required. This provision remains in effect throughout the duration of the Bulldog Bound program, surviving the termination or expiration of the MOU.

10. **Rights in Work Product:** All inventions, discoveries, intellectual property, technical communications, and records originated or prepared by Fresno State pursuant to this MOU, including papers, reports, charts, computer programs, and other documentation or improvements thereto, and including Fresno State administrative communications and records relating to this MOU (collectively, the "Work Product"), shall be Fresno State Exclusive property. The provisions of this section may be revised in a Statement of Work. However, all finished product or deliverables required under this contract shall be the exclusive property of Fresno State and may be used at Fresno State's discretion.
11. **Governing Law:** This agreement shall be construed and enforced in accordance with the laws of the State of California.
12. **Notices:** All notices herein required to be given, or which may be given by either party to the other, shall be deemed to have been fully given when made in writing and deposited in the United States mail, certified and postage prepaid and addressed as herein provided.

**Notice to the School District shall be addressed as follows:**

Gustine Unified School District  
Kim Medeiros, Director of Curriculum and Instruction  
1500 Meredith Ave.  
Gustine, California 95322  
[kmediros@gustineusd.org](mailto:kmediros@gustineusd.org)

**Notice to Fresno State shall be addressed to:**

California State University, Fresno  
Brian Cotham, Procurement Department  
5150 N Maple Ave, M/S JA111  
Fresno, California 93740-8004  
559.278.2111  
[bcotham@csufresno.edu](mailto:bcotham@csufresno.edu)

13. Headings: The headings of each paragraph of this MOU are for convenience only, and are not intended to be used in the construction of terms and conditions following such headings.
14. Execution: Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

The parties to this MOU evidence their assent to the terms and conditions contained herein by signing in the spaces provided below.

California State University, Fresno

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Saul Jiménez-Sandoval  
President  
California State University, Fresno

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Brian Cotham  
Director of Procurement

School District

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Bryan Ballenger  
Superintendent  
Gustine Unified School District

**GUSTINE UNIFIED SCHOOL DISTRICT****Meeting of the Board of Trustees****MEETING DATE:**

June 14, 2023

---

**AGENDA ITEM TITLE:** GoGuardian TutorMe Purchase**AGENDA SECTION:** Action**PRESENTED BY:** Kim Medeiros, Director of Curriculum & Instruction**RECOMMENDATIONS:**

It is recommended the Board of Trustees approve the GoGuardian TutorMe Purchase.

**SUMMARY:**

Gustine Unified School District is seeking approval for TutorMe, an online tutoring service, for students in grades 5-12. The on demand 24/7 support will provide students with the help they need when they need it. The tutoring can be in the form of text-chat, audio, and live video based tutoring.

The program also provides actionable data through monthly reports that can be run by individual or groups. These reports can provide insight into the number of sessions used, the number of sessions by subject, the time used by students, and post survey results.

The district is seeking to purchase 300 hours which may be renewed in 300 hour increments to meet the needs of our students.

**FISCAL IMPACT:** \$10,200**BUDGET CATEGORY:** LCFE

# ORDER FORM

QUOTE # Q-304218  
DATE 5/25/2023  
EXPIRATION DATE 6/15/2023



## Bill To

Gustine Unified School District (CA)  
1500 Meredith Ave  
Gustine, California 95322  
United States

## Ship To

Kim Medeiros  
Gustine Unified School District (CA)  
1500 Meredith Ave  
Gustine, California 95322-1701  
United States  
2098543784  
kmediros@gustineusd.org

## GoGuardian

Liminex, Inc. dba GoGuardian  
2030 E Maple Avenue  
El Segundo, California 90245  
United States

Thank you for your interest in our products! This order form ("**Order Form**") identifies the GoGuardian products you have selected for subscription ("**Licensed Product(s)**"), the term of your initial subscription(s) to the Licensed Product(s) ("**Initial Term**"), the number of licenses included in your base subscription(s) ("**Licenses**"), as well as the fees associated with your base subscription(s), any Licenses you add to your subscription(s) during the Initial Term, and support and professional services related to the Licensed Product(s).

This Order Form, once executed by authorized representatives of Liminex, Inc. dba GoGuardian ("**GoGuardian**") on behalf of itself and its family of company Affiliates including Pear Deck, Inc. ("**Pear Deck**"), EduLastic (formally - Snapwiz, Inc. doing business as EduLastic, "**EduLastic**"), and Zorro Holdco LLC dba TutorMe ("**TutorMe**"), and the organization listed below ("**School**," "**you**" or "**your**"), and together with the Liminex Product Terms of Service and End User License Agreement available at <https://www.goguardian.com/policies/eula> (for Liminex), <https://www.peardeck.com/terms-of-service> (for Pear Deck), <http://edulastic.com/terms-of-service> (for EduLastic), and <https://tutorme.com/policies/eula> (for TutorMe) (the "**Terms**" and, together with this Order Form, the "**Agreement**"), forms a binding contract. All capitalized terms not defined in this Order Form have the meaning given to them in the Terms. In the event of any conflict between this Order Form and the Terms, the terms set forth in this Order Form will prevail, but solely with respect to this Order Form. We do not agree to any other terms, including without limitation any terms on your School's purchase order.

