Redlands Unified School District
Agenda

Mission Statement

The Redlands Unified School District, as a unifying agent of several unique communities rich in local history, culture, and tradition, is committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs, and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world as they become the leaders of the 21st century.

Board of Education

July 12, 2022
7:00 PM
Board Room, 25 West Lugonia Avenue, Redlands, CA
Open/Closed Session: 5:30 p.m., District Office Conference Room
Open Session: 7:00 p.m.

This meeting will also be livestreamed. You can view the meeting by accessing the following site: www.redlandsusd.net/boardmeeting

You may also check the RUSD website: www.redlands.k12.ca.us for the link to join the meeting.

If you wish to submit a written public comment, please submit your comment to: meetinginput@redlands.k12.ca.us by 4:00 p.m. on July 11, 2022. Comments received by this time will be provided to the Board of Education at or prior to the public comment portion of the agenda, and will be included in the published minutes of the meeting. Any comments received after that time, will be held for the next Regular Meeting on August 9, 2022.

Public comments related to Closed Session Agenda Item must be identified in the subject line as "Closed Session Public Comment" for consideration prior to Closed Session. All other public comments submitted will be considered during Open Session Public Comment.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public

meetings of the District's Governing Board, contact the District Superintendent in writing at Redlands Unified School District, P.O. Box 3008, Redlands, CA 92373-1508 or by email at Carianne_Mackamul-Covey@redlands.k12.ca.us. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with disabilities. Public records that are related to an open session agenda item and distributed less than 72 hours prior to a regular meeting are available for public inspection at the Redlands Unified School District Office, 20 West Lugonia, Redlands.

I. OPEN SESSION

a. ROLL CALL

II. PUBLIC PARTICIPATION

a. COMMUNITY INPUT

This is the time that members of the public will be provided an opportunity to directly address the Board about any item described under this Closed Session. Comments are limited to three [3] minutes or less.

Individuals with comments on any other subject matter within the Board's jurisdiction may address those during the regularly scheduled Public Comments sections later in the Agenda.

III. ADJOURNMENT TO CLOSED SESSION

IV. CLOSED SESSION

a. CONFERENCE WITH LABOR NEGOTIATOR - CONTRACT MANAGEMENT

b. PUBLIC EMPLOYEE APPOINTMENT

1. Certificated Management
2. Classified Management

c. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

1. Superintendent of Schools.

d. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

e. CONFERENCE WITH LEGAL COUNCIL - ANTICIPATED LITIGATION

f. THREAT TO PUBLIC SERVICES OR FACILITIES PURSUANT TO GOVERNMENT CODE SECTION 54957 - CONSULTATION WITH SUPERINTENDENT

V. ADJOURNMENT TO OPEN SESSION

VI. REGULAR MEETING - OPEN SESSION

a. CALL TO ORDER

b. PLEDGE OF ALLEGIANCE

c. ROLL CALL

d. APPROVAL OF MINUTES

VII. PUBLIC PARTICIPATION

a. COMMUNITY INPUT FOR AGENDIZED ITEMS

This is the time that any member of the public may address the Board on any agenda item before or during the Board's consideration of the item, provided the person submits a completed Registration Card to Address the Board form to the Clerk of the Board or his/her designee prior to the time the Chairperson calls the item for the Boards consideration. This is not meant to be a debating period. Complaints and problems relating to policy matters will be referred to the Superintendent.

The person wishing to address the Board shall, when recognized by the Chairperson of the Board, step up to the podium/microphone and announce his/her name. The Chairperson shall, in the interest of facilitating the business of the Board, limit the amount of time which a member of the public may use in addressing the Board to three [3] minutes, unless the Chairperson, or a majority of the Board determines that a different limit is appropriate.

b. PUBLIC HEARING

1. Public Hearing on the Initial Proposal of the Redlands Education Support Professionals Association (RESPA) to the Board of Education for the 2022-2023 Negotiations (Appendix Item).

2. Public Hearing on the Initial Proposal of the Board of Education to the Redlands Teachers Association (RTA) for the 2022-2023 Negotiations (Appendix Item).

VIII. STUDENT REPRESENTATIVE REPORT

IX. BOARD COMMITTEE REPORTS

a. Colton Redlands Yucaipa-Calimesa Regional Occupational Program [CRY-ROP]

b. Redlands COMPACT

c. Redlands Educational Partnership [REP]

d. City of Redlands Cultural Arts Commission

e. City of Redlands Parks and Recreation Advisory Commission

f. SANDABS

g. CSBA Region XVI Delegate Assembly

h. The Coalition to Support RUSD in the Completion of a REV Athletic Stadium

X. SUPERINTENDENT'S REPORT

The Superintendent and members of the Cabinet are encouraged to report on items of information to the Board, as well as provide information about conferences or meetings which they have attended. Other items, which may be agendized for a later meeting, may be presented but cannot be commented upon nor discussed at the meeting. [Reference: The Ralph M. Brown Act].

1. Board of Education 2022-2023 Initial Proposal to the Redlands Education Support Professionals Association (RESPA) - Sabine Robertson-Phillips, Assistant Superintendent, Human Resources

XI. SUPERINTENDENT'S RECOMMENDATIONS

XII. BUSINESS SERVICES CONSENT ITEMS

a. Approve all Consent Items as detailed in Items XII.b. - XII.ac.

b. Approve Agreement with Burnham Benefits Insurance Services to provide a Health and Welfare Benefits Marketing Proposal, at a cost not to exceed $28,000.00, effective August 1, 2022 through March 1, 2023 (Appendix Item).

Burnham Benefits Insurance Services shall conduct a Health and Welfare Benefits Marketing Proposal which will include receiving and exhibiting competitive quotes, financial cost analysis of employee benefits, analysis of carrier networks, administration, and services as well as interview and evaluate competitive Trusts, JPA's and Carriers to provide an overview of value and added services offered by competitive markets with regards to Employee Health and Welfare Benefits.

c. Approve Agreement with San Bernardino County Superintendent of Schools, to provide RIMS AVID 6C's Training, at a cost not to exceed $16,000.00, effective July 28, 2022 through August 4, 2022, to be funded by Local Control Accountability Funds (Appendix Item).

The San Bernardino County Superintendent of Schools will provide an AVID 6 C's Training for a total of 12 hours for approximately 40 attendees. Training will also include follow-up coaching, walk-throughs with administration and coaching teachers with planning and implementation as requested.

d. Ratify/Approve Amendment No. 3 with Autism Learning Partners LLC (ALP) to provide 1:1 Direct Applied Behavior Analyst (ABA) and Behavior Intervention Instructor (BII) intervention and Board Certified Assistant Behavior Analyst (BCABA) Behavior Intervention Developer (BID) supervision, extending the agreement to July 4, 2022, for an additional $50,000.00, not to exceed $200,000.00, to be funded by Special Services 1:1. Para Funds (Appendix Item).

The District is required to provide 1: 1 Applied Behavior Analyst (ABA) support to students based on current IEP.

By increasing the funding, Autism Learning Partners (ALP) will be able to continue to provide Direct Applied Behavior Analyst (ABA) and Behavior Intervention Instructor (BII) intervention for students who per their IEP for the remainder of the fiscal year for a total amount not to exceed $200,000.00.

e. Ratify/Approve Agreement with Autism Learning Partners, to provide 1:1 Direct Service with a registered Behavior Technician and Supervision, to be billed per attached Rate Sheet, effective July 1, 2022 through June 30, 2023, to be funded by Special Services SDC1 Funds (Appendix Item).

Autism Learning Partners, LLC shall provide 1:1 Direct Service per students IEP with a registered Behavior Technician and Supervision monthly effective July 1, 2022 through June 30, 2023.

f. Ratify/Approve Agreement with Autism Spectrum Intervention Services & Training (ASIST), to provide 1:1 Direct Applied Behavior Analyst (ABA) and

Behavior Intervention Instructor (BII) intervention and Board-Certified Assistant Behavior Analyst (BCABA) Behavior Intervention Developer (BID) supervision, at a cost to be billed per attached Rate Sheet, effective July 1, 2022 through June 30, 2023, to be funded by Special Services SDC1 Funding (Appendix Item).

The District is required to provide 1:1 Applied Behavior Analyst (ABA) support to students based on current IEP.

Autism Spectrum Intervention Services & Training (ASIST) will provide Direct Applied Behavior Analyst will provide 1:1 para behavior supports per IEPS for students.

g. **Ratify/Approve Lease Agreement with the Bear Valley Unified School District, to renew lease of Fallsvale School, commencing July 1, 2022 and automatically renewed annually for five year intervals unless terminated by either party, for a rental charge of $6,000.00 per year (Appendix Item).**

The Bear Valley Unified School District opened the facilities as a school for Kindergarten through 8th Grade beginning July 2005.

h. **Ratify/Approve Amendment No. 1 with California Valley Protection (CVP) Security, to provide on-site unarmed security officers as needed, to be invoiced per attached Service Agreement, effective June 1, 2022, to be funded by Business Services and Developer Fee Funds (Appendix Item).**

CVP Security will provide on-site unarmed security officers as directed per the District Office. CVP is committed to providing highly trained and qualified unarmed officers who are trained in Chemical Agents, OC/Pepper Spray, and Baton.

i. **Ratify/Approve Agreement with California Valley Protection (CVP) Security, to provide on-site unarmed security officers as needed, to be invoiced per attached Service Agreement, effective July 1, 2022 through June 30, 2023, to be funded by Business Services and Developer Fee Funds (Appendix Item).**

CVP Security will provide on-site unarmed security officers as directed per the District Office. CVP is committed to providing highly trained and qualified unarmed officers who are trained in Chemical Agents, OC/Pepper Spray, and Baton.

j. **Ratify/Approve Agreement with CSM Consulting, Inc., to provide assistance completing various filings, consultations regarding the Federal Communication Commission (FCC) E-Rate Program, and audit documentation at a cost not to exceed $18,900.00 per year, retroactive from July 1, 2020 through June 30, 2021, and shall renew automatically for up to 5 years, to be funded by E-rate Monies Funds. Authorize Jason Hill, Assistant Superintendent of Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board (Appendix Item).**

CSM Consulting, Inc., will provide aid to our District related to all telecommunications and internal connections applications of the Federal Communications Commission E-Rate filings with the schools and library division (SLD). They will assist the District with all prior E-Rate applications, SPIN changes, appeals and assess technology and telecommunication needs. The District has worked with CSM Consulting for years and this will renew our existing agreement.

k. Ratify/Approve Agreement with the College Board to administer the PSAT and SAT Test for all 8th-11th grade students at all secondary school sites and the SAT for all 11th and 12th grade students at all high school sites, effective July 1, 2022 through June 30, 2023, at a cost not to exceed $192,734.00, to be funded by Local Control and Accountability Funds (Appendix Item).

RUSD, in a coordinated effort with the College Board, will be offering the PSAT for all 8th-11th grade students and the SAT for all 12th grade students on October 12, 2022. Additionally, RUSD will be offering the SAT for all 11th graders on March 1, 2023. The costs associated with the PSAT and SAT administration will be paid out of LCAP funding and therefore, free of cost to all students. Providing the PSAT and SAT during the school day increases the total number of students participating in the testing administration and helps to eliminate any financial or transportation barriers students might otherwise encounter.

l. Ratify/Approve Agreement for Transportation Services for Fallsvale Elementary School Students and Interdistrict Attendance Agreement with Busing with Bear Valley Unified School District (BVUSD) to provide transportation services to the Forest Falls Elementary School, Moore Middle School and Redlands East Valley High School, for an annual cost to BVUSD of $90,720.00, commencing July 1, 2022 for a term of five years unless terminated by either party (Appendix Item).

The District agrees to accept Bear Valley Unified School District Interdistrict transfer students and provide transportation and transport their students who attend the school in Forest Falls. Our district has been providing transportation services to BVUSD since 2005.

m. Ratify/Approve Amendment No. 1 with Gunn Psychological Services, to extend the completion date from the original date of June 30, 2022, to the new date of December 31, 2022. There are no other changes to the agreement. Original agreed-upon cost not to exceed $5,500.00, will be funded by Special Education Administrative Funds (Appendix Item).

The Board previously approved the funding of an independent educational evaluation in the area of psychoeducation consistent with Title 34 of the Code of Federal Regulations Section 300.502. Gunn Psychological Services requires additional time to complete the evaluation.

n. **Ratify/Approve Agreement with Mindfulness in Motion, to provide Occupational Therapy Support and Training for the Early Start Program and Preschool (RSEED), to be invoiced as per attached Rate Sheet for Services: 2022-2023, effective July 1, 2022 through June 30, 2023, to be funded with Special Services American Rescue Plan (ARP) Grant Funds (Appendix Item).**

Mindfulness in motion will provide preventative support in the Early Start Program and Preschool (RSEED) classrooms. Including but not limited to teacher trainings and consultations.

o. **Ratify/Approve Subgrantee/Project Agreement with the San Bernardino Community College District for the California Adult Education Program (CAEP), in the amount of $686,512.00, for the period of July 1, 2022 through June 30, 2023 (Appendix Item).**

The California Department of Education and the California Community College Chancellor's Office are working together to establish linkages for students across their systems that provide adults with the academic and career skills needed to enhance student success. The California Adult Education Program (CAEP) was formerly the Adult Education Block Grant (AEBG).

The legislature has committed funds to regional consortia composed of K-12 districts, community college districts, County Offices of Education (COE), and joint power authorities (JPAs) to collaborate regionally for the purpose of expanding and improving adult education services by creating linkages between the educational systems.

p. **Ratify/Approve the San Bernardino County District Advocates for Better Schools (SANDABS) 2022-2023 Membership Agreement 22/23-0264 with the Office of the San Bernardino County Superintendent of Schools, effective July 1, 2022 through June 30, 2023, at a total cost not to exceed $2,000.00, to be funded by District Administration Funds (Appendix Item).**

This is a renewal of the annual membership in San Bernardino County District Advocates for Better Schools (SANDABS). District membership in SANDABS helps to fund various activities throughout the year, including meetings in Sacramento to discuss the State budget and legislative proposals, the annual legislative night, and candidate interview during election years.

q. **Ratify/Approve Agreement with School Services of California, Inc., to provide assistance regarding school finance, legislation, school budgeting and general fiscal services, effective July 1, 2022 through September 30, 2023, to be funded by District Administration and Business Services Funds (Appendix Item).**

School Services of California, Inc., will provide assistance from a financial stand point with Business Services, focusing on the financial reporting periods throughout the year.

r. Approve the participation of the Redlands Unified School District in Piggybacking on the Garden Grove Unified School District Bid# 1706 for Kitchen Equipment, through Arrow Restaurant Equipment & Supplies as needed for Child Nutrition. It has been determined that such Piggybacking shall be in the best interest of the District in securing the necessary goods and services for these said products. It is further recommended that the following individuals be authorized to sign purchase orders for such participation. Authorize Mauricio Arellano, Superintendent of Schools, Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director, I to sign related documents on behalf of the Board.

Authorization of the board is required for the District to take advantage of pricing available through Arrow Restaurant Equipment & Supplies Inc. for Kitchen Equipment.

s. Approve the participation of the Redlands Unified School District in Piggybacking on the Pomona Unified Collaborative RFP# 05(19-20) for distribution of USDA Foods and Commercial Foods Products as needed for Child Nutrition. It has been determined that such Piggybacking shall be in the best interest of the District in securing the necessary goods and services for these said products. It is further recommended that the following individuals be authorized to sign purchase orders for such participation. Authorize Mauricio Arellano, Superintendent of Schools, Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director, I to sign related documents on behalf of the Board.

Authorization of the board is required for the District to take advantage of pricing available through Gold Star Foods for our Child Nutrition Services' needs.

t. Approve additional bid bonding fees with Airwave Communications for Radio System Upgrade & Equipment, RFP 13-22, in an amount not to exceed $16,840.00,to be funded by Elementary and Secondary School Emergency Relief Funds. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board.

RFP number 13-22 for Radio System Upgrade & Equipment Purchase is to provide a robust communication system within the District. Bid opened on May 24, 2022 at 10:00 a.m.

u. Approve change of funding source on agreement with SGH Architects, Inc., for the Pool Renovation Project, Phase 1 at Redlands East Valley High School, from LCAP Funds to General Funds.

On June 14, 2022 the Board approved the agreement with SGH Architects, Inc., to provide architectural and engineering services for the Pool Renovation Project, Phase 1 at Redlands East Valley High School, at a cost of

$285,000.00 plus reimbursables to be funded by LCAP Funds. The District decided to change the funding for this agreement to General Funds.

v. **Extend Award Bid 20-20 for Trash Removal Services at Various Sites to the lowest responsible/responsive bidder, CR&R Incorporated to be funded by General Funds. This bid will be at an approximated yearly cost of $423,200.00. This extension is for one year, representing year two of the extension, and may be extendable up to three years. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I to sign related documents on behalf of the Board.**

Bid number 20-20 for Trash Removal Services at Various Sites on an ongoing basis. Bid opened on June 19, 2020 at 10:00 a.m.

w. **Award Bid 1-23 for General Education Transportation Services to the lowest responsible/responsive bidders, Avalon Transportation, LLC and Student Transportation Services of America, funded by Transportation Funds. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board.**

Bid 1-23 is to provide General Transportation Service for various students on an as needed basis. Each bidder has a limited number of van and/or buses of certain sizes and kinds available. They accept routes on a first call basis. If the low bidder does not have a vehicle as required available, the job goes to the next lowest priced company. All companies that meet the specification and bid requirements, will be awarded and placed on an approved carrier list. Bid opened on July 5, 2022 at 10:00 a.m.

x. **Award Bid 2-23 for Charter Transportation Services to the lowest responsible/responsive bidders Visser Bus Services, Durham School Services, Student Transportation of America, and H&L Charter Co., funded by Transportation Funds. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board.**

Bid 2-23 is to provide Charter Transportation Service for various students on an as needed basis. Each bidder has a limited number of van and/or buses of certain sizes and kinds that are available. They accept routes on a first call basis. If the low bidder does not have a vehicle as required available, the job goes to the next lowest priced company. All companies that meet the specification and bid requirements, will be awarded and placed on an approved carrier list. Bid opened on July 5, 2022 at 11:00 a.m.

y. **Award Bid 3-23 for Special Education Transportation Services to the lowest responsible/responsive bidders Student Transportation of America and EverDriven, funded by Transportation Funds. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing**

Director I to sign related documents on behalf of the Board.

Bid 3-23 is to provide Special Education Transportation Service for various students on an as needed basis. Each bidder has a limited number of van and/or buses of certain sizes and kinds that are available. They accept routes on a first call basis. If the low bidder does not have a vehicle as required available, the job goes to the next lowest priced company. All companies that meet the specification and bid requirements, will be awarded and placed on an approved carrier list. Bid opened on July 5, 2022 at 12:00 p.m.

z. Approve Exhibit D/Quarterly Uniform Complaint Report Summary of the Williams Settlement Legislation for the quarter covered April through June 2022 (Appendix Item).

A requirement of the Williams Case Settlement is the quarterly reporting of complaints received and resolved. This report is submitted to the County Superintendent of Schools on a quarterly basis.

aa. Accept donations. Instruct secretary to write letters of appreciation on behalf of the Board (Appendix Item).

ab. Approve Payment Transmittal Numbers 22001278 through 22001384 for July 12, 2022, in the amount of $4,814,458.05. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

ac. Ratify/Approve Attendance at Professional Meetings (Appendix Item).

XIII. BUSINESS SERVICES ACTION ITEMS

a. Adopt Resolution No. 1, 2022-23 – Resolution of the Redlands Unified School District Community Facilities District No. 2001-1 Establishing Annual Special Tax for Fiscal Year 2022-2023 (Appendix Item).

The resolution establishing the tax rate is adopted by the Board on an annual basis and submitted to the County.

b. Adopt Resolution No. 2, 2022-23 – Resolution of the Redlands Unified School District Community Facilities District No. 2006-1 Establishing Annual Special Tax for Fiscal Year 2021-2022 (Appendix Item).

The resolution establishing the tax rate is adopted by the Board on an annual basis and submitted to the County.

c. Adopt Resolution No. 3, 2022-23 – Resolution of the Redlands Unified School District Community Facilities District No. 2016-1 Establishing Annual Special Tax for Fiscal Year 2022-2023 (Appendix Item).

The resolution establishing the tax rate is adopted by the Board on an annual basis and submitted to the County.

d. Adopt Resolution No. 4, 2022-23 – Resolution of the Redlands Unified School District Community Facilities District No. 2021-1 Establishing Annual Special Tax for Fiscal Year 2022-2023 (Appendix Item).

The resolution establishing the tax rate is adopted by the Board on an annual basis and submitted to the County.

e. Adopt Resolution No. 5, 2022-2023 – Resolution Continuing Authority to Hold Virtual Meetings Pursuant to AB 361 (Appendix Item).

AB 361 now requires the Board to make findings justifying continuing to hold virtual Board meetings within 30 days of the first virtual meeting after October 1, and every 30 days thereafter. This Resolution establishes the status of the ongoing state of emergency due to the COVID-19 pandemic and authorizes the Board to continue to hold virtual meetings as necessitated by health and safety concerns and/or State or local health orders.

XIV. EDUCATIONAL SERVICES CONSENT ITEMS

a. Approve Consent Items as detailed in Items XIV.b. - XIV.i.

b. Approve Administrative Regulation 5113 – Absences And Excuses [Second Reading] (Appendix Item).

c. Approve Board Policy/Administrative Regulation 5113.1 – Chronic Absence And Truancy [Second Reading] (Appendix Item).

d. Approve Board Policy/Administrative Regulation 5141.21 – Administering Medication And Monitoring Health Conditions [Second Reading] (Appendix Item).

e. Approve Board Policy/Administrative Regulation 5141.31 – Immunizations Required for Enrollment [Second Reading] (Appendix Item).

f. Approve Board Policy/Administrative Regulation 5117 – Interdistrict Attendance [Second Reading] (Appendix Item).

g. Approve revised Administrative Regulation 5145.7 –Sexual Harassment (Appendix Item).

The revisions to this Administrative Regulation will enhance the existing regulation currently in place.

h. Approve revised Administrative Regulation 5145.71 –Title IX Sexual Harassment Complaint Procedures (Appendix Item).

The revisions to this Administrative Regulation will enhance the existing regulation currently in place.

i. **Approve submittal of the following School Plans for Student Achievement for year span 2022 through 2023 [A copy is available for review at the District Office, Educational Services Division, and at the secretary's desk at the Board meeting.]: Arroyo Verde ES; Bryn Mawr ES; Crafton ES; Cram ES; Franklin ES; Highland Grove ES; Judson & Brown ES; Kimberly ES; Kingsbury ES; Lugonia ES; Mariposa ES; McKinley ES; Mentone ES; Mission ES; Smiley ES; Victoria ES; Beattie MS; Clement MS; Cope MS; Moore MS; Citrus Valley HS; Orangewood HS; Redlands East Valley HS; Redlands Senior HS (Appendix Item) .**

XV. EDUCATIONAL SERVICES ACTION ITEMS

a. **Approve the Stipulated Expulsion regarding student 2021-2022-032, expulsion through the remainder of the second semester of the 2021-2022 school year.**

Student 2021-2022-032 was recommended for expulsion in violation of Education Code 48900 (a) Caused, attempted to cause, or threatened to cause physical injury to another person.

XVI. HUMAN RESOURCES CONSENT ITEMS

a. **Approve all Consent Items as detailed in Items XVI.b. - XVI.at. - (Assignments are tentative and informational and subject to change by the Superintendent)**

b. **Certificated - Ratify/Approve new certificated bargaining unit personnel (Appendix Item).**

c. **Certificated - Ratify/Approve 2022-2023 returning certificated bargaining unit personnel (Appendix Item).**

d. **Certificated - Ratify/Approve 2021-2022 hourly Adult Education certificated personnel (Appendix Item).**

e. **Certificated - Ratify/Approve 2021-2022 hourly Home Hospital certificated personnel (Appendix Item).**

f. **Certificated - Ratify/Approve employment of hourly/daily certificated personnel (Appendix Item).**

g. **Certificated - Ratify/Approve revised salary placements/assignments for certificated bargaining unit personnel (Appendix Item).**

h. **Certificated - Ratify/Approve 2021-2022 extra assignments for certificated personnel (Appendix Item).**

i. **Certificated - Ratify/Approve 2022-2023 extra assignments for certificated personnel (Appendix Item).**

j. Certificated - Ratify/Accept 2021-2022 resignations/separations from certificated bargaining unit personnel (Appendix Item).

k. Certificated - Ratify/Accept 2022-2023 resignations/separations from certificated bargaining unit personnel (Appendix Item).

l. Certificated - Ratify/Accept resignations/separations from certificated hourly/daily personnel (Appendix Item).

m. Classified - Ratify/Approve new classified contract personnel (Appendix Item).

n. Classified - Ratify/Approve new classified contract Instructional Paraprofessional - Special Education personnel (Appendix Item).

o. Classified - Ratify/Approve employment of classified substitute/short-term personnel (Appendix Item).

p. Classified - Ratify/Approve revised salary placements/assignments for classified contract personnel (Appendix Item).

q. Classified – Ratify/Approve revised salary placements/assignments for classified contract Instructional Paraprofessional – Special Education personnel (Appendix Item).

r. Classified - Ratify/Approve extra assignments for classified contract personnel (Appendix Item).

s. Classified - Ratify/Approve extra assignments for classified contract Instructional Paraprofessional – Special Education personnel (Appendix Item).

t. Classified - Ratify/Approve Instructional Paraprofessional II- Special Education personnel – Extended School Year Citrus Valley High School (Appendix Item).

u. Classified - Ratify/Approve Instructional Paraprofessional II- Special Education personnel – Extended School Year Kimberly Elementary (Appendix Item).

v. Classified - Ratify/Approve classified contract personnel for extended school year at Redlands High School (Appendix Item).

w. Classified - Ratify/Approve Instructional Paraprofessional II- Special Education personnel – Extended School Year Redlands High School (Appendix Item).

x. Classified - Ratify/Approve classified contract personnel for summer school at Beattie Middle School (Appendix Item).

y. Classified - Ratify/Approve classified contract personnel for summer school at Clement Middle School (Appendix Item).

z. Classified – Ratify/Approve classified contract personnel for summer school at Cope Middle School (Appendix Item).

aa. Classified - Ratify/Approve classified contract personnel for summer school at Moore Middle School (Appendix Item).

ab. Classified – Ratify/Approve classified contract personnel for summer school at Orangewood High School (Appendix Item).

ac. Classified - Approve classified requests for leave of absence for the 2022-2023 school year (Appendix Item).

ad. Classified – Ratify/Accept resignations/separations from classified contract personnel (Appendix Item).

ae. Classified – Ratify/Accept resignations/separations from classified contract Instructional Paraprofessional – Special Education personnel (Appendix Item).

af. Classified- Ratify/Accept resignations of classified substitute/short-term personnel (Appendix item).

ag. Classified - Approve revisions to job description for Reprographic Technician I, Range 20, effective July 13, 2022 (Appendix Item).

ah. Classified - Approve revision to title from Lead Child Nutrition Services Worker - Central Kitchen to Child Nutrition Services Central Kitchen Lead, Range 23, and revisions to job description, effective July 13, 2022 (Appendix Item).

ai. Classified - Approve revision to Appendix A-2, in the Child Nutrition Series of the Collective Bargaining Unit Agreement, effective July 13, 2022 (Appendix Item).

aj. Classified – Approve professional growth stipends for classified contract personnel (Appendix Item).

ak. Management - Ratify/Approve 2022-2023 returning certificated management personnel (Appendix Item).

al. Management - Ratify/Approve revised salary placements/assignments for certificated management personnel (Appendix Item).

am. Management – Ratify/Accept 2021-2022 resignations/separations from certificated management team personnel (Appendix Item).

an. Management – Ratify/Accept 2022-2023 resignations/separations from certificated management team personnel (Appendix Item).

ao. Management - Approve revision to title from Director II, English Learners and Parent Engagement to Director II, Multilingual Education and Family Engagement, Range 12, and revisions to job description, effective July 13, 2022 (Appendix Item).

ap. Management - Approve revised management team salary schedule for the 2022-2023 school year, effective July 1, 2022 (Appendix Item).

aq. Other - Ratify/Approve employment of temporary athletic team coaches/extended day/Citrus Valley High School (Appendix Item).

ar. Other - Ratify/Approve employment of temporary athletic team coaches/extended day/Redlands East Valley High School (Appendix Item).

as. Other - Ratify/Approve employment of temporary athletic team coaches/extended day/Redlands High School (Appendix Item).

at. Other - Approve volunteers and overnight chaperones for the 2022-2023 school year (Appendix Item).

XVII. HUMAN RESOURCES ACTION ITEMS

a. None

XVIII. DISCUSSION ITEMS

a. Discussion on Student Trustees

XIX. PUBLIC PARTICIPATION

a. COMMUNITY INPUT

This is the time that any member of the public may address the Board on any agenda item before or during the Board's consideration of the item, provided the person submits a completed Registration Card to Address the Board form to the Clerk of the Board or his/her designee prior to the time the Chairperson calls the item for the Boards consideration. This is not meant to be a debating period. Complaints and problems relating to policy matters will be referred to the Superintendent.

The person wishing to address the Board shall, when recognized by the Chairperson of the Board, step up to the podium/microphone and announce his/her name. The Chairperson shall, in the interest of facilitating the business of the Board, limit the amount of time which a member of the public may use in addressing the Board to three [3] minutes, unless the Chairperson, or a majority of the Board determines that a different limit is appropriate.

XX. BOARD COMMENTS/REPORTS

XXI. CLOSED SESSION

XXII. ADJOURNMENT

Board of Education Minutes
Regular Meeting: June 14, 2022
Open/Closed Session: 5:00 p.m.
Open Session: 7:00 p.m.

I. OPEN SESSION – President O'Neill opened the meeting at 5:32 p.m.

a. ROLL CALL – Melissa Ayala-Quintero, Patty Holohan, Jim O'Neill, Michele Rendler, Alex Vara

Staff Attending:
Mauricio Arellano, Superintendent of Schools
Jason Hill, Assistant Superintendent, Business Services
Ken Wagner, Assistant Superintendent, Educational Services
Sabine Robertson-Phillips, Assistant Superintendent, Human Resources

II. PUBLIC PARTICIPATION

a. COMMUNITY INPUT

1. None.

The Board adjourned to Closed Session at 5:35 p.m.

III. CLOSED SESSION

a. CONFERENCE WITH LABOR NEGOTIATOR - CONTRACT MANAGEMENT:

1. Designated Representative[s]:

Mauricio Arellano, Superintendent of Schools

Sabine Robertson-Phillips, Assistant Superintendent, Human Resources

2. Employee Organizations:

Redlands Education Support Professionals Association [RESPA]

Redlands Teachers Association [RTA]

No Action was taken.

b. PUBLIC EMPLOYEE APPOINTMENT

1. Certificated Management

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Rachel Malatesta to the position of Director II, Behavioral & Mental Health Services, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Rachel Malatesta to the position of Director II, Behavioral & Mental Health Services, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Apolonio Del Toro to the position of Director I, Transportation, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Apolonio Del Toro to the position of Director I, Transportation, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Kristine Hubbard to the position of Coordinator IV, Categorical Programs & Educational Support, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Kristine Hubbard to the position of Coordinator IV, Categorical Programs & Educational Support, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Devlinn Clinton to the position of Coordinator IV, Instructional Technology & Student Data Systems, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Devlinn Clinton to the position of Coordinator IV, Instructional Technology & Student Data Systems, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Troy Martinez to the position of Principal, Alternative Program & Adult Education, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Troy Martinez to the position of Principal, Alternative Program & Adult Education, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Natalie Johnson to the position of Assistant Principal, Clement Middle School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Natalie Johnson to the position of Assistant Principal, Clement Middle School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Todd Harris to the position of Assistant Principal, Moore Middle School, effective TBD, at Year 5 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Todd Harris to the position of Assistant Principal, Moore Middle School, effective TBD, at Year 5 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Jeffrey Im to the position of Assistant Principal, Bryn Mawr Elementary School, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Jeffrey Im to the position of Assistant Principal, Bryn Mawr Elementary School, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Blake Hardeman to the position of Assistant Principal, Crafton Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Blake Hardeman to the position of Assistant Principal, Crafton Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Michael Laba to the position of Assistant Principal, Highland Grove Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Michael Laba to the position of Assistant Principal, Highland Grove Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Kristine Castro to the position of Assistant Principal, Judson & Brown Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Kristine Castro to the position of Assistant Principal, Judson & Brown Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Christopher McClung to the position of Assistant Principal, Mission Elementary School, effective July 1, 2022, at Year 3 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Christopher McClung to the position of Assistant Principal, Mission Elementary School, effective July 1, 2022, at Year 3 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Robyn Rivera to the position of Assistant Principal, Smiley Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Robyn Rivera to the position of Assistant Principal, Smiley Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule.

During Closed Session, the Board took action to approve the Superintendent's recommendation to appoint Cameron Nabhan to the position of Assistant Principal, Citrus Valley High School, effective TBD, at Year 1 of the Management Team Salary Schedule.

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously carried (Ayes: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara), the Board took action to:

Appoint Cameron Nabhan to the position of Assistant Principal, Citrus Valley High School, effective TBD, at Year 1 of the Management Team Salary Schedule.

c. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

1. Superintendent of Schools

No Action was taken.

d. THREAT TO PUBLIC SERVICES OR FACILITIES PURSUANT TO GOVERNMENT CODE SECTION 54957 – CONSULTATION WITH SUPERINTENDENT

No Action was taken.

IV. ADJOURNMENT TO OPEN SESSION

a. The Board adjourned to Open Session at 6:46 p.m.

V. REGULAR MEETING – OPEN SESSION – President O'Neill opened the meeting at 7:04 p.m.

a. PLEDGE OF ALLEGIANCE – Led by Michele Rendler.

b. ROLL CALL – Melissa Ayala-Quintero, Patty Holohan, Jim O'Neill, Michele Rendler, Alex Vara

Staff Attending:
Mauricio Arellano, Superintendent of Schools
Jason Hill, Assistant Superintendent, Business Services
Ken Wagner, Assistant Superintendent, Educational Services
Sabine Robertson-Phillips, Assistant Superintendent, Human Resources

c. APPROVAL OF MINUTES

On motion of Patty Holohan, second by Melissa Ayala-Quintero, and unanimously carried, the Board took action to:

1. Approve the minutes of the May 17, 2022, Board of Education Special Meeting, and the May 24, 2022, Board of Education Regular Meeting.

VI. PUBLIC PARTICIPATION

a. COMMUNITY INPUT FOR AGENDIZED ITEMS

1. Paul Blatchley
   - Noted he lives in Trustee Area 5.
   - Inquired if the new course that is agendized for approval (Item. XIII.d.) will be offered at all high schools and if the District will be hiring teachers to teach the course at all high schools?
   - Noted he has a student in the District who is very interested in Musical Theater and if it is not being offered at all the high schools, where will he have to send his student to be able to attend the class.

ITEM TAKEN OUT OF ORDER:
XVI. HUMAN RESOURCES ACTION ITEMS

President O'Neill shared the following from Closed Session:

In regard to the Public Employee Appointment part of the Agenda:

In Closed Session, the Board took action to appoint Rachel Malatesta to the position of Director II, Behavioral and Mental Health Services, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Apolonio Del Toro to the position of Director I, Transportation, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Kristine Hubbard to the position of Coordinator IV, Categorical Programs and Educational Support, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Devlinn Clinton to the position of Coordinator IV, Instructional Technology & Student Data Systems, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Troy Martinez to the position of Principal, Alternative Program & Adult Education, effective July 1, 2022, at Year 4 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Natalie Johnson to the position of Assistant Principal, Clement Middle School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Todd Harris to the position of Assistant Principal, Moore Middle School, effective TBD, at Year 5 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Jeffrey Im to the position of Assistant Principal, Bryn Mawr Elementary School, effective July 1, 2022, at Year 5 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Blake Hardeman to the position of Assistant Principal, Crafton Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Michael Laba to the position of Assistant Principal, Highland Grove Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Kristine Reynolds to the position of Assistant Principal, Judson & Brown Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Christopher McClung to the position of Assistant Principal, Mission Elementary School, effective July 1, 2022, at Year 3 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Robyn Rivera to the position of Assistant Principal, Smiley Elementary School, effective July 1, 2022, at Year 1 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

In Closed Session, the Board took action to appoint Cameron Nabhan to the position of Assistant Principal, Citrus Valley High School, effective TBD, at Year 1 of the Management Team Salary Schedule, with the following vote: Ayala-Quintero, Holohan, O'Neill, Rendler, Vara voting Aye.

b. PUBLIC HEARING

President O'Neill opened the Public Hearing at 7:19 p.m. One [1] person wished to comment as noted below, and the Hearing was closed at 7:21 p.m.

1. Public Hearing on the Initial Proposal of the Redlands Teachers Association (RTA) to the Board of Education for the 2022-2023 Negotiations.

a. Paul Blatchley
- Inquired where a community member would be able to access information on the proposal.

President O'Neill opened the Public Hearing at 7:21 p.m. One [1] person wished to comment as noted below, and the Hearing was closed at 7:22 p.m.

2. Public Hearing on Redlands Unified School District's 2022-23 Balances in Excess of Minimum Reserve Requirements (Appendix Item).

a. Paul Blatchley
- Again, inquired where a community member would be able to access information about the public hearing that would allow a constituent to either speak pro or con to the hearing.

c. PRESENTATION

1. Redlands Unified School District's 2022-2023 Annual Budget Presentation – Jason Hill, Assistant Superintendent, Business Services

Assistant Superintendent Hill expressed gratitude to his staff, Brian Guggisberg, Cheri Grosz, and Fernanda Naves for their work on the Budget.

Mr. Hill shared a PowerPoint presentation outlining the Annual Budget for the 2022-2023 school year, noting that LEA's must budget from the May Revision but the only certainty is that the final budget will be different from this proposal. Mr. Hill reviewed the LCFF Funding, Multi-Year Assumptions, and Components of the Ending Balance.

2. Report of Redlands Unified School District's Local Indicators for the 2021-22 School Year – Jamie Cortz, Director, Accountability and Instructional Technology

Mr. Cortz stated that the purpose of his report was to share the findings from the District's surveys or local indicator surveys that are administered each year. Mr. Cortz also shared a PowerPoint outlining the priorities (Basic Services,

Implementing Standards, Parent Engagement, School Climate, and Broad Course of Study) used for the local indicator surveys, and the survey tools used for each priority in order to determine if those priorities have been met. Mr. Cortz stated that for each priority, the requirements have been met.

3. Universal Pre-Kindergarten Planning and Implementation Grant Program Plan - Jean Joye, Director, Elementary Education

Mrs. Joye stated that the purpose of her report was to share the changes to the early childhood programs in the District as well as across the State, specifically the changes in how the District will implement the Universal Pre-Kindergarten Program. Mrs. Joey also shared a PowerPoint outlining the Universal Pre-Kindergarten implementation timeline, as well as the Universal Pre-Kindergarten funding and grants and the implementation of funding and grant.

4. LCAP Committee Recognition– Ken Wagner, Assistant Superintendent, Educational Services

Assistant Superintendent Wagner acknowledged, recognized and thanked the 20221-2022 Local Control and Accountability Plan Committee members, presenting them with a Certificate of Appreciation.

VII. STUDENT REPRESENTATIVE'S REPORT

a. President O'Neill noted that the Student Trustees have been selected by the High Schools to represent them. For the 2022-23 school year, they are: Redlands East Valley High School - Maria Norton and alternate is Frankie Russo; eAcademy - Olivia Johnson and alternate is Reid Cera; Redlands High School – Adid Patlova and alternate is Arianna Amada-Stevens; Citrus Valley High School – Kaleigh Nagle and alternate is Jolene Bakalova; Orangewood High School – Stephanie Shaub.

VIII. BOARD MEMBER COMMITTEE REPORTS

a. Colton Redlands Yucaipa-Calimesa Regional Occupational Program [CRY-ROP] – Ms. Holohan noted due to graduations being the previous week, the meeting was rescheduled to tomorrow.

b. Redlands COMPACT – Mrs. Rendler noted that COMPACT will resume meeting when school resumes in August.

c. Redlands Educational Partnership Foundation [REP] – As Mrs. Ayala-Quintero noted that the REP Board is very pleased with all they have accomplished this year and will spend time during the summer planning for next year. Triple A Academy's Summer Enrichment Camp will begin next week and there is still space for incoming K-6 graders and more information is available on their website.

d. City of Redlands Cultural Arts Commission – Mr. O'Neill noted the Cultural Arts Commission has not met.

e. City of Redlands Parks and Recreation Advisory Commission – Mrs. Rendler shared that the big talk this month was regarding the Pump Track for skateboarders or BMX bikes. They are looking for space to have the track. Discussions were also held regarding splash pads and/or the use of the pool for summer for families to use. The Recreation Center will be open again this summer as a "cooling off" center for those who do not have air conditioning or are unable to use their air conditioning due to cost. Redlands Community Services Summer Recreation Guide is out for those interested.

f. SANDABS – Mrs. Holohan noted that the Governor did meet his June 15th deadline for signing the budget. SANDABS will keep an eye on that and will go dark in the summer starting in July.

g. CSBA Region XVI Delegate Assembly – Mr. O'Neill noted they have not had a meeting.

h. The Coalition to Support RUSD in the Completion of a REV Athletic Stadium – Mr. O'Neill noted there was a great Groundbreaking which was well attended, and all had a great time.

IX. SUPERINTENDENT'S REPORT

a. Assistant Superintendent Robertson-Phillips noted the following:

1. Redlands Education Support Professionals Association 2022-2023 Initial Proposal to the Board of Education – Sabine Robertson-Phillips, Assistant Superintendent, Human Resources

   Dr. Robertson-Phillips noted that the Redlands Education Support Professionals has presented their Initial Proposal for Successor Negotiations to the Redlands Unified School District's Board of Education for the 2022-23 school year. The Public Hearing on the Association's Initial Proposal will be at the next Board Meeting on July 12, 2022.

2. Board of Education 2022-2023 Initial Proposal to the Redlands Teachers Association (RTA) - Sabine Robertson-Phillips, Assistant Superintendent, Human Resources

   Dr. Robertson-Phillips also noted that the Board of Education's 2022-23 Initial Proposal for Successor Negotiations was presented to the Redlands Teachers Association for the 2022-2023 school year. The Public Hearing on the Board's Initial Proposal will also be held at the July 12th Board of Education Meeting.

   Dr. Robertson-Phillips further noted that when in Negotiations, the District does *sunshine* all of the Initial Proposals in the local papers where it is noted that the Initial Proposals may be viewed at either the Smiley Library or the District Office.

b. Superintendent Arellano noted the following:

1. Thanked Mr. Cortz and Mrs. Joye for their presentations earlier this evening, noting his appreciation for their efforts in providing the information for the public and the Board of Education.

2. Thanked Human Resource Department for their hard work in filling vacancies for the upcoming school year.

3. Thanked Mr. Hill and his team for putting together the budget and for the clear, concise presentation earlier this evening.

4. Noted had a great week last week with all the graduations – it was a *feel-good* week.

5. Shared had the opportunity to celebrate and honor all teacher and classified retirees. Also had the opportunity to honor Management Team retirees. Would like to recognize and thank Jim Canales, Assistant Principal at Bryn Mawr Elementary School, who is retiring after thirty-five years in the District. Mr. Canales has been a great support to teachers and students. Also, Catherine Obregon, Assistant Principal at Redlands East Valley High School, who is retiring after six years in the District. Mrs. Obregon has been a wonderful support and always done things the REV Way.

6. Noted had a wonderful Groundbreaking ceremony at REV. It was a great event and well attended. Shared that the work that Mr. Hill and his team has done to secure funding for the Stadium has been outstanding.

7. Expressed his thanks to the LCAP Committee for all their hard work and dedication to the District in serving on the Committee.

8. Noted he wanted to recognize one more retiree – Heidi Mackamul – who is serving her last Board Meeting this evening. Expressed his thanks to Mrs. Mackamul for her support and dedication to him and the District throughout her career.