QTY	PART #	DESCRIPTION	START DATE	END DATE	UNIT PRICE	EXTENDED
300	GG-TMH1Y-000001	Tutoring Hours	6/15/2023	6/14/2024	\$34.00	\$10,200.00
<b>TOTAL (USD):</b>						<b>\$10,200.00</b>

### Additional Notes:

\$2,500 set-up fee will be waived if this quote is signed on or before 6/15/2023

**Hourly Subscription.** School shall provide TutorMe an accurate count of its total User population that may access the Services during the Term. Tutoring hours are tracked in 15-minute increments. Any and all unused Tutoring Hours remaining upon the end date shown on the Order Form ("**End Date**"), or in the event this Agreement is terminated by School for any reason prior to the end of Term or any Renewal Term, are non-refundable, non-transferable, and shall be forfeited. Additional Hours, once deployed, will be rolled into your base subscription for any upcoming Renewal Term.

**Add-on Licenses.** If during the Initial Term or during any Renewal Term, you would like to expand your base subscription(s) to include additional Licenses, or if applicable, for additional Tutoring Hours, please contact GoGuardian so that we can send you an additional Order Form for those 'add-on' Licenses ("**Add-Ons**"). If we do not hear from you and you deploy additional Licenses, we will send you an Order Form and invoice your Organization for subscriptions to the Add-Ons you use. Add-Ons, once deployed, will be rolled into your base subscription, and, collectively, are referred to as the "**Subscription**."

# ORDER FORM

**QUOTE #** Q-304218  
**DATE** 5/25/2023  
**EXPIRATION DATE** 6/15/2023



## RENEWAL SUBSCRIPTION TERMS

Following the Initial Term, your Subscription (including any Add-Ons during the previous term) will automatically renew on an annual basis for successive 12-month periods (each, a “**Renewal Term**,” and together with the Initial Term, the “**Term**”) at our then-current fees (including an Innovation Increase as defined below) for such Subscription, or, if applicable, for the amount of Tutoring Hours purchased in the prior Term, unless you provide us with written notice of cancellation or written intent not to renew at least sixty (60) days prior to the end of the then-current Term. Your cancellation will take effect as of the last day of your then current Term and you will not be charged for the upcoming Renewal Term. You will not be entitled to receive a refund or credit of any subscription fees paid for your then-current Term even if you elect not to use the Subscription for the remainder of that Term.

## PAYMENT

Full payment of the Total Base Subscription Fees for Initial Term is required before access to the Subscription is provided for the Initial Term. Your Organization is responsible for all payment of fees associated with any Add-Ons. Payment for all fees, including any fees for Add-Ons, is due within thirty (30) days of invoice date. Payment of the applicable Total Base Subscription Fees (including fees for any Add-Ons) for each Renewal Term is also due up front in full in advance of each Renewal Term, Your School is responsible for all taxes and duties unless expressly included in this Order Form.

**Signature:**

\_\_\_\_\_

**Name:**

\_\_\_\_\_

**Title:**

\_\_\_\_\_

**Email:**

\_\_\_\_\_

**Accounts Payable Name:**

\_\_\_\_\_

**Accounts Payable Email:**

\_\_\_\_\_

**PO Number (Optional):**



















\_\_\_\_\_

**Additional Notes (requests for delayed invoicing, etc.):**

\_\_\_\_\_

# How's TutorMe different from Tutor.com?

- TutorMe's incorporation of the **best parts of in-person learning** – including opt-in live audio and video – has been our focus from the start. Live, synchronous video is a new feature for Tutor.com (added 01/'23). TutorMe's years of experience with live video tutoring has allowed us to further develop this feature for enhanced usability and optimized safeguards for student safety.
- Students who use TutorMe are **not getting bounced around from tutor to tutor in one session**. We believe it's important that a tutor is committed to guide the student to their "lightbulb moment".
- TutorMe beat Tutor.com in winning the Best Tutoring Solution of the EdTech Awards 2022 and the 2022 SIIA CODiE Award for Best Overall Education Solution *and* Best Virtual Learning Solution. Judges called TutorMe's learning solution, "top of its class"

- |                                       |  |  |
|---------------------------------------|---|---|
| Text-chat, audio and video features   |  |  |
| Optimized for live video tutoring     |  |  |
| Offers 10+ world languages            |  |  |
| Modern, award-winning interface       |  |  |
| Robust toolset for advanced subjects  |  |  |
| Customized writing feedback in <12h   |  |  |
| 1:1 personalized learning support     |  |  |
| User-friendly for elementary students |  |  |



The  
Princeton  
Review<sup>®</sup>

tutor  
.com<sup>™</sup>

K-12

May 24, 2023

Your Partner in College and Career Readiness Programs

●  
**KEISHA HELLON**  
DIRECTOR, WEST REGION  
K-12 EDUCATIONAL PARTNERSHIPS  
THE PRINCETON REVIEW  
KEISHA.HELLON@REVIEW.COM  
(909) 278-4441

**ONLINE ACADEMIC TUTORING PROPOSAL FOR:**

**GUSTINE UNIFIED SCHOOL DISTRICT**



Kim Medeiros  
Curriculum and Instruction Coordinator  
Gustine Unified School District

Dear Kim,

Thank you for this opportunity to explore continuing our partnership with your district for online tutoring!

Tutor.com can help your schools meet this challenge by providing your students with timely and essential support: 24/7 one-to-one tutoring (on-demand, scheduled, and asynchronous) for 200+ subjects, test prep, and career readiness. This includes all AP and IB coursework.

Your students will be able to access this anywhere, via any Internet-connected device, which further ensures that they can connect with educational experts and resources at any time. This is particularly important now as schools struggle to maintain educational continuity and equity of access due to COVID-19.

### **WHO WE ARE**

Tutor.com is a trusted and reliable academic partner that's been helping students for more than 22 years. Since our inception in 1998, we've delivered more than 22 million tutoring sessions – more than any other provider – and currently provide our award-winning services to hundreds of schools and thousands of students nationwide.

In addition to K-12 schools, our solution is used by colleges and universities, libraries, and companies. We're also the official tutoring and homework help provider for the U.S. Department of Defense, serving U.S. military families in the Air Force, Army, Marines, Navy, National Guard, Reserves, and Coast Guard.

### **HOW WE HELP**

Tutoring is provided in our easy-to-use virtual classroom by more than 3,700 rigorously vetted and trained experts, with each session tailored to a student's unique needs and learning style. Once connected with a tutor, which occurs within *seconds* of an on-demand request, your student receives the tutor's undivided attention.

These services are designed to supplement the hard work your faculty and staff already do. They not only provide personalized, targeted learning, as well as access for those with disabilities, but the data necessary to help students, teachers, and schools excel.

Our services are also scalable, ranging from a full-service 24/7 solution to other options. The attached proposal further describes these and our promise to provide positive and measurable outcomes.

Thank you for considering Tutor.com. We would welcome the opportunity to continue supporting Gustine Unified School District and look forward to further discussion.

Keisha Hellon  
Director, West Region, K-12 Educational Partnerships  
The Princeton Review  
(909) 278-4441



# Tutor.com for K-12

## OUR MISSION

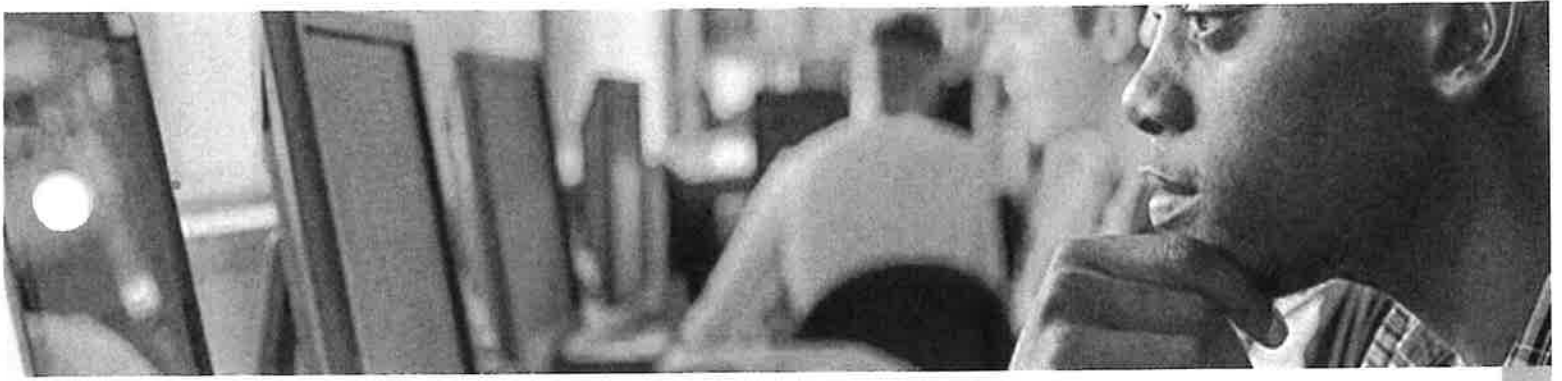
Our mission is to help all students reach their full potential. We accomplish this by providing access to exceptional educational support, which enables students to gain the knowledge, skills, and confidence they need to succeed.

## OUR PROMISE

Tutor.com will provide expert and encouraging tutoring that your students will love, through a proactive and supporting partnership that you'll love, with positive and measurable results that everyone will love.

## OUR DIFFERENCE

- Tutor.com is the most **trusted and reliable** online tutoring service in its industry, providing support to hundreds of clients and thousands of students, for over 21 years.
- We connect students to tutors within seconds of their on-demand tutoring requests, **24/7, in over 200 subject areas**. Once connected, each student receives a tutor's *undivided* attention until the session's educationally sound conclusion.
- We provide access to **bilingual Spanish-speaking tutors** to further assist English learners in math, science, and social studies.
- We always deliver on our **promise of quality and transparency**, consistently providing service levels that exceed expectations. There are no smoke and mirrors.
- We select only **the best tutors**, fully orient them to our methodologies and philosophies, then continuously monitor and mentor them to ensure **optimal student outcomes**.
- We can connect **parents** with student coaching guidance to help them support children learning at home.
- We provide clients with **proactive, high-touch support**, empathizing with their needs and working with them to meet these, while also being responsive to any questions or concerns.
- We **utilize data effectively** to continuously monitor and improve our services and inform our clients of opportunities for **early student intervention** and program success.



## How We Support Students, Teachers, Parents, and Schools

Tutor.com's processes and approach, which include targeted learning and feedback, helps students, teachers, and schools on multiple levels. We also offer student coaching assistance to parents!