X. SUPERINTENDENT'S RECOMMENDATIONS

XI. BUSINESS SERVICES CONSENT ITEMS

On motion of Patty Holohan, second by Melissa Ayala-Quintero, and unanimously carried [Amending item XI.i], the Board took action to:

a. Approve all Consent Items as detailed in Items XI.b. – XI.jj.

b. Approve Agreement with the A. K. Smiley Public Library Heritage Tours to conduct a program entitled "Fourth Grade Heritage Tours", which will include a tour of local historical sites, effective August 1, 2022 through July 31, 2023 and thereafter renewed until terminated or revised. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

c. Approve Agreement with CPS HR Consulting (CPS HR), to conduct a Base Salary Study, at a cost not to exceed $174,100.00, effective September 1, 2022 through April 30, 2023, to be funded by Business Services Funds (Appendix Item).

d. Approve Agreement with Davis Demographics MGT, LLC, to provide master planning and demographic services, effective July 1, 2022 through June 30, 2025, at a cost not to exceed $26,980.00 per year, to be funded by School Facility Fees (Appendix Item).

e. Approve Agreement with Dr. Derek Greenfield, to provide an Equity Team Training series for principals/building leaders, at a cost not to exceed $121,000.00, effective June 15, 2022 through June 30, 2023, to be funded by Local Control Accountability Plan Funds (Appendix Item).

f. Approve Consulting/Software Agreement with Gaggle, to provide Gaggle Safety Management for Google, at a cost not to exceed $88,642.40, effective July 1, 2022 through June 30, 2023, to be funded by Local Control Accountability Funds (Appendix Item).

g. Approve Agreement No. 22/23-0213 with the Office of the San Bernardino County Superintendent of Schools, to provide courier services, at a cost of $16,762.00 effective July 1, 2022 through June 30, 2023, to be funded by General Funds (Appendix Item).

h. Approve Agreement No. 22/23-0115 with the Office of the San Bernardino County Superintendent of Schools, to coordinate Medi-Cal Administrative Activities for a fee not to exceed $17,663.00, based on CBEDS (Average Daily Attendance) enrollment, effective July 1, 2022 through June 30, 2023. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

AMEND:
ADD/DELETE

i. Approve Agreement with MTGL to provide Soil and Materials Inspections and Testing for the Redlands East Valley High School Stadium Track & Field Project, at a cost of $76,844.25~~.00~~, to be funded by Developer Fees. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

j. Approve Agreement with PCH Architects, Inc., for architectural services on an as-needed basis for relocatable classrooms, additions to and minor reconstruction projects at various District sites, effective July 1, 2022 through June 30, 2025, not to exceed $50,000.00 per single project, funded by Maintenance and Operations, Developer Fees, and Local and/or State Construction Funds (Appendix Item).

k. Approve Agreement with School Facility Consultants, to provide Consulting Services assisting the District in obtaining state funding through the Office of Public School Construction, at a cost not to exceed $50,000.00, to be funded by Developer Fees. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

l. Approve Agreement with SGH Architects, Inc., to provide architectural and engineering services for the Pool Renovation Project, Phase 1 at Redlands East Valley High School, at a cost of $285,000.00 plus reimbursables, to be funded by Local Control Accountability Plan Funds. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

m. Approve Agreement with Soliant Health Inc., to provide healthcare jobs and staffing services as directed for all students in the District, effective July 1, 2022 through June 30, 2023, to be invoiced per attached rate sheet, to be funded by Business Services, Elementary and Secondary School Emergency Relief (ESSER), Learning Recovery Support, Special Education and Student Health Services Funds (Appendix Item).

n. Approve Amendment No. 1 to Agreement with Inland Inspections & Consulting, to provide DSA Inspection Services for the Relocatable Toilet Building at Arroyo Verde Elementary, at a cost of $7,400.00, to be funded by Developer Fees. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

o. Amend Agreement with Orrick, Herrington and Sutcliffe, LLP (Orrick), to provide legal services in connection with Community Facilities District No. 2021-1, effective January 15, 2021, to be funded by Community Facility District Funds (Appendix Item).

p. Ratify/Approve Agreement with Big Springs Educational Therapy Center, to provide 180 hours of direct reading instruction services and attend individual educational program ("IEP") team meetings per the consulting agreement, effective January 1, 2022 through June 30, 2024, at a cost not to exceed $15,810.00, to be funded by Alternate Dispute Resolution Funds (Appendix Item).

q. Ratify/Approve Amendment No. 1 with Citrus Counseling Services, Inc. to provide a licensed Clinical Supervisor, at a cost not to exceed $25,000.00, to be funded by Local Control Accountability Plan Funds (Appendix Item).

r. Ratify/Approve Agreement with Ironwood Consulting & Inspections, Inc., to provide DSA Inspection Services for Redlands East Valley High School Stadium Track and Field Improvements, at a cost not to exceed $58,900.00, to be funded by Developer Fees. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

s. Ratify/Approve Agreement with NV5 West, Inc to provide DSA Lab of Record Services, Materials Testing and Special Inspections for Redlands East Valley High School Parking Lot, for $27,595.00, to be funded by Developer Fees. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

t. Ratify/Approve Agreement with Raincross Inspection, to provide DSA Inspection Services for Redlands East Valley High School Parking Lot Project, at a cost not to exceed $13,680.00, to be funded by Developer Fees. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

u. Approve additional funding source for Bid 10-22, Redlands East Valley High School Stadium Track & Field Improvements to include Local Construction Funds (CFD Funds).

v. Approve additional funding source for Bid 14-22, Redlands East Valley High School S-Portable Parking Expansion to include Local Construction Funds (CFD Funds).

w. Approve the participation of the Redlands Unified School District in Piggybacking on the Riverside Unified School District Bid# 2017/18-10 for Milk, Dairy, Fruit Juice and Ice Cream Products, through Hollandia Dairy as needed for Child Nutrition. It has been

determined that such Piggybacking shall be in the best interest of the District in securing the necessary goods and services for these said products. Authorize Mauricio Arellano, Superintendent of Schools, Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board.

x. Award Bid 12-22 for Instructional Supplies, to be ordered on an as needed basis for warehouse stock, to the lowest responsive bidders, as listed on the Bid Matrix, effective immediately for one year which may be extendable up to three years. The bid is based on the District's estimated warehouse usage per line item. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board (Appendix Item).

y. Award RFP 13-22; Radio System Upgrade & Equipment Purchase to the lowest responsible/responsive bidder Airwave Communications, in the amount of $503,952.07, to be funded by Elementary and Secondary School Emergency Relief Funds. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board.

z. Award Bid 18-22; Hydration Station Installation to the lowest responsible/responsive bidder SAS Construction, in the amount of $319,000.00, to be funded by Maintenance and Operations Funds. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board.

aa. Award Bid 21-22; Laboratory Casework Replacement at Orangewood Continuation High School to the lowest responsible/responsive bidder Dalke & Sons Construction, in the amount of $763,480.00, to be funded by Local Control Accountability Plan Funds. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board.

bb. Extend Award Bid 1-20 for Paper and Miscellaneous Supplies to the lowest responsible/responsive bidder, P & R Paper Supply Co., effective July 1, 2019. This extension is for one year, and may be extendable up to three years, not exceed total of four years. Authorize Jason Hill, Assistant Superintendent, Business Services, and Amy Drummond, Purchasing Director I, to sign related documents on behalf of the Board.

cc. Authorize the destruction of the following surplus/obsolete vehicles:

Vehicle #	YR/Model	VIN	License Plate
201	09 BLUEBIRD BUS	1BAKBC5A89F264142	1327405
435	07 CHEVROLET VAN	1GCFG15Z571130928	1275768

dd. Approve Revised Titles to Redlands Unified School District Board Policy and Administrative Regulations recommended by the California School Board Association (CSBA) for the policies listed in the attachment [First and Second Read] (Appendix Item).

ee. Approve Deletion/Rescinding of Redlands Unified School District Board Policies and Administrative Regulations recommended by the California School Board Association

(CSBA) for the policies listed in the attachment [First and Second Read] (Appendix Item).

ff. Approve Revised Codes to Redlands Unified School District Board Policies and Administrative Regulations recommended by the California School Board Association (CSBA) for the policies listed in the attachment [First and Second Reading] (Appendix Item).

gg. Approve Revised Administrative Regulation 3515.6 – Business and Noninstructional Operations – Criminal Background Checks for Contractors [Second Reading] (Appendix Item).

hh. Accept donations. Instruct secretary to write letters of appreciation on behalf of the Board (Appendix Item).

ii. Approve Payment Transmittal Numbers 22001167 through 22001277 for June 14, 2022, in the amount of $6,708,562.79. Authorize Jason Hill, Assistant Superintendent, Business Services, to sign on behalf of the Board (Appendix Item).

jj. Ratify/Approve Attendance at Professional Meetings (Appendix Item).

XII. BUSINESS SERVICES ACTION ITEMS

On motion of Alex Vara, second by Michele Rendler, and unanimously carried, the Board took action to:

a. Adopt Resolution No. 44, 2021-2022, Order of Election and Specifications of the Election Order pursuant to Education Code 5302, 5304, 5320, and 5322 (Appendix Item).

On motion of Patty Holohan, second by Melissa Ayala-Quintero, and unanimously carried, the Board took action to:

b. Adopt Resolution No. 45, 2021-2022, Resolution Continuing Authority to Hold Virtual Meetings Pursuant to AB 361 (Appendix Item).

On motion of Patty Holohan, second by Alex Vara, and unanimously carried, the Board took action to:

c. Approve the 2022-2023 Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum (Appendix Item).

On motion of Jim O'Neill, second by Melissa Ayala-Quintero, and unanimously carried, the Board took action to:

d. Approve/Adopt Redlands Unified School District's 2022-2023 Local Control and Accountability Plan (LCAP) (Appendix Item).

On motion of Patty Holohan, second by Alex Vara, and unanimously carried, the Board took action to:

e. Adopt Resolution No. 46, 2021-22, Acknowledgement of Due Diligence for the Purchase of Textbook Adoptions and Authorization to Commit One-Time Discretionary Funds (Appendix Item).

On motion of Melissa Ayala-Quintero, second by Michele Rendler, and unanimously carried, the Board took action to:

f. Adopt the Annual Proposed Budget for the 2022-2023 Fiscal Year (Appendix Item).

XIII. EDUCATIONAL SERVICES CONSENT ITEMS

On motion of Michele Rendler, second by Patty Holohan, and unanimously carried [Amending Item XIII.b.], the Board took action to:

a. Approve Consent Items as detailed in Items XIII.b. - XIII.m.

AMEND:

b. Approve Consideration of Redlands Unified School District's Universal Pre-Kindergarten Plan as a condition of receiving Grant funds projected at $343,000 (Appendix Item).

Replace Pages 452 and 465

c. Approve recommendation of the District Curriculum Committee for a new elective course (Piano II) in the Secondary Course of Study for the 2022-2023 school year (Appendix Item).

d. Approve recommendation of the District Curriculum Committee for a new elective course (Training the Musical Theatre Artist) in the Secondary Course of Study for the 2022-2023 school year (Appendix Item).

e. Approve Administrative Regulation 5113 – Absences And Excuses [First Reading] (Appendix Item).

f. Approve Board Policy/Administrative Regulation 5113.1 – Chronic Absence And Truancy [First Reading] (Appendix Item).

g. Approve Board Policy/Administrative Regulation 5117 – Interdistrict Attendance [First Reading] (Appendix Item).

h. Approve Board Policy/Administrative Regulation 5141.21 – Administering Medication And Monitoring Health Conditions [First Reading] (Appendix Item).

i. Approve Board Policy/Administrative Regulation 5141.31 – Immunizations Required for Enrollment [First Reading] (Appendix Item).

j. Approve 14 members of Marching Band from Redlands East Valley High School to travel, by bus, to Fawnskin, CA, to attend Leadership Camp, effective June 17, 2022 through June 18, 2022.

k. Approve 61 members of Cheer and Song from Citrus Valley High School to travel, by bus, to Indian Wells, CA, to participate in a team building event, effective July 11, 2022 through July 14, 2022.

l. Approve 80 members of Marching Band from Redlands East Valley High School to travel, by bus, to Oak Glen, CA, to attend Band Camp, effective August 12, 2022 through August 14, 2022.

m. Approve 79 Fifth Grade Students from Mariposa Elementary School to travel, by bus and boat, to Avalon, CA, to attend Science Camp, effective October 24, 2022 through October 26, 2022.

XIV. EDUCATIONAL SERVICES ACTION ITEMS

On motion of Alex Vara, second by Melissa Ayala-Quintero, and unanimously, the Board took action to:

a. Approve the Stipulated Expulsion regarding student 2021-2022-031, expulsion through the remainder of the second semester of the 2021-2022 school year.

XV. HUMAN RESOURCES CONSENT ITEMS

On motion of Patty Holohan, second by Melissa Ayala-Quintero, and unanimously carried, the Board took action to:

a. Approve all Consent Items as detailed in Items XV.b. –XV.hhh. – (Assignments are tentative and informational and subject to change by the Superintendent)

b. Certificated - Approve new certificated bargaining unit personnel for the 2022-2023 school year (Appendix Item).

c. Certificated - Ratify/Approve employment of certificated hourly/daily personnel (Appendix Item).

d. Certificated - Approve 2022-2023 returning certificated bargaining unit personnel (Appendix Item).

e. Certificated - Ratify/Approve revised salary placements/assignments for certificated bargaining unit personnel (Appendix Item).

f. Certificated - Ratify/Approve 2021-2022 extra assignments for certificated personnel (Appendix Item).

g. Certificated - Approve 2022-2023 extra assignments for certificated personnel (Appendix Item).

h. Certificated - Approve revised requests to participate in the pre-retirement program for the 2022-2023 school year (Appendix Item).

i. Certificated - Ratify/Accept resignations/separations from certificated bargaining unit personnel for the 2021-2022 school year (Appendix Item).

j. Certificated - Accept resignations/separations from certificated bargaining unit personnel for the 2022-2023 school year (Appendix Item).

k. Certificated - Ratify/Accept resignations/separations from certificated hourly/daily personnel (Appendix Item).

l. Classified - Ratify/Approve new classified contract personnel (Appendix Item).

m. Classified – Ratify/Approve new classified contract Instructional Paraprofessional - Special Education personnel (Appendix Item).

n. Classified - Ratify/Approve employment of classified substitute/short-term personnel (Appendix Item).

o. Classified - Approve 2022-2023 returning ten month classified contract personnel (Appendix Item).

p. Classified - Approve 2022-2023 returning eleven month classified contract personnel (Appendix Item).

q. Classified - Approve 2022-2023 returning twelve month classified contract personnel (Appendix Item).

r. Classified - Ratify/Approve anniversary step and longevity increments of classified contract personnel (Appendix Item).

s. Classified - Ratify/Approve revised salary placements/assignments for classified contract personnel (Appendix Item).

t. Classified - Ratify/Approve revised salary placements/assignments for classified contract Instructional Paraprofessional – Special Education personnel (Appendix Item).

u. Classified - Ratify/Approve extra assignments for classified contract personnel (Appendix Item).

v. Classified - Ratify/Approve extra assignments for classified contract Instructional Paraprofessional – Special Education personnel (Appendix Item).

w. Classified - Approve classified contract personnel for summer school at Citrus Valley High School (Appendix Item).

x. Classified - Approve classified contract personnel for summer school at Redlands East Valley High School (Appendix Item).

y. Classified - Approve classified contract personnel for summer school at Redlands High School (Appendix Item).

z. Classified - Approve classified contract personnel for extended school year at Citrus Valley High School (Appendix Item).

aa. Classified - Approve classified contract personnel for extended school year at Kimberly Elementary School (Appendix Item).

bb. Classified - Ratify/Approve classified bargaining unit members as bus aide substitutes for 2022 summer (Appendix Item).

cc. Classified - Ratify/Approve classified bargaining unit members as campus monitor substitutes for 2022 summer (Appendix Item).

dd. Classified - Ratify/Approve classified bargaining unit members as clerical substitutes for 2022 summer (Appendix Item).

ee. Classified - Ratify/Approve classified bargaining unit members as child nutrition services worker substitutes for 2022 summer (Appendix Item).

ff. Classified - Ratify/Approve classified bargaining unit members as custodial substitutes for 2022 summer (Appendix Item).

gg. Classified - Ratify/Approve classified bargaining unit members as instructional paraprofessional substitutes for 2022 summer (Appendix Item).

hh. Classified - Ratify/Approve classified bargaining unit members as bus driver substitutes for 2022 summer (Appendix Item).

ii. Classified - Ratify/Approve bus aide substitutes for 2022 summer (Appendix Item).

jj. Classified - Ratify/Approve campus monitor substitutes for 2022 summer (Appendix Item).

kk. Classified - Ratify/Approve child nutrition services worker substitutes for 2022 summer (Appendix Item).

ll. Classified - Ratify/Approve clerical substitutes for 2022 summer (Appendix Item).

mm. Classified - Ratify/Approve health care technician substitutes for 2022 summer (Appendix Item).

nn. Classified - Ratify/Approve instructional paraprofessional substitutes for 2022 summer (Appendix Item).

oo. Classified - Ratify/Approve maintenance/operations/custodial substitutes for 2022 summer (Appendix Item).

pp. Classified - Ratify/Approve 2022-2023 classified Instructional Paraprofessional - Special Education returning 10-month contract employees (Appendix Item).

qq. Classified - Ratify/Approve release of 2021-2022 temporary 1:1 Instructional Paraprofessional - Special Education classified contract personnel (Appendix Item).

rr. Classified - Ratify/Approve requests for leaves of absence for the 2021-2022 school year (Appendix Item).

ss. Classified - Ratify/Accept resignations/separations from classified contract personnel (Appendix Item).

tt. Classified – Ratify/Accept resignations/separations from classified contract Instructional Paraprofessional – Special Education personnel (Appendix Item).

uu. Classified - Ratify/Accept resignations of classified substitute/short-term personnel (Appendix Item).

vv. Classified - Approve professional growth stipends for classified contract personnel (Appendix Item).

ww. Management - Ratify/Approve revised salary placements/assignments for certificated management personnel (Appendix Item).

xx. Management - Ratify/Approve revised salary placements/assignments for classified management personnel (Appendix Item).

yy. Management - Approve 2022-2023 returning certificated management personnel (Appendix Item).

zz. Management - Approve 2022-2023 returning classified and confidential management personnel (Appendix Item).

aaa. Management - Accept resignations/separations from management team personnel (Appendix Item).

bbb. Management - Ratify/Approve revised management team salary schedule for the 2021-2022 school year, effective July 1, 2021 (Appendix Item).

ccc. Management - Approve revised management team salary schedule for the 2022-2023 school year, effective July 1, 2022 (Appendix Item).

ddd. Management - Ratify/Approve amendments to contracts of Executive Cabinet Members: Jason Hill, Assistant Superintendent, Business Services; Sabine Robertson-Phillips, Assistant Superintendent, Human Resources; and Kenneth Wagner, Assistant Superintendent, Educational Services (Appendix Item).

eee. Other - Ratify/Approve employment of temporary athletic team coaches/extended day Citrus Valley High School (Appendix Item).

fff. Other - Ratify/Approve employment of temporary athletic team coaches/extended day/Redlands East Valley High School (Appendix Item).

ggg. Other - Ratify/Approve employment of temporary athletic team coaches/extended day/Redlands High School (Appendix Item).

hhh. Other - Approve volunteers and overnight chaperones for the 2021-2022 school year (Appendix Item).

XVI. HUMAN RESOURCES ACTION ITEMS

a. President O'Neill congratulated Jamie Cortz, Mary Anderson and Cheri Grosz on their promotions.

XVII. PUBLIC PARTICIPATION

a. COMMUNITY INPUT

1. Ashley DAmbra
   - Shared her child is a Second Grader at Highland Grove Elementary.
   - Expressed her concern that she was unable to volunteer in her child's classroom.
   - Shared her concern regarding the need for a crossing guard at the school, Highland Grove Elementary, as it is dangerous for students and parents crossing the street.

2. Nicole Guilliam
   - Shared she is a mother of two who attend Highland Grove Elementary School.
   - Noted she volunteers every chance she is able to, and is an active member of the PTA.
   - Shared that the bullying and bad behavior is out of control at Highland Grove.
   - Noted that a crossing guard is needed at Eucalyptus.

3. Megan McClain
   - Shared her concern regarding the crossing danger at Mentone Elementary School.
   - Asked that the Board of Education implement crossing guards at Mentone Elementary prior to the start of the 2022-23 school year.

4. Elisabeth Antos
   - Shared she has two children in the District.
   - Asked that the Board instruct the District to resume work on a comprehensive sex education curriculum, noting the Healthy Youth Act mandates this curriculum.

5. Nicole Prasad
   - Shared her concerns regarding the lack of healthy meals for students.
   - Shared her experience visiting Old Grove Farms with Betty Crocker.

6. Paul Blatchley
   - Asked the Board to stop using the Pandemic as a reason for not implementing programs.

- Shared he had a student who attending Mentone and the traffic is dangerous.
- Noted he felt that students would not call out teachers on a survey.
- Shared his students' experience with on-line textbooks – there are none.
- Noted that sunshining in the newspaper is old, no one reads the paper anymore.
- Shared his belief that technology is more important to students than English.
- Noted the District needs to bring back Drivers Ed.

7. Ruth Cook
   - Noted her last student just finished at Redlands High School, noting it has been a tough year for her.
   - Shared her concerns regarding the grading policies of the High School Teachers, noting their policies caused her student a lot of stress.

President O'Neill read the following email received for Community Input.

8. Crystalina Prado
   - Shared her safety concerns as a result of the recent events that took place in Uvalde, Texas.
   - Requested that the Board hire retired and or trained officers that are POST certified to be employed and positioned at every school site.
   - Also suggested that teacher and staff that are willing are trained in tactical assimilation.

XVIII. BOARD COMMENTS/REPORTS

a. Patty Holohan:

1. Noted that as a parent of two Redlands High School graduates, she appreciates all parents' passion for their students.
2. Attended the Angels Closet Open House, noting her thanks and appreciation to Pat Williams for her dedication to overseeing the program.
3. Attended RTA Retirement Dinner – was a very nice event and enjoyed seeing everyone and appreciated the opportunity to wish all the retirees the best in their new adventure.
4. Attended the Redlands Symphony Gala where monies raised help to allow District 4th Graders to attend the Symphony.
5. Attended all the graduations last week – they were all awesome events and congratulations to all graduates.
6. Attended the Groundbreaking at REV for the Stadium – it was a wonderful event. Expressed her thanks to Mr. Clarey for a great job.
7. Expressed her thanks and appreciation to Mr. Jim Canales for his thirty-five years of service to the District, noting he will be missed.
8. Thanked Mrs. Stephanie Lock for the invitation to the Meet & Greet to meet her new Assistant Principals, Mr. Aguilera and Mr. Ortiz.
9. Shared that July 28th will be Redlands Unified School District, Redlands Bowl Night, and is hoping there will be a lot of participation from RESPA, RTA and staff. There will be a reception prior to the program and then The Little Mermaid will be presented.

10. Congratulated and welcomed all the new Assistant Principals to the District – Todd Harris at Moore Middle School, Natalie Johnson at Clement Middle School, Robyn Rivera at Smiley Elementary, Christopher McClung at Mission Elementary, Michael Laba at Highland Grove Elementary, Kristine Castro at Judson & Brown Elementary, Blake Hardeman at Crafton Elementary, and Jeff Im at Bryn Mawr Elementary.
11. Congratulated Devlinn Clinton and Kristine Hubbard on their new positions.
12. Expressed her thanks and appreciation to Heidi Mackamul for her support and dedication over the years as Assistant to the Superintendent.

b. Melissa Ayala-Quintero:

1. Noted what an honor it was to attend all the graduations. It has been a tough couple of years and she was excited to see all the graduates.
2. Expressed her thanks to all the Teachers who are retiring – you will be missed.
3. Expressed her thanks to Mr. Clarey for the Groundbreaking Ceremony for the REV Stadium – it was fun and she appreciated all the hard work that went into the event.
4. Shared that earlier in the evening, the Board met the new student trustees for next year, noting it was a pleasure to meet them. She is looking forward to working with them and eager to hear their voices.
5. Shared that with all of the end-of-year events, it is hard to take time to appreciate and reflect on what is happening. She will take the time to spend time with her family and reflect on how fortunate they are.
6. Expressed her thanks and appreciation to Heidi Mackamul for her support.

c. Alex Vara:

1. Shared his appreciation for parents coming to talk to them about safety.
2. Shared that there has been training at various sites for intruder on campus, it is unfortunate that these trainings must be held, but it is imperative to ensure safety of students.
3. Congratulated and expressed his appreciation to Heidi Mackamul for her support.

d. Michele Rendler:

1. Congratulated all the new hires in the District.
2. Attended the REV Groundbreaking for the Stadium – it was a great event.
3. Expressed her appreciation for the van being donated to the RHS Auto Shop.
4. Honored to attend all the graduations – every graduation was unique and awesome.
5. Expressed her thanks to all the LCAP Committee members.
6. Wished everyone a Happy Flag Day.
7. Attended Pep Rally at Lugonia and participated in the book giveaway for each student.

e. Jim O'Neill:

1. Gave a shout out to all the organizers of all the graduations – they were all professional, students and staff speeches were great and everyone was well behaved.

2. Thanked staff for the presentations this evening.
3. Congratulated all the new hires for the District and all the promotions.
4. Congratulated all the retirees and thanked them for their years of service and dedication to the District.
5. Noted that Mr. Blatchley hurt his feelings by saying that no one reads the newspaper anymore, noting that the Board will have articles coming out in the papers.
6. Shared it has been an amazing year and hopes that they will be able to continue down a path of normalization.
7. Noted that safety is a Board priority and shared that the Superintendent and his staff have done a lot of work to ensure student and staff safety.
8. Expressed his thanks and appreciation to Heidi Mackamul for her dedication and support over the years.
9. Presented Mrs. Mackamul with a token of appreciation from the Board.

XIX. CLOSED SESSION

a. None.

XX. ADJOURNMENT

a. There being no further business, the meeting was adjourned at 9:38 p.m.

Adopted:

Melissa Ayala-Quintero, Clerk

Date

Negotiations 2022-2023
Redlands Education Support Professionals Association

- **ARTICLE 4 NEGOTIATIONS PROCEDURES**
- **ARTICLE 5 ASSOCIATION RIGHTS**
- **ARTICLE 6 PAY AND ALLOWANCES**
- **ARTICLE 7 HEALTH AND WELFARE BENEFITS**
- **ARTICLE 8 LEAVES**
- **ARTICLE 9 PROFESSIONAL GROWTH PROGRAM**
- **ARTICLE 10 HOURS OF EMPLOYMENT AND OVERTIME**
- **ARTICLE 13 EVALUATION PROCEDURES**
- **ARTICLE 14 SELECTION/REASSIGNMENT/TRANSFER/PROMOTION**
- **ARTICLE 15 YEAR ROUND EDUCATION**
- **ARTICLE 16 CLASSIFICATION AND RECLASSIFICATION**
- **ARTICLE 17 VACATION**
- **ARTICLE 19 GRIEVANCE PROCEDURE**
- **ARTICLE 21 LAYOFF AND REEMPLOYMENT**
- **ARTICLE 23 BUS DRIVERS HOURS AND ASSIGNMENTS**
- **ARTICLE 25 SAFETY CONDITIONS OF EMPLOYMENT**
- **ARTICLE 27 DISCIPLINARY PROCEDURE**
- **ARTICLE 28 CONTRACTING OUT FOR SERVICES**
- **ARTICLE 33 COMMITTEES**
- **APPENDIX A-1 CLASSIFIED BARGAINING UNIT SALARY SCHEDULE**
- **APPENDIX F**
- **APPENDIX G**

ARTICLE 4 NEGOTIATIONS PROCEDURES

4.4 Negotiations Release Time
The Association shall have the right to designate five (5) members who shall be given release time to participate in at-the-table negotiations. ~~Release time shall not be granted for preparations prior to or following actual negotiations meetings~~. ***Two hundred (200) hours of release time shall be granted to Negotiations Team members of the Association for the purpose of bargaining preparation. The cost in excess of the two hundred (200) hours shall be paid at the sub rate for unit members who need substitute coverage.***

ARTICLE 5 ASSOCIATION RIGHTS

5.8 Association Release Time
The Association shall be allowed, without cost to the Association, up to ~~sixty (60)~~ ***one - hundred twenty (120)*** days or ~~four-hundred eighty (480)~~ ***nine - hundred sixty (960)*** hours of release time to utilize for conferences and for conducting other business pertinent to the Association's role as the Exclusive Representative. Such Association designated unit members shall suffer no loss in compensation. It shall be the responsibility of the Association, except in cases of emergency, to inform the District at least forty-eight (48) hours in advance of a member's absence. ***The unit member shall notify their supervisor in advance of their absence from the site or assignment.***

5.8.1 ***Association President Release Time***

The District shall, in addition to 5.8 above, provide the Association President with ***the number of release days equal with his/her work days*** ~~one-hundred eighty (180) days of release time to utilize~~ for conferences and for conducting other business pertinent to the Association's role as the Exclusive Representative. The Association President shall suffer no loss in compensation. ***Upon leaving the Office of President, s/he shall be reinstated to his/her former position in the District. The District shall compensate the outgoing President with the same salary and benefits s/he would otherwise have received without loss of seniority.*** Except in cases of emergency, it shall be the responsibility of the Association President to inform the District at least forty-eight (48) hours in advance of his/her absence.

5.8.2 ***District Initiated Release Time***

Release time utilized at the request of the District and approved by the Superintendent / Designee shall not be deducted from the above referenced days. ***This shall include release time when the Association is in need of representing a unit member for disciplinary proceedings or inquiry and at-the-table negotiations.***

5.13 Names, Addresses, Assignments

Names, Addresses and assignments of District employees shall be provided without cost to the Association ***on or before the 15th of September, January and May*** ~~as soon as possible during the first semester.~~ Information regarding new contract members shall be provided ***within ten (10) days*** ~~as soon as possible~~ after their ***effective date of*** employment.

ARTICLE 6 PAY AND ALLOWANCES

6.1 Regular Rate of Pay

The regular rate of pay for each position in the bargaining unit shall be in accordance with the rates established for each class as provided for in Appendix A. The regular rate of pay shall include any shift differential and /or longevity increment required to be paid under this agreement.

6.4 Promotion

Any member of the bargaining unit receiving a promotion under the provisions of this Agreement shall be moved to the appropriate range and step of the new class to ensure an increase of not less than ~~seventy - five dollars ($75.00)~~ ***two - hundred dollars ($200.00)*** per month as a result of that promotion, ~~except that the unit member may be placed on the last step of the appropriate range if that is the maximum allowable for the class~~ ***according to the unit members total years of service in the District including longevity status***. This amount shall be prorated for employees working less than eight (8) hours per day.

6.5 Mileage

Any member of the bargaining unit authorized ~~in writing~~ to use his/her vehicle on District business shall be reimbursed for such travel at the business rate established by the Internal Revenue Service at the time such travel occurred.

6.7 Longevity Pay

The District agrees to additionally compensate long service unit members. Longevity pay incentives will be paid monthly at the start of the following specified years of employment (see salary schedule A-1 for amounts): ~~11th, 14th, 19th, 24th, 29th~~ ***9th (3%), 12th (6%), 15th (9%), 18th (12%), 21st (15%), 24th (18%), 27th (21%). Percentage increase will be based on Step F. Shift differential compensation shall be included prior to the longevity percentage increase. Regardless of promotion, reassignment or reclassification, all salary compensation shall be consistent with the years of service, on the salary schedule, which the unit member has achieved in the District including longevity status.***

6.8 Uniform and Tools

The District shall provide the following expense allowance in lieu of providing uniforms or tools:

6.8.1 Uniforms

Campus Security $55.00/month

Campus Supervisors $55.00/month

Child Nutrition Services Assistant I & II, Lead I, II, III Lead Child Nutrition Services Worker (Central Kitchen) $25.00/month

6.8.5 Footwear

The District will provide up to two (2) pairs of appropriate footwear for CNS, Maintenance, Grounds***,*** ***Custodial*** and Warehouse employees annually. Employees will be required to wear District provided footwear. ***Eligible unit members who purchase boots of their own selection shall be reimbursed up to seventy-five dollars ($75.00) annually. Receipt of purchase will be required prior to reimbursement. Footwear must be up to CAL-OSHA standard.***

ARTICLE 7 HEALTH AND WELFARE BENEFITS

7.10.3 Retirement System

California Public Employees' Retirement System (CalPERS or PERS) -all permanent unit members are required to participate in PERS. Information regarding PERS shall be furnished to each unit member during the new hire process.

Accumulation Program for Part-Time and Limited-Service Employees (APPLE)-Employees working less than four hours per day are required to participate in APPLE. Information regarding APPLE shall be furnished to each unit member during the new hire process.

7.10.3.1 The district shall disseminate twice a year (October and April) general information regarding the PERS and the APPLE retirement system. The purpose of this is to provide resources for employees to gain a better understanding of how their retirement system works and who to contact with retirement benefit questions.

7.10.3.2 Eligible unit members may apply unused sick leave towards retirement credit under PERS to the extent permitted by law. Eligibility for PERS service credit shall be within the exclusive jurisdiction of PERS and shall not be subject to the grievance procedure.

7.11 Retirement Incentive

In lieu of of section 7.10.5.2, after a minimum of ten (10) years of service from the date of hire, unit members may choose upon retirement a cash payment of their unused sick leave hours at their current step and range in the following percentage:

Under 599 hours - 20% payout of the balance
600-720 hours - 30% payout of the balance
721-840 hours - 40% payout of the balance
841-1000 hours or more -50% payout of the balance

7.14 Health and Welfare Benefit Proration

The District/Employee share of the Health and Welfare Benefit cost shall be prorated based upon the hours of employment of each unit member. The proration shall be based upon contract only and will be as follows:

	District Contribution	Employee Pays
6 ~~¼~~ hours or more	100%	Any additional cost above District Contribution
4 - less than 6 ~~¼~~ hours	~~80%~~ ***90%***	~~20%~~ ***10%***, plus any additional cost above the prorated District Contribution
2 ~~¼~~ - less than 4 hours	~~60%~~ ***80%***	~~40%~~ ***20%***, plus any additional cost above the prorated District Contribution
Less than 2 ~~¼~~ hours	~~40%~~ ***70%***	~~60%~~ ***30%***, plus any additional cost above the prorated District Contribution

ARTICLE 8 LEAVES

8.1.1.1 The immediate supervisor shall not initiate progressive discipline of the unit member regarding dock status prior to the supervisor notifying the unit member of their exhaustion of their sick leave.

8.1.1.2 Sick leave is cumulative from year to year and shall be unlimited in acquisition.

8.1.1.3 Sick leave is transferable from one California school district to another if the unit member requests it within one (1) year of leaving the district. It is the unit member's responsibility to initiate the request.

8.5.3

A member of the unit shall submit to his/her supervisor ~~the reasons for having taken personal necessity leave on~~ an appropriately drawn District absence affidavit form ***which confirms the reason(s) for the use of personal necessity are in conformance with reasons listed in this article***.

8.6 General Leave

Every employee covered by this agreement shall be entitled to use up to ~~two (2)~~ ***four (4)*** days per year of paid sick leave as general leave for any reason. A unit member shall, except in case of emergency, give as much advance notice as is feasible of the intent to use general leave.

8.9 Absences for District Job Testing

Unit members shall be released from duties for the purpose of taking District Job Tests and/or Job Interviews. A minimum of twenty-four (24) hours notice to the unit members immediate supervisor is required.-This release time shall ***not*** be ~~unpaid, unless the member chooses to use available paid leave or vacation time for this purpose~~

deducted from the unit members assigned hours of work, sick leave or vacation for the purpose of professional growth and development.

ARTICLE 9 PROFESSIONAL GROWTH PROGRAM

9.1 Purpose

The purpose of the Professional Growth ***and Advancement*** Program is to ***retain employees,*** improve the ***unit member***s standard of service ***and promote development*** of the classified staff.

9.2 Eligibility

Eligibility for participation in the Professional Growth ***and Advancement*** Program is limited to all ***permanent*** ~~regular~~ classified employees (~~Probationary and Permanent)~~ ~~who show~~ ***with*** satisfactory performance as indicated by evaluation reports.

9.3 Coursework Criteria

9.3.1 The subject matter of Coursework must be related to the position ~~currently occupied by the unit member~~ ***the District employs***. In addition, upon request of the unit member, Coursework ~~may be~~ approved by the Assistant Superintendent, Human Resources, ~~to~~ ***may*** qualify such unit member for another position in District classified service.

9.4 Credit Towards Stipend

9.4.2
Credit toward the stipend may be earned at a ***community*** college, ***university,*** trade school, adult education class, workshop, or training program.

9.5 Stipend

9.5.1
The ***annual*** stipend for completion of Stage 1 ***(15 units)*** shall be ~~$775.00~~ ***$1,000.00***.

9.5.2
The ***annual*** stipend for completion of Stage 2 ***(30 units)*** shall be ~~$775.00~~ ***$1,000.00*** ~~(total of 30 units)~~ ***in addition to Stage 1 stipend.***

9.5.3
The ***annual*** stipend for completion of Stage 3 ***(45 units)*** shall be ~~$775.00~~ ***$1,000.00*** (~~total of 45 units)~~ ***in addition to Stage 2 stipend.***

9.5.4
The annual stipend for completion of Stage 4 (60 units) shall be $1,000.00 in addition to Stage 3 stipend.

9.6 Required Procedures

9.6.4
The Professional Growth stipend will be paid annually in one (1) lump sum in ~~July~~ ***June*** of each year.

9.6.4.1
When a unit member retires, ***for reason of illness or injury,*** he/she shall be entitled to his/her Professional Growth stipend ~~on a prorated basis~~ ***in full***.

9.6.4.2
When a unit member leaves the District for reasons of employment, he/she shall be entitled to his/her Professional Growth stipend on a prorated basis.

9.6.5
Point credit must be earned by June 30 in order to qualify for a ~~July~~ ***June*** stipend. Transcripts ~~or other~~ verification of point credit must be submitted to the Human Resources Office no later than August 15.

~~9.7.2~~
~~A maximum of five (5) classified employees may participate per year. The District reserves the right to increase the number of participants in any one year.~~

~~9.7.2.1~~
~~The District shall provide the Association, on an annual basis, with a list of all approved participants in the program.~~

Renumbered 9.7 sections

ARTICLE 10 HOURS OF EMPLOYMENT AND OVERTIME

10.2.3 Four/Ten Workweek
Ed Code § 45132 On a voluntary basis, a ten (10) hour day, four (4) day workweek may be established during the summer break for employees who are not working directly with students through mutual agreement of the employee and their supervisor. The dates classified employees may work the 4/10 workweeks shall be established by the District no later than May 31 of each year. The period of the workweek shall be determined by the supervisor.

10.3 Overtime Defined
Overtime is defined to include any District-authorized time required to be worked in excess of eight (8) hours in any one (1) day or in excess of forty (40) hours in any calendar week. Overtime shall also be defined as specified in Section 45131 of the Education Code.

10.3.1
Assigning of Overtime: Overtime opportunities shall be offered ~~as~~ equally ~~as is practical~~ among qualified employees in each department/ work site. ***Qualified volunteer employees, based on seniority, shall be rotated for overtime starting with the most senior employee to the last hire.***

10.9 Shift Differential Compensation

10.9.1
Any member of the bargaining unit whose ~~entire~~ assigned work shift takes place between ~~4:00~~ ***6:00*** p.m. and ~~8:00~~ ***6:00*** a.m. shall be paid a shift differential premium of five (5) percent above the regular rate of pay for all hours worked.

10.9.2 Adjusted Hours Differential

Unit members whose regular work hours are adjusted shall be compensated time and a half for those adjusted hours.

ARTICLE 13 EVALUATION PROCEDURES

13.1.1

Evaluator - A person designated by the District Superintendent as primarily responsible as the official evaluator. The evaluator shall not be a member of any bargaining unit, ***nor shall any information from another bargaining unit member be used in the process.***

13.1.2

Reviewer - The immediate supervisor of the evaluator or a person designated by the District Superintendent. The reviewer shall not be a member of the bargaining unit, ***nor shall any information from another bargaining unit member be used in the process.***

13.2.1 Probationary Unit Members

13.2.1.1

A unit member who receives a promotion to a new classification will be evaluated ~~during the first~~ ***at three (3) and*** six (6) working months ***after starting*** ~~of~~ the new assignment as a probationary unit member in that assignment. This shall not be interpreted to affect a unit member's permanent status in the District.

ARTICLE 14 SELECTION/REASSIGNMENT/TRANSFER/PROMOTION

~~14.1.10 Temporary 1:1 Instructional Paraprofessional - An employee who provides support to a student one-on-one, as defined by the IEP.~~

14.2 Selection

14.2.2

In the event there are ~~four (4)~~ ***two (2)*** or more qualified bargaining unit applicants, ***having taken and passed the appropriate test,*** an interview process will be conducted prior to posting the vacancy outside unless preference is given to the candidate with seniority of District service based on date of hire**.**

14.5 Notification

Within twelve (12) days, except for emergency conditions, following completion of the selection process, the Human Resources Office shall notify each applicant, in writing, of the results with respect to the individual concerned.

14.5.1 If an applicant does not pass the applicable job skills test he/she shall upon request be given the opportunity to review relevant results and data from the testing to enable improvement.

14.5.2 The unit member who is not selected may request a meeting with Human Resources to review the results of the interview and enable improvement for professional development.

~~14.8 Child Nutrition Services Vacancies~~

14.7.2 Temporary Transfer and Reassignment

~~Nothing shall prohibit~~ The District ***may make temporary transfers or reassignments*** ~~when the unit members salary and benefits are not affected~~ ***which shall not affect the unit member's salary or benefits, provided any temporary duties do not require training and/or certification/s the employee does not possess, and are not outside the employee's job description or physical capabilities to the degree that would present a risk of injury or liability***. A classified unit member who is assigned to a lower classification for the convenience of the District shall not receive a decrease in salary while serving in such an assignment***. No unit member shall exercise work outside their job description or, if required, have assistance to conduct and complete the task.***

~~14.9 Temporary 1:1 Instructional Paraprofessional Opportunity to Internally Apply~~

~~Temporary 1:1 Instructional Paraprofessionals will be afforded the opportunity to apply for any reason internally when vacancies are open to the Bargaining Unit, under the following conditions:~~

~~14.9.1~~

~~Must be employed in the Redlands Unified School District for a period of two (2) years from the date of hire or one (1) full school year , not including time served as a substitute employee.~~

~~14.9.2 Applicants must be qualified as defined in 14.1.7.~~

~~14.9.3 If selected for an interview, candidates must abide by all procedures found in Article 14 - Selection/Reassignment/Transfer/Promotion.~~

~~**ARTICLE 15 YEAR ROUND EDUCATION** (***Renumber all Articles)***~~

ARTICLE 16 CLASSIFICATION AND RECLASSIFICATION

16.1 Placement in Class

Every bargaining unit position shall be placed in a class. ***No class or position of unit members shall be modified without prior notification and consultation with the Association. The District shall notify the Association no less than forty (40) days prior to any modification of class or position.***

16.3.1 Acting Assignment

If a unit member is assigned to substitute temporarily in a position that has a higher rate of pay, ~~and the assignment is for a period of more than five (5) working days within a fifteen (15) calendar-day period~~, s/he shall be paid at the range of the position in which s/he is serving commencing on the date the acting assignment began. If the unit member applies for and is selected for the same position, the unit member will receive credit for the time worked toward the six (6) month promotional period.

16.3.2 Duty Assignment

If a unit member is specifically assigned duties by his/her supervisor which are significantly different from the duties listed on the unit members classification placement description ~~for a period of more than five (5) working days within a fifteen (15) calendar-day period~~, his/her salary shall be adjusted upward for the entire period if such duties are normally performed by the unit members in a high classification.

16.3.3 Salary

Such higher rates shall be equal to Step A of the higher classification, with a minimum increase of $ ~~50~~ ***200*** per month, prorated according to the number of hours per day and days worked.

16.4 Classification/***Reclassification*** Committee

A Classification Committee shall be established ***annually*** which shall include two (2) unit members appointed by the Association and two (2) additional committee members appointed by the Superintendent. Nothing in this Section shall preclude the combination of this committee with other such groups in the District, provided such combination of committees shall occur only with the agreement of all parties concerned.

16.4.1

The purpose of the committee shall be to review requests for reclassification ***by individual unit members*** and to inform the Superintendent / designee if it is determined by the committee that the request has merit.

16.4.2 The District shall review each Series listed in Appendix A-2 for the purpose of reclassification.

****Renumber 16.4***

16.5.3

The committee shall meet quarterly ***in September, December, March, June,*** ~~or less often if there is not a need, to review requests~~.

16.8 External Salary Study

Upon request by the Association, the District will ~~conduct~~ ***initiate*** an external salary study ***within thirty (30) calendar days of the request***. ***The District shall notify the Association of the vendor conducting the study and will provide a projection of completion.*** Salary information for classified unit members will be provided to the Association prior to negotiations on salary.

ARTICLE 17 VACATION

17.1.1 Unit members in a regular work status who work less than eight (8) hours per day will have their vacation time prorated ***to match the unit member's work day.***

17.3.1 Commencing with the first year through the fourth year of service, vacation time shall be earned and accumulated at the rate of one (1) day vacation for each month of service ~~(21.666 days)~~ not to exceed twelve (12) days per fiscal year.

17.3.2 Commencing with the fifth year through the ninth year of service, vacation time shall be earned and accumulated at the rate of one and one-quarter (1 1/4) days vacation for each month of service ~~(21.666 days)~~ not to exceed fifteen (15) days per fiscal year.

17.3.3 Commencing with the tenth year through the eleventh year of service, vacation time shall be earned and accumulated at the rate of one and one-half (1 1/2) days vacation for each month of service ~~(21.666 days)~~, not to exceed eighteen (18) days per fiscal year.

17.3.4 Commencing with the twelfth year through the fourteenth year of service, vacation time shall be earned and accumulated at the rate of one and two-thirds (1 2/3) days vacation for each month of service ~~(21.666 days)~~ not to exceed twenty (20) days per fiscal year.

17.3.5 Commencing with the fifteenth year of service, vacation time shall be earned and accumulated at the rate of one and eight-tenths (1 8/10) days vacation for each month of service ~~(21.666 days)~~ not to exceed twenty-two (22) days per fiscal year.

~~17.3.6 Vacation time earned and accumulated shall be calculated as follows:~~

~~Unit member's work year* ÷ 21.666 = Number of vacation days**~~

~~* Work year is all calendared workdays plus paid holidays~~
~~** Rounded off upward to the nearest quarter day~~

17.3.7 ***Twelve Month Unit Members***
Beginning July 1 of a given fiscal year, the maximum vacation accrual for twelve (12) month unit members for use and/or payment upon termination shall be twice the annual entitlement.

17.3.7.1
Any use of accumulated vacation shall be in accordance with Article 17.10

17.3.7.2
Any vacation accrued in excess of the two years shall be ~~used by~~ ***paid out to*** the member ~~during the members work year~~, in accordance with Article 17.10

17.3.8 ***Eleven Month Unit Members***
Beginning July 1 of a given fiscal year, the maximum vacation accrual for eleven (11) month unit members for use and/or payment upon termination shall be ~~ten (10)~~ ***eleven (11)***.