### We help students by:

- Assessing skill knowledge and mastery and providing targeted learning engagements with carefully vetted subject matter experts
- Facilitating understanding of critical concepts via critical thinking and positive reinforcement
- Using multi-modal instructional methods targeting the different learning styles of students, including on-demand tutoring, scheduled tutoring, and asynchronous assistance
- Providing a range of accessibility options and an accessibility classroom that's fully ADA and Section 508 compliant
- Protecting student privacy at all times; Tutor.com complies with all requirements regarding student data and privacy, including FERPA and others

### We support teachers by:

- Extending instructional moments to help save valuable classroom learning time
- Reinforcing core learning principles for students that helps teachers stay on track with core curriculum and whole-class learning
- Providing insights into student knowledge and progression through diagnostic data
- Identifying learning needs and providing notification for any student at risk of falling behind

### We serve schools by:

- Identifying vital elements that need reinforcement at the school level, including core curriculum, professional development, and/or instructional strategies
- Offering prompt intervention for students to effect positive change
- Increasing persistence in students with higher GPAs and instilling the confidence needed to continue in college-ready/college-going advancement

### We assist parents by:

Helping them to help their kids! Tutor.com tutors also work with parents to help them coach their K-12 student. They provide resources, suggestions, techniques, and support for the following areas of focus:

- Scheduling and organization
- Using resources
- Setting expectations and finding balance
- Studying techniques and managing knowledge gaps
- Motivation and goals

## About Our Tutors

Tutor.com takes great care in selecting and supporting its tutors. We understand that the service we provide is representative of Gustine Unified School District and must reflect your high standards of exceptional service. To that end, our greatest investment is in our tutors. Here are the components of our tutor selection and management process:

**Qualifications:** Tutor.com tutors for have a minimum of a bachelor's degree in the field or subfield in which they tutor. Many have advanced degrees and many are faculty members, adjuncts, or teachers, or are employed in the fields for which they tutor.

**Subject expertise:** Tutor.com invokes a stringent vetting process to ensure that our tutors meet our standards for effective tutoring. This multi-step process begins with a rigorous subject exam. Less than 10 percent of applicants succeed on this critical element.

**Interviews and reviews:** Applicants meeting our minimum education requirements and passing our subject examinations then participate in an in-depth interview and introduction to Tutor.com. The process includes gaining experience in our online classroom, a review of our policies and expectations, and a thorough explanation of our pedagogy and methodologies, all led by our expert facilitators who have vast tutoring experience themselves.

**Background check:** Upon completion of the interview and introduction, Tutor.com conducts an extensive third-party background check. All tutors must satisfactorily pass this, which includes a multi-tiered criminal history check and education verification. **Background checks are repeated multiple times a year for all tutors.**



*Daria S.*



*Scott R.*



*Rachel N.*



*Jamarius W.*



*Shelly V.*

**Ongoing monitoring:** The quality of our tutoring service is a key component of our success. Once tutors are selected, they're assigned to a Quality Specialist (QS). The QS reviews each tutor's sessions on a regular basis, providing constructive feedback and helpful resources while also tracking performance.

The quality reviews are supplemented by several other quality assurance systems such as student comment reviews and automated transcript reviews. New tutors (those within their first 30-60 days) receive quality reviews, on average, every 7-10 days. More advanced tutors also receive regular feedback from their QS on an ongoing basis.

**Resources:** In addition to the above, we also provide our tutors with an extensive resource center containing videos, articles, and documents ranging from tutoring techniques to subject-specific resources. These resources are constantly updated to reflect changing practices and newly developed

subjects. We also provide our tutors with a monthly newsletter containing additional articles on tutoring strategies and student successes.

**Professional development and support:** Tutors are rewarded and supported through awards and status changes. Awards are given to those who exhibit exceptional student support in their sessions. Tutors also earn merit-based status changes through multiple levels up to Master Tutor. In fact, several of our full-time team members in multiple departments first started with us as tutors and many of our Master Tutors have been working with Tutor.com for over a decade—some are even approaching their 20-year anniversaries as Tutor.com tutors.

### Student Survey Feedback

Here are just a few examples of the feedback we receive on our tutors from K-12 students:

- *“Liz was wonderful. She helped me and walked me through my question. She saved me a night of frustration.”*
- *“I am so lost with algebra. I am so grateful for this resource.”*
- *“The tutor really took the time to help me understand the question well and helped me format my answer. I had a complete understanding of the concept after we were done with our chat.”*
- *“This tutor was a great help. She made me be actively involved, which helped me better understand what I was actually doing.”*
- *“The Spanish tutor helped me understand some grammar issues I was struggling with and allowed me to type a sample essay, while he corrected me. I really enjoyed the time I spent with this tutor and felt more confident in writing compositions in Spanish.”*

# Tutor.com's Online Classroom

Tutor.com for K-12 has been designed to meet the needs of students in grades K-12 and offers a range of instructional options, further described below.

As noted, all tutoring sessions take place in our online classroom, a collaborative Web-based space that's also accessible via mobile device. This is a safe, secure, and anonymous learning environment where learners of all ages can ask questions without fear of judgment. It's easy to use, even for those with limited computer skills, while being sophisticated enough to support advanced users in need of more functionality.