17.3.8.1
Any use of accumulate vacation shall be in accordance with Article 17.10

17.3.8.2
Any vacation accrued in excess of the ~~ten (10) vacation days~~ ***maximum entitlement*** shall be ***paid out to*** ~~used by~~ the member ~~during the members work year,~~ in accordance with Article 17.10.

17.3.9 Ten Month Unit Members
Beginning July 1 of a given fiscal year, the maximum vacation accrual for ten (10) month unit members for use and/or payment upon termination shall be ten (10) vacation days.

17.3.9.1
Any use of accumulated vacation shall be in accordance with Article 17.10

17.3.9.2
Any vacation not used by June 30 shall be paid out to the unit member. The unit member shall not be penalized for not utilizing vacation during the year and shall be entitled to a pay out of unused days at the end of the year.

17.9 Payment of Accrued Vacation
Vacation earned beginning July 1 pursuant to Article 17.3.7 shall be taken by the following June 30. Any ~~unusable~~ ***unused*** vacation in excess of the maximum accrual pursuant to Article 17.3.7 shall be paid to unit members by August 15 each year.

17.10.1 Calendaring of Vacations

Classified bargaining unit member supervisors shall provide vacation calendars each year to members no later than the first working day in April. Classified bargaining unit members shall submit a completed calendar to their supervisor by the first working day in May. The supervisor will return all approved calendars no later than the first working day in June. Unless there are extenuating circumstances, any requested changes to the finalized calendar must be submitted by the member a week in advance of the request. All initial and resubmitted calendars or date(s) are not approved, the supervisor will discuss the

reason with the member prior to returning the calendar. Resubmitted calendars cannot bump previously approved calendars of other bargaining unit members.

ARTICLE 18 HOLIDAYS

18.1 Scheduled Holidays
The District agrees to provide all regular permanent and probationary members in the bargaining unit with ***up to*** fourteen (14) paid holidays per school year ***depending on the unit members' scheduled work calendar.***

ARTICLE 19 GRIEVANCE PROCEDURE

19.1.3
Days - Days when the ~~central administrative~~ ***District*** office is open.

19.3.2.1 Level One
Within twenty (20) days from the date of the occurrence of the act or omission giving rise to the grievance, the grievant ***or Association*** must file in writing with the immediate supervisor a Report of Grievance. This report must describe the event giving rise to the grievance, must list the specific provisions of this Agreement which were allegedly violated, and must state the remedy sought by the grievant. The grievant ***or Association*** must sign the Report of Grievance. The grievant's immediate supervisor must respond with a written decision within ten (10) days following the receipt of the grievant's Report of Grievance

19.3.2.2 Level Two
In the event that the grievance is not considered by the grievant to be satisfactorily resolved at the first level, the grievant may, within ten (10) days following receipt of the Level One reply, transmit to the ***Assistant*** Superintendent ***of Human Resources*** / designee a copy of the original Report of Grievance and a copy of the Level One reply with the notion that the grievant is appealing to Level Two. Unless mutually agreed otherwise within ten (10) days after receipt of the grievance, the grievance and the ***Assistant*** Superintendent ~~/~~ designee shall meet to discuss the grievance and attempt to arrive at a mutually satisfactory solution. Within ten (10) days after this meeting, the ***Assistant*** Superintendent / designee shall respond with a written decision.

ARTICLE 23 BUS DRIVERS HOURS AND ASSIGNMENTS

23.2.5 Field Trips - A field trip is any trip taken which requires driving outside the school district boundaries or any run which, for special circumstances, is designated as a field trip by the Transportation Manager. ***Unit members whose regular work hours are adjusted shall be compensated time and a half for those adjusted hours. Starting with the most senior driver, drivers will rotate opportunities for field trip assignments. Drivers will not be penalized or incur the loss or delay of future opportunities for not accepting field trip assignments.***

23.3.3 Base Time
Each bus driver shall be assigned a minimum of ~~four (4)~~ ***five (5)*** fixed, regular and ascertainable hours (base time). The regular hours may be adjusted if the driver is given twenty-four (24) hours notice. Special Education runs do not require the twenty-four (24) hour advanced notice.

23.7.1

For the purpose of bus driver route bidding or re-bidding as set forth in this Article, seniority for employees who are re-employed within 39 months of a rehire or layoff, shall be calculated from the date of reemployment, not the employees original date of hire.

23.8.5 Selection

The determination as to whether or not to fill a vacancy shall be at the discretion of the District. In the event that the Districts decision is to solicit outside applicants for a vacancy, unit members with application forms on file will be afforded the option of competing on an equal basis with all other candidates in the selection process. In filling vacancies, driving record, skills, knowledge, abilities, work habits, and job performance will be the factors considered. If the above considerations are equal, preference shall be given to the most senior unit member that applied. ***If one or more unit members share the same hire date, the method to determine the final selection of a candidate shall be by lot.***

23.8.3 Notice

~~Each notice of~~ ***Within three (3) days of a position becoming vacant the*** Vacancy shall be posted in clear view of all unit members and shall remain posted for at least five (5) days.

ARTICLE 25 SAFETY CONDITIONS OF EMPLOYMENT

25.3.1

When a unit member submits a Report of Safety Condition Concern form ***(Appendix F)***, the immediate supervisor shall respond within ten (10) days. If the unit member is not satisfied with the response, the unit member may forward the form to the District's Risk Manager.

25.5 Contagion

A procedure will be developed by the District for the handling of contagious conditions in the schools. This procedure will be placed in writing and distributed to all school ~~secretaries~~ ***employees.***

ARTICLE 27 DISCIPLINARY PROCEDURE

27.3 Procedures for Discipline of Permanent Unit Members

27.3.2.1

~~The District shall not initiate disciplinary action against permanent unit members for any cause alleged to have arisen prior to the unit member becoming permanent, nor for any cause alleged to have arisen more than two (2) years preceding the date that the District filed the notice of cause, unless such cause was concealed or not disclosed by such unit member when it reasonably could be assumed that the unit member should have disclosed the facts to the district or unless such cause relates to falsification/dishonesty regarding initial employment application information which is discovered at a later date.~~

Upon initiation of this Article, the immediate supervisor shall notify the unit member of their right to representation before proceeding with any action in regards to this Article.

27.6 General Provisions

27.6.4
If the supervisor issues a Summary or Memorandum following a meeting the unit member reserves the right to respond in a rebuttal.

ARTICLE 28 CONTRACTING OUT FOR SERVICES

The District agrees that there will be no subcontracting for custodial services, but reserves the right to subcontract for other services when deemed to be in the best interest of the District. The District shall notify the Association no less than forty (40) days prior to Board action regarding the subcontracting of any services traditionally or historically provided by members of the unit. ***In no less than five (5) days*** Thereafter, the ***Outsource Committee*** ~~District~~ shall meet and ~~negotiate with the Association~~ ~~upon request to~~ consider Association input on the impact on unit members of the subcontracting for services.

ARTICLE 33 COMMITTEES

33.1 Protocol
Prior to the return of students for the initiation of the school year in August, the Association and District shall:

33.1.1 Meet no less than quarterly; September, December, March, June

33.1.2 The Association and District shall mutually agree to the equal number of members to serve on the Committee no less than 10 days prior to the first meeting.

33.2 Committees

33.2.1 Outsource Committee

33.2.2 Classification/Reclassification Committee (16.4)

33.2.3 Insurance Committee (7.8)

33.2.4 Sick Leave Bank Committee (8.2.11)

33.2.5 Professional Development Committee

33.2.6 Transportation Committee

33.2.7 Maintenance and Operations

33.2.8 CNS Committee

33.2.9 Safety/Stress Reduction Committee (25.1.1)

33.3 FUTURE COMMITTEES
Prior to the return of students for the initiation of the school year in August, the Association and District shall:

APPENDIX A-1 REDLANDS UNIFIED SCHOOL DISTRICT CLASSIFIED SALARY SCHEDULE FY-2022-2023

- ***Removal of Ranges 8-11***
- ***RUSD salary schedule Range 12 Step A be not less than two dollars (2.00$) above the minimum wage***
- ***Upon final state budget the Association will be prepared to advance a total compensation proposal***

APPENDIX F REPORT OF SAFETY CONDITION/CONCERN FORM

APPENDIX G TEACHER DEVELOPMENT PROGRAM

REDLANDS UNIFIED SCHOOL DISTRICT

2022-23 INITIAL PROPOSAL

OF THE

BOARD OF EDUCATION

TO THE

REDLANDS TEACHERS ASSOCIATION/CTA/NEA

June 14, 2022

Bold print indicates additions or modifications, strike through indicates deletions.

ARTICLE 5 – ASSOCIATION RIGHTS

5.4 Release Time

5.4.3 Association Release Time

The Exclusive Representative shall be allowed without cost to the Association, up to thirty (30) person days of released time for purposes of conducting Association business. Such Association designated unit members shall suffer no loss in compensation. It shall be the responsibility of the Exclusive Representative to inform the District of its intention to exercise this provision at least twenty-four (24) hours in advance of a member's absence via the authorized form. It is the unit member's responsibility to request a substitute. Days of released time ~~will~~ **shall** be taken ~~in increments of half or~~ **as** full days~~.~~ **or at a minimum of 2/5th of a day for Secondary sites and 1/4th of a day at Elementary sites.**

ARTICLE 6 - SALARIES

6.5 Classification by Professional Preparation

6.5.2 Lower Division Courses

Lower division courses that are taken from an accredited institution of higher learning, subsequent to the Bachelor's Degree, may only receive credit in the following manner:

6.5.2.1 The unit member makes written request to the Superintendent/Designee ~~before~~ **prior to** registering for lower division courses.

6.5.2.2 ~~Lower division courses must be approved in advance by the Superintendent/Designee.~~ **The Superintendent/Designee will forward the request to the Academic Credit Review Committee.**

6.5.2.2.1 This Academic Credit Review Committee shall be composed of six (6) members, three (3) designated by the Association and three (3) designated by the Superintendent. The function of this committee is to review requests for lower division credit for the purpose of salary placement and to forward its recommendations to the Superintendent who shall submit the same to the

Board. Lower division credit requests must be submitted to the committee in writing, and the committee shall determine that the course is needed to improve the employee's technique in a specific area before making an affirmative recommendation to the Superintendent.

6.9 Changes in Salary Schedule Position

~~6.9.3 Academic Credit Review~~

~~This committee shall be composed of six (6) members, three (3) designated by the Association and three (3) designated by the Superintendent. The function of this committee is to review requests for lower division credit for the purpose of salary placement and to forward its recommendations to the Superintendent who shall submit the same to the Board. Lower division credit requests must be submitted to the committee in writing, and the committee shall determine that the course is needed to improve the employee's technique in a specific area before making an affirmative recommendation to the Superintendent.~~

ARTICLE 7 - EMPLOYEE HEALTH AND WELFARE BENEFITS

7.1 Coverage

The **District** ~~Employer~~ shall **offer** ~~provide~~ each **unit** member ~~of the unit~~ and the member's dependents the health and welfare benefits as provided hereinafter. While on an unpaid leave of absence, a **unit** member ~~of the unit~~ may participate at his/her own expense in any of the health and welfare benefits available to **unit** members ~~of the unit~~. **Unit** ~~M~~**m**embers ~~of the unit~~ on a part-time assignment may participate in the health and welfare benefit plans (~~Sections~~ **Article** 7.3 - 7.7) in accordance with the provisions of ~~Section~~ **Article** 7.2 of this Agreement. Such participation shall be contingent upon the requirements and limitations of the carriers.

7.2 Part-Time Unit Members

A part-time **unit** member ~~of the unit~~ shall **be offered** ~~receive~~ the same health and welfare benefits as a full-time member only if the part-time member pays the District in advance on a monthly basis the difference between the member's pro-rata share and the District's share of the costs of the health and welfare benefits. Part-time members who do not pay the District as described above shall receive neither the benefits nor compensation in lieu of the benefits.

7.3 Health Insurance

7.3.1 Benefits Provided

The ~~Board~~ **District** shall ~~provide~~ **offer** all unit members and their dependents with a health insurance plan. Benefits and coverage will be determined by the Insurance Committee and will include:

7.3.1.1 Major medical benefits ~~at no less than $2,000,000.00 or~~ as determined by the Insurance Committee.

7.3.1.2 Prescription coverage as determined by the Insurance Committee.

7.3.1.3 Maternity coverage as determined by the Insurance Committee.

7.3.1.4 ~~Psychiatric care~~ **Behavioral Health Services** as determined by the Insurance Committee.

7.3.1.5 Chiropractic services as determined by the Insurance Committee.

7.3.2 Extended Benefits
Unit members who are absent on account of illness and who have exhausted their accumulated paid sick leave shall continue to receive full health insurance coverage as provided in ~~Section~~ **Article** 7.3.1 and **Article** 7.14 for the period of that illness following exhaustion of ~~said~~ **accumulated** sick leave but not to exceed ~~the current fiscal year in which the illness occurred~~ **the 100 days of extended injury/illness**.

7.4 Dental Insurance
A dental plan and orthodontia plan shall be ~~provided~~ **offered** by the ~~Board~~ **District** for all **unit** members ~~of the unit~~ and their dependents. ~~The dental plan will include a $2,000.00 per calendar year maximum or as determined by the Insurance Committee.~~

~~(The orthodontia plan to be provided will be coverage of 50% of costs up to a $2,000 lifetime maximum.)~~

7.5 Life Insurance
The ~~Board~~ **District** shall ~~provide~~ **offer** all unit members with a ~~level~~ life insurance policy. (The policy changes to a decreasing term policy when the unit member reaches the age of 65). Such policy shall also ~~provide for double accidental death coverage and~~ ~~provide~~ **offer** optional employee paid dependent coverage of no less than $3,000.00 or as determined by the Insurance Committee.

7.6 Vision Plan
The ~~Board~~ **District** shall **offer** ~~provide~~ all **unit** members ~~of the unit~~ and their dependents with a vision care plan as determined by the Insurance Committee.

7.12 Disability Retirement
Any ~~full-time~~ **unit** member ~~of the unit~~, plus his/her dependent(s), who receive the District-provided health insurance plan (Section 7.3 and Section 7.14) will also receive said benefit as provided to current active employees after disability retirement. Disability retirees may continue to receive dental and vision benefits (Section 7.4) at their own cost in accordance with federal and state regulations in effect at the time. Unit members must have first met the following conditions:

7.13 Regular Retirement
Any ~~full-time~~ **unit** member ~~of the unit~~, plus his/her dependent(s) who receives the District-provided health insurance plan (Section 7.3 and Section 7.14) will also receive said benefit as provided to current active employees after retirement. Retirees may continue to receive dental and vision benefits (Section 7.4) at their own cost in accordance with federal and state regulations in effect at the time. In order to qualify for these retirement benefits described in this section, unit members must have first met the following conditions:

ARTICLE 8 – LEAVES

8.2 Sick Leave
Every full-time employee shall be entitled to ten (10) days of paid sick leave per year. Unit members must enter their absence into the substitute management system no later than ninety (90) minutes prior to student contact time, except when extenuating circumstances exist. An employee covered by this Agreement working less than full-time shall be entitled to sick leave in the same

ratio that his/her employment bears to full-time employment. One (1) day of sick leave shall be computed on the basis of the following:

Classroom Teacher	7.25 hours
Non-Teaching	8 hours

8.2.5 Verification of Illness

The District shall require a physician's or **licensed health care provider's** verification of illness if any employee has utilized sick leave for more than five (5) consecutive days. The District reserves the right, for good cause, to require proof of illness for absences of five (5) days or less.

Subsequent to an absence, or for good cause, the District may require an employee to submit a statement from his/her physician or surgeon indicating the date, within thirty (30) days of their return to work, of authorized return to duty, and work restrictions, if any.

Verification of illness or injury may be required by the District if there is reason to suspect abuse of sick leave. The District may designate an appropriate medical authority for such verification **and disallow salary placement if such leave is improperly used**. The cost of such medical verification shall be borne by the District. Periodic medical reports may be required during an extended absence of a unit member.

8.4 Parental Leave

8.4.3 Maternity and Paternity Leave for Child Bonding/Child Care

Pursuant to Education Code 44977.5, when a unit member takes leave for maternity or paternity under the Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA), ~~she or he~~ **they** may use up to twelve (12) workweeks of ~~substitute differential~~ **leave. The twelve (12) workweeks shall first be reduced by any period of sick leave, including accumulated sick leave, taken during a period of maternity or paternity leave pursuant to CFRA (Government Code section 12945.2). If sick leave is exhausted prior to the beginning or completion of the twelve (12) workweeks, the employee shall be entitled to substitute differential** leave with salary deducted at no more than fifty percent (50%) of pay earned and ~~available under Article 8.1.2~~ **run** concurrently with the unpaid FMLA and/or CFRA leave entitlement. ~~The twelve (12) workweeks shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of maternity or paternity leave pursuant to CFRA (Government Code section 12945.2) or this Agreement.~~

8.4.3.1 A unit member shall not be provided more than one 12-week period per maternity or paternity leave, to be taken consecutively or in increments of no less than two weeks, unless by mutual agreement. **A unit member may request to take CFRA leave of less than two (2) weeks' duration, up to two (2) occasions.** ~~However, i~~**I**f a school year terminates before the 12-week period is exhausted, the unit member may take the balance of the 12-week period the subsequent school year.

8.4.3.2 For the purposes of this section, "maternity or paternity leave" shall mean child bonding or ~~child care~~ **childcare** leave taken within the (12) months following the birth of a child of the unit member, or the placement of a child with a unit member in connection with the adoption or foster care of the child by the unit member, as provided in the CFRA.

8.7 Personal Necessity Leave

Every employee shall be entitled to use up to eight (8) days per year of paid sick leave for reasons of personal necessity. An employee shall~~, except in cases of demonstrable emergency, give notice of intent to use personal necessity leave in writing to his/her principal/division head or designee.~~ **enter their absence into the District's absence reporting system indicating which authorized reason for leave (as outlined below) is being utilized.**

8.7.1 Authorized Reasons for Leave

Personal necessity leave shall be limited to circumstances significant in nature which the member of the unit cannot reasonably be expected to disregard, which necessitate the member's physical presence elsewhere, and which involve matters which cannot be accomplished at any other time, including but not limited to:

8.7.1.4 Other compelling reasons which are beyond the control of the member which compel the member to be absent from duty. Utilization of personal necessity leave directly adjacent to a holiday or the winter or spring vacation period shall require the unit member to specify the reason for such leave. **For leaves under this subsection, an employee shall provide at least ten (10) days' advance notice via email to his/her principal/division head or designee.**

8.8 General Leave

Every employee shall be entitled to use two (2) ~~additional~~ days per year of paid sick leave as general leave for any reason. A unit member shall~~, except in case of emergency, give as much advance notice as is feasible of the intent to use general leave.~~ **provide at least ten (10) days' advance notice via email to his/her principal/division head or designee. Employees shall enter their absence into the District's absence reporting system.**

8.9 Bereavement Leave

Every employee shall be entitled to five (5) days of paid leave of absence on account of the death of any member of his/her immediate family (refer to Article 3.8 for definition of "immediate family"). The unit member who miscarries (does not include the spouse, significant other, or any other person) shall also qualify for this leave. The unit member will be responsible to provide medical verification of the miscarriage. This leave shall not be deducted from sick leave and must be utilized within one (1) year of the death of the immediate family member, except in extenuating circumstances as approved by the Superintendent/Designee. **Employees shall provide to the District payroll department the date of loss.** Additional leave for bereavement shall be charged to personal necessity or other applicable leave. The District reserves the right, for good cause, to require proof if abuse of bereavement leave is suspected.

8.15 Family Care and Medical Leave

Family Care and Medical Leave provides a maximum of twelve (12) weeks of leave in any continuous twelve (12) month period for all qualifying unit members who have completed a full year of ~~full time~~ service with the District. Leave under this article shall entitle the unit member to all benefits of employment, except for salary, on the same basis as if the unit member were not on leave. If the unit member fails to return from leave, for a reason other than the continuation,

recurrence, or onset of a serious health condition, **or other circumstances beyond the employee's control,** then the unit member shall reimburse the District for premiums paid to maintain group benefits.

There will be no more than twelve (12) **work**weeks of Family Care and Medical Leave granted per unit member ~~for any one qualifying event~~ in any continuous twelve (12) month period. Leave may be taken in multiple segments of time if used for medical necessity as certified on the leave application. Except in case of emergency, leave should be arranged thirty (30) days in advance.

8.15.1 Definitions

8.15.1.1 "Child" means a biological, adopted, or foster child; a stepchild; a legal ward; **child of an employee's registered domestic partner, and** ~~or a~~ child of a person standing "in loco parentis;" as defined by the Family and Medical Leave Act **and CFRA**.

8.15.1.2 "Parent" means a biological, foster or adoptive parent**, a parent-in-law (including parent of a registered domestic partner)**, a stepparent, a legal guardian, or other person who stood "in loco parentis" to the unit member when the unit member was a child.

8.15.1.3 "Serious Health condition" means an illness, injury, impairment, or physical or mental condition that involves either in-patient care in a hospital, hospice or residential health care facility, or continuing treatment or supervision by a health care provider.

8.15.1.4 "Health Care Provider" ~~means~~ **includes** a doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the state in which the doctor practices**, or who otherwise meets the definition of "health care provider" under FMLA/CFRA regulations**.

8.15.2 Leave Qualifiers

8.15.2.1 Personal Illness Due To a Serious Health Condition – Personal illness requires a**n** ~~physician's~~ off work order **from a physician or other licensed health care provider** and will run concurrent to **paid sick leave and** extended illness leave to the extent allowed by law.

8.15.2.2 Family Illness Due To a Serious Health Condition – Family is defined as a spouse, parent or child**, registered domestic partner, grandparent, grandchild, or sibling**. Family illness requires medical certification ~~on the District's request form~~. All available paid leaves may be used as part of the twelve (12) weeks of family leave.

8.19 Employee Responsibility

Except in case of emergency or extenuating circumstances, the employee shall provide **curriculum aligned** lesson plans, class list**(s)** and seating charts for the substitute teacher to continue with the instructional program ~~in the~~ **for the duration** of the absence of the regular teacher~~.~~, **unless a shorter time period is approved by the site administrator.**

ARTICLE 9 - PRE-RETIREMENT PROGRAM

9.1 Pre-Retirement Program

In accordance with currently applicable Education Code Sections, a certificated employee may reduce his/her workload prior to retirement from full-time to part-time duties and receive credit toward retirement that would be received if employment were on a full-time basis. Regulations governing this provision shall be as follows:

9.1.8 An eligible employee who wishes to participate in this program may apply for a ~~100~~ **hundred** percent (100%) assignment for one (1) semester and a zero percent (0%) for the other semester. As an alternative, the employee may apply for a fifty percent (50%) assignment for a full year. Such part-time employment shall be the equivalent of one-half (1/2) the number of days of service required by the employee's contract of employment during the final year of service in a full-time position.

9.1.8.1 Upon approval by the District, based on staffing, secondary teachers may apply to the program for eighty (80) percent or sixty (60) percent assignment for a full year.

9.1.10 If approved by the District, an employee may exit the Pre-Retirement Program and return to full-time employment.

9.1.11 Employees must comply with all applicable STRS rules and regulations and participation in the Pre-Retirement Program is subject to strict compliance with applicable provisions of the Education Code.

ARTICLE 10 - WORKING DAY AND PROFESSIONAL DUTIES

10.1 Length of Day

10.1.1 Classroom Teachers

The length of duty day for teaching unit members shall be seven (7) hours and fifteen (15) minutes. The duty day includes a lunch which shall be of a minimum of thirty (30) minutes duration. Within the length of the duty day, teachers shall provide for adequate and reasonable time before and after school for meetings with parents.

10.1.1.3 Student Contact Time

Teaching unit members shall have a weekly average student instructional contact day not to exceed the following:

AM/PM **TK/**Kindergarten	201 minutes
Full Day **TK/**Kindergarten	285 minutes
EB/LB **TK/**Kindergarten	301 minutes (average)
Grades 1-3	285 minutes
Grades 4-5	306 minutes
Grades 6-8	275 minutes
Grades 9-12	281 minutes
Elementary Enrichment	Teachers shall have a student instructional contact week not to exceed 1,350 minutes (27 sections at 50 minutes each per week which includes travel time).

The District reserves the right to address this Article when the two parties discuss the possibility of the implementation of the 2:1:2 schedule district wide.

10.1.3 Duty-Day Parameters
The regular duty days of **unit** members ~~of the unit~~ shall begin no earlier than 7:00 a.m. (for a regular six (6) period day) or 6:20 a.m. (for a zero (0) period day), and not end later than ~~5:00~~ **6:00** p.m. Individual work hours shall be consecutive.

10.2 Reporting Arrival and Departure Procedures
Arrival and departure times shall be determined by the site or department administrator, not to exceed contract day. Upon arrival **and departure** at their respective work sites, employees shall inform the office in a manner designated by the site administrator.

10.3 Teaching Assignment

10.3.1 Elementary School
The elementary student instructional contact day specified in Article 10, Section 10.1.1.3, Student Contact Time, does not include recess in full day Kindergarten and grades one through five (1-5). Elementary employees shall be provided a period of at least fifty (50) minutes per day to be used exclusively for professional meetings, preparation, planning and/or conferencing outside the instructional day. This period may be divided into two (2) segments and may occur before and/or after school

10.3.1.4 Elementary Parent Conferences
In preparation for the fall elementary school parent conferences, teachers will have one (1) student-free day prior to the parent conference period. The parent conference day for elementary teachers ~~grades one through five (1-5)~~ shall consist of a ~~shortened instructional~~ **minimum** day with parent/teacher conferences as arranged by the principal for the remainder of the **contract** workday. Such conference days shall be limited to no more than five (5) days for parent conferences held in the fall.

10.3.1.6 Elementary Preparation Day
The District agrees to provide two (2) additional ~~shortened~~ **minimum** days for traditional elementary schools. These days shall be determined as part of calendar negotiations for the traditional school schedule. These days will be provided to traditional elementary school teachers for the purpose of preparing student progress reports at the end of the second and third trimesters.

10.5 ~~Shortened,~~ **Modified and/or Minimum** Days

10.5.1 Back to School Night
On the days of ~~Open House~~ **"Back to School Night"** activities, **a** ~~shortened instructional~~ **modified** day~~s~~ shall be provided for all **T**K-12 teachers. **All unit members are required to return for evening "Back to School Night" activities to complete their workday.**

10.5.2 High School Graduation
On the day of the graduation ceremony for each respective high school, a modified day shall be provided for all high school teachers. All high school unit members are required to return for the evening graduation ceremony to complete their workday.

10.5.3 Minimum Day

A ~~shortened~~ **minimum** day shall ~~also~~ be provided for all **T**K-12 teachers for the last school day of the year on which students are present. **Additional minimum days may be determined yearly by site administration. On minimum days teachers are required to remain on campus for the entire workday.**

10.5.4 ~~Shortened and/or~~ **Other** modified or **minimum days** for students, ~~other than Open House for K-12 and graduation for the 9-12 programs, do~~ **shall** not affect the length and time-frame of unit members' regular ~~7.25 hour work days~~ **workdays**. ~~All unit members are required to return for evening activities to complete their contract day when such shortened days as Open House and Graduation are scheduled.~~

10.11 No Smoking or Tobacco Products

The Redlands Unified School District provides its employees a smoke-free and tobacco-free workplace. Smoking, vaping and/or the use of tobacco or other forbidden/unlawful products are prohibited in buildings, on grounds, and in district vehicles.

10.12 Identification (ID) Badges

Employees shall prominently wear their District provided ID Badge at all times during their workday.

10.13 Professional Attire

Unit members shall be responsible for their own attire that is reasonable and appropriate for the type of work they are assigned. Clothing must be neat, clean, and in good state of repair. Employee hygiene and cleanliness shall set a positive image for fellow staff members, students, and the general public. Clothing (including shoes) and/or accessories must not create safety hazards.

10.14 Classrooms and Workspaces

Unit member classrooms and workspaces shall be kept in a neat, clean, and organized manner. Unit members will pack-up classrooms as directed by their site principal in preparation for summer deep cleaning.

ARTICLE 12 - EMPLOYEE PROTECTION**S AND RIGHTS**

12.14 Personnel Files

12.14.1 The District Human Resources Office shall establish and maintain file(s) for each certificated employee. The file(s) shall be the official District repository for material in the following categories:

12.14.1.1 Materials associated with initial employment, such as applications, transcripts, placement files;

12.14.1.2 Materials necessary for and resulting from a person's employment in the District, such as credentials, payroll, assignment, promotion, transfer, performance evaluation, commendations, recommendations.

12.14.2 Such material is not to include ratings, reports, or records which:

12.14.2.1 Were prepared by identifiable examination committee members;

12.14.2.2 Were obtained in connection with a promotional examination.

12.14.3 Every unit member shall have the right to inspect materials upon request, provided that the request is made at a time when such person is not actually required to render services to the District.

12.14.4 Information of a derogatory nature, except material mentioned in section 12.14.2 of this Article, shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment thereon. A unit member shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review shall take place during the normal business hours of the central office, and the unit member shall be released from duty for this purpose without salary reduction. If a grievance relating to such materials is filed within ten (10) days of notification, such materials will be withheld from the personnel file until the grievance process is exhausted. If changes result from the grievance process, such materials will be modified accordingly and placed in the personnel file or eliminated. If no change results, the original materials will be placed in the personnel file.

12.14.5 Upon written authorization by the unit member, a representative of the Association shall be permitted to examine and/or obtain copies of materials in such unit member's personnel file.

12.14.6 The person or persons who draft material to be placed in a unit member's personnel file shall sign the material and signify the date on which such material was drafted.

12.14.7 The District shall keep a log indicating the persons who have requested to examine a personnel file as well as the dates such requests were made. Access to personnel files shall be limited to the involved unit member, to those persons so authorized by the unit member in writing, and to those administrators and Human Resources Office staff so authorized by the Superintendent. Board members may request the review of a unit member's file. Such a review must be in connection with a closed session of the entire Board. The contents of all personnel files shall be kept in the strictest confidence.

12.14.8 The District shall maintain the unit member's personnel files at the District's central office. Any files kept by the unit member's supervisor(s) shall not contain any permanent material.

12.15 <u>Commission on Professional Competence</u>

The District shall release certificated employees who are chosen to serve on the Commission on Professional Competence in accordance with Education Code Section 44944. Such service shall be considered a professional responsibility, and the rights and duties of the certificated employee rendering such service shall be those contained in Education Code Sections 44944 and 45047.

ARTICLE 13 - EVALUATION

~~13.10 Personnel Files~~

~~13.10.1 The District Human Resources Office shall establish and maintain file(s) for each certificated employee. The file(s) shall be the official District repository for material in the following categories:~~

~~13.10.1.1 Materials associated with initial employment, such as applications, transcripts, placement files;~~

~~13.10.1.2 Materials necessary for and resulting from a person's employment in the District, such as credentials, payroll, assignment, promotion, transfer, performance evaluation, commendations, recommendations.~~

~~13.10.2 Such material is not to include ratings, reports, or records which:~~

~~13.10.2.1 Were prepared by identifiable examination committee members;~~

~~13.10.2.2 Were obtained in connection with a promotional examination.~~

~~13.10.3 Every unit member shall have the right to inspect materials upon request, provided that the request is made at a time when such person is not actually required to render services to the District.~~

~~13.10.4 Information of a derogatory nature, except material mentioned in section 13.10.2 of this Article, shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment thereon. A unit member shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review shall take place during the normal business hours of the central office, and the unit member shall be released from duty for this purpose without salary reduction. If a grievance relating to such materials is filed within ten (10) days of notification, such materials will be withheld from the personnel file until the grievance process is exhausted. If changes result from the grievance process, such materials will be modified accordingly and placed in the personnel file or eliminated. If no change results, the original materials will be placed in the personnel file.~~

~~13.10.5 Upon written authorization by the unit member, a representative of the Association shall be permitted to examine and/or obtain copies of materials in such unit members personnel file.~~

~~13.10.6 The person or persons who draft material to be placed in a unit members personnel file shall sign the material and signify the date on which such material was drafted.~~

~~13.10.7 The District shall keep a log indicating the persons who have requested to examine a personnel file as well as the dates such requests were made. Access to personnel files shall be limited to the involved unit member, to those persons so authorized by the unit member in writing, and to those administrators and Human Resources Office staff so authorized by the Superintendent. Board members may request the review of a unit member's file. Such a review must be in connection with a closed session of the entire Board. The contents of all personnel files shall be kept in the strictest confidence.~~

~~13.10.8 The District shall maintain the unit member's personnel files at the District's central office. Any files kept by the unit member's supervisor(s) shall not contain any permanent material.~~

~~13.11 Commission on Professional Competence~~

~~The District shall release certificated employees who are chosen to serve on the Commission on Professional Competence in accordance with Education Code Section 44944. Such service shall be considered a professional responsibility, and the rights and duties of the certificated employee rendering such service shall be those contained in Education Code Sections 44944 and 45047.~~
(Moved to Article 12.14)

ARTICLE 14 - TRANSFER AND REASSIGNMENT

14.1 Definitions

14.1.4 For purposes of this Article, "qualified" shall be interpreted to mean successful teaching experience or academic preparation, for the position under consideration, as well as proper credentials. **"Qualified" also means a rating of "meets or exemplifies" standards on the most recent performance evaluation.**

14.2 Transfers

The two (2) types of transfers are Employee-initiated (voluntary) and Employer-initiated (involuntary).

14.2.1 Employee-Initiated Transfer (Voluntary)

14.2.1.3 In acting on requests for voluntary transfer, ~~the three (3)~~ qualified applicants, **including unit members on a temporary contract at the impacted site** ~~with the greatest District-wide seniority~~ shall be eligible for selection. ~~Should a~~ **During the** selection process ~~be implemented~~ to fill ~~the~~ **a** vacancy on a transfer basis, at least one (1) unit member (department chairperson or grade level representative, for example) will serve as a member of the panel. ~~An "Unsatisfactory" or "Needs to Improve" overall rating on the two most recent summary performance evaluations may be cause for disqualification from consideration for a voluntary transfer.~~

14.2.1.4 In the event a transfer process does not result in a selected unit member for the site, as determined by interview and reference checks, ~~the three (3) qualified applicants with the greatest District-wide seniority~~ **qualified transfer applicants** shall be afforded the option of competing with other outside candidates in accordance with Article 14.10.

14.7 Reassignment

14.7.1 Employee Initiated Reassignment (Voluntary)

14.7.1.1 ~~Members of the u~~**U**nit **members** who desire a change in grade level~~,~~ or subject assignment, ~~or track~~ within a school may request such a change in writing **on the District designated form,** directly to the Principal, no later than February 15 of the year preceding the requested change~~,~~. **The request**

shall identify any and all grade level/subject areas a unit member desires to teach for the upcoming school year. The Principal ~~who~~ shall have discretion to make assignment changes within a particular school.

ARTICLE 17 - SECONDARY SCHOOLS DEPARTMENT CHAIRPERSONS/SUBJECT AREA LEADERS/GRADE LEVEL LEADERS

17.1 Senior High School 9-12

17.1.2 Department Chairpersons' Duties and Terms

17.1.2.1 The District shall, at its sole discretion, determine the kinds and levels of services to be provided by the department chairperson~~, such services to be described in appropriate job descriptions~~.

ARTICLE 23 - PART-TIME AND SHARED CONTRACT EMPLOYMENT

23.7 Time Requirements

23.7.1 The time requirements for a part-time position shall be proportionate to the regular workday. **Part-time employees will not be paid for preparation time.**

23.7.2 Teachers in part-time positions will be required to attend ~~one (1)~~ "Back-to-School Night." ~~and "Open House."~~ Faculty meetings and **site/district professional development trainings** shall be attended at the request of the school principal.

ARTICLE 25 - SUMMER SCHOOL

25.9 Summer School employees shall be granted sick leave in accordance with Article 8.2.3.

APPENDIX A-3 - REDLANDS UNIFIED SCHOOL DISTRICT - TEACHERS-IN-CHARGE/DEPARTMENT CHAIRPERSONS' COMPENSATION

4. Middle School ~~Subject Area Leaders~~ **Department Chairpersons**/Grade Level Leaders
   a. The annual stipends for middle school Subject Area Leaders shall be as follows:

SUBJECT AREA LEADER	TEACHER COUNT
$805.00	8+ Teachers
$633.00	5-7 Teachers
$431.00	3-4 Teachers
$259.00	1-2 Teachers

APPENDIX A-5 - REDLANDS UNIFIED SCHOOL DISTRICT SENIOR HIGH SCHOOL COACHES/EXTENDED DAY SALARY SCHEDULE

(GRADES 9-12)

1. Effective July 1, 2006, **and forward,** all newly employed coaching and extended day employee salary ratios shall be applied to an index schedule of five steps. Each step will equal the number of years of coaching experience, up to five, in the sport or activity in the District. The index schedule is as follows:

Step:	1	2	3	4	5
	$42,740	$45,392	$48,026	$50,663	$53,309

2. Coaches and extended day employees currently employed **prior to July 1, 2006**, who choose to continue in the same sport or activity, shall be compensated with the appropriate ratio applied to their actual salary level placement of the previous year's certificated salary, providing they work for consecutive years.

3. Coaching Stipends (per season)

~~Unit members employed in ninth grade coaching positions during the 1992-93 school year who were compensated with the appropriate ratio applied to their actual salary level placement shall retain rights to that compensation if selected to fill a coaching vacancy in the same sport at any time up through the initial year of the opening of a second high school.~~

APPENDIX A-1 – A-5 – COMPENSATION AND SALARY SCHEDULE

The District will forward a compensation proposal once economic proposals have been shared. A-1 through A-5 will be part of any economic proposal package.

REDLANDS UNIFIED SCHOOL DISTRICT
AGREEMENT FOR CONSULTANT SERVICES FORM
FOR $5000 and Over

INSTRUCTIONS

1. FORM: Fill out agreement form completely, with dates, times, fees, the Consultant's signature and your Site Administrator (and fund administrator, if necessary). Assistant Superintendent, Business Services who is a board authorized contract signer will **co-sign** the documents **AFTER** the Board meeting authorizing the agreement. The signed documents will be returned to you after approval by the board with a copy of your purchase order.

2. CONSULTANT QUALIFICATIONS: Please give a brief summary of consultant's qualifications below both in education and experience, and the name of the management code/funds to be charged.

3. REQUISITION: Please submit an electronic requisition for consultant payment. **Please send this attachment, Certificates of Insurance (naming us additionally insured), an agreement with the requisition number noted on it along the path of the Requisition.** Each approver must see the agreement in order to approve your requisition. Business Services will insert the Board approval date on your requisition after agendizing the agreement. The requisition and agreement **MUST BOTH** be received in Business Services for the Agreement to be agendized. (You DO NOT need to attach a printed copy of the requisition to the agreement.) IF you have any issues obtaining the Property and Liability Insurance or Workers Compensation Insurance please call Purchasing BEFORE submitting your requisition.

4. CONSULTANT REQUEST FOR PAYMENT FORM: Please give the consultant a Payment form (also included in this file) for submittal after all services are performed. The consultant will need to return this payment form to YOUR department and it will need to be signed by an administrator to verify that services have been received. Please complete your site information on this form **before** you send it to the consultant. If they have their own invoice that is also acceptable for them to use.

5. IMPORTANT: Agreements for consultant services must be board approved BEFORE services are rendered. If the agreement forms are submitted to Business **After** the date of service, you **MUST** attach a statement to this agreement form signed by your administrator indicating why this happened.

6. PLEASE NOTE: This form is for outside consultants ONLY. Employees of RUSD or any school district will need to submit a "Request to Employ" form through Human Resources.

****

MEMORANDUM

Req # From: School/Dept. Code: Fund: (management code)

Consultant ☐ **will** be working individually with students unsupervised.
(Attach criminal records check form, proof of TB and finger print clearance.)*

☐ **will** be working individually with students while site staff supervises. *

☒ ***will not*** be working individually with students. *

☐ ***will*** be working with students more than 5 times. (attach proof of TB test clearance) *

☐ ***Site must run consultant/s thru Meganslaw.ca.gov search if consultant is on a school site.**

A **consultant** (from Latin: *consultare* "to discuss") is a professional who provides expert advice[1] in a particular area such as security (electronic or physical), management, education, accountancy, law, human resources, marketing (and public relations), finance, engineering, science or any of many other specialized fields.

A consultant is usually an expert or an experienced professional in a specific field and has a wide knowledge of the subject matter.

Contract for Consultant or Independent Consultant Agreement (>) $5,000.00 PO # /Req #

Redlands Unified School District **Phone (909) 307-5300** **Fax (909) 307-5325**

THIS AGREEMENT is made effective on 06/30/22 (date), and it is made by and between Burnham Benefits (consultant name) hereafter called "Consultant OR Contractor," and the Redlands Unified School District, hereafter called "District."

RECITALS

A. The District desires to obtain special services and advice regarding accounting, administrative, economic, engineering, financial, legal and like matters, as provided in this Agreement.

B. The Consultant is specially trained, experienced, qualified, competent and authorized under State and Federal law as applicable, to provide the special services and advice required by the District.

Accordingly, the parties agree with the above and as follows:

AGREEMENTS

1. PERIOD OF AGREEMENT: Shall be from 08/01/22 (date) through 03/01/23 (date).
2. In consultation and cooperation with the District, the Consultant shall provide professional and diligent services consistent with generally acceptable industry practices or better as follows:
   Employee benefits marketing and evaluation.

   Please check if applicable:
   - ☐ A statement of work is attached.
   - ☐ A specification is attached.
   - ☑ Other attachment described as: Benefits Marketing Proposal

   Any attachment is hereby incorporated into this Agreement and made a part of it. In the event of any conflict between the language in this Agreement and any attachment incorporated herein, the language in this Agreement will govern and take precedence over any attachment.
3. The Consultant will commence providing services under this Agreement on 08/01/22 (date), and will diligently, properly and in full compliance perform as required and complete the performance of services by 3-1-23 (date). Time shall be of the essence in the performance of this Agreement. If the Consultant at any time during the term of this Agreement becomes noncompliant with any of the terms and conditions hereof or noncompliant with any applicable regulatory requirement including any suspension, revocation or termination of any permit, certification or license which is required in order for the Consultant to properly perform under this Agreement, then the Consultant shall immediately notify the originating department, copying the notification to Purchasing in writing at 20 W. Lugonia, Redlands, CA 92374.
4. INDEPENDENT CONTRACTOR: The Consultant is an independent Contractor and will perform said services as an independent calling and not as an employee of the District. Accordingly, nothing in this Agreement shall be construed as establishing a relationship of employer and employee, or principal and agent, between the District and the Consultant or between the District and any of Consultant's agents or employees. Consultant is solely responsible for its own acts and the acts of any of its agents or employees as they relate to any services provided. Consultant and its agents and employees shall not be entitled to any rights and or privileges of the District's employees and shall not be considered in any way to be the employees of the District. Each party acknowledges that the Consultant is not an employee for state or federal tax purposes, State Unemployment Compensation or Worker's Compensation, or any other purpose.
5. The District will prepare and furnish to the Consultant upon request such existing information as is reasonably necessary for the performance of the Consultant. The Consultant shall provide its own equipment, vehicle, materials, supplies, food, incidentals and tools, etc. which may be required for the proper performance of this Agreement. Each party shall cooperate with the other party.
6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed: $ 28,000.00 (dollar amount).

   If this is an Agreement to pay the Consultant by the hour, then this box shall be checked and the hourly rate indicated as follows: _____

   (i.e. # of hours X $rate per hour/day)

   It is the sole obligation of the Consultant to ensure that the sum of the hours worked multiplied by the hourly rate does not exceed the total not to exceed amount authorized under this Agreement.

The total not-to-exceed amount and any hourly rate of the Consultant shall be inclusive of any and all expenses such as overhead and profit, fees, subcontract costs, automobile insurance to the amount required under California State law or more, materials, supplies, taxes, worker's compensation, mileage, travel, incidentals, food and the like.

Payment shall be made to the Consultant within thirty (30) days after receipt of a fully supported and detailed invoice which clearly indicates as applicable, any progress completed, milestones achieved, any reports (draft, preliminary or final) issued, dates worked, increments of hourly work (rounded to the nearest quarter hour increment), subcontract cost, etc. The District will not be obligated to make more than one (1) payment to the Consultant each month.

7. All reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, work products and other materials produced by Consultant under this Agreement shall be the sole and exclusive property of District. No such materials produced, either in whole or in part, under this Agreement shall be subject to private use, copyright or patent right by Consultant in the United States or in any country without the prior written consent of the District. The District shall have unrestricted authority to publish, disclose, distribute, transfer and use copyright or patent any such materials produced by Consultant under this Agreement.

8. TERMINATION: The District may at any time and for any reason suspend performance by the Consultant or terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of such suspension or termination. Written notice by the District shall be sufficient to suspend or terminate any further performance of services by the Consultant. The notice shall be deemed given when received, upon electronic confirmation of a facsimile transmission, or no later than three days after the day of mailing, whichever is soonest. Upon receipt of any notification of termination by the District, the Consultant shall promptly provide and deliver to the District any and all work product in progress or completed to date including any reports, drafts, electronic information or the like to the District. Unless otherwise identified, notice will be provided to the address shown at the signature block area on the last page of this Agreement. Facsimile notices shall be accepted.

9. INDEMNIFICATION: The Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents, and employees from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

    a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the Consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

    b. Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this Agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

    c. Any and all claims under worker's compensation acts and other employee benefit acts with respect to Consultant's employees or sub Consultant(s) arising out of Consultant's work under this Agreement.

    d. Any and all loss, liabilities, actions, judgments, interest awards, reasonable attorneys' fees, costs, fines, penalties, damages or expenses from any third party claim against the District arising out of or resulting from Provider's failure to comply with any of the obligations under Section 8 of this Agreement.

The Consultant, at the Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents, or employees in any action, suit or other proceedings as a result thereof.

10. MINIMUM INSURANCE REQUIREMENTS: Consultant shall obtain and maintain the policies of insurance or equivalent program of self insurance and limits as shown below for the duration of this Contract.

a. Commercial General Liability insurance with limits not less than $2,000,000 per occurrence and $4,000,000 in the aggregate, unless otherwise agreed in writing by the District.

b. Automobile liability insurance in an amount not less than $1,000,000 per accident for all owned, hired and non-owned vehicles.

c. Workers Compensation as required under California State law.

d. Professional Liability insurance in an amount not less than $5,000,000 per occurrence. Such insurance coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Provider in this Agreement.

e. If Consultant may be providing services to District on District facilities during the time that District students could be present or if Consultant is providing services to District for the benefit of District student, Consultant shall provide specific coverage for Abuse or Molestation with limits not less than $2,000,000 per occurrence and $5,000,000 aggregate either by separate policy or by an endorsement to User's Commercial General Liability coverage.

f. The Provider shall provide a Certificate(s) of Liability Insurance using ACORD Form 25, indicating the required insurance coverages within ten (10) days of the effective date of this Agreement NAMING THE DISTRICT AS ADDITIONAL INSURED on the Commercial General Liability policy using endorsements CG 20 10 and CG 20 37.

g. The policies indicated in paragraphs 10.a., 10.b. 10.c. 10.d. and 10.e. shall include a waiver of subrogation endorsement in favor of District.

h. The policies indicated in paragraphs 10.a. and 10.b. shall include a primary, non-contributory endorsement in favor of District or District's insurance or self-insurance program.

- [x] Certificate of Insurance Attached with endorsements as specified
- [ ] Workers Compensation Certificate Attached OR
- [ ] Sole Proprietor/ **NO** Workers Comp. Certificate Needed
- [ ] Proof of TB clearance for all employees working individually with students
- [ ] Criminal records check...Department of Justice Fingerprint Clearance is required before commencement of services, see form attached IF working individually with students unsupervised
- [ ] **Site must run consultant/s thru Meganslaw.ca.gov search if consultant is on a school site. Site shall attach proof of this to contract**

11. The Consultant shall maintain and preserve any and all written and electronic records relating to this Agreement, including without limitation, invoice support (e.g., hours and days worked and other detail) for a period of not less than three (3) years after final payment under this Agreement. The District, its employees and agents and the Office of the State Auditor shallhave the right to audit, examine, inspect and copy any and all of Consultant's records relating to this Agreement at any time during normal business hours. Additionally, pursuant to Government Code Section 8546.7, the Consultant is hereby advised that every contract involving the expenditure of public funds in excess of ten thousand dollars ($10,000.00) shall be subject to examination and audit of the State Auditor as specified in the code.

12. ASSIGNMENT: This Agreement is not assignable or delegable by either party, except upon the prior written consent of the other party.

13. COMPLIANCE AND CERTIFICATION: The Consultant shall comply with all applicable District, federal, state, and local laws, rules, regulations, policies and ordinances and workers' compensation laws. The Consultant represents and warrants it does not have any potential, apparent or actual conflict of interest relating in any way to this Agreement. The consultant and any of its employees and/or sub Consultant(s) are NOT presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any agency.

14. The Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually performed pursuant to this Agreement.

15. Any modification of this Agreement shall be effective only if it is in writing and signed by the parties, except that the District may unilaterally amend this Agreement in writing to accomplish the following changes:

    a. Increase dollar amounts
    b. Effect administrative changes
    c. Effect other changes as required by law.

16. CONFLICT OF INTEREST: Consultant represents that it has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance or services required under this Agreement and that no person having any such interest shall be subcontracted in connection with this Agreement, or employed by the Consultant. Consultant will take all necessary steps to avoid the appearance of a conflict of interest and shall have duty to disclose to the District prior to entering this Agreement any and all circumstances existing at such time which would pose a potential conflict of interest.

17. This Agreement constitutes the entire Agreement between the parties and supersedes any and all prior or contemporaneous oral or written Agreements.

18. GOVERNING LAW: This Agreement shall be governed and construed by the law of the State of California regardless of any conflicts of laws or rules that would require the application of the laws of another jurisdiction. Venue shall be in San Bernardino County, California.

19. CONFIDENTIALITY: All communications and information obtained by the Consultant from the District relating to this Agreement and all information developed by Consultant under this Agreement are confidential. Should there be a need for the Consultant to maintain on its server(s) and/ or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA), Consultant must take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations.

Authorized representatives of the parties have executed this Agreement as indicated below.

Consultant:

Burnham Benefits Insurance Services
Consultant/Firm Name

2211 Michelson Drive, Suite 1200
Consultant Address

Irvine, CA 92612
City, State, Zip

Dan Exceen
(Signature, Authorized Representative)

949-252-4586
(Telephone)

DaN, exceen@burnhambenefits.com
(email address)

7-5-2022
(Date)

District:

Redlands Unified School District 20
West Lugonia Ave. Redlands, CA 92374

_____ Assistant
Superintendent, Business Services
Chief Business Official

_____
Supervisor/ Principal/ District Administrator

_____
Funding Administrator (if Applicable)

_____
(Date)

District Board of Education Approval Date: _____ District Requisition Number: _____ P.O. Number: _____

Megan's Law Background Check
(needed if working on any campus while students are present)
To be completed by District Site

To provide a safe and protective environment for students, the Redlands Unified School District is using the Megan's Law database to complete background checks on consultants. This database identifies adults who are registered sex offenders.

Because you are a consultant at a school site, you are subject to a background check utilizing the Megan's Law database.

Thank you for your cooperation in increasing the district's ability to protect our students' well-being.

I acknowledge that I am not a registered sex offender and the Redlands Unified School District will check the Megan's Law public database to confirm this. This form can be used throughout the school year to review my status.

School Site: _____ Teacher: _____
if applicable

Consultant name: _____

Consultant home address: _____

Consultant D.O.B. Phone: _____

Business name: _____

Signature: _____ Date: _

Business name: _____

Office use only:
Date background check completed: _____
Clearance approved: Yes: _____ *No:* _____

Completed by : _____

CERTIFICATION BY CONTRACTOR/CONSULTANT
CRIMINAL RECORDS CHECK
AB 1610, 1612 and 2102
(only needed if working unsupervised with students)

To the Governing Board of Redlands Unified School District:

I, _____ certify that:
Consultant name

1. I have carefully read and understand the Notice to Contractors Regarding Criminal Record Checks (Education Code Section 45125.1) required by the passage of AB 1610, 1612 and 2102.

2. Due to the nature of the work I will be performing for the District, my employees may have
contact with students of the District.

3. None of the employees who will be performing the work have been convicted of a violent or
serious felony as defined in the Notice and in Penal Code Section 1192.7 and this determination was made by a fingerprint check through the Department of Justice.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at _____, California on _____.
Location/City Date

_____
Signature

_____
Name

_____
Title

_____
Address

_____
Telephone

REDLANDS UNIFIED SCHOOL DISTRICT
CONSULTANT REQUEST FOR PAYMENT

To: Administrator of _ District Office site ____ / District Office Date:_____

DEPARTMENT: Other (please input)

STREET ADDRESS:

CITY: **STATE:** **ZIP**:

From: Burnham Benefits **PHONE:**
CONSULTANT NAME

Date/s of Service: _____ to_____ P.O. # _____

Description of Service:

Payment is requested for _____(# of days, hours, etc) at the rate of _____ per_____ in the total amount of _____

This claim is for (check one): ☐ Partial Payment ☐ Final Payment

---

The following certificate must be completed by individual consultants (consultant firms should disregard it):

I certify that I am □ / I am not ☒ (check one) drawing pay as a retired member of the California State Teachers' Retirement System (STRS). If an employee of a federal, state, or local government agency, I certify that all services for which payment is now being claimed were rendered at time other than my regular assigned workday for that agency.

Dan Green
Signature of Consultant

SOCIAL SECURITY #/TAX I.D. NUMBER
(W-9 attached must be completed for payment to be processed)

DISTRICT AUTHORIZATION OF PAYMENT

I hereby certify that the above named consultant has performed services as claimed and is entitled to payment as specified above.

_____ _____
Authorized Signature (Administrator/Principal/District Administrator) Date

Consultant shall send request for payment to Originating Department/Site.

DEPARTMENT/SITE SHALL SEND COMPLETED / SIGNED REQUEST FOR PAYMENT

Contract for Consultant or Independent Consultant Agreement (>) $5,000.00 PO # /Req #

Redlands Unified School District **Phone (909) 307-5300** **Fax (909) 307-5325**

THIS AGREEMENT is made effective on 06/01/22 (date), and it is made by and between San Bernardino County (consultant name) Superintendent of hereafter called "Consultant OR Contractor," and the Redlands Unified School District, hereafter called "District."

RECITALS

A. The District desires to obtain special services and advice regarding accounting, administrative, economic, engineering, financial, legal and like matters, as provided in this Agreement.

B. The Consultant is specially trained, experienced, qualified, competent and authorized under State and Federal law as applicable, to provide the special services and advice required by the District.

Accordingly, the parties agree with the above and as follows:

AGREEMENTS

1. PERIOD OF AGREEMENT: Shall be from 07/28/22 (date) through 08/04/22 (date).
2. In consultation and cooperation with the District, the Consultant shall provide professional and diligent services consistent with generally acceptable industry practices or better as follows:
   6 C's of Common Core Training will be provided to Educators from Redlands Unified School District on July 28 and August 4, 2022. The training will take place at Citrus Valley High School from 8:00 AM to 3:00 PM

   Please check if applicable:
   - [x] A statement of work is attached.
   - [ ] A specification is attached.
   - [ ] Other attachment described as: _____

   Any attachment is hereby incorporated into this Agreement and made a part of it. In the event of any conflict between the language in this Agreement and any attachment incorporated herein, the language in this Agreement will govern and take precedence over any attachment.
3. The Consultant will commence providing services under this Agreement on 07/28/22, and will diligently, properly date and in full compliance perform as required and complete the performance of services by 08/04/22. Time shall be of date the essence in the performance of this Agreement. If the Consultant at any time during the term of this Agreement becomes noncompliant with any of the terms and conditions hereof or noncompliant with any applicable regulatory requirement including any suspension, revocation or termination of any permit, certification or license which is required in order for the Consultant to properly perform under this Agreement, then the Consultant shall immediately notify the originating department, copying the notification to Purchasing in writing at 20 W. Lugonia, Redlands, CA 92374.
4. INDEPENDENT CONTRACTOR: The Consultant is an independent Contractor and will perform said services as an independent calling and not as an employee of the District. Accordingly, nothing in this Agreement shall be construed as establishing a relationship of employer and employee, or principal and agent, between the District and the Consultant or between the District and any of Consultant's agents or employees. Consultant is solely responsible for its own acts and the acts of any of its agents or employees as they relate to any services provided. Consultant and its agents and employees shall not be entitled to any rights and or privileges of the District's employees and shall not be considered in any way to be the employees of the District. Each party acknowledges that the Consultant is not an employee for state or federal tax purposes, State Unemployment Compensation or Worker's Compensation, or any other purpose.
5. The District will prepare and furnish to the Consultant upon request such existing information as is reasonably necessary for the performance of the Consultant. The Consultant shall provide its own equipment, vehicle, materials, supplies, food, incidentals and tools, etc. which may be required for the proper performance of this Agreement. Each party shall cooperate with the other party.
6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed: $ 16,000.00 (dollar amount).

   If this is an Agreement to pay the Consultant by the hour, then this box shall be checked and the hourly rate indicated as follows: $400 per attendee NTE $16,000
   (i.e. # of hours X $rate per hour/day)
   It is the sole obligation of the Consultant to ensure that the sum of the hours worked multiplied by the hourly rate does not exceed the total not to exceed amount authorized under this Agreement.

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The total not-to-exceed amount and any hourly rate of the Consultant shall be inclusive of any and all expenses such as overhead and profit, fees, subcontract costs, automobile insurance to the amount required under California State law or more, materials, supplies, taxes, worker's compensation, mileage, travel, incidentals, food and the like.

Payment shall be made to the Consultant within thirty (30) days after receipt of a fully supported and detailed invoice which clearly indicates as applicable, any progress completed, milestones achieved, any reports (draft, preliminary or final) issued, dates worked, increments of hourly work (rounded to the nearest quarter hour increment), subcontract cost, etc. The District will not be obligated to make more than one (1) payment to the Consultant each month.

7. All reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, work products and other materials produced by Consultant under this Agreement shall be the sole and exclusive property of District. No such materials produced, either in whole or in part, under this Agreement shall be subject to private use, copyright or patent right by Consultant in the United States or in any country without the prior written consent of the District. The District shall have unrestricted authority to publish, disclose, distribute, transfer and use copyright or patent any such materials produced by Consultant under this Agreement.

8. TERMINATION: The District may at any time and for any reason suspend performance by the Consultant or terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of such suspension or termination. Written notice by the District shall be sufficient to suspend or terminate any further performance of services by the Consultant. The notice shall be deemed given when received, upon electronic confirmation of a facsimile transmission, or no later than three days after the day of mailing, whichever is soonest. Upon receipt of any notification of termination by the District, the Consultant shall promptly provide and deliver to the District any and all work product in progress or completed to date including any reports, drafts, electronic information or the like to the District. Unless otherwise identified, notice will be provided to the address shown at the signature block area on the last page of this Agreement. Facsimile notices shall be accepted.

9. INDEMNIFICATION: The Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents, and employees from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

   a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the Consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   b. Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this Agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   c. Any and all claims under worker's compensation acts and other employee benefit acts with respect to Consultant's employees or sub Consultant(s) arising out of Consultant's work under this Agreement.

   d. Any and all loss, liabilities, actions, judgments, interest awards, reasonable attorneys' fees, costs, fines, penalties, damages or expenses from any third party claim against the District arising out of or resulting from Provider's failure to comply with any of the obligations under Section 8 of this Agreement.

The Consultant, at the Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents, or employees in any action, suit or other proceedings as a result thereof.

10. MINIMUM INSURANCE REQUIREMENTS: Consultant shall obtain and maintain the policies of insurance or equivalent program of self insurance and limits as shown below for the duration of this Contract.

a. Commercial General Liability insurance with limits not less than $2,000,000 per occurrence and $4,000,000 in the aggregate, unless otherwise agreed in writing by the District.

b. Automobile liability insurance in an amount not less than $1,000,000 per accident for all owned, hired and non-owned vehicles.

c. Workers Compensation as required under California State law.

d. Professional Liability insurance in an amount not less than $5,000,000 per occurrence. Such insurance coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Provider in this Agreement.

e. If Consultant may be providing services to District on District facilities during the time that District students could be present or if Consultant is providing services to District for the benefit of District student, Consultant shall provide specific coverage for Abuse or Molestation with limits not less than $2,000,000 per occurrence and $5,000,000 aggregate either by separate policy or by an endorsement to User's Commercial General Liability coverage.

f. The Provider shall provide a Certificate(s) of Liability Insurance using ACORD Form 25, indicating the required insurance coverages within ten (10) days of the effective date of this Agreement NAMING THE DISTRICT AS ADDITIONAL INSURED on the Commercial General Liability policy using endorsements CG 20 10 and CG 20 37.

g. The policies indicated in paragraphs 10.a., 10.b. 10.c. 10.d. and 10.e. shall include a waiver of subrogation endorsement in favor of District.

h. The policies indicated in paragraphs 10.a. and 10.b. shall include a primary, non-contributory endorsement in favor of District or District's insurance or self-insurance program.

☐ Certificate of Insurance Attached with endorsements as specified

☐ Workers Compensation Certificate Attached OR

☐ Sole Proprietor/ **NO** Workers Comp. Certificate Needed

☐ Proof of TB clearance for all employees working individually with students

☐ Criminal records check...Department of Justice Fingerprint Clearance is required before commencement of services, see form attached IF working individually with students unsupervised

☐ **Site must run consultant/s thru Meganslaw.ca.gov search if consultant is on a school site. Site shall attach proof of this to contract**

11. The Consultant shall maintain and preserve any and all written and electronic records relating to this Agreement, including without limitation, invoice support (e.g., hours and days worked and other detail) for a period of not less than three (3) years after final payment under this Agreement. The District, its employees and agents and the Office of the State Auditor shallhave the right to audit, examine, inspect and copy any and all of Consultant's records relating to this Agreement at any time during normal business hours. Additionally, pursuant to Government Code Section 8546.7, the Consultant is hereby advised that every contract involving the expenditure of public funds in excess of ten thousand dollars ($10,000.00) shall be subject to examination and audit of the State Auditor as specified in the code.

12. ASSIGNMENT: This Agreement is not assignable or delegable by either party, except upon the prior written consent of the other party.

13. COMPLIANCE AND CERTIFICATION: The Consultant shall comply with all applicable District, federal, state, and local laws, rules, regulations, policies and ordinances and workers' compensation laws. The Consultant represents and warrants it does not have any potential, apparent or actual conflict of interest relating in any way to this Agreement. The consultant and any of its employees and/or sub Consultant(s) are NOT presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any agency.

14. The Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually performed pursuant to this Agreement.

15. Any modification of this Agreement shall be effective only if it is in writing and signed by the parties, except that the District may unilaterally amend this Agreement in writing to accomplish the following changes:

    a. Increase dollar amounts
    b. Effect administrative changes
    c. Effect other changes as required by law.

16. CONFLICT OF INTEREST: Consultant represents that it has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance or services required under this Agreement and that no person having any such interest shall be subcontracted in connection with this Agreement, or employed by the Consultant. Consultant will take all necessary steps to avoid the appearance of a conflict of interest and shall have duty to disclose to the District prior to entering this Agreement any and all circumstances existing at such time which would pose a potential conflict of interest.

17. This Agreement constitutes the entire Agreement between the parties and supersedes any and all prior or contemporaneous oral or written Agreements.

18. GOVERNING LAW: This Agreement shall be governed and construed by the law of the State of California regardless of any conflicts of laws or rules that would require the application of the laws of another jurisdiction. Venue shall be in San Bernardino County, California.

19. CONFIDENTIALITY: All communications and information obtained by the Consultant from the District relating to this Agreement and all information developed by Consultant under this Agreement are confidential. Should there be a need for the Consultant to maintain on its server(s) and/or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA), Consultant must take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations.

Authorized representatives of the parties have executed this Agreement as indicated below.

Consultant:

ın Bernardino County Superintendent of Schoc
Consultant/Firm Name

601 N. E St
Consultant Address

San Bernardino, CA 92415
City, State, Zip

(Signature, Authorized Representative)

Amber L. Arias, Manager Procurement Services
(Telephone) 909-386-2658

sandra.ogburn@sbcss.net
(email address)

4/28/2022
(Date)

District:

Redlands Unified School District 20
West Lugonia Ave. Redlands, CA 92374

Assistant Superintendent, Business Services
Chief Business Official

Supervisor/ Principal/ District Administrator

Funding Administrator (if Applicable)

July 13, 2022
(Date)

District Board of Education Approval Date: _____ District Requisition Number: _____ P.O. Number: _____

DocuSign Envelope ID: 608C5EF6-D67E-4678-8D33-048E0625FE0D

Attachment 1

Statement of Work:

The RIMS AVID 6C's training is two 6-hour sessions for a total of 12 hours.
Follow-up coaching, including walk-throughs with administration and coaching teachers with planning and implementation is included as requested.

San Bernardino County Superintendent of Schools

Transforming lives through education

Ted Alejandre
County Superintendent

Proposal

May 31, 2022

SERVICES PROVIDED BY

Education Support Services, RIMS AVID Program
Manager, Paolina Schiro
Sandra Ogburn, Project Analyst, 909.386.2624
sandra.ogburn@sbcss.net

SERVICES PROVIDED TO

Redlands Unified School District
Scott Bohlender, Director, Accountability, Staff Development and School Improvement
scott_bohlender@redlands.k12.ca.us

DATE OF SERVICES	DESCRIPTION	AMOUNT
July 28 & August 4, 2022	6 C's of Common Core training will be provided to Educators from Redlands Unified School District on July 28 and August 4, 2022. The training will take place at Citrus Valley High School from 8:00AM – 3:00PM. Holly Todd, RIMS AVID Program Specialist will provide the training on both days. Principals can attend at no cost and for every 20 paid attendees, one can attend free. Estimated number of attendees: 40 Cost per attendee: $400.00 Estimated total amount: $16,000.00	$16,000.00
	TOTAL	$16,000.00

Paolina Schiro

Paolina Schiro, Ed.D.
RIMS AVID Program Manager

Redlands Unified School District / Scott Bohlender
Authorized Signature*

Director, Accountability, Staff Development and School Improvement

REDLANDS UNIFIED SCHOOL DISTRICT
20 West Lugonia Avenue
Redlands, CA 92373-1508

CONSULTING AGREEMENT

AMENDMENT NO. 3

THIS AGREEMENT is entered into June 7, 2022 (date), by and between Redlands Unified School District, and Autism Learning Partners LLC (ALP) (consultant), is hereby amended this 7 TH (day) day of June (month), 2022 (year) to:

1. PERIOD OF AGREEMENT: Shall extend agreement from 6/14/2022 (date) to 7/4/2022 (date).

Or

6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed $50,000.00 (total amount). Increase amount of order from $150,000.00 (original total) to $200,000.00 (new total).

All other terms and conditions of the Agreement described above shall remain in full force and effect.

REDLANDS UNIFIED SCHOOL DISTRICT

Jason Hill
Assistant Superintendent, Business Services

July 13, 2022
Date

Signature

Vanessa Gonzales - Director of Contracting
Title

6/9/2022
Date

Contract for Consultant or Independent Consultant Agreement (>) $5,000.00 PO # /Req #

Redlands Unified School District **Phone (909) 307-5300** **Fax (909) 307-5325**

Autism Learning Partners LLC

THIS AGREEMENT is made effective on 07/01/22 (date), and it is made by and between _____ (consultant name) _____ hereafter called "Consultant OR Contractor," and the Redlands Unified School District, hereafter called "District."

RECITALS

A. The District desires to obtain special services and advice regarding accounting, administrative, economic, engineering, financial, legal and like matters, as provided in this Agreement.

B. The Consultant is specially trained, experienced, qualified, competent and authorized under State and Federal law as applicable, to provide the special services and advice required by the District.

Accordingly, the parties agree with the above and as follows:

AGREEMENTS

1. PERIOD OF AGREEMENT: Shall be from 07/01/22 (date) through 06/30/23 (date).

2. In consultation and cooperation with the District, the Consultant shall provide professional and diligent services consistent with generally acceptable industry practices or better as follows:
   Provide 1:1 Direct services Behavior and Monthly Supervision

   Please check if applicable:

   ☐ A statement of work is attached.
   ☐ A specification is attached.
   ☑ Other attachment described as: Per rate sheet

   Any attachment is hereby incorporated into this Agreement and made a part of it. In the event of any conflict between the language in this Agreement and any attachment incorporated herein, the language in this Agreement will govern and take precedence over any attachment.

3. The Consultant will commence providing services under this Agreement on 07/01/22 (date), and will diligently, properly and in full compliance perform as required and complete the performance of services by 06/30/23 (date). Time shall be of the essence in the performance of this Agreement. If the Consultant at any time during the term of this Agreement becomes noncompliant with any of the terms and conditions hereof or noncompliant with any applicable regulatory requirement including any suspension, revocation or termination of any permit, certification or license which is required in order for the Consultant to properly perform under this Agreement, then the Consultant shall immediately notify the originating department, copying the notification to Purchasing in writing at 20 W. Lugonia, Redlands, CA 92374.

4. INDEPENDENT CONTRACTOR: The Consultant is an independent Contractor and will perform said services as an independent calling and not as an employee of the District. Accordingly, nothing in this Agreement shall be construed as establishing a relationship of employer and employee, or principal and agent, between the District and the Consultant or between the District and any of Consultant's agents or employees. Consultant is solely responsible for its own acts and the acts of any of its agents or employees as they relate to any services provided. Consultant and its agents and employees shall not be entitled to any rights and or privileges of the District's employees and shall not be considered in any way to be the employees of the District. Each party acknowledges that the Consultant is not an employee for state or federal tax purposes, State Unemployment Compensation or Worker's Compensation, or any other purpose.

5. The District will prepare and furnish to the Consultant upon request such existing information as is reasonably necessary for the performance of the Consultant. The Consultant shall provide its own equipment, vehicle, materials, supplies, food, incidentals and tools, etc. which may be required for the proper performance of this Agreement. Each party shall cooperate with the other party.

6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed _____ (dollar amount)

   If this is an Agreement to pay the Consultant by the hour, then this box shall be checked and the hourly rate indicated as follows: Current rate sheet
   (i.e. # of hours X $rate per hour/day)

   It is the sole obligation of the Consultant to ensure that the sum of the hours worked multiplied by the hourly rate does not exceed the total not to exceed amount authorized under this Agreement.

The total not-to-exceed amount and any hourly rate of the Consultant shall be inclusive of any and all expenses such as overhead and profit, fees, subcontract costs, automobile insurance to the amount required under California State law or more, materials, supplies, taxes, worker's compensation, mileage, travel, incidentals, food and the like.

Payment shall be made to the Consultant within thirty (30) days after receipt of a fully supported and detailed invoice which clearly indicates as applicable, any progress completed, milestones achieved, any reports (draft, preliminary or final) issued, dates worked, increments of hourly work (rounded to the nearest quarter hour increment), subcontract cost, etc. The District will not be obligated to make more than one (1) payment to the Consultant each month.

7. All reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, work products and other materials produced by Consultant under this Agreement shall be the sole and exclusive property of District. No such materials produced, either in whole or in part, under this Agreement shall be subject to private use, copyright or patent right by Consultant in the United States or in any country without the prior written consent of the District. The District shall have unrestricted authority to publish, disclose, distribute, transfer and use copyright or patent any such materials produced by Consultant under this Agreement.

8. TERMINATION: The District may at any time and for any reason suspend performance by the Consultant or terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of such suspension or termination. Written notice by the District shall be sufficient to suspend or terminate any further performance of services by the Consultant. The notice shall be deemed given when received, upon electronic confirmation of a facsimile transmission, or no later than three days after the day of mailing, whichever is soonest. Upon receipt of any notification of termination by the District, the Consultant shall promptly provide and deliver to the District any and all work product in progress or completed to date including any reports, drafts, electronic information or the like to the District. Unless otherwise identified, notice will be provided to the address shown at the signature block area on the last page of this Agreement. Facsimile notices shall be accepted.

9. INDEMNIFICATION: The Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents, and employees from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

   a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the Consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   b. Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this Agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   c. Any and all claims under worker's compensation acts and other employee benefit acts with respect to Consultant's employees or sub Consultant(s) arising out of Consultant's work under this Agreement.

   The Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents, or employees in any action, suit or other proceedings as a result thereof.

10. INSURANCE: During the term of this Agreement, the Consultant shall maintain liability insurance in an amount not less than $1,000,000 unless otherwise agreed in writing by the District, automobile liability insurance to the amount required under California State law or more, and Workers Compensation as required under California State law. The Consultant shall provide certificates indicating applicable insurance coverages within ten (10) days of the effective date of this Agreement NAMING THE DISTRICT AS ADDITIONALLY INSURED with the endorsement on form CG20 11 04 13 to be sent to us DIRECTLY from your broker with a waiver of subrogation and primary CG 24 04 05 09, noncontributory CG 20 01 04 13.

    ☑ Certificate of Insurance Attached with endorsements as specified

    ☐ Workers Compensation Certificate Attached OR

    ☐ Sole Proprietor/ **NO** Workers Comp. Certificate Needed

    ☐ Proof of TB clearance for all employees working individually with students

    ☐ Criminal records check...Department of Justice Fingerprint Clearance is required before commencement of

    ☐ services, see form attached IF working individually with students unsupervised.

    ☐ **Site must run consultant/s thru Meganslaw.ca.gov search if consultant is on a school site. Site shall attach proof of this to contract.**

11. The Consultant shall maintain and preserve any and all written and electronic records relating to this Agreement, including without limitation, invoice support (e.g., hours and days worked and other detail) for a period of not less than three (3) years after final payment under this Agreement. The District, its employees and agents and the Office of the State Auditor shall

have the right to audit, examine, inspect and copy any and all of Consultant's records relating to this Agreement at any time during normal business hours. Additionally, pursuant to Government Code Section 8546.7, the Consultant is hereby advised that every contract involving the expenditure of public funds in excess of ten thousand dollars ($10,000.00) shall be subject to examination and audit of the State Auditor as specified in the code.

12. ASSIGNMENT: This Agreement is not assignable or delegable by either party, except upon the prior written consent of the other party.

13. COMPLIANCE AND CERTIFICATION: The Consultant shall comply with all applicable District, federal, state, and local laws, rules, regulations, policies and ordinances and workers' compensation laws. The Consultant represents and warrants it does not have any potential, apparent or actual conflict of interest relating in any way to this Agreement. The consultant and any of its employees and/or sub Consultant(s) are NOT presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any agency.

14. The Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually performed pursuant to this Agreement.

15. Any modification of this Agreement shall be effective only if it is in writing and signed by the parties, except that the District may unilaterally amend this Agreement in writing to accomplish the following changes:

    a. Increase dollar amounts
    b. Effect administrative changes
    c. Effect other changes as required by law.

16. CONFLICT OF INTEREST: Consultant represents that it has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance or services required under this Agreement and that no person having any such interest shall be subcontracted in connection with this Agreement, or employed by the Consultant. Consultant will take all necessary steps to avoid the appearance of a conflict of interest and shall have duty to disclose to the District prior to entering this Agreement any and all circumstances existing at such time which would pose a potential conflict of interest.

17. This Agreement constitutes the entire Agreement between the parties and supersedes any and all prior or contemporaneous oral or written Agreements.

18. GOVERNING LAW: This Agreement shall be governed and construed by the law of the State of California regardless of any conflicts of laws or rules that would require the application of the laws of another jurisdiction. Venue shall be in San Bernardino County, California.

19. CONFIDENTIALITY: All communications and information obtained by the Consultant from the District relating to this Agreement and all information developed by Consultant under this Agreement are confidential. Should there be a need for the Consultant to maintain on its server(s) and/or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA), Consultant must take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations.

Authorized representatives of the parties have executed this Agreement as indicated below.

Consultant:

Autism Learning Partners
Consultant/Firm Name

1333 S. Mayflower Ave Ste 220
Consultant Address

Monrovia, CA 91016
City, State, Zip

(Signature, Authorized Representative)

818-241-6780 x267
(Telephone)

vgonzales@autismlearningpartners.com
(email address)

06/22/22
(Date)

District:

Redlands Unified School District
20 West Lugonia Ave.
Redlands, CA 92374

Assistant Superintendent, Business Services
Chief Business Official

Supervisor/ Principal/ District Administrator

Funding Administrator (if Applicable)

July 13, 2022
(Date)

District Board of Education Approval Date: _____ District Requisition Number: _____ P.O. Number: _____

Rev 1/29/18

Rate Sheet – NPA Special Education
Autism Learning Partners

RATE SHEET
2022-2023

SERVICE *Description*	RATE PER HOUR
1:1 **Direct Service - Behavior Technician** Behavior Intervention Implementation (BII)	$48.87
Clinical Supervision Behavior Intervention Development (BID)	$92.78

Tax ID: ***26-3494212***

Rate Sheet – NPA Special Education
Autism Learning Partners

About Autism Learning Partners (ALP)

Autism Learning Partners is a national leader in the field of special needs services and a full service provider that specializes in the treatment of autism and other developmental disabilities. Our broad thinking approach addresses the whole child by collaborating with school administrators, doctors, therapists, and specialists. Our goal is to work together to make progress possible.

For close to 30 years, **Autism Learning Partners** has been a leader in the delivery of Applied Behavior Analysis (ABA) for children with Autism, providing comprehensive clinical services (BII, BID), as well as Social Skills Training/Groups and Early Intervention Services. Our commitment is to provide the highest level of clinical care and collaborate closely with school district personnel, including empowering and training teachers and school administrators to provide the highest level of ABA therapy while providing outcome focused care and supporting schools with cost savings strategies which include, progress reporting, and transition planning for students who demonstrate progress, significant and sustainable improvement and meet measured goals. Autism Learning Partners is unique as services are provided in the school, home and in the community.

Autism Learning Partners (ALP) focuses on:

- 1-1 ABA School Support & In-Home Services
- ABA Progress Reporting
- Training & Development for Special Education Personnel
- Quality Clinical and Outcome Focused ABA Services
- Social Skills Instruction
- Transition Planning for Students Demonstrating Progress
- Positive Collaboration with Schools and Parents

Our desire is to be the best and most trusted partner to your school for the provision of ABA services for special needs children and support the child's social, interpersonal and academic development by working as a coordinated team.

Mission:

The mission of Autism Learning Partners is to provide the highest level of clinical expertise to facilitate significant and sustainable improvement for the individuals and families we serve.

Rate Sheet – NPA Special Education
Autism Learning Partners

Our Vision:

Autism Learning Partners strives to give hope, support and paths of progress for children and their families living with Autism and related disorders. We believe that a tailored, comprehensive care plan managed by our exceptional clinical talent, partnered with love and commitment of all staff collaborating with the child including integrating the family into treatment, allows each child to achieve his or her maximum potential.

Section I:

Overview of Services

Autism Learning Partners is committed to providing quality clinical care on all cases assigned and is also committed to developing staff and sharing our expertise for the development of the special needs program. Prior to the onset of services, Autism Learning Partners can provide a **one-time orientation of services** at no cost to your school.

Deliverables

Clinical Services:

Autism Learning Partners provides clinically appropriate and effective treatment services individualized to fit the classroom and students' needs. To this end the following services are recommended:

1:1 Direct Services: - Behavior Technician (BT)

ALP will offer trained Behavior Technicians (BT) to support students with a higher level of need in a 1:1 capacity in the classroom. Behavior Technicians work under the supervision of a Board Certified Behavior Analyst (BCBA) Or Masters Level Staff. The BT will provide support to help the student successfully and independently function in the classroom environment and address/reduce challenging behaviors to help the student access the curriculum. This service should be reviewed quarterly to adjust the level of support as to not interfere with the students independence should progress have been made.

Clinical Supervision by a Board Certified Behavior Analyst (BCBA) or Master's Level Staff

A Board Certified Behavior Analyst (BCBA) is a graduate-level staff who is board certified in behavior analysis and provides behavior-analytic services. BCBA's supervise the work of Behavior Technicians and other staff who implement behavior-analytic interventions (Applied Behavior Analysis - an Evidenced Based Intervention for special needs students). BCBA's directly support the needs of Special Education Departments.

(Continued) - Clinical Supervision by a Board Certified Behavior Analyst (BCBA) or Master's Level Staff

Consultation or Clinical supervision is provided by a BCBA or Master's Level Staff and is designed to support Special Education Departments based on services needed and also provides parent education as deemed fit by the school. ALP is available to help support staff in creating and implementing behavior programs.

Clinical Supervision in a school setting consists of overseeing a child's behavior plan. The plan is implemented by an interventionist or trained behavior aid and is overseen by a clinical supervisor who is continually updating goals as a child reaches mastery criteria.

Support is provided to staff to make sure everyone is on board with the intervention plan and is following through. The ultimate goal is to reduce challenging behaviors in the classroom so that the student can access the curriculum.

The Clinical Supervisor will meet with designated school personnel, as identified by the Special Education Department, to discuss behavioral plans, concerns and challenges that the student is experiencing in the classroom and determine an intervention plan based on the IEP and clinical observation. ALP works with staff to determine an appropriate transition plan. Services are faded once the student's challenging behaviors have been reduced, the student has reached maximized independence and when the student no longer needs support and is ready to be mainstreamed with typical peers.

Functional Behavior Assessment by BCBA

A Functional Behavior Assessment is conducted by a BCBA and is designed to help us understand why a certain behavior is occurring. Once the assessment is completed and the BCBA determines the reason an inappropriate behavior may be occurring, we can then influence the behavior. All behaviors have a function and the goal is to teach the student an appropriate replacement behavior while extinguishing inappropriate behaviors.

It is critical that challenging behaviors are observed and other target skills for acquisition within this initial assessment. The length of this assessment can vary. From there, a treatment plan is designed and submitted to the special education department that recommends treatment services based on the individual needs of the student.

Rate Sheet – NPA Special Education
Autism Learning Partners

Social Skills Classes – Group Rate (ratio of 1:2 or 1:3)

One of the most prevalent challenges for individuals with autism spectrum disorder is in the area of social skills. This includes difficulty with observational skills, eye contact, play interactions, social pragmatics, taking another's perspective, making inferences, and sharing enjoyment and building relationships.

The assessment and intervention "matching" process is different from a one-size-fits all approach that involves generic behavioral interventions for unique and individual behavioral excesses and deficits. We believe that achievement in the domain of social interaction greatly improves the quality of life for a learner and we place a premium on screening, assessment, and individually tailored interventions.

Training – Staff & Parent Training

ALP offers training to teachers and classroom aides on behavioral intervention principles to facilitate progress and support for students with these needs. Training will focus on various aspects of behavioral intervention including reinforcement, environmental manipulation, prompting hierarchy and managing maladaptive behaviors. The structure of the training is to provide hands-on training at first and then gradually fade back until mastery on the above intervention is displayed.

ALP can also provide workshops for parents on the above topics to reinforce techniques taught to students and encourage continued progress in the home. For full list of Training Topics, please see training Flyer.

Autism Learning Partners strives to serve as the best and most trusted partner to your school and empower special needs children's in the road to progress by working as a coordinated team. For additional information, visit www.autismlearningpartners.com.

Proposal Contact Info

Questions regarding this proposal, contact:

Vanessa Gonzales
Director of Contracts & Credentialing
818.241.6780, Ext. 267 Office
vgonzales@autismlearningpartners.com

Clinical Questions, Contact:

Libby Allman, M.S., BCBA
Executive Director, San Diego
Autism Learning Partners
818.241.6180 ext. 233
lallman@autismlearningpartners.com

Contract for Consultant or Independent Consultant Agreement (>) $5,000.00 PO # /Req #

Redlands Unified School District **Phone (909) 307-5300** **Fax (909) 307-5325**

THIS AGREEMENT is made effective on 07/01/22 (date), and it is made by and between Austism Spectrum Intervention Services and Training (ASIST) (consultant name) hereafter called "Consultant OR Contractor," and the Redlands Unified School District, hereafter called "District."

RECITALS

A. The District desires to obtain special services and advice regarding accounting, administrative, economic, engineering, financial, legal and like matters, as provided in this Agreement.

B. The Consultant is specially trained, experienced, qualified, competent and authorized under State and Federal law as applicable, to provide the special services and advice required by the District.

Accordingly, the parties agree with the above and as follows:

AGREEMENTS

1. PERIOD OF AGREEMENT: Shall be from 07/01/22 (date) through 06/30/23 (date).
2. In consultation and cooperation with the District, the Consultant shall provide professional and diligent services consistent with generally acceptable industry practices or better as follows:
   Provide 1:1 diret services with a registered behavior technician for students in RUSD- Provide supervision each month

   Please check if applicable:

   ☐ A statement of work is attached.
   ☐ A specification is attached.
   ☑ Other attachment described as: Rate sheet

   Any attachment is hereby incorporated into this Agreement and made a part of it. In the event of any conflict between the language in this Agreement and any attachment incorporated herein, the language in this Agreement will govern and take precedence over any attachment.

3. The Consultant will commence providing services under this Agreement on 07/01/22 (date), and will diligently, properly and in full compliance perform as required and complete the performance of services by 06/30/23 (date). Time shall be of the essence in the performance of this Agreement. If the Consultant at any time during the term of this Agreement becomes noncompliant with any of the terms and conditions hereof or noncompliant with any applicable regulatory requirement including any suspension, revocation or termination of any permit, certification or license which is required in order for the Consultant to properly perform under this Agreement, then the Consultant shall immediately notify the originating department, copying the notification to Purchasing in writing at 20 W. Lugonia, Redlands, CA 92374.

4. INDEPENDENT CONTRACTOR: The Consultant is an independent Contractor and will perform said services as an independent calling and not as an employee of the District. Accordingly, nothing in this Agreement shall be construed as establishing a relationship of employer and employee, or principal and agent, between the District and the Consultant or between the District and any of Consultant's agents or employees. Consultant is solely responsible for its own acts and the acts of any of its agents or employees as they relate to any services provided. Consultant and its agents and employees shall not be entitled to any rights and or privileges of the District's employees and shall not be considered in any way to be the employees of the District. Each party acknowledges that the Consultant is not an employee for state or federal tax purposes, State Unemployment Compensation or Worker's Compensation, or any other purpose.

5. The District will prepare and furnish to the Consultant upon request such existing information as is reasonably necessary for the performance of the Consultant. The Consultant shall provide its own equipment, vehicle, materials, supplies, food, incidentals and tools, etc. which may be required for the proper performance of this Agreement. Each party shall cooperate with the other party.

6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed _____ (dollar amount)

   If this is an Agreement to pay the Consultant by the hour, then this box shall be checked and the hourly rate indicated as follows: current rate sheet (i.e. # of hours X $rate per hour/day)

   It is the sole obligation of the Consultant to ensure that the sum of the hours worked multiplied by the hourly rate does not exceed the total not to exceed amount authorized under this Agreement.

The total not-to-exceed amount and any hourly rate of the Consultant shall be inclusive of any and all expenses such as overhead and profit, fees, subcontract costs, automobile insurance to the amount required under California State law or more, materials, supplies, taxes, worker's compensation, mileage, travel, incidentals, food and the like.

Payment shall be made to the Consultant within thirty (30) days after receipt of a fully supported and detailed invoice which clearly indicates as applicable, any progress completed, milestones achieved, any reports (draft, preliminary or final) issued, dates worked, increments of hourly work (rounded to the nearest quarter hour increment), subcontract cost, etc. The District will not be obligated to make more than one (1) payment to the Consultant each month.

7. All reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, work products and other materials produced by Consultant under this Agreement shall be the sole and exclusive property of District. No such materials produced, either in whole or in part, under this Agreement shall be subject to private use, copyright or patent right by Consultant in the United States or in any country without the prior written consent of the District. The District shall have unrestricted authority to publish, disclose, distribute, transfer and use copyright or patent any such materials produced by Consultant under this Agreement.

8. TERMINATION: The District may at any time and for any reason suspend performance by the Consultant or terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of such suspension or termination. Written notice by the District shall be sufficient to suspend or terminate any further performance of services by the Consultant. The notice shall be deemed given when received, upon electronic confirmation of a facsimile transmission, or no later than three days after the day of mailing, whichever is soonest. Upon receipt of any notification of termination by the District, the Consultant shall promptly provide and deliver to the District any and all work product in progress or completed to date including any reports, drafts, electronic information or the like to the District. Unless otherwise identified, notice will be provided to the address shown at the signature block area on the last page of this Agreement. Facsimile notices shall be accepted.

9. INDEMNIFICATION: The Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents, and employees from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

   a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the Consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   b. Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this Agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   c. Any and all claims under worker's compensation acts and other employee benefit acts with respect to Consultant's employees or sub Consultant(s) arising out of Consultant's work under this Agreement.

   The Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents, or employees in any action, suit or other proceedings as a result thereof.

10. INSURANCE: During the term of this Agreement, the Consultant shall maintain liability insurance in an amount not less than $1,000,000 unless otherwise agreed in writing by the District, automobile liability insurance to the amount required under California State law or more, and Workers Compensation as required under California State law. The Consultant shall provide certificates indicating applicable insurance coverages within ten (10) days of the effective date of this Agreement NAMING THE DISTRICT AS ADDITIONALLY INSURED with the endorsement on form CG20 11 04 13 to be sent to us DIRECTLY from your broker with a waiver of subrogation and primary CG 24 04 05 09, noncontributory CG 20 01 04 13.

    ☐ Certificate of Insurance Attached with endorsements as specified

    ☐ Workers Compensation Certificate Attached OR

    ☐ Sole Proprietor/ **NO** Workers Comp. Certificate Needed

    ☐ Proof of TB clearance for all employees working individually with students

    ☐ Criminal records check...Department of Justice Fingerprint Clearance is required before commencement of services, see form attached IF working individually with students unsupervised.

    ☐ **Site must run consultant/s thru Meganslaw.ca.gov search if consultant is on a school site. Site shall attach proof of this to contract.**

11. The Consultant shall maintain and preserve any and all written and electronic records relating to this Agreement, including without limitation, invoice support (e.g., hours and days worked and other detail) for a period of not less than three (3) years after final payment under this Agreement. The District, its employees and agents and the Office of the State Auditor shall

have the right to audit, examine, inspect and copy any and all of Consultant's records relating to this Agreement at any time during normal business hours. Additionally, pursuant to Government Code Section 8546.7, the Consultant is hereby advised that every contract involving the expenditure of public funds in excess of ten thousand dollars ($10,000.00) shall be subject to examination and audit of the State Auditor as specified in the code.

12. ASSIGNMENT: This Agreement is not assignable or delegable by either party, except upon the prior written consent of the other party.

13. COMPLIANCE AND CERTIFICATION: The Consultant shall comply with all applicable District, federal, state, and local laws, rules, regulations, policies and ordinances and workers' compensation laws. The Consultant represents and warrants it does not have any potential, apparent or actual conflict of interest relating in any way to this Agreement. The consultant and any of its employees and/or sub Consultant(s) are NOT presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any agency.

14. The Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually performed pursuant to this Agreement.

15. Any modification of this Agreement shall be effective only if it is in writing and signed by the parties, except that the District may unilaterally amend this Agreement in writing to accomplish the following changes:

    a. Increase dollar amounts
    b. Effect administrative changes
    c. Effect other changes as required by law.

16. CONFLICT OF INTEREST: Consultant represents that it has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance or services required under this Agreement and that no person having any such interest shall be subcontracted in connection with this Agreement, or employed by the Consultant. Consultant will take all necessary steps to avoid the appearance of a conflict of interest and shall have duty to disclose to the District prior to entering this Agreement any and all circumstances existing at such time which would pose a potential conflict of interest.