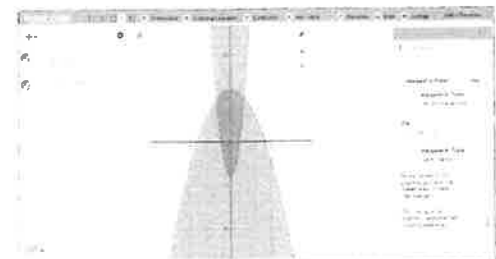
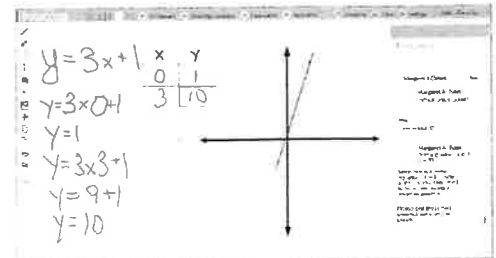
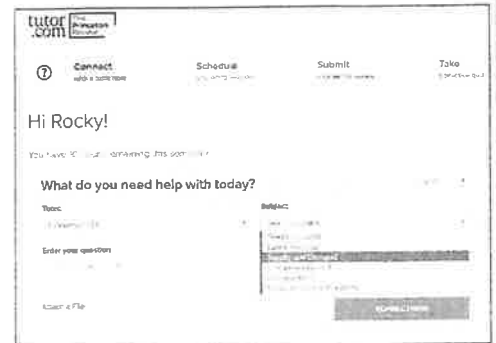
## The Tutor.com Online Classroom includes:

- Instant chat
- **Optional two-way voice chat** (via VOIP, the device's microphone/ speakers, or by calling into a conference line)
- Two-way shared interactive whiteboards with file and application sharing
- Shared Web browsing
- Specialized tools for advanced applications
- Two-way graphing calculator for STEM subjects
- Two-way code editor for computer science courses
- Two-way text editor for active brainstorming in composition sessions

**Whiteboard:** Our interactive shared whiteboard allows students and tutors to draw problems together, import content and images, and share files and applications. It includes various drawing tools, the option to add lined or graph paper, and the ability to import math and science expressions from our library of whiteboard objects.

**File and application sharing tool:** This is one example of our whiteboard features. It allows students to send their tutors files and documents in any commonly used formats (Word, Excel, PowerPoint, etc.) for review in the online classroom. All documents and files shared during a session are also sent to the student as chat messages; these are then archived so students can review later if needed.

**Shared Web browsing:** This allows tutors enrich any session with third-party Web content, or to refer to institution-specific resources like syllabi or grading rubrics during a session. All URLs accessed are also sent to the student as chat messages, which are archived along with the rest of each session's chat log so that students or faculty and/or administrators may review this third-party content later.



## Synchronous and Asynchronous Support

**On-demand and scheduled support:** For synchronous support in every subject available, students can access on-demand tutoring through their portals within seconds of a request. When scheduling a session, students view tutor calendars to determine availability.

**Asynchronous support:** Students can also access asynchronous support through their portals. They begin by filling out a quick questionnaire on their needs, then submit their essay, math problem, resume, etc. From there, **turnaround time is 12 hours for writing support** (although it currently averages 3-4 hours) and 24 hours for other topics. These include math, sciences, social sciences, business, computer sciences, and career services.

## The Tutoring Process

All instruction is provided by our **3,700+ expert tutors**. We ensure rapid availability by analyzing previous data, tracking system usage in real time, and staffing accordingly.

Once connected with a tutor, the student receives his/her *undivided* attention, as our tutors don't toggle between students (as is the case with some of our competitors).

Each one-to-one session is tailored to the student's needs, level of proficiency, and unique learning style, which can vary significantly. Our tutors understand how to engage students at any level, make concepts easy to understand, and instill the confidence needed to persist and succeed. When a student demonstrates proficiency, the tutor brings the session to an educationally sound conclusion.

All sessions are recorded and archived and immediately accessible for review by you and your students. This lets students replay sessions at any time and enables quality control.

## Writing Help with WriteTutor™

Tutor.com for K-12 offers multiple options for students who need help with writing: synchronous 1-to-1 sessions, Drop-off Reviews, Writing Projects, and the Writing Resource Center.

With synchronous support, the paper is shared with a tutor in our online classroom. The tutor and student work together in real time, communicating via the chat function. The tutor saves changes as they are made and, at the session's end, sends the revised document back to the student.

This process enables tutors to walk students through suggested improvements, confirm their understanding of complex concepts, and guide the student to improve in weaker areas. The goal is to produce writing that is appropriate to the task, purpose, and reader.

With asynchronous support, your students can upload papers for critique to our Writing Center and receive feedback. (As noted above, the current average turnaround time is 3-4 hours.) Along with the document, they're asked to provide a summary of their goals, the assignment instructions, the citation format they're using, and how far along they are in the writing process.