17. This Agreement constitutes the entire Agreement between the parties and supersedes any and all prior or contemporaneous oral or written Agreements.

18. GOVERNING LAW: This Agreement shall be governed and construed by the law of the State of California regardless of any conflicts of laws or rules that would require the application of the laws of another jurisdiction. Venue shall be in San Bernardino County, California.

19. CONFIDENTIALITY: All communications and information obtained by the Consultant from the District relating to this Agreement and all information developed by Consultant under this Agreement are confidential. Should there be a need for the Consultant to maintain on its server(s) and/or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA), Consultant must take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations.

Authorized representatives of the parties have executed this Agreement as indicated below.

Consultant:

Loni Kuhn
Consultant/Firm Name

309 E. 4th Ave
Consultant Address

SLC, UT 84103
City, State, Zip

(Signature, Authorized Representative)

(801) 870-1793
(Telephone)

LoniKuhn@asistapa.org
(email address)

06/15/2022
(Date)

District:

Redlands Unified School District
20 West Lugonia Ave.
Redlands, CA 92374

Assistant Superintendent, Business Services
Chief Business Official

Patti Burnell
Supervisor/ Principal/ District Administrator

Funding Administrator (if Applicable)

July 13, 2022
(Date)

District Board of Education Approval Date: _____ District Requisition Number: _____ P.O. Number: _____

ASIST

Autism Spectrum Intervention Services & Training

"Unleashing Children's Capabilities"

ASIST Rate Sheet 2022-2023

Supervision: developing, monitoring, and modifying ABA programs and behavior treatment and behavior intervention plans; IEP development, planning meetings, IEP meetings, training in applied behavior analysis to school personnel or parents, specialized program development for students with intense behavioral needs.

BCBA (BID) Supervision . . . . . $150.00 per hour
BCaBA (BID) Supervision . . . . . $120.00 per hour
BCBA Intern (BID) Supervision . . . . . $100.00 per hour

RBT(BID) Consultation . . . . . $60.00 per hour

Direct Behavior Intervention: Implementation of discrete trial programs, behavior treatment and behavior interventions plans conducted by persons certified in ABA and/or Registered Behavior Technicians (RBT).

Direct ABA (BII) Intervention . . . . . $50.00 per hour

ABA Assessment: (evaluation of verbal behavior, adaptive skills, and/ or functional behavior assessment). $3,500

LEASE AGREEMENT

THIS LEASE between the Redlands Unified School District ("LANDLORD") and the Bear Valley Unified School District ("TENANT") is entered into as of July 1, 2022.

1. **Facilities**

LANDLORD leases to TENANT the real property and facilities ("FACILITIES") at the Fallsvale School, located at 40600 Valley of the Falls Drive, Forest Falls, California 92339, and authorizes during the term of this Lease the use of those FACILITIES, as more particularly depicted in the map of site Exhibit "A" hereto and incorporated herein by this reference. Exception noted on map of building shown as unusable. This building shall remain unoccupied.

2. **Term and Commencement**

A. The term of this Lease shall be five years commencing on July 1, 2022, and will be automatically renewed annually for five year intervals unless terminated by either party by providing a written notice at least 60 days prior to the renewal date.

3. **Rent**

TENANT agrees to pay LANDLORD, in each calendar year, the sum of Six Thousand Dollars ($6,000) for rental of the FACILITIES. This sum shall be paid in advance as follows: (1) Six thousand Dollars ($ 6,000) for the period beginning July 1, 2022 and continuing through June 30, 2027, due on or before August 1, in each calendar year. The LANDLORD shall deposit the amount of the rent to an account to be used for future major maintenance repairs on the facility.

4. **Use**

TENANT shall have the exclusive right to use and occupy the FACILITIES as a school for grades Transitional Kindergarten through 8, or a combination thereof, with a maximum enrollment not to exceed the capacity of the school site permanent FACILITIES, or any other use for the purpose of enhancing TENANT'S educational program. TENANT may use the FACILITIES during the evening hours for Back to School Nights, parent-teacher conferences, P.T.A. meetings and activities, open house, school site council meetings and other typical evening school activities. Exception as noted on drawings of UNUSABLE building which is not to be occupied.

5. **Tenant's Operations**

A. TENANT will be responsible for providing furniture and any other equipment or supplies necessary for conducting its educational program, other than stationary built-in furniture and equipment, including but not limited to playground equipment, owned by LANDLORD which will remain on the FACILITIES during the term of the Lease for use by TENANT. Notwithstanding, upon mutual agreement of both TENANT AND LANDLORD, if requested by TENANT, LANDLORD may agree, at its cost, to remove from the FACILITIES any selected built-in furniture and/or equipment which TENANT determines is not needed. LANDLORD agrees to remove all portable furniture and equipment from the FACILITIES prior to the commencement date of this Lease.

B. TENANT shall not erect, place upon, operate, or maintain any improvement on the FACILITIES without the prior written consent of LANDLORD.

C. The FACILITIES and all improvements which may, with the written consent of LANDLORD, be constructed and maintained thereon shall be used consistent

with Section 4 or this Lease. TENANT shall not itself use or permit any other person or entity to use the FACILITIES, or any part thereof, for any purposes which may materially damage or harm the FACILITIES or any improvements on or adjacent thereto, or the image or attractiveness thereof, or in any manner which shall constitute waste, nuisance or public annoyance; and TENANT shall conform to, and cause all persons using or occupying any part of the FACILITIES to comply with, all public laws, ordinances and regulations from time to time applicable thereto and to all operations thereon.

6. **Maintenance of Facilities**

A. TENANT shall, subject to the prior written approval of LANDLORD, have the right to modify the FACILITIES, install fixtures, and generally improve the FACILITIES to meet TENANT's needs. LANDLORD agrees to permit TENANT to remove, within sixty (60) days following the expiration of TENANT's right to occupy the FACILITIES, any and all of TENANT's modifications, fixtures, and improvements, the removal of which will not reasonably or substantially harm the FACILITIES.

B. TENANT shall, during the term of this Lease, keep in good order, condition, and repair, the FACILITIES, including the repair and/or replacement of major maintenance items, such as, roof replacement/repairs, flooring, plumbing and electrical systems, and interior/exterior painting of existing capital improvements and fixtures. The LANDLORD shall make available those funds that have been deposited toward the payment of major maintenance repairs on the facility. TENANT shall be responsible for the repair and/or replacement of any capital improvements and fixtures added by it with the prior written consent of LANDLORD. TENANT shall also be responsible for any needed snow plowing of the facility.

C. TENANT shall be authorized, at its sole cost and expense, to change the existing locks of the FACILITIES to provide greater security for the FACILITIES and its contents. TENANT shall immediately issue to LANDLORD a copy of all new keys and/or combinations.

D. TENANT, at its own cost and expense, shall be responsible for mowing the lawn, trimming lawn edges, removing weeds, repairing broken sprinkler heads as needed, and otherwise maintaining the grounds in a neat and orderly appearance.

E. TENANT, at its cost and expense, shall provide all maintenance and janitorial supplies and services to the leased FACILITIES, which shall include, without limitation, the replacement of restroom supplies, light bulbs and fluorescent tubes.

F. Except as otherwise provided in Paragraph A of this Section 6, on the last day of the term hereof, or on any sooner termination, TENANT shall surrender the FACILITIES to LANDLORD in the same condition as when received, in broom clean condition, ordinary wear and tear is expected. TENANT shall repair any damage to the FACILITIES occasioned by the removal of its property.

G. LANDLORD reserves the right for its officers, agents, or employees to enter upon any part of the whole of the FACILITIES at any reasonable time for the purpose of inspecting and ensuring that the FACILITIES are being maintained and used as required by this LEASE.

7. <u>Insurance</u>

A. TENANT agrees, at its own cost and expense, to either self-insure for the liability risks described below, or maintain in full force during the term of this Lease, comprehensive public liability and property damage insurance, insuring against claims for

injuries to persons or property occurring in, upon or about the FACILITIES. Said liability policy shall have limits of not less than Two Million Dollars ($2,000,000) per occurrence for injuries to person or persons, and not less than One Hundred Thousand Dollars ($100,000) per occurrence for property damage.

B. TENANT's insurance carrier shall supply LANDLORD with a Certificate of Insurance of such liability policy, and it agrees to provide an endorsement to such comprehensive liability policy or policies showing LANDLORD as an additional insured with respect to claims arising out of TENANT's occupancy and use of the FACILITIES.

C. TENANT shall carry the necessary policy or policies covering the hazards of vandalism, malicious mischief, and "extended coverage" which may arise out of TENANT's occupancy and use of the FACILITIES, in an amount of at least ninety percent (90%) of the replacement cost of the FACILITIES. Current replacement cost is $1,598,610 for 2013. TENANT's insurance carrier shall supply the LANDLORD with a Certificate of Insurance of such policy, and it agrees to provide an endorsement of such policy or policies showing LANDLORD as an additional insured with respect to claims arising out of TENANT's occupancy and use of the FACILITIES.

D. Each policy evidencing insurance required to be carried by TENANT pursuant to this section shall contain the following provisions and/or clauses; (a) a provision that such policy and the coverage evidenced thereby shall be primary and that any coverage carried by LANDLORD shall be noncontributing with respect to any policies carried by TENANT; (b) a waiver by the insurer of the right to subrogation against LANDLORD, its agents, employees and representatives in connection with any damage or injury covered by the liability insurance coverage required by this Section 7, except as occasioned by the negligent

acts and/or omissions or willful misconduct of a provision that the insurer will not cancel or change the coverage provided by such policy without first giving LANDLORD thirty (30) calendar days prior written notice. TENANT shall pay any additional insurance premiums which may be required for the inclusion of such provisions.

8. Liens and Claims

A. TENANT shall not suffer or permit to be enforced against the FACILITIES, or any part thereof, or any improvements thereon, any mechanics', materialmens', contractors' or subcontractors' liens arising from any improvement of work on or about the FACILITIES, or any other claim or demand howsoever the same may arise, but TENANT shall pay or cause to be paid all said liens, claims or demands before any action is brought to enforce the same against the FACILITIES or improvements. TENANT agrees to indemnify and hold LANDLORD and the FACILITIES free and harmless from any and all such liens, claims, demands and actions (collectively, the "Liens") together with reasonable attorneys' fees and all costs and expenses in connection therewith.

B. Notwithstanding the foregoing paragraph, if TENANT shall in good faith contest the validity of any such Lien, then TENANT shall at its sole expense defend itself and LANDLORD against the same and shall pay and satisfy any expense or cost of any judgment that may be rendered thereon before the enforcement thereof against LANDLORD or the FACILITIES, upon the condition that if LANDLORD shall require, TENANT shall furnish to LANDLORD, a surety bond satisfactory to LANDLORD in an amount at least equal to such contested Lien indemnifying LANDLORD against liability for the same, and holding the FACILITIES free from the effect of such Lien, or if LANDLORD shall request, TENANT shall procure and record the bond provided for in the California Civil Code, or any

comparable statute hereinafter enacted providing for a bond freeing the FACILITIES from the effect of such Lien.

9. **Taxes and Assessments**

TENANT shall be responsible for, and agrees to pay, not later than ten (10) days prior to delinquency, any and all taxes, assessments, levies, fees and other governmental charges of every kind or nature (hereinafter collectively called "taxes") levied or assessed by any municipality, county, state, federal or other taxing or assessing authority upon, against or with respect to (a) the FACILTIES, (b) personal property of any kind placed, maintained or located within, upon or about the FACILITIES, (c) all alterations, additions or improvements of whatsoever kind or nature, if any, made to the FACILITIES, and (d) rentals or charges payable by TENANT to LANDLORD, irrespective of whether any of the items described in the clauses (a) through (d) above are assessed as real or personal property, and irrespective of whether any of such items are assessed to or levied against LANDLORD or TENANT. TENANT shall, not later than the 10-day period described above, or upon written request of the LANDLORD if payment is made earlier, furnish to the LANDLORD a copy of the receipted tax bill or other proof of said payment. TENANT hereby agrees to protect and hold harmless LANDLORD and the FACILITIES all improvements in, on, or about the same from all liability for any and all such taxes, together with any interest, penalties, or other sums thereby imposed, and from any sale or other proceeding to enforce payment thereof. If any such taxes are not paid when due, LANDLORD may pay the same on demand, together with ten percent (10%) interest per annum, or the maximum allowed by law, whichever is the lesser, from the date of expenditure by LANDLORD.

10. Indemnification

LANDLORD and TENANT agree to defend, indemnify, and hold harmless the other and its officers and employees from and against any and all claims, actions, damages, liabilities and expenses, including attorneys' fees, in connection with loss of life, personal injury and/or damage to property arising from or out of any occurrence in, upon or about the FACILITIES occasioned wholly or in part by any act or omissions of the TENANT or LANDLORD, as appropriate, its agents, representatives, employees, servants, invitees or licensees.

11. Utilities

A. TENANT shall cause all utility service to be placed in its name and shall pay all utility service charges when due during the term of this Lease.

B. Any and all utility and service costs incurred by TENANT shall be separate and apart from any rental payment which is due pursuant to Section 3 of this Lease.

12. Hazardous Substances

A. LANDLORD represents and warrants to TENANT that to the best of LANDLORD's actual knowledge, no "Hazardous Substances" (as defined in Paragraph C(ii) below) are located in, on or under the FACILITIES; that there has been no release, storage, treatment, generation, or disposal of any Hazardous Substances in, on, under, or from the FACILITIES; and that no Hazardous Substances have been transported from the FACILITIES.

B. TENANT shall not use, handle, store, transport, generate, release, or dispose of any Hazardous Substances on, under, or about the FACILITIES, except that TENANT may use small quantities of common chemicals customarily used in a school such

as adhesives, lubricants, and cleaning fluids in order to conduct business at the FACILITIES. At any time during the term of this Lease, TENANT shall, within twenty (20) days after written request from LANDLORD, disclose in writing all Hazardous Substances that are being used by TENANT on the FACILITIES, the nature of the use, and the manner of storage and disposal. TENANT agrees to indemnify, defend and hold LANDLORD harmless from any liabilities, losses, claims, damages, penalties, fines, attorney fees, expert fees, court costs, remediation costs, investigation costs, or other expenses resulting from or arising out of the use, storage, treatment, transportation, release, or disposal of Hazardous Substances on or about the FACILITIES by TENANT.

C. As used herein the following terms have the following meanings:

(i) "Environmental Laws" means all federal, state, local, or municipal laws, rules, orders, regulations, statutes, ordinances, codes, decrees, or requirements of any governmental authority regulating, relating to, or imposing liability or standards of conduct concerning any Hazardous Substance, or pertaining to occupational health or industrial hygiene (and only to the extent that the occupational health or industrial hygiene laws, ordinances, or regulations relate to Hazardous Substances on, under or about the FACILITIES), occupational or environmental conditions on, under, or about the FACILITIES, as now or may at any later time be in effect, including without limitation, the Comprehensive Environmental Response, Compensation and Liability Act of 1980 (CERCLA) [42 USCS §§ 9601 et seq.]; the Resource Conservation and Recovery Act of 1976 (RCRA) [42 USCS §§ 6901 et seq.]; the Clean Water Act, also known as the Federal Water Pollution Control Act (FWPCA) [33 USCS §§ 1251 et seq.]; the Toxic Substances Control Act (TSCA) [15 USCS §§ 2601 et seq.]; the Hazardous Materials Transportation Act

(HMTA) [49 USCS §§ 1801 et seq.]; the Insecticide, Fungicide, Rodenticide Act [7 USCS §§ 136 et seq.]; the Superfund Amendments and Reauthorization Act [42 USCS §§ 6901 et seq.; the Clean Air Act [42 USCS §§ 7401 et seq.]; the Safe Drinking Water Act [42 USCS §§ 300f et seq.]; the Solid Waste Disposal Act [42 USCS §§ 6901 et seq.]; the Surface Mining Control and Reclamation Act [30 USCS §§ 1201 et seq.]; the Emergency Planning and Community Right to Know Act [42 USCS §§ 1101 et seq.]; the Occupational Safety and Health Act [29 USCS §§ 655 and 6571]; the California Underground Storage of Hazardous Substances Act [H & S C §§ 25280 et seq.]; the California Hazardous Substances Account Act [H & S C §§ 25300 et seq.]; the California Hazardous Waste Control Act [H & S C §§ 25100 et seq.]; the California Safe Drinking Water and Toxic Enforcement Act [H & S C §§ 24249.5 et seq.]; and the Porter-Cologne Water Quality Act [Water Code §§ 13000 et seq.]; together with any amendments of or regulations promulgated under the statutes cited above and any other federal, state, or local law, statute, ordinance, or regulation now in effect or later enacted that pertains to occupational health or industrial hygiene, and only to the extent that the occupational health or industrial hygiene laws, ordinances, or regulations relate to Hazardous Substances or, under, or about the Premises, or the regulation or protection of the environment, including ambient air, soil, soil vapor, groundwater, surface water, or land use.

(ii) "Hazardous Substances" includes without limitation:

(A) Those substances included within the definitions of hazardous substance, hazardous waste, hazardous material, toxic substance, solid waste, or pollutant or contaminant in CERCLA, RCRA, TSCA, HMTA, or under any other Environmental Law;

(B) Those substances listed in the United States Department of Transportation (DOT) Table 49 [CFR § 172.101], or by the Environmental Protection Agency (EPA), or any successor agency, as hazardous substances [40 CFR Part 302];

(C) Other substances, materials, and wastes that are or become regulated or classified as hazardous or toxic under federal, state, or local laws or regulations; and

(D) Any material, waste, or substance that is (1) a petroleum or refined petroleum product, (2) asbestos, (3) polychlorinated biphenyl, (4) designated as a hazardous substance pursuant to 33 USCS § 1321 or listed pursuant to 33 USCS § 1317, (5) a flammable explosive, or (6) a radioactive material.

13. Authority

All individuals executing this Lease on behalf of LANDLORD and TENANT represent that they are authorized to execute and deliver this Lease on behalf of that party without any further action required by that party.

14. Notices

All notices or other communications required or permitted by this Lease or by law to be served on or given to either party to this Lease by the other party shall be in writing and shall be deemed served when personally delivered to the party to whom they are directed, or in lieu of the personal service, three (3) days following deposit in the United States Mail, certified or registered mail, return receipt requested, postage prepaid, addressed as follows:

LANDLORD: Redlands Unified School District
PO Box 3008
Redlands, California 92373
Attn: Assistant Superintendent, Business Services

TENANT: Bear Valley Unified School District
42271 Moonridge Road
P.O. Box 1529
Big Bear Lake, CA 92315-1529

Either party, TENANT or LANDLORD, may change the address for the purpose of this Section by giving written notice of the change in the manner provided in this section.

15. Assignment, Subletting and Encumbrances

TENANT agrees that no part of the FACILITIES will be assigned, subleased or in any way encumbered without prior written consent of LANDLORD's Board of Trustees.

16. Breach and Termination

A. In the event of any breach of this Lease by either party, LANDLORD or TENANT, as appropriate, shall notify the defaulting party in writing of such breach, and that party shall have thirty (30) days in which to cure said breach. If, however, by its nature the failure cannot be cured within thirty (30) days, the defaulting party may have a longer period as necessary to cure the failure, but this is conditioned upon that party commencing the cure within the thirty (30) day period and thereafter pursues its completion. The non-defaulting party may, in addition to any other remedies available at law or in equity, but shall not be required to, terminate this Lease if the breach is not cured.

B. Should either TENANT determine that the use of the FACILITIES are no longer necessary, or LANDLORD determines that the FACILITIES are not needed for public school purposes, TENANT or LANDLORD, as appropriate, may terminate this Lease upon providing not less than ninety (90) days' prior written notice to the other party.

18. Waiver

The failure of either party to insist upon strict performance of any of the terms, conditions, or covenants in this Lease shall not be deemed a waiver of any right or remedy that either party may have and shall not be deemed a waiver of any right or remedy for a subsequent breach or default of the terms, conditions, or covenants herein contained.

19. Partial Destruction or Damage

In the event of: partial destruction of or damage to the FACILITIES or the FACILITIES being declared unsafe or unfit for occupancy by a public authority authorized to make such declaration, for any reason other than TENANT's act, use or occupation, except as otherwise provided; LANDLORD or the TENANT shall have the option either to terminate said Lease, or as soon as practicable, to make such repairs as are necessary to restore the FACILITIES to the condition which existed prior to the destruction or damage and/or make such repairs as are necessary to make the FACILITIES safe and fit for occupancy. TENANT shall however, be entitled to a reduction of rent as mutually agreed upon during any periods its use and occupancy of the FACILITIES are adversely affected by reason of destruction, damage, restoration, and/or subsequent repair required thereby. Such reduction shall be proportionate to the interference with TENANT's ordinary use of the FACILITIES.

20. Inspection

TENANT has inspected the FACILITIES which are the subject of this Lease, and agrees that, as of the date of execution of this Lease, they are acceptable.

21. **Counterparts**

This Lease may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute but one and the same instrument.

22. **Entire Agreement**

This Lease constitutes the entire agreement between TENANT and LANDLORD, and any modifications must be in the form of a written amendment signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Lease to be effective as of the date first written above.

REDLANDS UNIFIED SCHOOL DISTRICT
(LANDLORD)

By: _____ _____
Mauricio Arellano, Superintendent Date

BEAR VALLEY UNIFIED SCHOOL DISTRICT
(TENANT)

By: _____ 7/6/2022
Date

Its: Executive Director

EXHIBIT "A"

Description of Facilities

REDLANDS UNIFIED SCHOOL DISTRICT
20 West Lugonia Avenue
Redlands, CA 92373-1508

CONSULTING AGREEMENT

AMENDMENT NO. 1

THIS AGREEMENT is entered into July 13, 2022 (date), by and between Redlands Unified School District, and California Valley Protection (consultant), is hereby amended this 1 ST (day) day of June (month), 2022 (year) to:

1. PERIOD OF AGREEMENT: Shall extend agreement from _____ (date) to _____ (date).

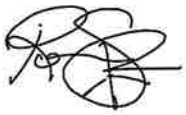
Or

6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed $_____ (total amount). Increase amount of order from $_____ (original total) to $_____ (new total).

Amend agreement to include Emergency Rates listed under updated Service Rates.

All other terms and conditions of the Agreement described above shall remain in full force and effect.

REDLANDS UNIFIED SCHOOL DISTRICT



Signature

President
Title

06/23/2022
Date

Assistant Superintendent, Business Services Chief Business Official

July 13, 2022
Date

"Service with Honor, Integrity and Pride"

UPDATED SERVICE RATES FOR 2022-2023

Staff/Personal	Bill Rate	O/T Holiday Rate	Annual Cost
Un-Armed On-Site Security Officer	$26.00	$39.00	N/A
Armed On-Site Security Officer	$30.00	$45.00	N/A
Emergency Security Staffing / Per Officer	**$34.00**	**$51.00**	**N/A**
On-Site/On-Call Security Supervisor	$32.00	$48.00	N/A
On-Site Security Manger	$36.00	$54.00	N/A
Total	-	-	**N/A**

It should be noted that once 6 or more officers are being utilized by the client (Redlands Unified School District), California Valley Protection, LLC (CVP) will have to provide and bill for an on-site/on-call supervisor.

Emergency staffing rates will apply when CVP is notified within a 24-hour period to provide on-site security officers.

Due to the COVID-19 Pandemic, California Valley Protection, LLC wants to work with you to provide the best possible service by modifying ourselves to your specific needs.

It's the goal of CVP to renew our contract agreement with Redlands Unified School District using this same rate. It is our understanding that changes will be taking place and new demands will be needed from a security perspective. Once we are made aware of these demands, we will provide an updated rate sheet with new rates.

Contract for Consultant or Independent Consultant Agreement (>) $5,000.00 PO # /Req #

Redlands Unified School District **Phone (909) 307-5300** **Fax (909) 307-5325**

THIS AGREEMENT is made effective on 07/01/22 (date), and it is made by and between California Valley Protection Security (consultant name) (CVP) hereafter called "Consultant OR Contractor," and the Redlands Unified School District, hereafter called "District."

RECITALS

A. The District desires to obtain special services and advice regarding accounting, administrative, economic, engineering, financial, legal and like matters, as provided in this Agreement.

B. The Consultant is specially trained, experienced, qualified, competent and authorized under State and Federal law as applicable, to provide the special services and advice required by the District.

Accordingly, the parties agree with the above and as follows:

AGREEMENTS

1. PERIOD OF AGREEMENT: Shall be from 07/01/22 (date) through 06/30/23 (date).
2. In consultation and cooperation with the District, the Consultant shall provide professional and diligent services consistent with generally acceptable industry practices or better as follows:
   Provide on-site unarmed security officers as needed per District request.

   Please check if applicable:
   - ☐ A statement of work is attached.
   - ☐ A specification is attached.
   - ☑ Other attachment described as: Service Rate Agreement

   Any attachment is hereby incorporated into this Agreement and made a part of it. In the event of any conflict between the language in this Agreement and any attachment incorporated herein, the language in this Agreement will govern and take precedence over any attachment.
3. The Consultant will commence providing services under this Agreement on 07/01/22 (date), and will diligently, properly and in full compliance perform as required and complete the performance of services by 6-30-23. Time shall be of the essence in the performance of this Agreement. If the Consultant at any time during the term of this Agreement becomes noncompliant with any of the terms and conditions hereof or noncompliant with any applicable regulatory requirement including any suspension, revocation or termination of any permit, certification or license which is required in order for the Consultant to properly perform under this Agreement, then the Consultant shall immediately notify the originating department, copying the notification to Purchasing in writing at 20 W. Lugonia, Redlands, CA 92374.
4. INDEPENDENT CONTRACTOR: The Consultant is an independent Contractor and will perform said services as an independent calling and not as an employee of the District. Accordingly, nothing in this Agreement shall be construed as establishing a relationship of employer and employee, or principal and agent, between the District and the Consultant or between the District and any of Consultant's agents or employees. Consultant is solely responsible for its own acts and the acts of any of its agents or employees as they relate to any services provided. Consultant and its agents and employees shall not be entitled to any rights and or privileges of the District's employees and shall not be considered in any way to be the employees of the District. Each party acknowledges that the Consultant is not an employee for state or federal tax purposes, State Unemployment Compensation or Worker's Compensation, or any other purpose.
5. The District will prepare and furnish to the Consultant upon request such existing information as is reasonably necessary for the performance of the Consultant. The Consultant shall provide its own equipment, vehicle, materials, supplies, food, incidentals and tools, etc. which may be required for the proper performance of this Agreement. Each party shall cooperate with the other party.
6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed: _____(dollar amount).

   If this is an Agreement to pay the Consultant by the hour, then this box shall be checked and the hourly rate indicated as follows: To be billed per attached Rate Schedule
   (i.e. # of hours X $rate per hour/day)
   It is the sole obligation of the Consultant to ensure that the sum of the hours worked multiplied by the hourly rate does not exceed the total not to exceed amount authorized under this Agreement.

[1]The total not-to-exceed amount and any hourly rate of the Consultant shall be inclusive of any and all expenses such as overhead and profit, fees, subcontract costs, automobile insurance to the amount required under California State law or more, materials, supplies, taxes, worker's compensation, mileage, travel, incidentals, food and the like.

Payment shall be made to the Consultant within thirty (30) days after receipt of a fully supported and detailed invoice which clearly indicates as applicable, any progress completed, milestones achieved, any reports (draft, preliminary or final) issued, dates worked, increments of hourly work (rounded to the nearest quarter hour increment), subcontract cost, etc. The District will not be obligated to make more than one (1) payment to the Consultant each month.

7. All reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, work products and other materials produced by Consultant under this Agreement shall be the sole and exclusive property of District. No such materials produced, either in whole or in part, under this Agreement shall be subject to private use, copyright or patent right by Consultant in the United States or in any country without the prior written consent of the District. The District shall have unrestricted authority to publish, disclose, distribute, transfer and use copyright or patent any such materials produced by Consultant under this Agreement.

8. TERMINATION: The District may at any time and for any reason suspend performance by the Consultant or terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of such suspension or termination. Written notice by the District shall be sufficient to suspend or terminate any further performance of services by the Consultant. The notice shall be deemed given when received, upon electronic confirmation of a facsimile transmission, or no later than three days after the day of mailing, whichever is soonest. Upon receipt of any notification of termination by the District, the Consultant shall promptly provide and deliver to the District any and all work product in progress or completed to date including any reports, drafts, electronic information or the like to the District. Unless otherwise identified, notice will be provided to the address shown at the signature block area on the last page of this Agreement. Facsimile notices shall be accepted.

9. INDEMNIFICATION: The Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents, and employees from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

   a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the Consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   b. Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this Agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   c. Any and all claims under worker's compensation acts and other employee benefit acts with respect to Consultant's employees or sub Consultant(s) arising out of Consultant's work under this Agreement.

   d. Any and all loss, liabilities, actions, judgments, interest awards, reasonable attorneys' fees, costs, fines, penalties, damages or expenses from any third party claim against the District arising out of or resulting from Provider's failure to comply with any of the obligations under Section 8 of this Agreement.

The Consultant, at the Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents, or employees in any action, suit or other proceedings as a result thereof.

10. MINIMUM INSURANCE REQUIREMENTS: Consultant shall obtain and maintain the policies of insurance or equivalent program of self insurance and limits as shown below for the duration of this Contract.
a. Commercial General Liability insurance with limits not less than $2,000,000 per occurrence and $4,000,000 in the aggregate, unless otherwise agreed in writing by the District.
b. Automobile liability insurance in an amount not less than $1,000,000 per accident for all owned, hired and non-owned vehicles.
c. Workers Compensation as required under California State law.
d. Professional Liability insurance in an amount not less than $5,000,000 per occurrence. Such insurance coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Provider in this Agreement.
e. If Consultant may be providing services to District on District facilities during the time that District students could be present or if Consultant is providing services to District for the benefit of District student, Consultant shall provide specific coverage for Abuse or Molestation with limits not less than $2,000,000 per occurrence and $5,000,000 aggregate either by separate policy or by an endorsement to User's Commercial General Liability coverage.
f. The Provider shall provide a Certificate(s) of Liability Insurance using ACORD Form 25, indicating the required insurance coverages within ten (10) days of the effective date of this Agreement NAMING THE DISTRICT AS ADDITIONAL INSURED on the Commercial General Liability policy using endorsements CG 20 10 and CG 20 37.
g. The policies indicated in paragraphs 10.a., 10.b. 10.c. 10.d. and 10.e. shall include a waiver of subrogation endorsement in favor of District.
h. The policies indicated in paragraphs 10.a. and 10.b. shall include a primary, non-contributory endorsement in favor of District or District's insurance or self-insurance program.

- [x] Certificate of Insurance Attached with endorsements as specified
- [x] Workers Compensation Certificate Attached OR
- [ ] Sole Proprietor/ **NO** Workers Comp. Certificate Needed
- [ ] Proof of TB clearance for all employees working individually with students
- [ ] Criminal records check...Department of Justice Fingerprint Clearance is required before commencement of services, see form attached IF working individually with students unsupervised
- [ ] **Site must run consultant/s thru Meganslaw.ca.gov search if consultant is on a school site. Site shall attach proof of this to contract**

11. The Consultant shall maintain and preserve any and all written and electronic records relating to this Agreement, including without limitation, invoice support (e.g., hours and days worked and other detail) for a period of not less than three (3) years after final payment under this Agreement. The District, its employees and agents and the Office of the State Auditor shallhave the right to audit, examine, inspect and copy any and all of Consultant's records relating to this Agreement at any time during normal business hours. Additionally, pursuant to Government Code Section 8546.7, the Consultant is hereby advised that every contract involving the expenditure of public funds in excess of ten thousand dollars ($10,000.00) shall be subject to examination and audit of the State Auditor as specified in the code.

12. ASSIGNMENT: This Agreement is not assignable or delegable by either party, except upon the prior written consent of the other party.

13. COMPLIANCE AND CERTIFICATION: The Consultant shall comply with all applicable District, federal, state, and local laws, rules, regulations, policies and ordinances and workers' compensation laws. The Consultant represents and warrants it does not have any potential, apparent or actual conflict of interest relating in any way to this Agreement. The consultant and any of its employees and/or sub Consultant(s) are NOT presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any agency.

14. The Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually performed pursuant to this Agreement.

15. Any modification of this Agreement shall be effective only if it is in writing and signed by the parties, except that the District may unilaterally amend this Agreement in writing to accomplish the following changes:

    a. Increase dollar amounts
    b. Effect administrative changes
    c. Effect other changes as required by law.

16. CONFLICT OF INTEREST: Consultant represents that it has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance or services required under this Agreement and that no person having any such interest shall be subcontracted in connection with this Agreement, or employed by the Consultant. Consultant will take all necessary steps to avoid the appearance of a conflict of interest and shall have duty to disclose to the District prior to entering this Agreement any and all circumstances existing at such time which would pose a potential conflict of interest.

17. This Agreement constitutes the entire Agreement between the parties and supersedes any and all prior or contemporaneous oral or written Agreements.

18. GOVERNING LAW: This Agreement shall be governed and construed by the law of the State of California regardless of any conflicts of laws or rules that would require the application of the laws of another jurisdiction. Venue shall be in San Bernardino County, California.

19. CONFIDENTIALITY: All communications and information obtained by the Consultant from the District relating to this Agreement and all information developed by Consultant under this Agreement are confidential. Should there be a need for the Consultant to maintain on its server(s) and/ or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA), Consultant must take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations.

Authorized representatives of the parties have executed this Agreement as indicated below.

Consultant:

California Valley Protection
Consultant/Firm Name

PO Box 3552
Consultant Address

Fontana, CA 92334
City, State, Zip

(Signature, Authorized Representative)

909-297-0112
(Telephone)

robert@cvpsecurity.com
(email address)

06/23/22
(Date)

District:

Redlands Unified School District 20
West Lugonia Ave. Redlands, CA 92374

Assistant Superintendent, Business Services
Chief Business Official

Supervisor/ Principal/ District Administrator

Funding Administrator (if Applicable)

July 13, 2022
(Date)

District Board of Education Approval Date: _____ District Requisition Number: _____ P.O. Number: _____

"Service with Honor, Integrity and Pride"

UPDATED SERVICE RATES FOR 2022-2023

Staff/Personal	Bill Rate	O/T Holiday Rate	Annual Cost
Un-Armed On-Site Security Officer	$26.00	$39.00	N/A
Armed On-Site Security Officer	$30.00	$45.00	N/A
Emergency Security Staffing / Per Officer	**$34.00**	**$51.00**	**N/A**
On-Site/On-Call Security Supervisor	$32.00	$48.00	N/A
On-Site Security Manger	$36.00	$54.00	N/A
Total	-	-	**N/A**

It should be noted that once 6 or more officers are being utilized by the client (Redlands Unified School District), California Valley Protection, LLC (CVP) will have to provide and bill for an on-site/on-call supervisor.

Emergency staffing rates will apply when CVP is notified within a 24-hour period to provide on-site security officers.

Due to the COVID-19 Pandemic, California Valley Protection, LLC wants to work with you to provide the best possible service by modifying ourselves to your specific needs.

It's the goal of CVP to renew our contract agreement with Redlands Unified School District using this same rate. It is our understanding that changes will be taking place and new demands will be needed from a security perspective. Once we are made aware of these demands, we will provide an updated rate sheet with new rates.

CONTRACT FOR E-RATE COMPLIANCE SERVICES

This agreement is made and entered by and between **Redlands Unified School District,** a local education agency ("District") and CSM Consulting, Inc., a California Corporation ("Consultant").

RECITALS

A. District desires to have a Consultant to prepare documentation, forms and applications regarding the Federal Communications Commission ("FCC") E-Rate program.

B. District has the authority to enter into an Agreement with a Consultant for purposes of complying with the FCC E-Rate program.

C. Consultant is duly qualified to provide the services called for in this Agreement in consideration for the fee stipulated in this Agreement.

I. CONSULTANT'S RESPONSIBILITIES – SCOPE OF SERVICE

1. Shall provide to District completed forms and processes related to all Category One and Category Two applications of the Federal Communications Commission E-Rate filings with the schools and library division ("SLD") during the term of this Agreement as shown in Section IV., 1. Services provided under this agreement to include the following:

    - Assist and coordinate the preparation and filing of FCC Forms: 470, 471, 486 and 500.
    - Assist and coordinate the preparation and filing of:
        - Item 21 Attachments
        - Form 472 (Billed Entity Applicant Reimbursement Form BEAR) and/or vendor specific discount forms (i.e. Data Gathering Form, Existing Services List, etc.)
        - Implementation Deadline Extension Request (ImDER)
        - Invoice Deadline Extension Request (IDER)
        - Service Provider Identification Number (SPIN) Change Requests
        - Service Substitution Requests
        - Service Certifications
        - Program Integrity Assurance (PIA)
        - Payment Quality Assurance (PQA) requests

2. Act as District's main point of contact with the SLD.

3. Assist District on E-Rate compliance including updates on rule or regulatory changes, as applicable.

II. DISTRICT RESPONSIBILITIES

1. Provide all required information and data for filing all forms with the SLD in a timely manner and all required and requested data for filing the Form 471 at least thirty (30) days prior to USAC's Form 471 filing deadline.
2. Adhere to E-Rate rules, procedures and regulations established by the FCC and other applicable regulatory agencies.
3. Take such official action, such as review of Consultants drafts and promptly sign and return all forms required for filing with a third party in a timely manner so that Consultant can perform its obligations under this Agreement.

4. Promptly pay Consultant its fee for services rendered. All payments are due and payable within 30 days after delivery to the District of the invoice.
5. Sign, date and certify all forms filed by Consultant on District's behalf.

III. COST

1. **Pricing.** The cost for services rendered regarding the E-Rate application process, as referred to in Section I of this agreement, will be invoiced and due to the Consultant as follows:

   Base contract amount ("Base Amount") of **$18,900**

   Invoices for the Base Amount will be provided monthly (or quarterly) continuing through June 30 of each respective term of this Agreement.

   The amounts in this section do not include any costs related to additional Compliance Services offered by Consultant that may be requested by the District as shown in Section IV., 4. and 5 below.

IV. MISCELLANEOUS

1. **Term.** The initial term ("Term") of this agreement shall be one (1) year commencing as of July 1, 2020, or upon execution (whichever is later), through June 30, 2021. Thereafter, the Term of this Agreement shall automatically renew for successive one (1) year Term(s) unless one party provides written notice to the other party at least sixty (60) days in advance of the end of the existing Term that it does not wish to renew the Term of this Agreement.

2. **Modifications.** This Agreement may be modified only by a written amendment to this Agreement, executed by both parties.

3. **Independent Contractor.** While engaged in carrying out and complying with the terms and conditions of the Agreement, Consultant is an independent contractor and not an officer, employee, or agent of the District.

4. **Additional Compliance Services not included in SECTION I CONSULTANT RESPONSIBILITIES – SCOPE OF SERVICE.**
   A. Services and costs in this section are not included in Section I (Consultant Responsibilities – Scope of Service) and Section III (Cost). At the written request of the District, the Consultant may provide the additional Compliance Services listed below, based upon the following hourly rates.

Officer/Principal	$175 per hour
Information Technology Consultant/Director	$150 per hour
Lead Consultant	$120 per hour
Specialist	$80 per hour

An authorized agent of the District may request the services below via written request to the Consultant. The Consultant will provide the District with an estimate of the number of hours and rates to complete the requested task. Consultant will provide a quote in the form of an email, hard copy quote, electronic copy quote or other means, as appropriate and acceptable to the District and Consultant. These Compliance Services may include but are not limited to the following:

- Assist in the preparation of RFPs/RFIs/RFQs, etc., including technical specs
- Surveys (alternate discount method)
- Comprehensive Technology Plan Writing

- Coordination of response to Special Compliance Reviews
- Selective Review Information Request (SRIR)
- Preparation of USAC and/or FCC appeals
- Audit support, including Beneficiary Contributor Audit Program
- Preparation of documentation/reports/presentations for Board meetings or other special meetings
- Assess and process issues with prior E-Rate applications not previously contracted by with Consultant (invoiced at ten percent 10% of amount recovered)
- Travel expenses for any on-site meetings including hourly rate, standard mileage reimbursement and actual accommodation/travel expense (including airfare if applicable)
- Other E-Rate related services

Doc U Manage

5. **E-Rate Doc-U-Manage Software (Optional Service)**. Consultant will provide an online document management software allowing the District multi-user access to maintain documents in an organized manner to meet the USAC 10-year requirement and provide an efficient document management system for the District. The annual license fee for the software is $0.13 per student from the 1st Period Principal Apportionment CALPADS enrollment.

Please check the appropriate box for designation of service ☐ **Yes** ☐ **No**

6. **Conflict of Interest.** No business or personal relationship exists between any school employee and the service provider.

7. **Attorney's Fees and Costs.** In any litigation, arbitration or other proceeding by which one party either seeks to enforce its rights under this Agreement (whether in contract, tort, or both) or seeks a declaration of any rights or obligations under this Agreement, each party shall bear its own attorney fees, together with any costs and expenses to resolve the dispute and to enforce the final judgment.

8. **Severability.** If any term of this Agreement is held by a court of competent jurisdiction to be void or unenforceable, the remainder of this Agreement shall remain in full force and effect and shall not be affected.

9. **Termination.** Except as otherwise provided in this Agreement, either Party may immediately terminate this Agreement, upon written notice to the other Party, if either Party materially breaches the responsibilities set forth in Section I, Consultant's Responsibilities and Section II, District Responsibilities, respectively.

10. **Notices.** All notices that are required to be given by one party to the other under this Agreement shall be in writing and shall be deemed to have been given if delivered personally or enclosed in a properly addressed envelope postage prepaid and deposited with a United States Post Office for delivery by first class and certified mail addressed to the parties at the following addresses, unless such addresses are changed by notice, in writing, to the other party.

Redlands Unified School District
20 W. Lugonia Street
Redlands, CA 92374

CSM Consulting, Inc.
P.O. Box 4408
El Dorado Hills, CA 95762-0018

11. **Limitation of Liability**. The aggregate liability in connection with any claim arising out of or relating to this agreement whether in contract, tort or otherwise, shall be limited to an amount equivalent to the fee(s) paid by the District to Consultant for services performed pursuant to this Agreement. Consultant shall not in any circumstances be liable to District, whether in contract, tort or otherwise, for any special, indirect, incidental, or consequential damages of any kind whatsoever whether Consultant is made aware in any way due to, resulting from, or arising in connection with the services performed by Consultant pursuant to this Agreement. District's right to monetary damages listed above in that amount shall be in lieu of all other remedies that District may have.

12. **Governing Law.** The validity of this Agreement and each of its terms and provisions, as well as the rights and duties of the parties under this Agreement, shall be construed pursuant to and in accordance with the law of the State of California.

13. **Authority**. The individuals executing this Agreement represent and warrant that they have the legal capacity and authority to execute and contractually bind their respective legal entities.

14. **Entire Agreement.** This Agreement supersedes any and all other agreements, whether oral or in writing, between the parties with respect to the subject of this Agreement. This Agreement contains all of the covenants and agreements between the parties with respect to the subject of this Agreement, and each party acknowledges that no representations, inducements, promises, or agreements have been made by or on behalf of any party except the covenants and agreements embodied in this Agreement. No agreement, statement, or promise not contained in this Agreement shall be valid or binding on the parties with respect to the subject of this Agreement.

Executed in _____, _____ This_____ day of _____, 2020.

_____, **Vice President**
David T. Cichella

_____, Title Purchasing Manager

Amy Drummond
_____Print Name
Redlands Unified School District

AUTHORITY TO COMMUNICATE – Letter of Agency (LOA)

This ATC/LOA (Agreement) entered into on this _____day of _____, 2020 by and between **CSM Consulting, Inc.**, *Consultant Registration Number 16043564*, a California Corporation ("Consultant") and **Redlands Unified School District**, a local education agency ("District"). Consultant's authority to communicate shall remain in effect during the term of the "E-Rate Services" consulting contract.

Consultant and District determines it is necessary to prepare documentation, forms and applications regarding the Federal Communications Commission ("FCC") E-Rate program.

District grants to Consultant the authority to investigate and communicate, in any form, with any telecommunication company, service provider, the FCC or the Schools and Libraries Division with regard to the E-Rate Program on District's behalf. Consultant acknowledges that nothing contained herein shall constitute a principal and agent relationship or be construed to evidence the intention of the District to constitute such. The District represents and warrants that the officer executing this Agreement has been duly authorized.

The term of this assignment is from the date of final execution (above) until all issues with E-Rate Years 2004, 2005, 2006, 2007, 2008 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020 and 2021 are resolved or June 30, 2023. When executed, this agreement is authorization for all employees of Consultant to communicate on behalf of the District in performance of the duties outlined herein.

Redlands Unified School District

Name: _____

Print Name: _____

Title: _____

DocuSign Envelope ID: 25B35F10-352F-4926-AFC8-3341190301E9

COLLEGE BOARD'S
COLLEGE READINESS AND SUCCESS AGREEMENT #: CB-00032358

THIS AGREEMENT, including all appendices, exhibits, and schedules attached hereto (this "Agreement"), is as of this Agreement is fully executed ("Effective Date"), by and between Redlands Unified School District ("Client") and College Board ("College Board").

WHEREAS, College Board shall make available, and Client may order the following College Board exams, products, and services related to College Board's College Readiness and Success System.

NOW, THEREFORE, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

1.0 Services. College Board shall furnish Client with the exams, products, licenses, services and/or materials (collectively, "Services") in accordance with the applicable schedules, which outline the Services hereunder, attached hereto and incorporated herein by this reference ("Schedule"). If Client has additional orders after the Effective Date of this Agreement, and during the Term (as defined in Section 2.1), the parties agree such Services shall be added by an addendum signed by both parties.