### Your Drop Off Essay Review Feedback

Submitted review of **11/11/2014** at **11:11 AM**

Reviewed by **John L.**

Type of review: **Drop-off review** (11/11/2014 11:11 AM)  
Subject: **11/11/2014 11:11 AM**  
Review type: **Drop-off review** (11/11/2014 11:11 AM)  
Review status: **Completed** (11/11/2014 11:11 AM)

1) Thesis Statement: Clear and focused thesis

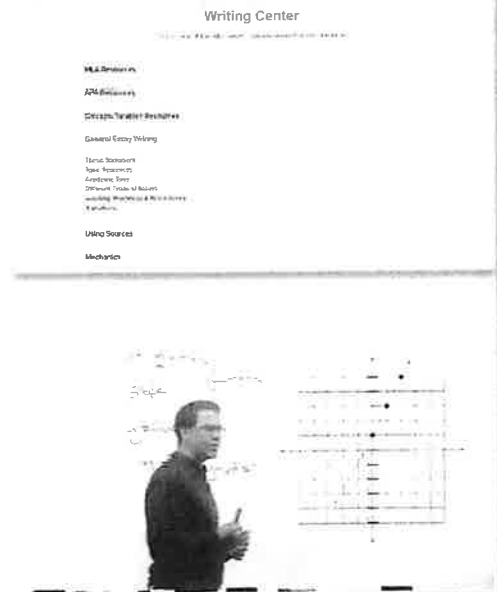
Criteria	Definition	Comments	Assignment	Progress
Thesis Statement	Clear and focused thesis	The thesis statement is clear and focused.	11/11/2014 11:11 AM	Completed
Organization	Logical flow of ideas	The organization is logical and clear.	11/11/2014 11:11 AM	Completed
Support	Use of evidence to support claims	Use of evidence to support claims is strong.	11/11/2014 11:11 AM	Completed
Style	Clear and concise writing	The writing is clear and concise.	11/11/2014 11:11 AM	Completed
Grammar	Correct grammar and punctuation	Grammar and punctuation are correct.	11/11/2014 11:11 AM	Completed

These are the target feedbacks:

Our tutors then provide feedback that consists of detailed comments and a summary of the document's strengths and weaknesses. This focuses on both higher-order concerns (e.g., thesis, audience and purpose, organization, and development) and lower-order concerns (e.g., grammar, syntax, and citations). Tutors also recommend next steps and any relevant resources.

**Writing Projects:** To provide assistance with longer papers, we also offer a service called Writing Projects. This lets students to send their document to the same tutor for multiple drafts, if desired, for consistent feedback.

**WriteTutor™ Resource Center:** The WriteTutor Resource Center houses several proprietary Tutor.com resources related to the writing process. Topics include tips and FAQs for general essay writing, writing mechanics, use of sources, and rules for MLA, APA, and Chicago/Turabian formats. View the WriteTutor Resource Center at [www.tutor.com/writing-center](http://www.tutor.com/writing-center) for more details.



## Supplement Learning with Optional Self-Study Tools

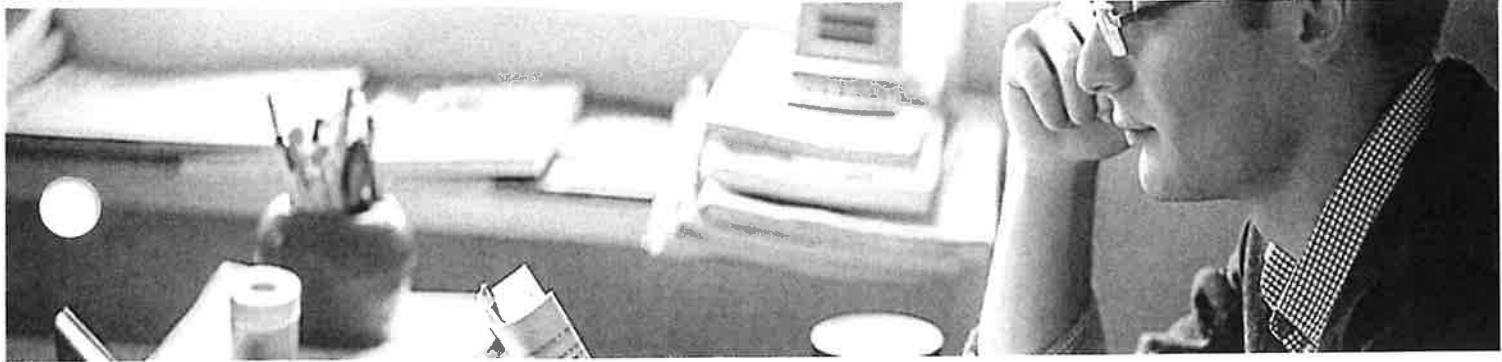
**Video lesson libraries:** Tutor.com offers a range of proprietary, high-quality instructional videos on numerous topics. These include Early Edge instructional videos that focus on basic academic skills in reading, writing, English language arts, and mathematics. These are designed to help students lock in their learning, confirm their understanding, and achieve the proficiency needed to succeed academically.

**Diagnostic quizzes:** Other resources include over 100 asynchronous quizzes to help students test their core competencies and focus on any areas where prerequisite knowledge is a requirement. If help is needed, students can quickly connect to a tutor.

We also provide real-time access to quiz score reports to faculty and advisors. This lets them identify incorrect responses from both individual students and in aggregate to enable additional assistance and to inform curriculum and instructional design. Quizzes are available in the following subjects:

- Algebra I
- Algebra II
- Biology
- Calculus
- Chemistry
- English I
- English II
- English III
- English IV
- Geometry
- Liberal Arts Math
- Math Fundamentals
- Physics





## Tutor.com Client Care

Building an effective tutoring program requires a considerable amount of staff, time, and resources. We help lighten that burden. Our dedicated Client Care team will guide your staff through a smooth and efficient implementation, offering technical support and best practices to launch your program on time. Going forward, your Client Services Manager will then provide proactive, timely communication to help you reach your quantitative and qualitative program goals.