2.0 Term & Termination.

2.1 Term. This Agreement shall be for a term beginning as of the Effective Date and, unless sooner terminated as provided herein, will expire on June 30, 2023 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If, during the Term, Client decides to change to the administration of a digital College Board assessment, College Board reserves the right to attach an additional schedule specific to such administration, containing operational policies and any additional terms and conditions.

2.2 Termination. Client may at any time and for any reason suspend performance by College Board or terminate this Agreement and compensate College Board only for services satisfactorily rendered to the date of such suspension or termination, including without limitation, the cost of printing materials for Client through the date of such suspension or termination. Written notice by the Client shall be sufficient to suspend or terminate any further performance of services by College Board. The notice shall be deemed given when received, no later than three days after the day of mailing if either party breaches any of the provisions of this Agreement (including but not limited to Client's failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties or Ownership of Intellectual Property, or both, then College Board shall have the right to terminate this Agreement immediately.

2.2.1 Rights After Termination. If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the Services under that Schedule shall cease, and Client shall; (a) immediately cease all use of the applicable Services and purge any and all software, content, and materials from Client's computer systems, storage media and files, and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, College Board shall terminate Client's access to any systems to which Client has access under this Agreement College Board shall maintain and preserve written and electronic records solely relating to this Agreement, for a period of not less than three (3) years after final payment under this Agreement. Client, its employees and agents and the Office of the State Auditor shall have the right to audit, examine, inspect and copy any and all of College Board's records solely relating to this Agreement at any time during normal business hours upon reasonable advance written notice. Additionally, pursuant to Government Code Section 8546.7, the Provider is hereby advised that every contract involving the expenditure of public funds in excess of ten thousand dollars ($10,000.00) shall be subject to examination and audit of the State Auditor as specified in the code.

2.2.2 Partial Payment Upon Termination. Client will compensate College Board for all services, including any costs associated with the initial deployment of resources in preparation for providing the Services under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by College Board.

2.2.3 Availability of Services. In addition to its other rights hereunder, College Board may cease making certain Services commercially available at any time by providing Client sixty (60) days written notice. In such event, College Board will cease furnishing such Services under this Agreement and this Agreement shall continue in full force and effect, except

for provisions specifically affecting such Services. College Board will refund Client any fees paid for the unused portion of such Services.

3.0 Fees and Payment. Client shall pay those fees set forth in each Schedule for the Services furnished during the 2022-2023 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.

4.0 Taxes. Client agrees to pay any sales, use, value added or other taxes or import duties (other than College Board's corporate income taxes) based on, or due as a result of, any fees paid to College Board under this Agreement, unless Client is exempt from such taxes as the result of Client's corporate or government status and Client has furnished College Board with a valid tax exemption certificate.

5.0 Representations and Warranties.

5.1 Authority. Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed, and delivered.

5.2 College Board Services Warranty. College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

5.3 College Board Disclaimer of Implied Warranties. EXCEPT AS PROVIDED ABOVE, COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES, AS APPLICABLE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE SERVICES OR THE RESULTS OBTAINED THEREFROM OR THAT THE SERVICES WILL SATISFY CLIENT'S REQUIREMENTS.

6.0 Limitation of Liability. TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF COLLEGE BOARD OR COLLEGE BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC SERVICE SUBJECT TO THE DAMAGES CLAIM.

IN NO EVENT SHALL EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7.0 Indemnification. Intentionally Omitted.

8.0 Ownership of Intellectual Property. Client agrees and acknowledges that all intellectual property provided under or pertaining to this Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of College Board. Nothing in this Agreement should be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

9.0 Miscellaneous.

9.1 Cooperation. Client shall cooperate fully with College Board, its agents, consultants, and subcontractors and provide all assistance as reasonably necessary for College Board to furnish the Services as applicable, including but not limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

9.2 Force Majeure. Neither party shall be considered in default in the performance of its obligations under this Agreement to the extent that performance of its obligations is prevented or delayed in whole or in part by any cause beyond its reasonable control, whether foreseeable or not, including, without limitation, acts of God, acts or omissions of governmental authorities, strikes, lockouts or other industrial disturbances, acts of public enemies, terrorism, wars, blockades, riots, civil disturbances, curtailment of transportation, Client's failure to cooperate as described in Section 9.1 (Cooperation), pandemics or epidemics including without limitation COVID-19 virus or new strains of the COVID-19 virus, floods, hurricanes, tornadoes, environmental or nuclear contamination, and any other similar acts, events, or omissions (each a "Force Majeure Event") that make it illegal, impracticable, inadvisable, unsafe, or impossible for a party to perform its obligations under this Agreement, provided that College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions (or parts thereof). College Board's obligation to furnish the Services shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Services is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

9.3 Governing Law and Choice of Forum. This Agreement shall be construed in accordance with the terms and conditions set forth in this Agreement and the law of the State of California without regard to choice or conflict of laws principles that would cause the application of any other laws. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall be determined by a court of competent jurisdiction in California State (or the Federal Court otherwise having territorial jurisdiction over such County and subject matter jurisdiction over the dispute), and not elsewhere, subject only to the authority of the Court in question to order changes of venue; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction. Client agrees not to demand a trial by jury in any action, proceeding or counterclaim.

9.4 Notices. All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, or by courier service on the date of its receipt by the intended party (as indicated by the records of such of the U.S. Postal Service or the courier service), or if sent by e-mail, or if not a business day, the next succeeding business day, provided that the email sender retains confirmation of a "read-receipt" which acknowledges recipient's opening of such email, or if not available, promptly confirms by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

To College Board:	**With a copy to**	**To Client:**
K-12 Contract Management	Legal Department	Julie Swan Director of Secondary Education
College Board 250 Vesey Street New York, NY 10281 Tel: (212) 713-8000 Contractsmanagement@collegeboard.org	College Board 250 Vesey Street New York, NY 10281 Tel: (212) 713-8000 Legalnotice@collegeboard.org	Redlands Unified School District 20 West Lugonia Avenue Redlands, CA 92374 Tel: (909) 307-5300 julie_swan@redlands.k12.ca.us

9.5 Publicity. Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the services provided for under this Agreement.

9.6 Relationship of the Parties. The relationship of the Client and College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees, or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. College Board, its employees, and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and College Board recognize and agree that College Board is an independent contractor.

If the Client is using federal funds to pay for all or a portion of the Services furnished by College Board under this Agreement, Client acknowledges and agrees that College Board shall not be categorized as a "subrecipient" receiving a federal award as defined by OMB Circular Subpart A.210(c) of Circular No. A-133. College Board shall be defined as a "vendor" that provides good and services within normal business operations, provides similar goods or services to other purchasers and operates in a competitive environment. Client acknowledges and agrees that the substance of the relationship with College Board is that of a vendor not a subrecipient.

9.7 Third-Party Rights. Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create any right in or remedy of, or any duty or obligation to, any third party.

9.8 Survival. It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation, or expiration of this Agreement, including without limitation, payment, ownership of intellectual property, representations and warranties, limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

9.9 Amendment; Waiver. Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power, or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power, or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

9.10 Severability. The provisions of this Agreement shall be deemed severable, and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities, or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

9.11 Order of Precedence. In the event of conflict between the terms and conditions of any Schedule and this Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants, and conditions set forth in this Agreement, including each Schedule, as consistent with one another insofar as possible, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any required Client-issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any Services to ensure prompt payment for Services received under this Agreement ("Client Purchase Order"). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall supersede any terms and conditions included in the Client Purchase Order; and further, Client understands that College Board is accepting the Client Purchase Order solely to effectuate payment but does not agree to accept any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that if Client required to provide a Client Purchase Order College Board may delay and/or withhold furnishing Services if Client fails to issue the Client Purchase Order for such Services, as applicable, prior to the scheduled delivery date for such Services.

9.12 Headings. Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

9.13 Integration, Execution and Delivery. This Agreement includes the Schedules attached hereto and constitutes the entire agreement between College Board and Client and supersedes all prior written or oral understandings, bids, offers, negotiations, or communications of every kind concerning the subject matter of this Agreement, including any Client Purchase Order. No course of dealing between parties and no usage of trade shall be relevant to supplement any term used in this Agreement. Acceptance or acquiescence in a course of performance rendered under this Agreement shall not be relevant to determine the meaning of this Agreement and no waiver by a party of any right under this Agreement shall prejudice that party's exercise of that right in the future. This Agreement may be executed through signatures to any number of counterparts, each of which shall be deemed an original, which together will constitute one Agreement. Delivery of an executed counterpart of this Agreement by electronic transmission, including through DocuSign, shall be equally as effective as delivery of an original executed counterpart of this Agreement. Any party delivering an executed counterpart of this Agreement by electronic transmission also shall deliver an original executed counterpart of this Agreement (except if the parties are using DocuSign), but the failure to deliver an original executed counterpart shall not affect the validity, enforceability, and binding effect of this Agreement. The foregoing execution and delivery shall apply to this Agreement.

9.14 Confidentiality. Provider acknowledges and agrees that, in the course of its Agreement with the District, Provider will receive or have access to Personal Information, Personal Information means information provided to the Provider or to which access was provided to Provider by or at the direction of the District in the course of Provider's performance under this Agreement that (a) identifies or can be used to identify an individual, including without limitation, names, signatures, addresses, telephone numbers, e-mail addresses or other unique identifiers or (b) can be used to authenticate an individual, including without limitation identification numbers, financial information, health data, or other sensitive information. Provider shall comply with this Agreement in its collection, receipt, transmission, storage, disposal, use and disclosure of such Personal Information and shall be responsible for any unauthorized collection, receipt, transmission, access, storage, disposal, use and disclosure of Personal Information under its control or in its possession and shall remain liability to the District and to any other person or organization whose Personal Information is under its control or in its possession. Personal Information is deemed to be confidential information of the District and or other third parties whose Personal Information has been provided by the District to the Provider and not

confidential information of the Provider. In recognition of the foregoing, Provider agrees and covenants that it shall: (a) keep and maintain all Personal Information in strict confidence using such degree of care as is appropriate to avoid unauthorized access use or disclosure, including but not limiting to security or data breach, malware intrusion or any other unauthorized access to such Personal Information (b) shall not use, sell, rent, transfer or otherwise disclose or make available Personal Information for the benefit of anyone other than the District (c) At a minimum, Provider shall have in place safeguards for the protection of Personal Information which shall include (i) limiting access to the District information, (ii) securing business facilities, data centers, servers, back-up systems and computing equipment and other equipment with information storage capability, (iii) implementing network, device application, database and platform security, (iv) encrypting Personal Information stored on systems, servers, back-up systems and computing equipment that are either owned by, used by or in the care or control of Provider.

All communications and information obtained by the Provider from the District relating to this Agreement and all information developed by Provider under this Agreement are confidential. Should there be a need for the Provider to maintain on its server(s) and/or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA), Provider must take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations.

The parties acknowledge and agree that the College Board may use and disclose the data collected from the administration of the assessments consistent with its data usage policies. Notwithstanding anything to the contrary in this Agreement, the parties agree that student and related assessment information, including, without limitation, scores, shall be used and retained by the College Board in its normal course of business order to provide College Board assessment-related services for career- and college-readiness.

9.15 Insurance. During the term of this Agreement, the Provider shall maintain the following insurance. All limits of liability shown are deemed minimum insurance required by this Agreement. Should Provider maintain any insurance coverage with limits of liability that exceed these minimum limits or coverage that is broader than as outlined above, those higher limits and broader coverage shall be deemed to apply for the benefit of the District and those limits and coverages shall become the required minimum limits of insurance and coverage in all Sections of this Agreement.

a. Commercial General Liability insurance with limits not less than $1,000,000 per occurrence and $2,000,000 in the aggregate, unless otherwise agreed in writing by the District.
b. Automobile liability insurance in an amount not less than $1,000,000 per accident for all owned, hired and non-owned vehicles.
c. Workers Compensation as required under California State law.
d. Professional Liability insurance in an amount not less than $5,000,000 per occurrence. Such insurance coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Provider in this Agreement.
e. Privacy, Technology and Data Security Liability, Cyber Liability, or Technology Professional Liability Insurance with limits not less than $1,000,000 for each occurrence or event with an annual aggregate of $5,000,000 covering claims involving privacy violations, information theft, damage to or destruction of electronic information, intentional and/or unintentional release of private information, alteration of electronic information, extortion and network security and data security breaches. The policy shall protect the involved District and cover breach response cost as well as regulatory fines and penalties.
f. The Provider shall provide a Certificate(s) of Liability Insurance using ACORD Form 25, indicating the required insurance coverages within ten (10) days of the effective date of this Agreement NAMING THE DISTRICT AS ADDITIONAL INSURED on the Commercial General Liability policy using endorsements CG 20 10 and CG 20 37.
g. The policies indicated in paragraphs 11a, 11b, 11c, 11d and 11e shall include a waiver of subrogation endorsement in favor of District.
h. The policies indicated in paragraphs 11a and 11b shall include a primary, non-contributory endorsement in favor of District or District's insurance or self-insurance program.

All required endorsements must be attached to the Certificate of Liability Insurance and sent to the District directly from Provider's insurance agent or broker.

i. ___X___ Certificate of Insurance Attached
j. ___X___ Workers Compensation Certificate Attached OR
k. _____ Sole Proprietor/ **NO** Workers Comp. Certificate Needed
l. _____ Proof of TB clearance for all employees working individually with students
m. _____Criminal records check…Department of Justice Fingerprint Clearance is required before commencement of services, see form attached *IF working individually with students unsupervised.*

CollegeBoard

Contract # CB-00032358

REDLANDS UNIFIED SCHOOL DISTRICT

DocuSigned by:
Julie Swan
A9D13D976E474E1...
Signature

Julie Swan
Name

Director, Secondary Education
Title

05/31/2022
Date

COLLEGE BOARD

DocuSigned by:
Jeremy Singer
8E2EF27F2DE045D...
Signature

Jeremy Singer
Name

President
Title

05/26/2022
Date

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PSAT/NMSQT
EARLY PARTICIPATION PROGRAM
FIXED FEE SCHEDULE

I. BACKGROUND

College Board owns and delivers its national standardized PSAT/NMSQT®[1] test to students. College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning and increase students' readiness for college expectations. Additionally, earlier involvement in the PSAT/NMSQT® assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process, as well as provide students with the opportunity to receive national recognition and scholarships through National Merit Scholarship Corporation. This Schedule outlines how a Client sponsors the PSAT/NMSQT administration for students and what data and reports may be provided to authorized personnel at Client and its schools through our online data portal. College Board supports this initiative by providing clients with access to additional savings when clients pay to engage at least one entire grade of students in taking the PSAT/NMSQT as indicated on the Budget Schedule or elsewhere in this Schedule ('Participating Grade'). Shifting this financial obligation from the student to Client provides greater access for students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.

II. SCOPE

College Board shall furnish the PSAT/NMSQT and the following materials and reports to the District and schools designated by Client in Section IV (List of Participating Districts and Schools)

1. **Materials for Students:**
   a. PSAT/NMSQAT test material, (PSAT/NMSQAT Student Guides and test booklets).
   b. Student Online Score Report, delivered via College Board website.
   c. Access to Official SAT Practice on Khan Academy; students ages 13 and older can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
   d. Access to scholarship and recognition programs, offered by each of National Merit Scholarship Corporation and College Board.

2. **Materials for Schools:**
   a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
   b. Access to AP Potential™, delivered via College Board website.
   c. SAT Suite of Assessment of Educator Guide available via College Board website.
   d. PSAT/NMSQT Coordinator Manual (copies sent to schools based on their test booklet order; one per 25 tests ordered).

3. **Reports for District:**
   a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
   b. Access to AP Potential, delivered via College Board website.

4. **Delivering Practice Tools and Support.** In addition to the free practice tools available at http://sat.collegeboard.org/practice, all students will have access to free, personalized, and focused practice resources through College Board's collaboration with Khan Academy. Practice materials for the SAT test are available at the Khan Academy website (http://satpractice.org) and shall be used in accordance with Khan Academy's guidelines.

5. **Providing Accommodations to Participants with Disabilities.** Accommodations for Participants with disabilities will be granted and administered according to College Board's standard eligibility and administration procedures. Participants must apply for accommodations under College Board's Services for Students with Disabilities (SSD) program and must follow the SSD program's published procedures, which can be found at https://www.collegeboard.org/SSD. Only College Board-approved accommodations are permitted. Any provided accommodations not previously and explicitly approved by College Board's SSD program will result in scores that are not valid, and that cannot be reported to colleges, scholarship programs and other designated score recipients. Client will be responsible for ensuring that an appropriate accommodations coordinator ('SSD Coordinator') is designated for each school to facilitate the application for and administration of approved accommodations. The 'SSD Coordinator

[1] PSAT/NMSQT is a registered trademark jointly owned by College Board and the National Merit Scholarship Corporation and should be so noted in all communications.

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Form' (used to establish an SSD Coordinator) is available at the above-referenced website. Participants with accommodations previously approved by College Board, and who have a College Board-issued SSD code, do not need to reapply for accommodations under this Program.

6. **Required Information**. Client shall furnish College Board with: (a) a list of participating schools with their respective College Board school code as prescribed in Section IV (List of Participating Schools); (b) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation); and (c) Client's contacts as prescribed in Section VI (Contact Information), incorporated by reference herein. Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation).

7. **Changes to Participating Schools.** Changes to the list of Participating Schools cannot be made after **September 30, 2022**. Participating Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks** prior to the PSAT/NMSQT order deadline.

In the event that: any of Client's schools are omitted from the List of Participating Schools or listed without valid school codes, such schools shall not be covered under this Schedule. Additionally, information relating to Participants who incorrectly enter a grade or fail to enter a grade on their answer sheets will be incorrectly depicted in reports furnished under this Schedule, and Client acknowledges that no adjustments can be made.

8. **Training of Designated Personnel at the Participating Schools.** College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as PSAT/NMSQT Coordinators, SSD Coordinators, Proctors, and Monitors (collectively 'Designated Personnel'). The training and/or instructional materials will be made available by College Board to Client and **should be completed two weeks before the test administration date.**

Designated Personnel are required to adhere to all of College Board's procedures, policies, and protocols related to national test administrations as specified in the PSAT/NMSQT Coordinator training and instructional materials. Client is responsible for ensuring compliance with all required Designated Personnel training.

9. **PSAT/NMSQT Student Guide distribution to Students.** Client shall ensure that copies of the PSAT/NMSQT Student Guide are distributed to all Students **at least two weeks before test administration date.**

10. **Dedicated PSAT/NMSQT Customer Service for Educators:** College Board will provide Client with telephone customer service support for educators. Specifically, College Board will provide:

- Step-by-step assistance with College Board online tools (SSD System)
- Assistance with completing required forms (AI Request Form)
- Assistance with obtaining additional materials (Publications)
- Feedback mechanism for counselors

Dates and Times of Service: Available three months prior to primary test date. Standard hours of operation: Monday through Friday 9:00 a.m. to 5:00 p.m. Eastern Standard Time. Customer service for the PSAT/NMSQT Program can also be accessed online at the following web address: https://collegereadiness.collegeboard.org/contact-us.

III. PSAT/NMSQT TERMS AND CONDITIONS

1. **Ownership of Intellectual Property**. Client agrees and acknowledges that the PSAT/NMSQT test, and all items (questions) contained therein, including all copies thereof, all test materials (including publications and reports) and all data, including but not limited to student scores derived from the test and collected under this Schedule are at all times owned by College Board, which is the exclusive owner of all rights in and to the PSAT/NMSQT test, including, without limitation, copyrights, trademarks[1], trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). Nothing in this Schedule shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures for its national assessments will be altered in any way.

Except as expressly provided herein, Client is prohibited from copying, disseminating, publishing, displaying or distributing in any form, or reproducing the PSAT/NMSQT test booklets or any questions from Digital Testing in whole or in part, without the prior written consent of College Board. Client does not gain any ownership interest in the PSAT/NMSQT test booklets.

[1] PSAT/NMSQT is a registered trademark jointly owned by College Board and the National Merit Scholarship Corporation and should be so noted in all communications.

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2. **PSAT/NMSQT Student Reports.** College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the online score reports and individual student data for the legitimate educational purposes of internal analysis, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. Client may not use or distribute the score reports externally or to third parties without the express written consent of College Board.

Client will have access to the online score reports and individual student data and will control the access of Client's authorized users and shall further be responsible for immediately revoking such access if the user ceases to be employed by Client or is no longer appropriately authorized to access this information.

3. **PSAT/NMSQT Test.** College Board hereby grants to Client during the Term of this Agreement a limited, non-exclusive, non-transferable, non-assignable, revocable license to use the PSAT/NMSQT test booklets for the sole purpose of administering the PSAT/NMSQT test on behalf of College Board.

Except as expressly provided herein, Client is prohibited from copying, disseminating, publishing, displaying, or distributing in any form, or reproducing the PSAT/NMSQT test booklets, in whole or in part, without the prior written consent of College Board. Client does not gain any ownership interest in the PSATNMSQT test booklets.

4. **PSAT/NMSQT Assessment Administration.** Client has agreed to administer the PSAT/NMSQT to students in the Participating Grade(s) as noted in the List of Participating Districts and Schools table below. The exam shall be administered on October 12, 2022. The alternate exam test administration is on October 25, 2022. Client shall comply with the published security and administration guidelines for College Board's national assessments set forth in the PSAT/NMSQT Coordinator Manual.

5. **Client Testing Delays.** Participating schools select one of the administration dates for the PSAT/NMSQT. Should an event occur, that would require participating schools to close for reasons beyond the reasonable control of such participating schools (for example, including, but not limited to, severe weather, extended power outages, or a teacher's strike) (a 'PN Delay Event'), College Board will work with Client and participating schools to shift testing to the Alternate administration, if available. College Board will not be liable if College Board's shipping vendor is unable to timely deliver test materials to the participating schools for the Alternate administration or should a PN Delay Event otherwise prevent the participating schools from administering the PSAT/NMSQT on the Alternate administration in accordance with the policies set forth in the PSAT/NMSQT Coordinator's Manual. College Board will use its best efforts to support the change of test date. College Board will assume any additional costs associated with rescheduling and delivering tests to participating schools impacted by a PN Delay Event up to one week prior to the Alternate administration. Client will be liable for any additional fees associated with rush deliveries, publication reprints or incremental support incurred for deliveries within seven (7) days of the Alternate administration. College Board reserves the right to deny a change of test date if, in its sole opinion, the additional work will endanger its vendors or its' employees, agents, consultants, or if Client has failed to promptly inform College Board of the need for a test day change in time to allow delivery of test materials one week prior to the Alternate administration. No additional administration of the PSAT/NMSQT will be made available after the Alternate administration. Client understands that by selecting the Alternate administration as their main administration date, if there is a PN Delay Event, there is no additional PSAT/NMSQT test dates. In such cases, this Agreement remains in full force and effect and Client will not be charged any unused test fees. Client's students may elect to participate in National Merit Scholarship Competition program by following the instructions for alternate entry published in the PSAT/NMSQT Student Guide.

IV. LIST OF PARTICIPATING SCHOOLS

DISTRICT NAME	SCHOOL NAME	SCHOOL CODE	PARTICIPATIING GRADE(S)
Redlands Unified School District	Citrus Valley High School	054331	10, 11
Redlands Unified School District	Orangewood High School	052591	10, 11
Redlands Unified School District	Redlands E Academy	054698	10, 11
Redlands Unified School District	Redlands East Valley High School	052572	10, 11
Redlands Unified School District	Redlands High School	052590	10, 11

V. FEE CALCULATION

1. **Fees and Payments.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule') and Client's official National School Lunch Program (NSLP) percentage, and the assessment(s) purchased by Client. Client acknowledges that

successful implementation of the Early Participation Program is contingent on Client requiring 100% of their schools[3] to participate under this Agreement. If, during the term covered by this Schedule, College Board is furnishing other assessments to Client (under separate agreements) in addition to the PSAT/NMSQT, or if multiple grades are being tested under this Schedule, Client shall receive a greater discount as set forth on the Budget Schedule. The table below details the discounts available ('Suite Pricing' and 'Multi-Assessment Pricing'). For purposes of Suite pricing under this Schedule, the PSAT/NMSQT ('PN') and PSAT 10 ('P10') are considered one assessment.

National School Lunch Program (NSLP) Percentage	Suite Pricing: PSAT/NMSQT with PSAT 8/9 and SAT School Day	Multi-Assessment Pricing: • PSAT/NMSQT with either PSAT 8/9 or SAT School Day or P10 • At least two grades testing for PSAT/NMSQT
≥ 0% and <50%	$14.00	$16.00
≥ 50% and < 75%	$13.00	$15.00
≥ 75%	$12.00	$14.00

Clients will be charged a fixed fee based on enrollment, regardless of how many students actually take the PSAT/NMSQT assessments. The enrollment and total cost indicated in the Budget Schedule are estimates; Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee. Client acknowledges and agrees that Participating Schools are directly responsible for the fees of students whose PSAT/NMSQAT answer sheets indicate that they are not in participating cohort.

2. **Changes to Enrollment.** If Client determines, after signing this Agreement, that the enrollment figures provided herein are incorrect by more than 5% (up or down), Client must provide College Board with the adjusted enrollment figures and identify how and where College Board may confirm this information. Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email to AssessmentsProgram@collegeboard.org no later than **October 28, 2022**.

Notwithstanding the foregoing, after the administration of the test, College Board may request a verification of enrollment by Participating Grade from Client. If enrollment figures provided by Client based on such request, differ from those provided herein, College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds Client's enrollment figures indicated herein, Client shall remit payment to College Board for any additional students at the full test fee of $18.00 per student.

3. **Restrictions.** No student participating under this Schedule will be assessed an individual fee for taking the PSAT/NMSQT test. Furthermore, there are no fee waivers granted for juniors should they be covered under this Schedule.

4. **Unused Tests.** Participating Schools will not incur unused test fees.

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PSAT 8/9 ASSESSMENT
EARLY PARTICIPATION PROGRAM
FIXED FEE SCHEDULE

I. BACKGROUND

College Board owns and delivers its national standardized tests to students. College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning and increase students' readiness for college expectations. College Board supports this initiative by providing clients with access to additional savings when clients pay to engage at least one entire grade of students in taking the PSAT 8/9® test, as indicated on the Budget Schedule or elsewhere in this Schedule ('Participating Grade'). Shifting this financial obligation from the student to Client provides greater access for students to the PSAT 8/9 assessment and provides students early entry on the road to college. This Schedule outlines how a Client sponsors a PSAT 8/9 administration for students and what data and reports may be provided to authorized personnel at Client and its schools through College Board's online data portal.

II. SCOPE

College Board shall furnish the following PSAT 8/9 materials and reports to the schools designated by Client in Section IV (List of Participating Schools).

1. Materials for Students:

a. PSAT Student Guide, delivered via College Board website.
b. PSAT 8/9 test materials (test booklets).
c. Student Online Score Report, delivered via College Board website.
d. Access to Official SAT Practice on Khan Academy; students ages 13 and older can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
e. If Client is administering digital testing ('Digital Testing'), students will receive online access to a Digital Test Preview to demonstrate the navigation and tools available to students in the Digital Testing platform.

2. Materials for Schools:

a. If Client is administering digital testing, Participating Schools will receive online access to the digital testing platform and download applications.
b. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website. In order for the Participating Schools to receive all reports on the data portal, answer sheets must be returned as soon as possible after testing.
c. Access to AP Potential™ for students in 9th grade, via College Board website.
d. SAT Suite of Assessment Educator Guide, available via College Board website.
e. PSAT 8/9 Coordinator Manual (copies sent to schools based on their test book order; one per 25 tests ordered).
f. If Client is administering Digital Testing, PSAT 8/9 Digital Testing Coordinator Manual (copies sent to schools based on their order in the Test Ordering Site; one per 10 tests ordered).

3. Reports for District:

a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
b. Access to AP Potential, delivered via College Board website.

4. Delivering Practice Tools and Support. In addition to the free practice tools available at http://sat.collegeboard.org/practice, all students will have access to free, personalized, and focused practice resources through College Board's collaboration with Khan Academy. Official SAT Practice materials are available at the Khan Academy website (http://satpractice.org), and shall be used in accordance with Khan Academy's guidelines.

5. Required Information. Client shall furnish College Board with: (a) a list of participating schools as prescribed in Section IV (List of Participating Schools); (b) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation); and (c) Client's contacts as prescribed in Section VI (Client Contact Information). Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation).

6. Change to Participating Schools. Changes to the list of Participating Schools must be made no later than **one month prior to Client's selected administration date.** Participating Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks before they plan to order test**.

In the event that: (i) any of Client's schools are omitted from the List of Participating Schools or listed without valid school codes, then such schools shall not be covered under this Agreement and (ii) students in Participating Schools who incorrectly enter a grade or fail to enter a grade on their answer sheets will be incorrectly depicted in reports furnished under this Schedule, and no adjustments can be made.

7. **Training of Designated Personnel at the Participating Schools.** College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as PSAT 8/9 Coordinators, SSD Coordinators, Proctors, and Monitors (collectively 'Designated Personnel'). The training and/or instructional materials will be made available by College Board to Client and should be completed two weeks before the test administration date.

Designated Personnel are required to adhere to all of College Board's procedures, policies, and protocols related to national test administrations as specified in the PSAT 8/9 Coordinator training and instructional materials. Client is responsible for ensuring compliance with all required Designated Personnel training.

8. **PSAT 8/9 Student Guide distribution to Students. At least two weeks before test administration date,** Client shall ensure that all students are advised that the SAT Student Guide may be accessed online at the College Board website.

9. **Dedicated PSAT 8/9 Customer Service for Educators:** College Board will provide Client with telephone customer service support for educators. Specifically, College Board will provide:

- Assistance with completing required forms (AI Request Form)
- Assistance with obtaining additional materials (Publications)
- Feedback mechanism for counselors

Dates and Times of Service: Available three months prior to primary test window. Standard hours of operation: Monday through Friday 9:00 a.m. to 5:00 p.m. Eastern Standard Time. Customer service for the PSAT 8/9 Program can also be accessed online at the following web address: https://collegereadiness.collegeboard.org/contact-us

III. PSAT 8/9 TERMS AND CONDITIONS

1. **Ownership of Intellectual Property**. Client agrees and acknowledges that the PSAT 8/9 test, and all items (questions) contained therein, including all copies thereof, all test materials (including publications and reports) and all data, including but not limited to student scores derived from the test and collected under this Schedule are at all times owned by College Board, which is the exclusive owner of all rights in and to the PSAT 8/9 test, including, without limitation, copyrights, trademarks, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). Nothing in this Schedule shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures for national assessments will be altered in any way.

2. **PSAT 8/9 Student Reports.** College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the online score reports and individual student data for the legitimate educational purposes of internal analysis, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. Client may not use or distribute the score reports externally or to third parties without the express written consent of College Board.

Client wiill have access to the online score reports and individual student data and will control the access of Client's authorized users and shall further be responsible for immediately revoking such access if the user ceases to be employed by Client or is no longer appropriately authorized to access this information.

3. **PSAT 8/9 Test.** College Board hereby grants to Client during the Term of this Agreement a limited, non-exclusive, non-transferable, non-assignable, revocable license to use the PSAT 8/9 test booklets and the digital platform for Digital Testing for the sole purpose of administering the PSAT 8/9 test on behalf of College Board.

Except as expressly provided herein, Client is prohibited from copying, disseminating, publishing, displaying or distributing in any form, or reproducing the PSAT 8/9 test booklets or any questions from the Digital Testing in whole or in part, without the prior written consent of College Board. Client does not gain any ownership interest in the PSAT 8/9 test booklets or Digital Testing.

4. **PSAT 8/9 Assessment Administration.** If Client wishes to administer the test twice to the same Participating Grade, Client should select its first testing date between September 2022 and March 2023, and its second testing date in April 2023. Client

agrees to administer the PSAT 8/9 to students in the Participating Grade(s) during the testing period(s) noted in the List of Participating Schools table below.

Client shall comply with the published security and administration guidelines for College Board's national test assessments set forth in the PSAT 8/9 Coordinator Manual. For the Digital Testing, Client shall also comply with the guidelines as published in the PSAT 8/9 Digital Testing Coordinator Manual, PSAT 8/9 Digital Testing Accommodated Manual and all relevant supplemental system requirements, installation manuals and guides.

5. **Client Testing Delays**. Participating schools select an administration date for the PSAT 8/9. Should an event occur that would require participating schools to close for reasons beyond the reasonable control of such participating schools (for example, including, but not limited to, severe weather, extended power outages, or a teacher's strike) (a 'PSAT 8/9 Delay Event'), the client may securely store their test materials and test later in the testing window. If testing cannot be conducted later in the testing window due to an extended outage, the College Board will work with Client and participating schools to shift testing to a later testing window, if available. College Board will not be liable if College Board's shipping vendor is unable to timely deliver test materials to the participating schools for the new testing window or should a PSAT 8/9 Delay Event otherwise prevent the participating schools from administering the PSAT 8/9 on the new administration date in accordance with the policies set forth in the PSAT 8/9 Coordinator's Manual. College Board will use its best efforts to support the change of test date. College Board will assume any additional costs associated with rescheduling and delivering tests to participating schools impacted by a PSAT 8/9 Delay Event up to one week prior to the new administration date. Client will be liable for any additional fees associated with rush deliveries, publication reprints or incremental support incurred for deliveries within seven (7) days of the new administration. College Board reserves the right to deny a change of test date if, in its sole opinion, the additional work will endanger its vendors or its' employees, agents, consultants, or if Client has failed to promptly inform College Board of the need for a test day change in time to allow delivery of test materials one week prior to the new administration. No additional administration of the PSAT 8/9 will be made available after the last scheduled administration of the year. Client understands that by selecting the April administration as their main administration, if there is a PSAT 8/9 Delay Event, there is may be no additional opportunities to test PSAT 8/9 in that school year. In such cases, this Agreement remains in full force and effect and Client will not be charged any unused test fees.

6. **Digital Testing Requirements** (If Client is administering digital testing):

a. The PSAT 8/9 Coordinator at each Participating School will complete all required College Board Digital Coordinator Training and provide training access to other supporting staff. Client will ensure compliance with training requirements for all testing staff.

b. The PSAT 8/9 Coordinator at each Participating School will ensure the successful and accurate completion of all digital preadministration and technology setup activities. These include: a dedicated device for test coordinator(s) to monitor test activities, a proctor computer to administer the digital test in each testing room, and school-owned devices for each test-taking student with College Board Secure Browser installed. Additional information on the computers required for test day, including recommendations on battery and power source, can be found here: https://digitaltesting.collegeboard.org/digital-preparedness/computer-requirements. Client must further ensure that each school can meet College Board Digital Testing Requirements as outlined on the digital testing website, in the following areas:

- **Supported Operating Systems for Student Testing**: Review this webpage: https://digitaltesting.collegeboard.org/digital-preparedness/supported-operating-systems, for guidance on supported desktops, laptops and tablets for student testing.
- **Supported Web Browsers by Operating System**: Review this webpage: https://digitaltesting.collegeboard.org/digital-preparedness/supported-browsers, for information on supported operating systems and corresponding web browsers for each application.
- **Network Configuration**: Review this webpage: https://digitaltesting.collegeboard.org/digital-preparedness/network-configuration, for guidance on network configuration including: required bandwidth, ports and protocols, and URLs to whitelist for optimal testing experience.

Client understands that updates to the Digital Testing requirements will be posted on the Digital Testing website links outlined above.

c. Client agrees and understands that seating policies for Digital Testing are different from those for paper and pencil testing and will ensure that Participating Schools consult College Board manuals and training and adhere to the most up-to-date Digital Testing room seating policies.

d. Bulk Registration is required for Participating Schools electing to Digital Testing.

7. There is always a risk of disruption during paper or digital testing, including, without limitation, computer issues. College Board has endeavored to put in place procedures to allow administrators and students to recover from such disruption and complete

testing. Despite such efforts, Client understands that there are situations where College Board's only option is to schedule a makeup test. This is Client's sole remedy in relation to such disruption.

8. If Client is administering the test with accommodations requiring the use of an approved assistive technology device, students should pre-test the device in the Student Digital Test Preview prior to test day to ensure operational functionality. If the digital accommodation supports within the Digital Test preview do not meet the students' testing needs, Client shall arrange for alternate accommodation supports.

IV. LIST OF PARTICIPATING SCHOOLS

DISTRICT NAME	SCHOOL NAME	SCHOOL CODE	PARTICIPATING GRADE(S)	TESTING PERIOD(S)
Redlands Unified School District	Beattie Middle School	059888	8	Sep 26, 2022 - Jan 27, 2023
Redlands Unified School District	Citrus Valley High School	054331	9	Sep 26, 2022 - Jan 27, 2023
Redlands Unified School District	Clement Middle School	059396	8	Sep 26, 2022 - Jan 27, 2023
Redlands Unified School District	Cope Middle School	059901	8	Sep 26, 2022 - Jan 27, 2023
Redlands Unified School District	Moore Middle School	059902	8	Sep 26, 2022 - Jan 27, 2023
Redlands Unified School District	Orangewood High School	052591	9	Sep 26, 2022 - Jan 27, 2023
Redlands Unified School District	Redlands E Academy	054698	9	Sep 26, 2022 - Jan 27, 2023
Redlands Unified School District	Redlands East Valley High School	052572	9	Sep 26, 2022 - Jan 27, 2023
Redlands Unified School District	Redlands High School	052590	9	Sep 26, 2022 - Jan 27, 2023

V. FEE CALCULATION

1. Fees and Payment. The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule') and Client's official National School Lunch Program (NSLP) and the assessment(s) sponsored by Client. Client acknowledges that successful implementation of the Early Participation Program is contingent on Client requiring 100% of their schools to participate under this Schedule. If, during the term covered by this Schedule, College Board is furnishing other assessments to Client (under separate agreements), or if multiple grades are being tested under this Schedule, Client shall receive a greater discount as set forth on the Budget Schedule. The table below details the discounts available ('Suite pricing' and 'Multi-Assessment Pricing'). For purposes of Suite pricing under this Schedule, the PSAT/NMSQT ('PN') and PSAT 10 ('P10') are considered one assessment.

National School Lunch Program (NSLP) Percentage	**Suite Pricing:** **PSAT 8/9 with SAT School Day, and PN and/or P10**	**Multi-Assessment Pricing:** • **PSAT 8/9 with either PN or P10 or SAT School Day** • **At least two grades testing for PSAT 8/9**
≥ 0% and <50%	$11.00	$12.00
≥ 50% and < 75%	$10.00	$11.00
≥ 75%	$9.00	$10.00

Client will be charged a fixed fee based on the enrollment as noted above, regardless of how many students actually take the PSAT 8/9 assessment. The enrollment and total cost indicated in the Budget Schedule are estimates; Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee.
Client acknowledges and agrees that Participating Schools are directly responsible for the fees of students whose PSAT 8/9 answer sheets indicate that they are not in a participating cohort.

2. Changes to Enrollment. If Client determines, after signing this Agreement, that the enrollment figures provided herein are incorrect by more than 5% (up or down), Client must promptly provide College Board with the adjusted enrollment figures and identify how and where College Board may confirm this information. Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email to AssessmentsProgram@collegeboard.org no later than:

Administration Date	Deadline to submit updated enrollment
Sept. 2022 – Jan. 2023	October 28, 2022
Feb. 2023 – Mar. 2023	January 27, 2023
April 2023	

Notwithstanding the foregoing, after the administration of the test, College Board may request a verification of enrollment by Participating Grade from Client. If enrollment figures provided by Client based on such request, differ from those provided herein, College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds Client's enrollment figures indicated herein, Client shall remit payment to College Board for any additional students at the full test fee of $14.00 per student.

3. **Restrictions.** No student participating under this Agreement will be assessed an individual fee for taking the PSAT 8/9 test.

4. **Unused Tests (paper and pencil).** Participating Schools will not incur unused test fees.

SAT SCHOOL DAY PROGRAM
FIXED FEE SCHEDULE

I. BACKGROUND

College Board owns and delivers its national standardized SAT test to students. Allowing students to take the test during a school day and shifting the financial obligation from the student to Client provides greater access for students to the SAT. College Board will assist Client's schools in administering the SAT test during a school day. This Schedule outlines how a Client sponsors a SAT School Day administration for students and what SAT data and reports may be provided to authorized personnel at Client and its schools through our online data portal (the 'Program'). College Board supports this initiative by providing clients with access to additional savings when clients pay to administer the SAT to at least one entire grade of students ('Participating Grade'). Students who take the SAT test in accordance with the provisions of this Schedule are herein referred to as 'Participants'.

II. SCOPE

College Board shall furnish the following SAT School Day materials and reports to the schools designated by Client in Section IV (List of 'Participating Schools').

1. **Materials for Students:**
   a. SAT Student Guide, delivered via College Board website.
   b. SAT test materials (test booklets).
   c. Student Online Score Report, delivered via College Board website.
   d. Ability to send scores to colleges, scholarship programs and other designated score recipients, via College Board website.
   e. Access to Official SAT Practice on Khan Academy; students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.

2. **Materials for Participating Schools**:
   a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
   b. Materials to support test administration.

3. **Reports for District:**
   a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.

4. **Delivering SAT Practice Tools and Support.** In addition to the free practice tools available at http://sat.collegeboard.org/practice, all students will have access to free, personalized, and focused practice resources through College Board's collaboration with Khan Academy. Practice materials for the SAT test are available at the Khan Academy website (http://satpractice.org) and shall be used in accordance with Khan Academy's guidelines.

   Additional SAT Readiness products (e.g., publications) and services (e.g., Professional Development Workshops) are not included as part of the Program. Client may purchase these products and services separately.

5. **Providing Accommodations to Participants with Disabilities.** Accommodations for Participants with disabilities will be granted and administered according to College Board's standard eligibility and administration procedures. Participants must apply for accommodations under College Board's Services for Students with Disabilities (SSD) program and must follow the SSD program's published procedures, which can be found at https://www.collegeboard.org/SSD. Only College Board-approved accommodations are permitted. Any provided accommodations not previously and explicitly approved by College Board's SSD program will result in scores that are not valid, and that cannot be reported to colleges, scholarship programs and other designated score recipients. Client will be responsible for ensuring that an appropriate accommodations coordinator ('SSD Coordinator') is designated for each school to facilitate the application for and administration of approved accommodations. The 'SSD Coordinator Form' (used to establish an SSD Coordinator) is available at the above-referenced website. Participants with accommodations previously approved by College Board, and who have a College Board-issued SSD code, do not need to reapply for accommodations under this Program.

6. **Required Information.** Client shall furnish College Board with: (a) a list of Participating Schools as prescribed in Section IV (List of Participating Schools); (b) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation); and (c) Client's contacts as prescribed in Section VI (Client Contact Information). Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation).

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7. **Changes to Participating Schools.** Changes to the list of Participating Schools must be submitted by the deadline as noted below. Participating Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks** prior to the order deadline for their Primary Test Date for SAT School Day.

Administration Date	Deadline to submit changes
October 12, 2022	September 30, 2022
October 27, 2022	September 30, 2022
March 1, 2023	January 27, 2023
March 22, 2023	January 27, 2023
April 12, 2023	March 3, 2023
April 25, 2023	March 3, 2023

In the event that: any of Client's schools are omitted from the List of Participating Schools or listed without valid school codes, such schools shall not be covered under this Schedule. Additionally, information relating to Participants who incorrectly enter a grade or fail to enter a grade on their answer sheets, will be incorrectly depicted in reports furnished under this Schedule, and Client acknowledges that no adjustments can be made.

8. **Training of Designated Personnel at the Participating Schools.** College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as SAT School Day Coordinators, SSD Coordinators, Proctors, and Monitors (collectively 'Designated Personnel'). The required training and/or instructional materials will be made available by College Board to Client and **must be completed two weeks before the test administration date.**

Designated Personnel are required to adhere to all of College Board's procedures, policies, and protocols related to national test administrations as specified in the SAT School Day Coordinator training and instructional materials and may be required to complete SAT School Day staff agreements. Client is responsible for ensuring compliance with all required Designated Personnel training. College Board reserves the right to cancel the administration of the Program at any Participating School where any Designated Personnel fail to complete such training prior to the scheduled test administration.

9. **SAT Student Guide distribution to Students. At least two weeks before test administration date,** Client shall ensure that all students are advised that the SAT Student Guide may be accessed online at the College Board website.

10. **Dedicated School Day Customer Service for Educators:**
College Board will provide Client with telephone customer service support for educators. Specifically, College Board will provide:
- Step-by-step assistance with College Board online tools (SSD System)
- Assistance with completing required forms (AI Request Form)
- Assistance with obtaining additional materials (Publications)
- Feedback mechanism for counselors

Dates and Times of Service: **Available three months prior to primary test date.** Standard hours of operation: Monday through Friday 9:00 a.m. to 5:00 p.m. Eastern Standard Time. Customer service for the SAT Program can also be accessed online at the following web address: http://collegereadiness.collegeboard.org/contact-us.

III. SAT SCHOOL DAY TERMS AND CONDITIONS

SAT Program

1. **Ownership of Intellectual Property**. Client agrees and acknowledges that the SAT exam, and all items (questions) contained therein, including all copies thereof, all test materials (including publications and reports) and all data, including but not limited to student scores derived from the test and collected under this Schedule are at all times owned by College Board, which is the exclusive owner of all rights in and to the SAT exam, including, without limitation, copyrights, trademarks, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). Nothing in this Schedule shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures will be altered in any way.

SAT Data License

2. **SAT Data and Reporting.** College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the online score reports and individual student data for the legitimate educational purposes of internal analysis, which includes training sessions, as long as the data used during training preserves the confidentiality of students, and to incorporate it into educational data warehouse systems to improve college readiness. Client may not use or distribute the online score reports externally or to third parties without the express written consent of College Board.