## Marketing Support

Our Client Care team will also work with you to build a customized marketing plan based on your outreach goals, community needs, staffing resources, and marketing budget. We will then provide marketing materials to help you build awareness of your Tutor.com program. Our clients often tell us that we provide the best marketing and promotional support of any provider with whom they work.

## Data and Insights

Tutor.com provides easy access to learning analytics data (*Predictive Insights™*) for your faculty and administrators through a custom dashboard. This easy-to-use dashboard is accessed through our secure client portal by users you designate. It lets you review usage statistics and pull on-demand reports, which let you drill down for even more data. Through this dashboard, you can also receive monthly reports, which can be customized.

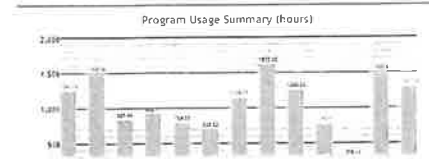
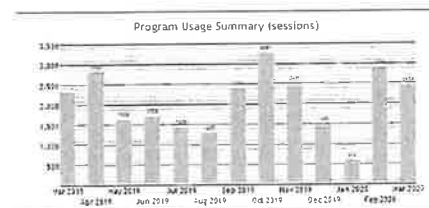
All reports can be exported to common formats (e.g., Excel, CSV, XML, or PDF). Additionally, all data can be directly sent to your data warehouses through an API.

### ON-DEMAND REPORTS

**Student usage:** This includes the number of sessions requested and total minutes consumed for each student in each subject. Report parameters also include specified date range and the lifetime of each student's account. Reports may be filtered by student email, username, first name, last name, or student location.

**Individual student sessions:** A granular breakdown of all tutoring sessions within the requested date range. This report includes the following data for each session: unique student and tutor identifiers, student location, session start and end times, the student's subject and course ID, session length, and link to session transcript.

**Program snapshot:** A high-level summary of overall program usage, including total sessions served and total tutoring hours consumed. This report also includes unedited student comments and aggregate



Program Snapshot Student Usage Individual Student Sessions Student Usage Report

Start Date: 5/1/2018 End Date: 5/1/2020

Student Username: Student1 Email: Student1@university.edu

Student First Name: Student Last Name: Student

Location: Campus Center Center Number: 123

Course ID: MATH101

Course ID	Start Date	End Date	Session Count	Hours	Comments
MATH101	5/1/2018	5/1/2020	100	1000	Great help with calculus!
MATH101	5/1/2018	5/1/2020	100	1000	Helped me understand the concepts.
MATH101	5/1/2018	5/1/2020	100	1000	Very helpful and patient.
MATH101	5/1/2018	5/1/2020	100	1000	Clear explanations.
MATH101	5/1/2018	5/1/2020	100	1000	Improved my grade significantly.
MATH101	5/1/2018	5/1/2020	100	1000	Excellent tutor!
MATH101	5/1/2018	5/1/2020	100	1000	Helped me stay motivated.
MATH101	5/1/2018	5/1/2020	100	1000	Very professional.
MATH101	5/1/2018	5/1/2020	100	1000	Great communication.
MATH101	5/1/2018	5/1/2020	100	1000	Helped me overcome my fear of math.

student satisfaction metrics. It is typically used to measure overall program adoption and to track usage against purchased tutoring hours or budgets.

## MONTHLY REPORTS

These reports can also be pushed to you via a monthly subscription. They include:

- Total number of sessions and hours by college center for the month
- Total number of sessions by subject and course section
- Average length of tutoring session and total minutes in session
- Usage breakdown of live tutoring and diagnostic quizzes
- Usage from month to month
- Usage by mobile device
- Early Alert data (see below for details)
- Post-session survey indicating student satisfaction ratings
- Un-edited post-session student comments
- Individual student and aggregate usage reports

## EARLY ALERTS FOR INTERVENTION

In addition to on-demand and monthly reporting, we will also provide you with instant notifications (Early Alerts) that identify students who may be struggling, to enable timely intervention. According to our clients, students who receive extra help based on Early Alerts have higher pass rates.

Early Alerts are available through the client portal or can be emailed and can be set up according to your preferences. They are generated by both the tutor and our system and include the following:

- Student level of knowledge and/or content mastery – tutor generated
- Frequent requests for tutoring, in which students request multiple sessions within a week (system generated), and/or unusually long sessions – system generated

Tutor-generated alerts not only tell you that a student may be struggling, but also why. For example, if a student demonstrates a lack of prerequisite knowledge of algebra, her math instructor could quickly receive an Early Alert notification noting where prior knowledge is lacking.

## Our Results

Tutor.com maintains high student satisfaction and recommend rates. Please see below for our student ratings for the first half of this year. These are based on the survey students are asked to complete after each tutoring session.

2020 Post-Session Student Survey Results (Jan. 1 – June 30)	
Tutor Rating	4.6/5.0
Classroom Rating	4.6/5.0
Are you glad your organization offers this service?	98%
Would you recommend this service to a friend?	97%
Is this service helping you complete your homework assignments?	96%
Is this service helping you improve your grades?	96%
Is this service helping you be more confident in your schoolwork?	97%

## Integration and Support

Key components of the services we provide include integration with your curriculum and student management system and multiple options for responsive and timely support.