Client will have access to the online score reports and individual student data and will control the access of Client's authorized users and shall further be responsible for immediately revoking such access if the user ceases to be employed by Client or is no longer appropriately authorized to access this information.

For the April 12, 2023 paper and pencil administration, SAT question content and answer explanations will be provided in the online system, for the Primary Test Date only.

2.1 College Board grants Client a non-exclusive, limited and revocable license to use the questions and answers explanations for the sole purpose of classroom teaching and internal reporting purposes. Client understands and acknowledges that the questions and answers explanation include College Board copyrighted content and may also include third party copyrighted content for which Client may only use for the aforementioned purposes. Client acknowledges and agrees that it has no right to upload or post online, cache, reproduce, modify, display, edit, alter or enhance any portion of the SAT questions and answers or the third party content in any manner unless it has express written permission from College Board and the owner of the third party content.

2.2 College Board reserves the right to revoke the above license grant if Client violates the terms of the license. In addition, College Board shall not be liable to Client nor any third party for Client's use of the question and answers explanation (including but not limited to, any copyright infringement claims) beyond the scope of the license.

SAT Administration

3. SAT Test Dates and Participating Grade. Client agrees to administer the SAT to the following Participating Grade(s) on the Primary and Makeup Test Dates noted below:

Participating Grade(s)	Primary Test Date	Makeup Test Date
12th	October 12, 2022	October 27, 2022
11th	March 1, 2023	April 12, 2023

Participants who are absent from the Primary Test Date are eligible to take the test on the Makeup Test Date mentioned above. Client acknowledges that there are no designated or national administration makeup test dates associated with the April 25, 2023 Primary Test Date.

4. Administering the SAT. The SAT will be administered to students under standard College Board national test administration and security protocols as specified in the SAT School Day Test Coordinator Manual and SAT School Day Test Coordinator training and instructional materials, unless otherwise stated in this Schedule, and will result in scores that are reportable to colleges for admissions purposes. In accordance with College Board policies, any test irregularity, including mis-administrations or security breaches, will be thoroughly investigated and may result in score cancellations. Client is responsible for making all necessary arrangements to ensure that the testing environment and the security of all test materials satisfy College Board requirements as specified in the SAT School Day Coordinator training and instructional materials. The test will be administered by Client-employed personnel, who will not receive additional remuneration by College Board. All Participants must test on either the designated test day or, when available, designated makeup test day. This Agreement does not guarantee that all Students targeted by Client for the Program will actually test. It is the responsibility of Client to encourage Participants to complete the Program. Participants will follow the guidelines on the SAT website and in student materials sent by College Board.

5. Client Testing Delays. Participating schools select one of the administration dates for the SAT School Day. Should an event occur, that would require participating schools to close for reasons beyond the reasonable control of such participating schools (for example, including, but not limited to, severe weather, extended power outages, or a teacher's strike) (an 'SAT Delay Event'), College Board will work with Client and participating schools to shift testing to the Makeup administration, if available. College Board will not be liable if College Board's shipping vendor is unable to timely deliver test materials to the participating schools for the Makeup administration or should an SAT Delay Event otherwise prevent the participating schools from administering the SAT School Day on the Makeup administration in accordance with the policies set forth in the SAT School Day Coordinator's Manual. College Board will use its best efforts to support the change of test date. College Board will assume any additional costs associated with rescheduling and delivering tests to participating schools impacted by an SAT Delay Event up to one week prior to the Makeup administration. Client will be liable for any additional fees associated with rush deliveries, publication reprints or incremental support incurred for deliveries within seven (7) days of the Makeup administration. College Board reserves the right to deny a change of test date if, in its sole opinion, the additional work will endanger its vendors or its' employees, agents, consultants, or if Client has failed to promptly inform College Board of the need for a test day change in time to allow delivery of test materials one week prior to the Makeup administration. Client understands that by selecting the Makeup administration as their main administration date, if there is an SAT Delay Event, there may be no additional SAT School Day test dates. In such cases, this Agreement remains in full force and effect and Client will not be charged any unused test fees.

IV. LIST OF PARTICIPATING SCHOOLS

SCHOOL NAME	SCHOOL CODE	ADMINISTRATION
Citrus Valley High School	054331	SAT School Day: October 12, 2022
Orangewood High School	052591	SAT School Day: October 12, 2022
Redlands E Academy	054698	SAT School Day: October 12, 2022
Redlands East Valley High School	052572	SAT School Day: October 12, 2022
Redlands High School	052590	SAT School Day: October 12, 2022
Citrus Valley High School	054331	SAT School Day: March 1, 2023
Orangewood High School	052591	SAT School Day: March 1, 2023
Redlands E Academy	054698	SAT School Day: March 1, 2023
Redlands East Valley High School	052572	SAT School Day: March 1, 2023
Redlands High School	052590	SAT School Day: March 1, 2023

V. FEE CALCULATION

1. **Program Pricing.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grade(s) as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule') and Client's official National School Lunch Program (NSLP) percentage. If, during the term covered by this Schedule, College Board is furnishing other assessments to Client (under separate agreements), or if multiple grades are being tested under this Schedule, Client shall receive a greater discount as set forth on the Budget Schedule. The table below details the discounts available ('Suite Pricing' and 'Multi-Assessment Pricing'). For purposes of Suite pricing under this Schedule, the PSAT/NMSQT ('PN') and PSAT 10 ('P10') are considered one assessment.

National School Lunch Program (NSLP) Percentage	**Suite Pricing: SAT School Day with PSAT 8/9, and PN and/or P10**	**Multi-Assessment Pricing:** • **SAT School Day with either PN or P10 or PSAT 8/9** • **At least two grades testing for SAT School Day**
≥0% and <50%	$38.50	$41.50
≥50% and <75%	$36.00	$41.00
≥75%	$33.50	$39.50

Client will be charged a fixed fee based on enrollment as noted above, regardless of how many students actually take the SAT. The enrollment and total cost indicated in the Budget Schedule are estimates; Client will be given an opportunity to adjust enrollment by the following deadlines:

Administration Date	**Deadline to submit updated enrollment**
October 12, 2022	**October 28, 2022**
October 27, 2022	
March 1, 2023	**January 27, 2023**
March 22, 2023	
April 12, 2023	**March 3, 2023**
April 25, 2023	

Client acknowledges and agrees that Participating Schools are directly responsible for the fees of students whose SAT answer sheets indicate that they are not in a participating cohort.

2. **Changes to Enrollment.** If Client determines, after signing this Agreement, that the enrollment figures provided herein are incorrect by more than 5% (higher or lower), Client must promptly provide College Board with the adjusted enrollment figures and identify how and where College Board may confirm this information. Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email to AssessmentsProgram@collegeboard.org as noted above.

Notwithstanding the foregoing, after the administration of the assessment, College Board may request a verification of enrollment by Participating Grade from Client. If enrollment figures provided by Client based on such request, differ from those provided herein, College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds Client's enrollment figures indicated

herein, Client shall remit payment to College Board for any additional students at the then-current rate per student as indicated on College Board's website currently located at https://collegereadiness.collegeboard.org/sat/register/.

3. **Restrictions.** No Student participating under this Schedule will be assessed an individual fee for taking the SAT School Day exam. There is no additional discount under this Schedule provided for Participants who are using fee reduction benefits.

4. **Unused Tests.** Participating Schools will not incur unused test fees.

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VI. CLIENT CONTACT INFORMATION

	Primary[1]	Data Recipient[2]	Billing[3]	Bulk Registration (optional)[4]
Name:	Julie Swan	Jeffrey Im	Erika Devilliers	Jeffrey Im
Title:	Director of Secondary Education			
Address:	20 West Lugonia Avenue	20 W Lugonia Avenue	20 W Lugonia Ave	20 W Lugonia Avenue
City/State/Zip:	Redlands, CA 92374	Redlands, CA 92374-2234	Redlands, CA 92374-2234	Redlands, CA 92374-2234
Phone:	(909) 307-5300	(909) 307-5300	(909) 307-5300	(909) 307-5300
Email:	julie_swan@redlands.k12.ca.us	jeff_im@redlands.k12.ca.us	erika_devilliers@redlands.k12.ca.us	jeff_im@redlands.k12.ca.us

[1] This is the person to whom College Board should direct primary communications.
[2] This is the person to whom College Board should send the data/data access information for this Schedule, if different from the Primary Contact.
[3] This is the person to whom College Board should send the invoice for this Schedule, if different from the Primary Contact.
[4] This is the person to whom College Board should send the bulk registration information and access code for uploading the electronic file for processing.

CollegeBoard

Contract # CB-00032358

Budget Schedule

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
PSAT 8/9 EPP Fixed-Fee - 9th Grade	July 1, 2022	June 30, 2023	1,662	$14.00	$23,268.00	$6,648.00	$16,620.00
PSAT/NMSQT EPP Fixed-Fee - 11th Grade	July 1, 2022	June 30, 2023	1,643	$18.00	$29,574.00	$8,215.00	$21,359.00
SAT SD Fixed-Fee Without Essay - 12th Grade	July 1, 2022	June 30, 2023	1,598	$60.00	$95,880.00	$38,352.00	$57,528.00
SAT SD Fixed-Fee Without Essay - 11th Grade	July 1, 2022	June 30, 2023	1,643	$60.00	$98,580.00	$39,432.00	$59,148.00
PSAT 8/9 EPP Fixed-Fee - 8th Grade	July 1, 2022	June 30, 2023	1,555	$14.00	$21,770.00	$6,220.00	$15,550.00
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2022	June 30, 2023	1,733	$18.00	$31,194.00	$8,665.00	$22,529.00

Subtotal: $300,266.00

Total Discount: $107,532.00

Total Cost: $192,734.00

Client#: 353512 COLLEBOARD

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 5/20/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Hayden Underwood
Conner Strong & Buckelew PO Box 99106 Camden, NJ 08101 877 861-3220	PHONE (A/C, No, Ext): 856-479-2117 FAX (A/C, No): E-MAIL ADDRESS: hunderwood@connerstrong.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : The First Liberty Insurance Corporation	33588
INSURER B : Liberty Mutual Fire Insurance Company	23035
INSURER C : Liberty Insurance Corporation	42404
INSURER D : AIG Specialty Insurance Company	26883
INSURER E :	
INSURER F :	

INSURED
College Board
250 Vesey Street
New York, NY 10281

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC OTHER:	X	X	TB6Z51292899022	01/01/2022	01/01/2023	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$1,000,000 $1,000,000 $10,000 $1,000,000 $2,000,000 $2,000,000
B	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY X HIRED AUTOS ONLY SCHEDULED AUTOS X NON-OWNED AUTOS ONLY			AS2Z51292899032	01/01/2022	01/01/2023	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$1,000,000 $ $ $
C	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $			TH7Z51292899062	01/01/2022	01/01/2023	EACH OCCURRENCE AGGREGATE	$25,000,000 $25,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N: N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		WC7Z51292899012	01/01/2022	01/01/2023	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$1,000,000 $1,000,000 $1,000,000
D	Professional Liability			024064214	01/01/2022	01/01/2023	$2,000,000 Per Claim $2,000,000 Aggregate	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

RE: Contract #CB-00032358 PSAT 8/9, PSAT/NMSQT, SAT SD

Redlands Unified School District is included as Additional Insured on the above referenced Commercial General Liability Policy if required by written contract.

(See Attached Descriptions)

CERTIFICATE HOLDER

Redlands Unified School District
20 West Lugonia Avenue
Redlands, CA 92374

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

W. Michael Traynard

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

A. **Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or
2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

All persons or organizations with whom you have entered into a written contract or agreement, prior to an "occurrence" or offense, to provide additional insured status.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

© Insurance Services Office, Inc., 2012

Contract Number :_____

REDLANDS UNIFIED SCHOOL DISTRICT
20 W. Lugonia Ave., PO Box 3008
Redlands, CA 92373

AGREEMENT FOR TRANSPORTATION SERVICES FOR FALLSVALE ELEMENTARY SCHOOL STUDENTS AND INTERDISTRICT ATTENDANCE AGREEMENT WITH BUSING

This Agreement is entered into July 1, 2022, by and between **Redlands Unified School District,** hereinafter referred to as the "RUSD," and the **Bear Valley Unified School District** of San Bernardino County, hereinafter referred to as the "BVUSD";

FALLSVALE TRANSPORTATION RECITALS:

1. WHEREAS BVUSD has opened Fallsvale School in Forest Falls and;
2. WHEREAS BVUSD has students living in the Angelus Oaks area who will attend Fallsvale School and;
3. WHEREAS BVUSD desires to provide transportation services to students in Angelus Oaks to Fallsvale School and;
4. WHEREAS RUSD has the means to provide school bus transportation from Angelus Oaks to Forest Falls; and
5. WHEREAS both parties desire to enter into an agreement that will be mutually agreed upon to provide transportation services. Bear Valley will reimburse Redlands for the cost of providing this transportation in accordance with Appendix A to this Agreement.

INTERDISTRICT ATTENDANCE AGREEMENT RECITALS:

Whereas, RUSD and BVUSD desire to enter into an interdistrict transfer agreement (as authorized by Education Code Section 46600) with respect to Bear Valley students in grades K through 12 who reside in the Angeles Oaks area. These students would be permitted to attend school within the Redlands district even if the Redlands district has made a finding of impaction and has determined that interdistrict transfers from other districts will not be allowed.

SECTION 1. ESTABLISHMENT OF INTERDISTRICT AGREEMENT
RUSD and BVUSD hereby agree that students in grades K through 12 residing in the Angeles Oaks area who would otherwise attend the school in the Bear Valley district, are permitted to attend school within the Redlands district on an interdistrict transfer basis. These students are permitted a "preferred status" with respect to interdistrict attendance in Redlands and may attend schools within the Redlands district. This "preferred status" permits the affected students to attend schools within Redlands notwithstanding any finding by the District that is "impacted" and that it has determined to deny interdistrict transfers from other school districts.

SECTION 2. FUNDING FOR INTERDISTRICT TRANSFER STUDENTS
BVUSD and RUSD hereby agree that RUSD will report all interdistrict transfer students subject to this Agreement as part of its average daily attendance (ADA) and will receive all applicable funding for these students.

Contract Number :_____

SECTION 3. TRANSPORTATION COSTS

RUSD and BVUSD hereby agree that any and all transportation costs for interdistrict students will be borne by the individual student's family. In the alternative, the individual student's family may enter into an agreement with Bear Valley for transporation funding. Redlands will not be responsible for any transportation costs for interdistrict students. BVUSD will reimburse RUSD for the cost of providing any transportation to transfer students in accordance with Appendix A to this agreement. Appendix A will be re-evaluated on a yearly basis.

SECTION 4. DISCIPLINE

RUSD hereby retains all rights under the Education code to discipline the interdistrict students, including, but not limited to, expulsion and revocation of any particular student's right to attend school within Redlands pursuant to this interdistrict agreement.

SECTION 5. FEE FOR SERVICE

RUSD and BVUSD agree that BVUSD will pay a fee for service for RUSD educating any BVUSD student with an IEP or 504 plan. The fee for service will be based upon the East Valley SELPA fee for service rate. Any excess costs for educating a BVUSD student over and above the dollars received from fees for service will be borne by BVUSD. For any student requiring a non-public school or agency service, or any service not provided by Redlands staff, the service will be funded by Bear Valley. In any Due Process procedure or complaint filed by the parents or guardians of a Bear Valley student, Bear Valley will be the LEA (Local Education Agency) of record for any such proceeding or complaint process and will be responsible for any necessary response or participation.

W I T N E S S E T H :

1. RUSD agrees to provide home to/from school bus transportation services to students in Angelus Oaks who attend Fallsvale School.

2. RUSD further agrees to assign an appropriate staff member or members to render the services, and such staff member(s) shall hold the proper certificates and licenses that are required to drive a school bus.

3. TERM: The term of this contract shall be five years commencing on July 1, 2022. The parties may mutually agree to terminate this Agreement at any time. Any such termination will be effective at the end of the current school.

4. INDEPENDENT CONTRACTOR: RUSD, while engaged in the performance of this contract, is an independent contractor, and is not an officer, agent or employee of BVUSD.

5. AMENDMENT: This Agreement may be amended by mutual agreement of the parties at any time in writing.

6. ASSIGNMENT OF CONTRACT: RUSD shall not assign the whole or any part of this agreement or any payment due or to become due hereunder, without the written consent of the BVUSD.

7. SEVERABILITY: If any part of this Agreement is for any reason found to be unenforceable, all other parts nevertheless remain enforceable.

Contract Number :_____

8. SUCCESSORS: This Agreement inures to the benefit of the parties and their respective successors and assigns.

9. ENTIRE AGREEMENT: This Agreement constitutes the parties' entire agreement on this subject. No change, waiver or discharge is valid unless in writing that is signed by the party against whom it is sought to be enforced.

10. NO WAIVER: The waiver of any brach of any term of this Agreement does not waive any other breach of that or any other term.

11. COUNTERPARTS: This Agreement may be executed in any number of counterparts with the same effect as if all signatories had signed the same document. All counterparts must be construed together to constitute one instrument.

12. MUTUAL HOLD HARMLESS: BVUSD shall indemnify, defend and hold harmless RUSD, its authorized officers, employees, agents and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this contract to the extent such liability, loss, damage, action or claim is caused by or results from the negligent or intentional acts or omissions of the BVUSD, its officers, employees, agents and/or volunteers and for any costs or expenses incurred by RUSD on account of any claim therefore, except where such indemnification is prohibited by law.

    RUSD shall indemnify, defend and hold harmless BVUSD, its authorized officers, employees, agents and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this contract to the extent such liability, loss, damage, action or claim is caused by or results from the negligent or intentional acts or omissions of the RUSD, its officers, employees, agents and/or volunteers and for any costs or expenses incurred by BVUSD on account of any claim therefore, except where such indemnification is prohibited by law.

13. NOTICE: Notice under this Agreement shall be sufficiently given and shall be deemed to have been received three days after deposit in the United States mail in first-class form with postage prepared as follows:

    Bear Valley Unified School District
    P.O. Box 1529
    42271 Moonridge Road
    Big Bear Lake, CA 92315
    Attention: Superintendent

    Redlands Unified School District
    P.O. Box 3008
    20 West Lugonia Avenue
    Redlands, CA 92373
    Attention: Superintendent

Contract Number :_____

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

REDLANDS UNIFIED SCHOOL DISTRICT	BEAR VALLEY UNIFIED SCHOOL DISTRICT
Signed _____	Signed _____
Jason Hill Assistant Superintendent, Business Services	Authorized Signature
July 13, 2022	Date 7/6/2022

Contract Number :_____

Appendix A

Rates for Transporation Service to Forest Falls Elementary School, Redlands East Valley High School and Moore Middle School

One high school and one middle school route from Angelus Oaks. Elementary school students may be transported into Forest Falls on the high school or middle school route and home from Forest Falls. The afternoon bus will arrive in Forest Falls by 2:30p.m. Annual cost $90,720.

REDLANDS UNIFIED SCHOOL DISTRICT
20 West Lugonia Avenue
Redlands, CA 92373-1508

CONSULTING AGREEMENT

AMENDMENT NO. 1

THIS AGREEMENT is entered into August 17, 2022 (date), by and between Redlands Unified School District, and Gunn Psychological Services, Inc. (consultant), is hereby amended this 17 TH (day) day of August (month), 2022 (year) to:

1. PERIOD OF AGREEMENT: Shall extend agreement from 12/14/2021 (date) to 12/31/2022 (date).

Or

6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed $_____ (total amount). Increase amount of order from $_____ (original total) to $_____ (new total).

All other terms and conditions of the Agreement described above shall remain in full force and effect.

REDLANDS UNIFIED SCHOOL DISTRICT

Jason Hill
Assistant Superintendent, Business Services

Date

Signature

OWNER
Title

6/20/22
Date

Contract for Consultant or Independent Consultant Agreement (>) $5,000.00 PO # /Req #

Redlands Unified School District **Phone (909) 307-5300** **Fax (909) 307-5325**

THIS AGREEMENT is made effective on 07/01/22 (date), and it is made by and between Mindfulness in Motion (consultant name) hereafter called "Consultant OR Contractor," and the Redlands Unified School District, hereafter called "District."

RECITALS

A. The District desires to obtain special services and advice regarding accounting, administrative, economic, engineering, financial, legal and like matters, as provided in this Agreement.

B. The Consultant is specially trained, experienced, qualified, competent and authorized under State and Federal law as applicable, to provide the special services and advice required by the District.

Accordingly, the parties agree with the above and as follows:

AGREEMENTS

1. PERIOD OF AGREEMENT: Shall be from 07/01/22 (date) through 06/30/23 (date).
2. In consultation and cooperation with the District, the Consultant shall provide professional and diligent services consistent with generally acceptable industry practices or better as follows:
   Will be providing OT support and training in the Early Start Program (RSEED)

   Please check if applicable:
   - ☐ A statement of work is attached.
   - ☐ A specification is attached.
   - ☑ Other attachment described as: Rate Sheet

   Any attachment is hereby incorporated into this Agreement and made a part of it. In the event of any conflict between the language in this Agreement and any attachment incorporated herein, the language in this Agreement will govern and take precedence over any attachment.
3. The Consultant will commence providing services under this Agreement on 07/01/22, and will diligently, properly date and in full compliance perform as required and complete the performance of services by 06/30/23. Time shall be of date the essence in the performance of this Agreement. If the Consultant at any time during the term of this Agreement becomes noncompliant with any of the terms and conditions hereof or noncompliant with any applicable regulatory requirement including any suspension, revocation or termination of any permit, certification or license which is required in order for the Consultant to properly perform under this Agreement, then the Consultant shall immediately notify the originating department, copying the notification to Purchasing in writing at 20 W. Lugonia, Redlands, CA 92374.
4. INDEPENDENT CONTRACTOR: The Consultant is an independent Contractor and will perform said services as an independent calling and not as an employee of the District. Accordingly, nothing in this Agreement shall be construed as establishing a relationship of employer and employee, or principal and agent, between the District and the Consultant or between the District and any of Consultant's agents or employees. Consultant is solely responsible for its own acts and the acts of any of its agents or employees as they relate to any services provided. Consultant and its agents and employees shall not be entitled to any rights and or privileges of the District's employees and shall not be considered in any way to be the employees of the District. Each party acknowledges that the Consultant is not an employee for state or federal tax purposes, State Unemployment Compensation or Worker's Compensation, or any other purpose.
5. The District will prepare and furnish to the Consultant upon request such existing information as is reasonably necessary for the performance of the Consultant. The Consultant shall provide its own equipment, vehicle, materials, supplies, food, incidentals and tools, etc. which may be required for the proper performance of this Agreement. Each party shall cooperate with the other party.
6. PAYMENT: The total amount to be paid to the Consultant for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall not exceed: _____(dollar amount).

   If this is an Agreement to pay the Consultant by the hour, then this box shall be checked and the hourly rate indicated as follows: Current Rate Sheet

   (i.e. # of hours X $rate per hour/day)

   It is the sole obligation of the Consultant to ensure that the sum of the hours worked multiplied by the hourly rate does not exceed the total not to exceed amount authorized under this Agreement.

The total not-to-exceed amount and any hourly rate of the Consultant shall be inclusive of any and all expenses such as overhead and profit, fees, subcontract costs, automobile insurance to the amount required under California State law or more, materials, supplies, taxes, worker's compensation, mileage, travel, incidentals, food and the like.

Payment shall be made to the Consultant within thirty (30) days after receipt of a fully supported and detailed invoice which clearly indicates as applicable, any progress completed, milestones achieved, any reports (draft, preliminary or final) issued, dates worked, increments of hourly work (rounded to the nearest quarter hour increment), subcontract cost, etc. The District will not be obligated to make more than one (1) payment to the Consultant each month.

7. All reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, work products and other materials produced by Consultant under this Agreement shall be the sole and exclusive property of District. No such materials produced, either in whole or in part, under this Agreement shall be subject to private use, copyright or patent right by Consultant in the United States or in any country without the prior written consent of the District. The District shall have unrestricted authority to publish, disclose, distribute, transfer and use copyright or patent any such materials produced by Consultant under this Agreement.

8. TERMINATION: The District may at any time and for any reason suspend performance by the Consultant or terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of such suspension or termination. Written notice by the District shall be sufficient to suspend or terminate any further performance of services by the Consultant. The notice shall be deemed given when received, upon electronic confirmation of a facsimile transmission, or no later than three days after the day of mailing, whichever is soonest. Upon receipt of any notification of termination by the District, the Consultant shall promptly provide and deliver to the District any and all work product in progress or completed to date including any reports, drafts, electronic information or the like to the District. Unless otherwise identified, notice will be provided to the address shown at the signature block area on the last page of this Agreement. Facsimile notices shall be accepted.

9. INDEMNIFICATION: The Consultant agrees to and shall hold harmless and indemnify the District, its officers, agents, and employees from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

   a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the Consultant or any person, firm or corporation employed by the Consultant upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   b. Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the District, arising out of, or in any way connected with the services covered by this Agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

   c. Any and all claims under worker's compensation acts and other employee benefit acts with respect to Consultant's employees or sub Consultant(s) arising out of Consultant's work under this Agreement.

   d. Any and all loss, liabilities, actions, judgments, interest awards, reasonable attorneys' fees, costs, fines, penalties, damages or expenses from any third party claim against the District arising out of or resulting from Provider's failure to comply with any of the obligations under Section 8 of this Agreement.

The Consultant, at the Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents, or employees in any action, suit or other proceedings as a result thereof.

10. MINIMUM INSURANCE REQUIREMENTS: Consultant shall obtain and maintain the policies of insurance or equivalent program of self insurance and limits as shown below for the duration of this Contract.

a. Commercial General Liability insurance with limits not less than $2,000,000 per occurrence and $4,000,000 in the aggregate, unless otherwise agreed in writing by the District.

b. Automobile liability insurance in an amount not less than $1,000,000 per accident for all owned, hired and non-owned vehicles.

c. Workers Compensation as required under California State law.

d. Professional Liability insurance in an amount not less than $5,000,000 per occurrence. Such insurance coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Provider in this Agreement.

e. If Consultant may be providing services to District on District facilities during the time that District students could be present or if Consultant is providing services to District for the benefit of District student, Consultant shall provide specific coverage for Abuse or Molestation with limits not less than $2,000,000 per occurrence and $5,000,000 aggregate either by separate policy or by an endorsement to User's Commercial General Liability coverage.

f. The Provider shall provide a Certificate(s) of Liability Insurance using ACORD Form 25, indicating the required insurance coverages within ten (10) days of the effective date of this Agreement NAMING THE DISTRICT AS ADDITIONAL INSURED on the Commercial General Liability policy using endorsements CG 20 10 and CG 20 37.

g. The policies indicated in paragraphs 10.a., 10.b. 10.c. 10.d. and 10.e. shall include a waiver of subrogation endorsement in favor of District.

h. The policies indicated in paragraphs 10.a. and 10.b. shall include a primary, non-contributory endorsement in favor of District or District's insurance or self-insurance program.

☐ Certificate of Insurance Attached with endorsements as specified

☐ Workers Compensation Certificate Attached OR

☐ Sole Proprietor/ **NO** Workers Comp. Certificate Needed

☐ Proof of TB clearance for all employees working individually with students

☐ Criminal records check...Department of Justice Fingerprint Clearance is required before commencement of services, see form attached IF working individually with students unsupervised

☐ **Site must run consultant/s thru Meganslaw.ca.gov search if consultant is on a school site. Site shall attach proof of this to contract**

11. The Consultant shall maintain and preserve any and all written and electronic records relating to this Agreement, including without limitation, invoice support (e.g., hours and days worked and other detail) for a period of not less than three (3) years after final payment under this Agreement. The District, its employees and agents and the Office of the State Auditor shallhave the right to audit, examine, inspect and copy any and all of Consultant's records relating to this Agreement at any time during normal business hours. Additionally, pursuant to Government Code Section 8546.7, the Consultant is hereby advised that every contract involving the expenditure of public funds in excess of ten thousand dollars ($10,000.00) shall be subject to examination and audit of the State Auditor as specified in the code.

12. ASSIGNMENT: This Agreement is not assignable or delegable by either party, except upon the prior written consent of the other party.

13. COMPLIANCE AND CERTIFICATION: The Consultant shall comply with all applicable District, federal, state, and local laws, rules, regulations, policies and ordinances and workers' compensation laws. The Consultant represents and warrants it does not have any potential, apparent or actual conflict of interest relating in any way to this Agreement. The consultant and any of its employees and/or sub Consultant(s) are NOT presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any agency.

14. The Consultant, if an employee of another public agency, certifies that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually performed pursuant to this Agreement.

15. Any modification of this Agreement shall be effective only if it is in writing and signed by the parties, except that the District may unilaterally amend this Agreement in writing to accomplish the following changes:

    a. Increase dollar amounts
    b. Effect administrative changes
    c. Effect other changes as required by law.

16. CONFLICT OF INTEREST: Consultant represents that it has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance or services required under this Agreement and that no person having any such interest shall be subcontracted in connection with this Agreement, or employed by the Consultant. Consultant will take all necessary steps to avoid the appearance of a conflict of interest and shall have duty to disclose to the District prior to entering this Agreement any and all circumstances existing at such time which would pose a potential conflict of interest.

17. This Agreement constitutes the entire Agreement between the parties and supersedes any and all prior or contemporaneous oral or written Agreements.

18. GOVERNING LAW: This Agreement shall be governed and construed by the law of the State of California regardless of any conflicts of laws or rules that would require the application of the laws of another jurisdiction. Venue shall be in San Bernardino County, California.

19. CONFIDENTIALITY: All communications and information obtained by the Consultant from the District relating to this Agreement and all information developed by Consultant under this Agreement are confidential. Should there be a need for the Consultant to maintain on its server(s) and/ or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA), Consultant must take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations.

Authorized representatives of the parties have executed this Agreement as indicated below.

Consultant:

mindfulness in motion, inc
Consultant/Firm Name

670 E Palm Ave
Consultant Address

Redlands, CA 92374
City, State, Zip

Danielle Delaney
(Signature, Authorized Representative)

215-678-1472
(Telephone)

danielle@themimproject.com
(email address)

6-16-2022
(Date)

District:

Redlands Unified School District 20
West Lugonia Ave. Redlands, CA 92374

_____ Assistant
Superintendent, Business Services
Chief Business Official

Patti Buchanan
Supervisor/ Principal/ District Administrator

_____
Funding Administrator (if Applicable)

July 13, 2022
(Date)

District Board of Education Approval Date: _____ District Requisition Number: _____ P.O. Number: _____

Rate Sheet for Services: 2022-2023

mindfulness in mOTion, INC

An Occupational Therapy & Educational Consulting Company

Occupational Therapy Assessments

- We offer comprehensive educational strength-based occupational therapy assessments that will assist in identifying the OT related areas of support to provide the team with valuable information to support in the development of an appropriate Individualized Education Plan (IEP).
- We assess in the areas of developmental milestones, activities of daily living, functional life skills, transition skills, fine motor, visual motor, visual perception, sensory integration, executive functioning
- Includes one hour of IEP attendance to report to the IEP team on the analysis of the assessment findings
    - $555 includes cost of conducting assessments administering tests, observations, interviews, interpretation of results; development of written report and goals/strategies; copies of reports, travel time, and attendance/presentation of results at IEP for the first 60 minutes
    - $99/hour for any additional time needed to attend multiple-part meetings; travel time; additional paperwork outside of IEE evaluation and report.

Educational Consultationand Occupational Therapy Support Services

- MTSS, SST, RtI, and 504 services: fine motor, sensory processing, mindfulness, and movement
    - Also includes: supporting teacher with classroom playroom, creating calming corners, and providing lessons to embed mindfulness and movement into the curriculum
    - $133 per hour

Direct Consultation/Collaboration Occupational Therapy Services:

- Direct consultation with staff members with recommendations/strategies to support the student's sensory regulation/modulation skills, fine motor skills, visual motor skills, visual perceptual skills, executive functioning skills as it relates to academic access
    - $133 per hour

Updated 5/8/2022

Individual Occupational Therapy Services:

- Occupational therapist provide direct OT treatment for student per student's IEP
    - $133 per hour

Mindful Movement Groups

- The occupational therapist will run a group of up to 4 students with the session focusing on mindfulness-based activities. This can include different breathing strategies, movement with breath, social emotional lessons with emphasis on the five areas of social and emotional competence
    - Starting at $133 per hour
    - Behavior support for each student will be an addition $66/hour

---

Administrative Work

- Email consultations, treatment prepping (printing, calming corners, ordering classroom materials, laminating, creating resources for teachers and students), teacher support, virtual meetings, etc.
    - $55/hour

Teacher and Staff Trainings (large groups over 5 people)

- Some of the trainings that currently being offered
    - Mindfulness and Movement and Its Impact on Learning
    - A Mindful Approach to Self-Injurious Behaviors within a School Setting
    - Learning Without Tears: Assessment and Implementation
    - Executive Functioning
    - Empowering Teachers via RtI Approaches
- If there are additional topics that are related to occupational therapy that are not listed, please email us to enquire details
- Hourly and group plans available starting at $222 an hour

MIM Mindful Movement Space Consultation

- Sensory and movement spaces provide structured and safe opportunities to regulate and calm the nervous system, while promoting various important developmental skills. We offer consultations, staff training, and ideas to build your space, whether it's at home, school, or a private clinic.
- Examples of Supported Skills:
    - Motor planning
    - Independent exploration
    - Play development
    - Motor control and coordination
    - Communication
    - Sensory Integration + Modulation + Regulation
    - Executive functioning
- Packages starting at $1,111

We look forward to working with you for the 2022-2023 school year. Please feel free to contact us for questions or additional details. Make it a mindful day!

With gratitude,

Dr. Danielle Delorenzo, OTR/L
Co-Founder of mindfulness in mOTion, INC.
danielle@themimproject.com

My Bui-Lewis, OTR/L
Co-Founder of mindfulness in mOTion, INC.
my@themimproject.com

SUBGRANTEE/PROJECT AGREEMENT

550 E HOSPITALITY LANE, SUITE 200
SAN BERNARDINO, CALIFORNIA, 92408

This agreement is made and entered into by and between the San Bernardino Community College District, hereinafter referred to as "DISTRICT", and Redlands Unified School District, here in after referred to as "CONTRACTOR".

This contract is hereby set forth to delineate the roles and responsibilities of the DISTRICT and the CONTRACTOR in the development of the regional and annual plan implementation for the San Bernardino Community College District's AB104 California Adult Education Program (CAEP) formerly Adult Education Block Grant (AEBG) hereafter the implementation of this is referred to as the "PROGRAM" for the 2022-2023 year and,

RECITALS

WHEREAS, the DISTRICT has received funding from the California Community College Chancellor's Office and the California Department of Education for the purpose of performing work for the project entitled

WHERAS, the DISTRICT has been designated as the Fiscal Agent for the PROGRAM and is responsible for allocation and distribution of funds to each K-12 School District that is a member of the San Bernardino Community College District Consortium (Inland Adult Education Consortium) within the region who is participating in the program with the CONTRACTOR and,

WHEREAS, The DISTRICT has authorized the CONTRACTOR to enter into a sub contract for performance of its responsibilities under the PROGRAM in accordance with AB104, Section 39, Article 9;

WHEREAS, CONTRACTOR has expressed a willingness to perform the work described herein and is specifically qualified and equipped to perform the work and/or services herein described in the manner contemplated herein; and

NOW THEREFORE, in consideration of the promise contained in the subcontract and the parties agree as follows:

AGREEMENT

1. PROJECT WORKPLAN

SEE ATTACHMENT B

2. **TERM**
CONTRACTOR will commence work under this agreement on July 1, 2022 and will diligently prosecute the work thereafter. CONTRACTOR will complete the work not later than June 30, 2023. CONTRACTOR shall not commence work until the DISTRICT'S Board has approved the Agreement. This agreement may be canceled by either party without cause by written notice and with fifteen (15) calendar days.

3. **COMPENSATION-Audit**
In consideration for the services provided by CONTRACTOR, DISTRICT shall pay the CONTRACTOR within 60 days after receipt of approved invoice by accounts payable in accordance with the following:

a. Contractor shall be paid per rate schedule (see **ATTACHMENT A** for rate)

b. Payment: Total payment to subcontractor will not exceed ***$686,512.00*** over the term of this agreement. Payment is contingent upon satisfactory performance as evidenced by CAEP reports.

4. **AUDIT**
CONTRACTOR agrees that the DISTRICT or its designated representative(s) shall have the right to review and to copy and records and supporting documentation pertaining to the performance of this subcontract. CONTRACTOR agrees to maintain such records for possible audit for a minimum of three (3) years after final payment or until any audit findings have be resolved, unless a longer period for records retention is stipulated. CONTRACTOR agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of an employee who might reasonably have information related to such records. CONTRACTOR agrees to include a similar right to the California Community College Chancellor's Office, the Bureau of State Audits, or any other appropriate state or federal oversight agency or the designated representative(s) to audit records and interview staff.

5. **TRAVEL**
If travel is necessary for the performance of the subcontract, the subcontractors travel and other expenses are the obligation of the subcontractor.

6. **DELIVERABLES**
Subcontract will work directly with the project staff to ensure project goals will fulfil expected outcomes identified in the **ATTACHMENT B.**

7. **RELATIONSHIP OF PARTIES**
DISTRICT and CONTRACTOR herby agree and acknowledge that CONTRACTOR, in providing the services herein specified, is and at all times shall be acting as an independent contractor. As such, CONTRACTOR shall have the right to determine the time and the manner in which the contracted services are performed. DISTRICT shall not have the right to control or to determine the results to be attained by the work of

CONTRACTOR, nor the details, methods, or means by which that result is to be attained. CONTRACTOR shall not be considered an agent or employee of DISTRICT and shall not be entitled to participate in any employee fringe benefits of DISTRICT. The relationship of the parties will be based on the IRS guidelines. The CONTRACTOR reserves the right to make the final determination as to the correct relationship of the parties.

The responsibilities of legal oversight of activities on all member districts funded by and conducted under the provisions of the AB104 CAEP Office and this Contract, and the use of and accounting for AB104 CAEP funds by the fiscal agent shall remain the purview of the Consortium Executive Committee designated voting members, California Community College Chancellor's Office, and California Department of Education Adult Education Office. Each voting member has been appointed by their respective Board. The CONTRACTOR shall be directly apportioned the sum declared in the San Bernardino Community College Consortium (Inland Adult Education Consortium) Consortium Fiscal Administration Declaration as approved by the IAEC for the current year and in accordance with Sections 84900-84920 of the California Education Code. Funds provided under this agreement shall be used in accordance with applicable laws and the provisions herein.

Membership: Membership in the San Bernardino Community College District Consortium (IAEC) shall consist of the institutions indicated below. The member institutions listed below have accepted the provisions of this Contract and the guidelines, assurances, and certifications contained in the Consortium's approved Regional Comprehensive Plan from which this Contract is derived. It further indicates acceptance of the Consortium's governance.

- Colton Joint Unified School District
- Redlands Unified School District
- Rialto Unified School District
- San Bernardino City Unified School District
- Yucaipa-Calimesa Joint Unified School District
- San Bernardino County Office of Education
- San Bernardino Community College District

8. **FISCAL AGENT:**

The fiscal agent for the consortium will be the San Bernardino Community College District. It shall be the fiscal agent's responsibility to establish procedures for the procurement of goods and services, to handle and account for Consortium funds, and pay bills for costs of activities or services provided by the Consortium, to receive and distribute Consortium funds, in addition, the fiscal agent will be responsible for preparing and submitting to CCCCO and CDE all required forms and reports in the name of the Consortium. The fiscal agent will receive five (5) percent for indirect fees on what is kept at the DISTRICT for Consortium expenses.

Per the AB104 budget language, Section 84905 (2) (e) "the members of the consortium may decide to designate a member to serve as the fund administrator to receive and

distribute funds from the program. If a member is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis."

9. CONTRACTOR'S STATUS

CONTRACTOR expressly represents and covenants that they are duly licensed as maybe required under the relevant rules and regulations of the State of California and that services provided to the DISTRICT are provided pursuant to such rules and regulations.

10. INSURANCE PROVISIONS

The CONTRACTOR and DISTRICT are self-insured public entities for purposes of professional liability, general liability, and Workers' Compensation. CONTRACTOR and DISTRICT warrants that through its program of self-insurance, it has adequate professional liability, general liability and Workers' Compensation to provide coverage for liabilities arising out of CONTRACTOR'S and DISTRICT'S performances under this agreement.

Student participating in summer laboratory placements. Workshop presenters and guest speakers will be considered students/employees of the CONTRACTOR and not of the DISTRICT and therefore are considered covered under the CONTRACTORS insurance.

CONTRACTOR shall maintain Insurance with limits of no less than as stated below and listed DISTRICT as additional insured:

General Liability shall have a limit no less than of $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial General Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit.

Automobile Liability shall have a limit no less than $1,000,000 per accident for bodily injury and property damage. The CONTRACTOR shall be endorsed as additional insured on the policy

Workers' Compensation shall have a limit no less that as required by the State of California.

Professional Liability shall have a limit no less than $1,000,000 per occurrence.

HOLD HARMLESS

CONTRACTOR and DISTRICT both agrees to defend, indemnify, save and hold each other, its officers, agents and employees harmless from any liability for any claims, accusations, or suits at law or in equity, or in any administrative proceeding, that may be brought by third persons on account of personal injury, death, or damage to property, or a property of business or personal interest, or for any fine, forfeiture or civil penalty arising from any act or omission by either party, its officers, agents, or employees while performing operations under the Agreement.

11. COMPLIANCE

The CONTRACTOR desires to participate in the PROGRAM designed for the purpose of implementing the consortium's regional plans for adult education in the College's District boundaries per AB104. The intent of the AB104 Legislation is to expand and improve the provision of adult education in the community, implement the annual plan, integrate existing programs between high school, postsecondary, and workforce institutions in Adult Education programs, and advance faculty and staff professional development programs utilizing AB104 Consortium funds. The DISTRICT and CONTRACTOR certify that the objectives and activities carried out with funds provided under this Program's objectives will be in compliance with all requirements of the California Community College Chancellor's Office (CCCCO) AB104.

12. USE OF FUNDS

Funds allocated pursuant to this Agreement shall be used exclusively for costs included in the San Bernardino Community College District Consortium Regional Plan and Annual Plan, as prescribed by AB 104 AEBG budget language, AEBG Allowable Uses, and Program Guidance. AB104 AEBG funds shall not be used as security or to guarantee payments for any non-PROGRAM obligations, nor as loans for non-PROGRAM activities.

GENERAL TERMS AND CONDITIONS

1. AMENDMENTS

This Agreement may be amended or modified only by written agreement signed by both parties. Failure on the part of either party to enforce any provision of this Agreement shall not be construed as a continuous waiver of the right to compel enforcement of such provision or provisions, nor shall such waiver be construed as a release of any surety from its obligations under this Agreement.

2. ATTORNEY'S FEES

Should any party violate or breach any term or condition of this Agreement, any other party shall have, without limitation, the right to move for entry of judgment by a court of competent jurisdiction, to seek specific performance thereof, and otherwise exercise all remedies available to him, her or it under the law to obtain redress from injury or damage resulting from any such violation or breach. In any such legal proceeding(s) brought to enforce the terms and conditions of this Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs incurred as a consequence hereof.

3. ENTIRE AGREEMENT

There are no understandings or agreements except as herein expressly stated. Any modifications must be in writing.

4. INDEPENDENT CONTRACTOR

CONTRACTOR is an independent contractor and not an officer, agent, servant, or employee of DISTRICT. CONTRACTOR is solely responsible for the acts and omissions of its officers, agents, employees, contractors, and subgrantees, if any. Nothing in this Agreement shall be construed as creating a partnership or joint venture between CONTRACTOR and DISTRCT. Neither CONTRACTOR nor its officers, employees, agents, or subgrantees shall obtain any rights to retirement or other benefits that accrue to DISTRICT employees.

5. LAW TO GOVERN: VENUE

The law of the State of California shall govern this Agreement. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of San Bernardino. In the event of litigation in a U.S. District Court, exclusive venue shall lie in the Central District of California.

6. NOTICES

All notices herein required shall be in writing and delivered in person or sent by certified mail, postage prepaid, addressed as follows:

IF TO DISTRICT
Attn: Business Services
San Bernardino Community College District
550 E. Hospitality Lane, Suite 200
San Bernardino, CA, 92408
909-388-6900

IF TO CONTRACTOR
Attn: Business Services
Redlands Unified School District
20 W. Lugonia Avenue
Redlands, CA 92374
909-307-5300

7. VALIDITY

If any terms, condition, provision, or covenant of this Agreement shall to any extent be judged invalid, unenforceable, void, or violable for any reason whatsoever by a court of competent jurisdiction, each and all remaining terms, conditions, promises and covenants of this Agreement shall be unaffected and shall be valid and enforceable to the fullest extent permitted by law.

8. EXHIBIT, ADDENDUM AND/OR ATTACHEMENTS INCORPORATED

Exhibits, addendums and/or attached are hereto and incorporated into this Agreement by reference.

9. ASSIGNMENT

This Agreement is neither assignable nor transferable by either party or by operation of law without the consent in writing of the other party. Consent by either party to one or more assignments or transfers shall not constitute consent to a subsequent assignment or transfer.

IN WITNESS WHEREOF, the parties hereto have executed this agreement.

_____ Date_____

DISTRICT SIGNATURE
Steven J Sutorus, Business Manager

_____ Date July 13, 2022

CONTRACTOR SIGNATURE

Jason Hill, Assistant Superintendent of Business Services

Name: Print or Type

ATTACHMENT A
Rate Schedule

Per the AB104 budget language Section 84912, funding shall be apportioned to each regional consortium on a monthly basis. As the Consortium's Fiscal Agent, the DISTRICT will receive funds apportioned in eleven payments on a monthly basis with the first payment covering the first two months and consists of both the July and August payments. The Fiscal Agent will subsequently distribute funds for the PROGRAM to implement the Consortium's Adult Education Regional Plan and Annual plan developed to address adult education needs in the region. All services provided are pending annual funding and annual AB104 CAEP renewal approved by the AB104 office.