### CURRICULUM INTEGRATION

Your dedicated Tutor.com team will conduct an implementation tailored to your students' needs and integrate Tutor.com's predictive analytics into your systems and workflows.

Our platform can easily support your specific learning objectives. During implementation, you can select the subject areas, as well as the individual, skill, and group reports that are most important to you.

### INTEGRATION WITH YOUR STUDENT MANAGEMENT SYSTEM

Tutor.com integrates with a variety of student information systems, ERP platforms, and learning management systems. This provides flexibility for school and/or district IT leaders and easy access for eligible students.

Student rosters may be imported manually or through an automated process, or students may register for accounts using pre-approved email domains. Students may also access the service through a variety of secure single sign-on methods, which provision new accounts for eligible users in real time using their credentials from a trusted student management system.

Your Client Services Manager will work with district and/or school IT representatives during implementation to determine the best authentication method for Gustine Unified School District.

### SUPPORT

All Tutor.com programs come with premiere support coverage:

- Toll-free telephone support from our Tutor.com certified technical support team seven days a week
- 24/7 email support by Tutor.com's certified technical support or client care staff member, 361 days a year (excluding New Year's Day, Fourth of July, Thanksgiving, and Christmas)
- Real-time 24/7 classroom support from tutors for any classroom issues, 361 days a year
- Detailed answers to the FAQ; these are available on each of your Tutor.com program pages, including solutions to common technical problems
- An online repository of customizable outreach resources, including postcards, flyers, posters, and seasonally updated digital media images, some available in Spanish
- A dedicated Client Services Manager to proactively provide information and updates, address any concerns, and respond to your questions

# Pricing

The package: fair, flexible, and no surprises

Tutor.com charges only for the actual time in sessions between a tutor and a student for our hourly model. We do not bill any minimums for a tutoring session based on subject or type of session.

Below is our estimate for the option needed to provide services to specific programmatic operations at Gustine Unified School District. The Princeton Review/Tutor.com's quote for this is as follows:

Hourly Option	
Number of Hours	Per Hour Pricing
0 – 2,500	\$35.00
2,501 – 5,000	\$33.00
5,001 or more	\$31.00

License Option	
Number of Students	Per License Pricing
500 – 999	\$45.00
1,000 or more	\$35.00

**Student Usage Fee:** Student usage fees are calculated using the tiered rates above. Each tier, and associated price, corresponds with the number of hours purchased. Alternatively, a license-based option can be purchased at the listed per-student rate.

**Predictive Insights Fee:** Fees for the Tutor.com Predictive Insights product are billed annually at 10% of contract value. This fee will be waived for Gustine Unified School District.

**Implementation Fee:** This is a one-time fee of \$2,500 and includes cost of all standard implementation related webinars, training, materials and events. Clever integration will require additional set-up time and fees.

Fee Summary:

License Fees	1,033 students at \$35/license/year	\$36,155
Predictive Insights Annual Fee	10% of Contract Value	<del>\$3,615</del> (waived)
Standard Implementation Fee	\$2,500	N/A

<b>Total:</b>		\$36,155
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We will also include the following in our agreement to provide maximum flexibility to Gustine Unified School District:

- Gustine Unified School District will be able to add additional licenses at any time during term of agreement at original purchase price.
- Initial contract period is generally one year, but multi-year agreements (2 years or more) are available upon request.

*\*Pricing is valid for up to three months after proposal date.*

## Program Snapshot

### Your Tutor.com program for K-12 will include:

- 24/7 On-Demand and Scheduled Sessions
- 3,600+ Fully Vetted, Expert Tutors
- 250+ Academic & SAT/ACT/AP Test Prep Subjects
- Asynchronous, Drop-Off Writing Reviews
- Extremely Low Wait Times
- Diagnostic Quizzes & Video Lessons
- Purpose-Driven, Proprietary Classroom
- Mobile Access on any device
- Princeton Review SAT/ACT Test Prep Resources
- **Section 508/ADA Compliance**
- Actionable Data & Measurable ROI
- 24/7 Client Portal Access
- Expert Implementation
- **Single Sign-On (SSO) Integration option**
- Proactive Individualized Client Care & Support
- Extensive **Outreach Resources** for Students, Staff and Parents
- Faculty Training

### Our 1-to-1 classroom and asynchronous Drop-Off Reviews include:

- In-Classroom "Tour Guide"
- Instant Messaging/Chat
- **Two-Way Audio (optional to student)**
- Interactive Whiteboard(s)
- Graphing Calculator
- Code Editor & Text Editor
- Screen & Application Sharing
- Full Recording for Transcript Review
- Emoticons & Celebratory Graphics
- Asynchronous Drop-Off Writing Reviews
  - Covered subjects, 24/7
  - Special Writing Project Features
  - 12-Hour or Less Turnaround
- "Favorite Tutor" Tags for Reconnecting
- Saved Session Transcripts & Replays
- Virtual Locker for Shared Files
- Post-Session & Post-Review Surveys
- Transcript Sharing via Email

### Our data analytics and reporting include:

- 24/7 Access through Client Portal
- Fast Facts Dashboard
- Detailed Monthly Reports with Trends
- Archive of all Monthly Reports
- Student Usage Report
- Individual Student Session Report
- Predictive Insights™ Data Analysis
- Early Alerts for Faculty & Admins
- SOAP API or FTP Repository Options (custom implementation, additional fee may apply)