Section 84913 of the Education Section Code is amended to read: For the purpose of this paragraph, "indirect costs" means the lesser of the member's prior year indirect cost rate as approved by the State Department of Education, for local educational agency members, or no more than ***five percent*** of the total funding received from the California Adult Education Program, AB104.

The total minimum value of this agreement is determined by the San Bernardino Community College District Adult Education Consortium AB104 Annual Plan's Allocation Schedule approved by the Consortium for this CONTRACTOR to be in the amount of $686,512.00** for the 2022-2023 fiscal year, and monies can be used up until December 31, 2024.

Per the AB104 budget language, Section 84905 (2) (e) "the members of the consortium may decide to designate a member to serve as the fund administrator to receive and distribute funds from the program. If a member is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis."

Distribution Schedule **contingent upon CCCCO and CDE CAEP AB104 release of funds

Received at SBCCD	*Disburse Date* ***no later than the 45th after receipt of funds***	*Allocation Amount*
08/31/2022	09/30/2022	$114,302.00
09/30/2022	10/31/2022	$57,221.00
10/31/2022	11/30/2022	$57,221.00
11/30/2022	12/31/2022	$57,221.00
12/31/2022	01/31/2023	$57,221.00
01/31/2023	02/28/2023	$57,221.00
02/28/2023	03/31/2023	$57,221.00
03/31/2023	04/30/2023	$57,221.00
04/30/2023	05/31/2023	$57,221.00
05/31/2023	06/30/2023	$57,221.00
06/30/2023	07/31/2023	$57,221.00
	Total	**$686,512.00**

ATTACHMENT B
SCOPE OF WORK

CONTRACTOR Responsibilities:
Funds allocated pursuant to this CONTRACTOR shall be used by the CONTRACTOR exclusively for costs associated with the San Bernardino Community College District Adult Education Consortium (IAEC) Regional and Annual plans, as prescribed by AB104 CAEP budget language, AEBG allowable uses document: "Allowable Uses of AB104 Adult Education Block Grant Performance" "Program Guidance Instructions, Terms & Conditions," and AB104 AEBG legislation. CONTRACTOR will also comply with the monitoring and reporting requirements described in the section below. All referenced documents are available for review on the California Adult Ed Website: http://aebg.cccco.edu **(Attachment C)**

Monitoring & Reporting Requirements:
CONTRACTOR shall be responsible for monitoring their own activities and providing the Fiscal Agent with all information the Fiscal Agent shall require in order to fulfil the responsibilities of State reporting. This includes any necessary student participation data, expenditure documentation, and any AB104 information necessary for the successful completion of AB104 mandated reports, performance measures, and program outcomes.

CONTRACTOR will designate a person/persons with proper authority to certify all information submitted to the Fiscal Agent. CONTRACTOR acknowledges and accepts all responsibility for program related expenditures and certifies that expenditures are in compliance with the approved objectives, rules and regulations that govern the AB104 CAEP program. Furthermore, CONTRACTOR accepts all liability for any disallowed costs, should they arise.

CONTRACTOR is required to separate expenditures by the seven program areas, by object code, and by objective. A template will be provided to the Fiscal Agent which will include a listing of expenditures by appropriate object code. A narrative of expenditures will also be provided to the Fiscal Agent as well as general ledger reports which categorize the budget and expenditures by object code for the specific reporting period. These documents will be submitted on a semi-annual basis according to the timeline in this agreement.

The DISTRICT will coordinate directly with the CONTRACTOR regarding scope and basis of agreement. The main purpose of the PROGRAM is for members of the Consortium to provide adult education services in accordance with the seven (7) program areas listed under AEBG budget bill AB104 Sections 84900-84920 of the California Education Code as follows:

(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
(2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
(3) Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
(4) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
(5) Programs for adults with disabilities.
(6) Programs in career technical education that are short term in nature and have high employment potential.
(7) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

The CONTRACTOR will be responsible for:

1. Reporting any funds available to that member for purposes of education and workforce services for adults and the uses of those funds.
2. The timely submittal of the AB104 Quarterly Expenditure reposts in the NOVA system and any Annual Reporting of activity.

3. Timely submittal of the AB104 CASAS/TE Quarterly Student Data Report.

4. Ensure that all CONTRACTOR PROGRAM activities and expenditures are consistent with AB104 AEBG objectives:
Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce
Objective #4: Activities to address the gaps identified in Objective 1 (evaluation of current levels and types of adult education programs within its region, and Objective 2 (evaluation of current needs for adult education programs within the Consortium's region), included in the Updated AB104 3-year Plan.
Objective #5: Employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education
Objective #6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.
Objective #7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas.

Billing and Payment Process:
Monthly distributions will be issued in response to an invoice initiated by the CONTRACTOR. The invoice must include the Purchase Order and the AB104 budget bill language.

ATTACHMENT C

Both the "AEBG Program Guidance" and "Allowable Uses of AB104 Adult Education Block Grant" can be found at: https://caladulted.org/Administrators/20

SAN BERNARDINO COUNTY DISTRICT ADVOCATES FOR BETTER SCHOOLS
(SANDABS)
2022-23
MEMBERSHIP AGREEMENT
AGREEMENT NO. 22/23-0264

THIS AGREEMENT, made and entered into between the San Bernardino County District Advocates for Better Schools (SANDABS) Executive Committee, hereinafter known as **COMMITTEE**, and the San Bernardino County Superintendent of Schools, hereinafter known as **SUPERINTENDENT** and the Redlands Unified School District, hereinafter known as **MEMBER**, mutually agree to the following terms and procedures for the conduct of San Bernardino County District Advocates for Better Schools, hereinafter known as SANDABS.

A. **Purpose and Eligibility**

The purpose of SANDABS is to support the success of every child from cradle to career, by influencing the adoption of thoughtful state and federal legislation. SANDABS provides an opportunity for state and federal legislators or their designated staff to discuss and review issues affecting education in San Bernardino County. SANDABS does not endorse candidates or attempt to influence voters.

1. All school districts; the West End, East Valley, and Desert/Mountain Special Education Local Plan Areas (SELPAs); the Colton-Redlands-Yucaipa and Baldy View Regional Occupational Programs (ROPs); and the San Bernardino County Superintendent of Schools (SBCSS) are eligible for membership in SANDABS.

2. Each school district, SELPA, ROP, and SBCSS shall sign a SANDABS Annual Membership Agreement and pay annual membership dues as established by the Executive Committee. The membership dues are based on the prior year P-2 revenue limit Average Daily Attendance (ADA).

B. **RESPONSIBILITIES OF SUPERINTENDENT**

1. The **SUPERINTENDENT** may designate SBCSS staff to support and facilitate the activities of SANDABS. These responsibilities may include:

   - Preparation and distribution of meeting notices, appropriate backup materials, agendas, minutes, communication, and correspondence in cooperation with the co-chairs.
   - Coordination of advocacy efforts, delegation meetings, and development of annual state and federal legislative platforms with state and federal legislative advocates.
   - Work in concert with Executive Committee to identify opportunities to align and mobilize collective advocacy.
   - Evaluation of efforts to strategically align, abandon, and strengthen efforts.

2. The **SUPERINTENDENT** may provide meeting facilities and teleconferencing services for the **COMMITTEE,** including special committees as appropriate, in each of the three regions. These facilities include but are not limited to Roy C Hill Education Center, the Desert/Mountain Educational Service Center, and the West End Educational Service Center.

C. **RESPONSIBILITIES OF COMMITTEE**

Responsibilities of the Executive Committee may include, but are not limited to:

- Adopt positions relative to the proposed legislation, regulations, or budget proposals most critical to SANDABS state and federal legislative platform priorities.
- Testimony at committee hearings.
- Participation in meetings with legislators and/or legislative staff.
- Development of key messages and talking points, legislative platforms, and/or response to inquiries.
- Obtain input/feedback from SANDABS members within their respective region to engage and promote a unified voice in setting legislative priorities.
- Identify opportunities to align and mobilize collective advocacy.
- Build and foster relationships with municipalities, counties, sectors, and coalitions for strengthening collective advocacy efforts.
- Employ data informed decision-making to strategically align, abandon, and strengthen efforts in the most impactful and efficient manner.

D. **RESPONSIBILITIES OF MEMBER**

1. **MEMBER** shall submit a signed Membership Agreement and pay the annual membership due by purchase order or intra-district transfer payable to SANDABS by September 1 of the membership year on a fiscal year basis according to a membership dues schedule adopted by **COMMITTEE**.

2. **MEMBER** shall support, to the extent possible, the activities of **COMMITTEE** in the form of correspondence and contact with legislators representing San Bernardino County.

E. **MEMBERSHIP DUES SCHEDULE**

The membership due schedule for 2022-23, based on prior year P-2 revenue limit ADA, shall be as follows:

ROPs, SELPAs and County Superintendent	=	$200
Less than 1,000 ADA	=	$125
1,001 to 2,500 ADA	=	$300
2,501 to 5,000 ADA	=	$500
5,001 to 10,000 ADA	=	$1000
Over 10,000 ADA	=	$2000

Payment of membership dues shall be made to the SANDABS account established by the San Bernardino County Superintendent of Schools on or before September 1, 2022, or by warrant payable to the **SUPERINTENDENT**.
The **MEMBER** hereby certifies that prior year P-2 revenue limit ADA was 18,370 and accordingly, will pay a membership of $2,000.00 for 2022-23.

Member's form of payment **(Please check one)**:

☒ Intrafund Transfer from the general fund of the member district

Member District's 26-Digit Account #: 01-9098-0-8600-6000-8677-000-7098

☐ Warrant from the member district to the designated SANDABS budget

☐ (SELPAs and SBCSS Only) Interfund Transfer to the designated SANDABS budget

F. **TERM OF AGREEMENT**

The term of the Agreement shall be from July 1, 2022 to June 30, 2023.

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

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS

_____
Amber L. Arias, Manager
Procurement Services

Date: _____

REDLANDS UNIFIED SCHOOL DISTRICT

_____
District Authorized Signer

Jason Hill, Assistant Superintendent of Business Services
_____
Print Name, Title

Date: July 13, 2022

Client # 0019350/S10 P.O. #_____

AGREEMENT FOR SPECIAL SERVICES
Fiscal Budget Services

This is an Agreement between the **REDLANDS UNIFIED SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA INC.,** hereinafter referred to as "Consultant," entered into as of July 1, 2022.

RECITALS

WHEREAS, the Client needs assistance regarding issues of school finance, legislation, school budgeting, and general fiscal issues; and

WHEREAS, the Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to perform such duties relating to issues of school finance, including:

   a. Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact local educational agency fiscal policies, and an electronic copy of the *Analysis of the Governor's Proposals for the State Budget and K-12 Education.*

   b. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress

   c. Eight hours of service annually as the Client directs on fiscal issues, including: analysis of specific revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client.

      Services for which the base service hours may not be used, include: mandate questions, Client-specific economy, efficiency, or management consulting services, including, but not limited to, efficiency or management studies, demographic or school facility studies; special education studies; fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; legislative representation or advocacy; fiscal analysis for purposes of collective bargaining, appearance as an expert witness, provision of depositions or declarations for local educational agency legal issues; major customized research projects or studies; or, on-site speeches or presentations.

   d. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate.

2. The Client agrees to pay to the Consultant for services rendered under this Agreement:

   a. $4,260 annually, plus expenses, or payable at $355 per month, plus expenses, for the services listed in Item 1 above, upon billings from the Consultant

b. For all requested services in excess of eight direct service hours as indicated in Item 1c above in a 12-month period, the applicable hourly rate for the person(s) performing the services shall apply

c. "Hours" are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client's site

d. "Expenses" are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials

3. The term of this contract shall be for the period of one year, beginning July 1, 2022, and terminating June 30, 2023. Agreement may be terminated prior to June 30, 2023, by either party on 30 days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. The Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and the Consultant may bill these additional days. In case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 2 above.

4. It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

By: _____ Date: July 13, 2022

Jason Hill
Print Name

Assistant Superintendent, Business Services
Job Title

Redlands Unified School District

By: _____ Date: May 20, 2022

John D. Gray
President/CEO
School Services of California Inc.

Contract period: 07-01-22 to 06-30-23 **P.O. #**_____

ADDENDUM A
TO SPECIAL SERVICES AGREEMENT

As a client of School Services of California Inc., you have the option of purchasing either or both of our **CADIE** and **SABRE** reports at the client rate. The following information describes the **CADIE** and **SABRE** reports, and the form at the bottom of the page to order the reports.

The **C**omparative **A**nalysis of **D**istrict **I**ncome and **E**xpenditures (**CADIE**) is a comprehensive computer-generated report comparing your district's revenues and expenditures to those of 40 other districts *(two reports with 20 districts in each)* of your choice throughout the state. Well over 300 comparisons are made using SACS, CBEDS and CalPads data.

The **CADIE** includes comparative graphic data expenditures by ADA, tabular information showing per ADA and percentage distribution of district revenues and expenditures, staffing levels, and tables that show—on an ADA and percentage basis—how your district spent its dollars for the prior three years. The report is comprehensive, yet easy to use.

The **S**alary **A**nd **B**enefits **R**eport (**SABRE**) is generated from the CDE's Certificated Teachers Salary and Benefit data (Form J-90) and provides up to 38 side-by-side comparisons of your district with those of 40 other districts (*two reports with 20 districts in each)* of your choice on certificated salaries, health and welfare benefits, and work days.

The **SABRE** includes ten graphical displays and 27 comparison tables with side-by-side analysis for certificated non-management. It also includes the actual salary and benefit schedules and other selected data important for compensation evaluation in an easy-to-read format.

The analytical uses of the **CADIE** and **SABRE** reports are unlimited. If these products are needed for negotiations, they may be fully reimbursable as part of your mandated cost claim if you have chosen to file mandate claims for this year.

WITH PURCHASE, YOU ARE ENTITLED TO TWO CADIES AND TWO SABRES

Please check the appropriate items below: ☐ Current year 2020-21 ☐ Next year 2021-22**

Electronic Version:

___CADIE only $500
___SABRE only $350
_X_CADIE & SABRE $800

Hardcopy Version:

___CADIE only $600
___SABRE only $450
___CADIE & SABRE $1000

___ Use the same districts as last year
___ Use districts of similar type and size
___ Use districts geographically close to mine
___ Use districts with similar unduplicated pupil percentage

Reports are a year behind as the data is released by the CDE.
**Next year: SABRE will be released in December 2022, CADIE will be released in March 2023

District Name: Redlands Unified School District
Contact Name: Jason Hill
Address (no P.O. boxes please): 20 W. Lugonia Avenue, Redlands, CA 92374
Telephone with extension: 909-748-6741
Email Address: jason_hill@redlands.k12.ca.us
Signature: _____
Print Name: Jason Hill Date: July 13, 2022

By completing this Addendum A, and submitting with our contract, the Client agrees to pay for these reports upon receipt of the products and appropriate billing.

Williams Settlement Legislation
Exhibit D
Quarterly Report Summary

Quarterly Uniform Complaint Report Summary

For submission to School District Governing Board and County Office of Education

Redlands Unified School District

Quarter covered by this report: April -June 2022

	Number of complaints received in quarter	Number of complaints resolved	Number of complaints unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
California High School Exit Exam (High Schools Only)	0	0	0
Totals	0	0	0

Submitted by: Jason Hill

Title: Assistant Superintendent, Business Services

Business Services Division
DONATIONS
July 12, 2022

School/Site	Donation	Donor
Franklin Elementary School	$300.00 Donation	Rachel Wintergerst
Moore Middle School	$1,012 worth of soccer balls	UK International Soccer
Child Nutrition Services	$56,700.00 Grant	No Hungry Kid Grant
District Office	Two Electronic Gift Cards and Three Door Dash Codes for Administrative Advance	O'Connor * Telezinski, APLC
	Martha Green, Shop Suey, Fleur de Lis and Sugar Bloom Bakery for Administrative Advance	AARVIG/Maria Aarvig
	Re-usable grocery bags for Administrative Advance	Keenan and Associates
	Toothbrushes for Administrative Advance	Kaiser Permanente
	Chapstick for Administrative Advance	Anthem

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Report Cover Sheet

General Settings

Report Name	ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
Printed	7/5/2022 10:11:42 AM
District	49
Logon	GPATTERSON
Fiscal Year	2022

Filters

Transaction Type:	ALL
Board Meeting Date:	07/12/2022
From Transmittal Number:	22001278
To Transmittal Number:	22002000
Audit Type:	ALL
Fiscal Year:	2022
Sort By:	Reference Number
Print Description:	Both
Include Vendor Address:	NO
Page Break By Transmittal:	NO
Include Voided Transmittal:	NO

BEST NET CONSORTIUM
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
Board of Trustees Meeting 07/12/2022

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001278-0 AUDIT

Reference	Vendor	Description		Amount
PO220490-007	CITY OF REDLANDS	CONSULT/STU SRV CONSULT/STU SRV		27,928.44
PO223433-001	RAMPART SECURITY SOLUTIONS INC	FIELD SERV / CAMERAS SPE / TE FIELD SERV / CAMERAS SPE / TE		10,455.85
			Transmittal Total	38,384.29
		Fund Summary:	**Fund 01**	38,384.29

Transmittal Number: 22001278-0

PO223402-001	RAMPART SECURITY SOLUTIONS INC	FIELD SERV / CAMERAS DO / TECH FIELD SERV / CAMERAS DO / TECH		2,075.23
PO224166-004	CITY OF REDLANDS	BCKP///CONSULT/STU SRV BCKP///CONSULT/STU SRV		320.00
			Transmittal Total	2,395.23
		Fund Summary:	**Fund 01**	2,395.23

Transmittal Number: 22001279-0 AUDIT

PV223275-001	CALIFORNIA DEPT OF EDUCATION	2ND QTR FEDERAL INTREREST		4,418.69
			Transmittal Total	4,418.69
		Fund Summary:	**Fund 01**	4,418.69

Transmittal Number: 22001280-0 AUDIT

PO220059-022	GREGS GARAGE	RPR/PARTS/TRAN RPR/PARTS/TRAN		123.39
			Transmittal Total	123.39
		Fund Summary:	**Fund 01**	123.39

Transmittal Number: 22001280-0

PO220059-017	GREGS GARAGE	RPR/PARTS/TRAN RPR/PARTS/TRAN		123.39
PO220059-018	GREGS GARAGE	RPR/PARTS/TRAN RPR/PARTS/TRAN		154.74
PO220059-019	GREGS GARAGE	RPR/PARTS/TRAN RPR/PARTS/TRAN		146.23
PO220059-020	GREGS GARAGE	RPR/PARTS/TRAN RPR/PARTS/TRAN		249.79

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001280-0

Reference	Vendor	Description	Amount
PO220059-021	GREGS GARAGE	RPR/PARTS/TRAN RPR/PARTS/TRAN	90.00
PO220059-023	GREGS GARAGE	RPR/PARTS/TRAN RPR/PARTS/TRAN	1,097.24
PO220260-012	HIRSCH PIPE & SUPPLY CO INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	639.88
PO220260-013	HIRSCH PIPE & SUPPLY CO INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	632.14
PO220260-014	HIRSCH PIPE & SUPPLY CO INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	511.29
PO220261-048	HEEMSTRA SIGNS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	706.88
PO220272-477	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	94.10
PO220272-478	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	164.31
PO220272-479	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	92.02
PO220272-480	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	24.25
PO220272-481	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	21.53
PO220272-482	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	515.45
PO220272-483	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	731.84
PO220272-484	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	71.06
PO221201-004	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/HIGH GRV OPEN/SPLY/HIGH GRV	102.24
PO221264-003	HOME DEPOT CREDIT SERVICES	OPEN P.O/REVHS OPEN P.O/REVHS	735.37
		Transmittal Total	6,903.75
		Fund Summary: Fund 01	6,903.75

Transmittal Number: 22001281-0 AUDIT

PV223276-001	CALIFORNIA DEPT OF EDUCATION	3RD QTR INTEREST	7,432.73
		Transmittal Total	7,432.73

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001281-0 AUDIT

		Fund Summary: **Fund 01**	7,432.73

Transmittal Number: 22001282-0

Reference	Vendor	Description	Amount
PV223277-001	U S BANK CORPORATE	CALCARD/AAA ACADEMY	63.76
		Transmittal Total	63.76
		Fund Summary: **Fund 01**	63.76

Transmittal Number: 22001283-0

PV222367-028	CITY OF REDLANDS MS	SEWER	4,333.14
PV222367-029	CITY OF REDLANDS MS	SEWER	438.90
PV222435-043	CITY OF REDLANDS MS	WATER	842.28
PV222435-044	CITY OF REDLANDS MS	WATER	234.04
PV222435-045	CITY OF REDLANDS MS	WATER	17,494.55
PV222435-046	CITY OF REDLANDS MS	WATER	4,037.01
PV222435-047	CITY OF REDLANDS MS	WATER	752.21
PV223278-001	CITY OF REDLANDS MS	UTILITY/CITY OF REDLANDS	2.26
PV223279-001	CITY OF REDLANDS MS	UTILITY/CITY OF REDLANDS	13.18
PV223280-001	CITY OF REDLANDS MS	UTILITY/CITY OF REDLANDS	13.18
PV223282-001	CITY OF REDLANDS MS	UTILITY/CITY OF REDLANDS	4.06
		Transmittal Total	28,164.81
		Fund Summary: **Fund 01**	28,164.81

Transmittal Number: 22001284-0 AUDIT

PO224042-001	OFFICE & ERGONOMIC SOLUTIONS	TAG FURN/FISC TAG FURN/FISC	7,594.96
PO224049-001	OFFICE & ERGONOMIC SOLUTIONS	RUSH - TAGG FURN/LUG/C RUSH - TAGG FURN/LUG/C	966.23
PO224407-001	OFFICE & ERGONOMIC SOLUTIONS	TAGG FURN/HUM RES TAGG FURN/HUM RES	12,197.57
PO225287-001	OFFICE & ERGONOMIC SOLUTIONS	SPECIAL SERVICES FURNITURE SPECIAL SERVICES FURNITURE	3,152.36
PO225745-001	MIKES FITNESS EQUIPMENT	SPLY/CVHS SPLY/CVHS	5,188.72
		Transmittal Total	29,099.84
		Fund Summary: **Fund 01**	29,099.84

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001284-0

Reference	Vendor	Description	Amount
MV220016-001	SURYADI, KING	PARENT REIMBURSEMENT/FOOD	51.50
PO220041-001	LOS ANGELES TRUCK CENTERS LLC	OPEN/PARTS/TRAN	17.06
		OPEN/PARTS/TRAN	
PO220073-118	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	30.07
		OPEN/SPLY/TRAN	
PO220073-119	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	228.96
		OPEN/SPLY/TRAN	
PO220073-120	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	216.60
		OPEN/SPLY/TRAN	
PO220073-121	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	9.70
		OPEN/SPLY/TRAN	
PO220073-122	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	71.41
		OPEN/SPLY/TRAN	
PO220073-123	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	105.20
		OPEN/SPLY/TRAN	
PO220088-056	OREILLY AUTO PARTS	OPEN/SPLY/TRANS	10.88
		OPEN/SPLY/TRANS	
PO220088-057	OREILLY AUTO PARTS	OPEN/SPLY/TRANS	4.89
		OPEN/SPLY/TRANS	
PO220099-043	PARKHOUSE TIRE INC	OPEN/SPLY/FEES/LABOR/TRAN	1,908.14
		OPEN/SPLY/FEES/LABOR/TRAN	
PO220099-044	PARKHOUSE TIRE INC	OPEN/SPLY/FEES/LABOR/TRAN	1,375.40
		OPEN/SPLY/FEES/LABOR/TRAN	
PO220099-045	PARKHOUSE TIRE INC	OPEN/SPLY/FEES/LABOR/TRAN	465.19
		OPEN/SPLY/FEES/LABOR/TRAN	
PO220100-024	MOBILE FLEET WASH	OPEN/TRAN	563.00
		OPEN/TRAN	
PO220162-024	MOBILE FLEET WASH	OPEN/MOBILE WASH/ TECH SVCS	28.00
		OPEN/MOBILE WASH/ TECH SVCS	
PO220262-036	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	5,088.74
		OPEN/CUST/SRV CTR	
PO220262-037	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	2,477.33
		OPEN/CUST/SRV CTR	
PO220262-038	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	69.41
		OPEN/CUST/SRV CTR	
PO220262-039	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	81.91
		OPEN/CUST/SRV CTR	
PO220262-040	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	138.33
		OPEN/CUST/SRV CTR	
PO220262-041	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	127.79

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001284-0

Reference	Vendor	Description	Amount
		OPEN/CUST/SRV CTR	
PO220262-042	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	92.89
		OPEN/CUST/SRV CTR	
PO220262-043	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	45.00
		OPEN/CUST/SRV CTR	
PO220266-055	PLUMBMASTER INC	OPEN/SPLY/SRV CTR	159.56
		OPEN/SPLY/SRV CTR	
PO220266-056	PLUMBMASTER INC	OPEN/SPLY/SRV CTR	46.20
		OPEN/SPLY/SRV CTR	
PO220266-057	PLUMBMASTER INC	OPEN/SPLY/SRV CTR	79.17
		OPEN/SPLY/SRV CTR	
PO220266-058	PLUMBMASTER INC	OPEN/SPLY/SRV CTR	23.10
		OPEN/SPLY/SRV CTR	
PO220273-091	LOWE'S	OPEN/SPLY/SRV CTR	69.74
		OPEN/SPLY/SRV CTR	
PO220293-012	PROTECTED INSURANCE PROGRAM	FEES/WC PREMIUM 2021-2022	257,988.50
		FEES/WC PREMIUM 2021-2022	
PO220387-088	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	738.92
		OPEN/SPLY/SRV CTR	
PO220387-089	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	111.54
		OPEN/SPLY/SRV CTR	
PO220388-113	OREILLY AUTO PARTS	OPEN/SPLY/SRV CTR	186.51
		OPEN/SPLY/SRV CTR	
PO220397-037	WILBUR'S	OPEN/RPR/SRV CTR	221.95
		OPEN/RPR/SRV CTR	
PO220485-039	MONTGOMERY HARDWARE CO INC	OPEN/SPLY/SRV CTR	805.32
		OPEN/SPLY/SRV CTR	
PO221095-004	SAN BDNO CO SUPT OF SCHOOLS	SPECIAL SERV PCM TRAINING OPEN	1,000.00
		SPECIAL SERV PCM TRAINING OPEN	
PO221104-009	READY REFRESH BY NESTLE	SPECIAL SERVICES - TKIDS WATER	13.04
		SPECIAL SERVICES - TKIDS WATER	
PO221188-009	LOWE'S	OPEN/CUST/VICT	20.65
		OPEN/CUST/VICT	
PO221536-002	SAN BDNO CO SUPT OF SCHOOLS	RUSH CONSULTANT AGREEMENT/PROF	2,600.00
		RUSH CONSULTANT AGREEMENT/PROF	
PO224850-001	LHP MUSIC INC	RHS BAND SUPPLIES	549.42
		RHS BAND SUPPLIES	
PO224852-001	TURNAROUND SCHOOLS-NEU	SPLY/MSSN	1,312.15

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001284-0

Reference	Vendor	Description	Amount
PO225026-001	MRS. NELSON'S BOOK COMPANY	SPLY/MSSN CRAM, HSS & WinR CRAM, HSS & WinR	2,777.14
PO225028-001	MRS. NELSON'S BOOK COMPANY	HIGHLAND GROVE, HSS & WinR HIGHLAND GROVE, HSS & WinR	3,148.17
PO225030-001	MRS. NELSONS BOOK COMPANY LLC	BRYN MAWR, HSS & WinR BRYN MAWR, HSS & WinR	4,115.18
PO225031-001	MRS. NELSONS BOOK COMPANY LLC	FRANKLIN, HSS FRANKLIN, HSS	1,319.84
PO225255-001	VIRCO INC	SUPPLEMENTAL/KNG SUPPLEMENTAL/KNG	279.99
PO225381-002	PIONEER CHEMICAL CO INC	COVD PPE WIPES COVD PPE WIPES	1,017.90
PO225381-003	PIONEER CHEMICAL CO INC	COVD PPE WIPES COVD PPE WIPES	1,832.22
PO225730-001	NASCO EDUCATION LLC	SPLY/CVHS SPLY/CVHS	1,627.75
PO225749-001	WESTERN PSYCHOLOGICAL SERVICES	LSH TESTING PROTOCOLS LSH TESTING PROTOCOLS	336.15
PO225799-001	SCHOLASTIC INC	BOOKS/MSSN BOOKS/MSSN	1,028.91
PO225799-002	SCHOLASTIC INC	BOOKS/MSSN BOOKS/MSSN	5,937.57
PO225855-001	STEPS TO LITERACY	SUPPLEMENTAL CLASSROOM BOOKS/M SUPPLEMENTAL CLASSROOM BOOKS/M	9,288.37
PO225977-001	PERMA-BOUND	CLASSROOM BOOKS/MOORE CLASSROOM BOOKS/MOORE	521.08
PO226043-001	LAKESHORE LEARNING MATERIALS	CRM/OPEN PO LAKESHORE CRM/OPEN PO LAKESHORE	1,003.00
PV223281-001	AMBRIZ, MARY	EMPLOYEE REIMBURSEMENT/MARIPOS	234.95
PV223283-001	PALMER, ASHLEY	EMPLOYEE REIMBURSEMENT	951.49
		Transmittal Total	314,552.88
		Fund Summary: Fund 01	314,552.88

Transmittal Number: 22001285-0

PO220071-048	CINTAS CORPORATION #698	OPEN/TRAN	308.95

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001285-0

Reference	Vendor	Description	Amount
		OPEN/TRAN	
PO220072-063	BUSWEST LLC	OPEN/PARTS/TRAN	17.06
		OPEN/PARTS/TRAN	
PO220072-064	BUSWEST LLC	OPEN/PARTS/TRAN	104.60
		OPEN/PARTS/TRAN	
PO220126-002	COMMUNICATION INNOVATIONS	SPLY/RPR/TRAN	2,062.98
		SPLY/RPR/TRAN	
PO220129-173	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN	125.25
		OPEN/RPR/SPLY/TRAN	
PO220129-174	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN	1,552.12
		OPEN/RPR/SPLY/TRAN	
PO220129-175	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN	496.97
		OPEN/RPR/SPLY/TRAN	
PO220129-176	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN	50.95
		OPEN/RPR/SPLY/TRAN	
PO220129-177	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN	340.87
		OPEN/RPR/SPLY/TRAN	
PO220164-015	GRAYBAR ELECTRIC COMPANY, INC	OPEN/SPLY/TECH	1,191.79
		OPEN/SPLY/TECH	
PO220187-013	CHATFIELD CLARKE COMPANY INCOR	OPEN/SPLY/SRV CTR	4,691.70
		OPEN/SPLY/SRV CTR	
PO220230-025	DAVE'S PAINT N' PAPER	OPEN/SPLY/SRV CTR	605.05
		OPEN/SPLY/SRV CTR	
PO221000-004	FANCY STITCHIN	OPEN/SPLY/CVHS	286.53
		OPEN/SPLY/CVHS	
PO221401-004	FRS ENVIRONMENTAL	request quote for 2021-22 OPEN	306.05
		request quote for 2021-22 OPEN	
PO221693-004	ALL STAR ENGRAVING INC	OPEN/ SPLY/ED SRV	160.95
		OPEN/ SPLY/ED SRV	
PO221693-005	ALL STAR ENGRAVING INC	OPEN/ SPLY/ED SRV	495.36
		OPEN/ SPLY/ED SRV	
PO221799-005	COSTCO	OPEN/SPLY/RHS	300.50
		OPEN/SPLY/RHS	
PO222202-007	BLUE RIBBON INK & THREAD	OPEN P.O./ Athletics	492.42
		OPEN P.O./ Athletics	
PO224863-001	BLUE RIBBON INK & THREAD	OPEN PURCHASE ORDER	1,542.08
		OPEN PURCHASE ORDER	
PO225945-001	JOSTENS INC	DIPLOMA SIGNATURE CUT	13.38
		DIPLOMA SIGNATURE CUT	
PO226051-001	JOSTENS INC	OUTSIDE PRINT/ DIPLOMA/ ORWD	450.15

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001285-0

Reference	Vendor	Description		Amount
		OUTSIDE PRINT/ DIPLOMA/ ORWD		
PO226051-002	JOSTENS INC	OUTSIDE PRINT/ DIPLOMA/ ORWD		146.46
		OUTSIDE PRINT/ DIPLOMA/ ORWD		
			Transmittal Total	15,742.17
		Fund Summary:	**Fund 01**	15,742.17

Transmittal Number: 22001286-0

PV222366-090	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		1,311.54
PV222366-091	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		4,704.28
PV222366-092	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		182.87
PV222367-030	CITY OF REDLANDS MS	SEWER		404.32
PV222367-031	CITY OF REDLANDS MS	SEWER		478.80
PV222435-048	CITY OF REDLANDS MS	WATER		1,176.07
PV222435-049	CITY OF REDLANDS MS	WATER		4,629.97
PV222435-050	CITY OF REDLANDS MS	WATER		116.79
PV223284-001	CITY OF REDLANDS MS	UTILITY/CITY OF REDLANDS		4.06
PV223285-001	CITY OF REDLANDS MS	UTILITY/CITY OF REDLANDS		13.18
PV223286-001	CITY OF REDLANDS MS	UTILITY/CITY OF REDLANDS		4.06
PV223287-001	FRONTIER	UTILITY/FRONTIER		1,396.61
PV223288-001	FRONTIER	UTILITY/FRONTIER		1,558.65
PV223289-001	FRONTIER	UTILITY/FRONTIER		961.04
PV223290-001	FRONTIER	UTILITY/FRONTIER		148.08
PV223291-001	SOUTHERN CALIFORNIA EDISON CO	UTILITY/SOCAL EDISON		64,691.68
			Transmittal Total	81,782.00
		Fund Summary:	**Fund 01**	81,782.00

Transmittal Number: 22001287-0

PV222366-093	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		372.30
PV222366-094	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		160.58
PV222366-095	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		82.69
PV222366-096	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		25.70
PV222366-097	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		141.59
PV222366-098	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		228.97
PV222366-099	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		23.79
PV222366-100	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		151.08
PV222366-101	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE		99.79
			Transmittal Total	1,286.49

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001287-0

		Fund Summary:	**Fund 01**	1,286.49

Transmittal Number: 22001288-0 AUDIT

Reference	**Vendor**	**Description**	**Amount**
PO223445-013	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A	19,670.00
		SPEC SERV CONSULTANT > 5,000 A	
PO223445-014	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A	15,707.50
		SPEC SERV CONSULTANT > 5,000 A	
		Transmittal Total	35,377.50
		Fund Summary: Fund 01	35,377.50

Transmittal Number: 22001288-0

PO222903-011	GROVE CHARTER SCHOOL	IN LIEU PROPERTY TAXES CHARTER	28,142.66
		IN LIEU PROPERTY TAXES CHARTER	
		Transmittal Total	28,142.66
		Fund Summary: Fund 01	28,142.66

Transmittal Number: 22001289-0

PO223445-015	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A	16,255.00
		SPEC SERV CONSULTANT > 5,000 A	
PO223445-016	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A	18,657.00
		SPEC SERV CONSULTANT > 5,000 A	
PO223445-017	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A	12,516.04
		SPEC SERV CONSULTANT > 5,000 A	
		Transmittal Total	47,428.04
		Fund Summary: Fund 01	47,428.04

Transmittal Number: 22001290-0

PO220146-004	HARBOTTLE LAW GROUP APC	LEGAL FEES/CLAIMS/RISK MANAGEM	627.00
		LEGAL FEES/CLAIMS/RISK MANAGEM	
PO220146-005	HARBOTTLE LAW GROUP APC	LEGAL FEES/CLAIMS/RISK MANAGEM	253.00
		LEGAL FEES/CLAIMS/RISK MANAGEM	
PO220146-006	HARBOTTLE LAW GROUP APC	LEGAL FEES/CLAIMS/RISK MANAGEM	220.00
		LEGAL FEES/CLAIMS/RISK MANAGEM	
PV223292-001	NATIONWIDE	BENEFITS/NATIONWIDE	45.50
		Transmittal Total	1,145.50

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001290-0

		Fund Summary:	**Fund 01**	1,145.50

Transmittal Number: 22001291-0 AUDIT

Reference	Vendor	Description	Amount
PO223445-018	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A SPEC SERV CONSULTANT > 5,000 A	13,719.10
PO223445-019	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A SPEC SERV CONSULTANT > 5,000 A	12,735.00
		Transmittal Total	26,454.10
		Fund Summary: Fund 01	26,454.10

Transmittal Number: 22001291-0

PO220746-025	EPHESUS SOLUTIONS INC	CONSULT AGR / TEMP SERV / TECH CONSULT AGR / TEMP SERV / TECH	8,805.00
PO222350-006	GARNER HOLT EDUCATION	CONSULT>$5000/TESTING AND EVAL CONSULT>$5000/TESTING AND EVAL	4,500.00
		Transmittal Total	13,305.00
		Fund Summary: Fund 01	13,305.00

Transmittal Number: 22001292-0

PO221293-004	BLUE RIBBON INK & THREAD	OPEN/HIGH GRV OPEN/HIGH GRV	1,097.29
PO222025-004	CDW GOVERNMENT INC	a/CVHS/SPLY a/CVHS/SPLY	67.99
PO223979-001	EDUPORIUM INC	EDUPORIYUM-INNOVATION GRANT IT EDUPORIYUM-INNOVATION GRANT IT	329.85
PO224386-001	CONVERGE ONE	Meraki License Meraki License	478.35
PO224844-002	J W PEPPER & SON INC	BAND BOOKS/CLEM BAND BOOKS/CLEM	(16.26)
PO224844-003	J W PEPPER & SON INC	BAND BOOKS/CLEM BAND BOOKS/CLEM	16.26
PO224844-004	J W PEPPER & SON INC	BAND BOOKS/CLEM BAND BOOKS/CLEM	312.37
PO225550-001	TEACHER CREATED RESOURCES	MISC. ED SUPPLIES MISC. ED SUPPLIES	2,561.05
PO225599-001	GARNER HOLT EDUCATION	1ST GR FIELD TRIP 1ST GR FIELD TRIP	3,025.00
PO225640-001	GARNER HOLT EDUCATION	FIELD TRIP	3,025.00

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Transmittal Number: 22001292-0

Reference	Vendor	Description	Amount
		FIELD TRIP	
PO225641-001	GARNER HOLT EDUCATION	FIELD TRIP	3,025.00
		FIELD TRIP	
PO225744-001	DEMCO INC	E SPLY/MOORE	346.56
		E SPLY/MOORE	
PO225753-001	COMPUTERIZED EMBROIDERY CO	PE ORDER/COPE	2,201.54
		PE ORDER/COPE	
PO225766-001	DEMCO INC	E SPLY/CVHS	1,964.71
		E SPLY/CVHS	
PO225998-001	HATCHING RESULTS LLC	COUNSELOR HATCHING RESULTS CON	50.00
		COUNSELOR HATCHING RESULTS CON	
PO226036-001	CONVERGE ONE	LICENSE	159.45
		LICENSE	
PO226079-001	COMMITTEE FOR CHILDREN	CURR/ SECOND STEP	14,365.11
		CURR/ SECOND STEP	
		Transmittal Total	33,009.27
		Fund Summary: Fund 01	33,009.27

Transmittal Number: 22001293-0

PO220709-010	PROFESSIONAL TUTORS OF AMERICA	CONSULT/SPE SRV - LI RE	390.00
		CONSULT/SPE SRV - LI RE	
PO221263-005	GARNER HOLT EDUCATION	OPEN/ CONSULT/ED SVCS	6,000.00
		OPEN/ CONSULT/ED SVCS	
PO221558-036	DIAMOND ENVIRONMENTAL SERVICES	RENTAL/SRV CTR	293.06
		RENTAL/SRV CTR	
PO221558-037	DIAMOND ENVIRONMENTAL SERVICES	RENTAL/SRV CTR	222.05
		RENTAL/SRV CTR	
PO221558-038	DIAMOND ENVIRONMENTAL SERVICES	RENTAL/SRV CTR	571.42
		RENTAL/SRV CTR	
PO222350-007	GARNER HOLT EDUCATION	CONSULT>$5000/TESTING AND EVAL	1,800.00
		CONSULT>$5000/TESTING AND EVAL	
PO224017-016	DAN LYMAN CONSTRUCTION INC	OPEN/RPR/SRV CTR	1,687.01
		OPEN/RPR/SRV CTR	
PO225369-001	PROFESSIONAL TUTORS OF AMERICA	CONSULT/SPE SRV - SH	240.00
		CONSULT/SPE SRV - SH	
		Transmittal Total	11,203.54

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Transmittal Number: 22001293-0

		Fund Summary:	**Fund 01**	11,203.54

Transmittal Number: 22001294-0 AUDIT

Reference	Vendor	Description		Amount
PO220596-011	TLG PAVING COMPANY INC	OPEN/RPR/SVS CTR OPEN/RPR/SVS CTR		11,660.00
			Transmittal Total	11,660.00
		Fund Summary:	**Fund 01**	11,660.00

Transmittal Number: 22001294-0

PO220759-008	PROFESSIONAL TUTORS OF AMERICA	CONSULT/SPE SRV CONSULT/SPE SRV		843.75
PO221760-041	ALC SCHOOLS LLC	SPECIAL SERVICES TRANSPORTATIO SPECIAL SERVICES TRANSPORTATIO		(130.00)
PO221760-042	ALC SCHOOLS LLC	SPECIAL SERVICES TRANSPORTATIO SPECIAL SERVICES TRANSPORTATIO		10,563.75
PO224353-003	PROFESSIONAL TUTORS OF AMERICA	CONSULT/SPE SRV - GW CONSULT/SPE SRV - GW		500.00
PO225712-001	PROFESSIONAL TUTORS OF AMERICA	CONSULT/SPE SRV - MS CONSULT/SPE SRV - MS		160.00
			Transmittal Total	11,937.50
		Fund Summary:	**Fund 01**	11,937.50

Transmittal Number: 22001295-0

PO221760-043	ALC SCHOOLS LLC	SPECIAL SERVICES TRANSPORTATIO SPECIAL SERVICES TRANSPORTATIO		(5,512.75)
PO221760-044	ALC SCHOOLS LLC	SPECIAL SERVICES TRANSPORTATIO SPECIAL SERVICES TRANSPORTATIO		11,027.50
			Transmittal Total	5,514.75
		Fund Summary:	**Fund 01**	5,514.75

Transmittal Number: 22001296-0

PO221760-045	ALC SCHOOLS LLC	SPECIAL SERVICES TRANSPORTATIO SPECIAL SERVICES TRANSPORTATIO		10,793.50
PO221760-046	ALC SCHOOLS LLC	SPECIAL SERVICES TRANSPORTATIO SPECIAL SERVICES TRANSPORTATIO		8,673.75
			Transmittal Total	19,467.25

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Transmittal Number: 22001296-0

		Fund Summary:	**Fund 01**	19,467.25

Transmittal Number: 22001297-0 AUDIT

Reference	Vendor	Description	Amount
PV223293-001	U S BANK CORPORATE	CALCARD/FRANKLIN	300.00
PV223297-001	U S BANK CORPORATE	CALCARD/PURCHASING	1,530.77
		Transmittal Total	1,830.77
		Fund Summary: Fund 01	1,830.77

Transmittal Number: 22001297-0

CM220124-001	U S BANK CORPORATE	CALCARD/TECH SERVICES	(364.64)
PV223294-001	U S BANK CORPORATE	CALCARD/BEATTIE MIDDLE SCHOOL	290.87
PV223296-001	U S BANK CORPORATE	CALCARD/TECH SERVICES	4,832.62
PV223298-001	U S BANK CORPORATE	CALCARD/PURCHASING	542.67
		Transmittal Total	5,301.52
		Fund Summary: Fund 01	5,301.52

Transmittal Number: 22001298-0 AUDIT

PO220400-015	RUSSELL SIGLER INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	1,627.23
		Transmittal Total	1,627.23
		Fund Summary: Fund 01	1,627.23

Transmittal Number: 22001298-0

PO220270-084	PRO PIPE & SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	416.91
PO220270-085	PRO PIPE & SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	169.28
PO220270-086	PRO PIPE & SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	147.30
PO220273-092	LOWE'S	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	2.36
PO220383-020	TURF STAR	OPEN/SPLY/SVS CTR OPEN/SPLY/SVS CTR	2,017.77
PO220392-054	UNITED REFRIGERATION INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	191.70
PO220392-055	UNITED REFRIGERATION INC	OPEN/SPLY/SRV CTR	102.87

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Transmittal Number: 22001298-0

Reference	Vendor	Description	Amount
		OPEN/SPLY/SRV CTR	
PO221629-002	OUTLAW PACKAGING, LLC	OPEN / REPAIR / WARE	305.00
		OPEN / REPAIR / WARE	
PO221883-005	LOWE'S	OPEN PO TO LOWE'S	65.52
		OPEN PO TO LOWE'S	
PO221904-007	PRINT NOW 365	OPEN/PRINT/COPE	510.00
		OPEN/PRINT/COPE	
PO221904-008	PRINT NOW 365	OPEN/PRINT/COPE	510.00
		OPEN/PRINT/COPE	
PO223592-005	P & R PAPER SUPPLY	STOCK/WARE	209.98
		STOCK/WARE	
PO224843-001	LIVING DESERT WILDLIFE	LIVINGDESERTFEESKIMB	1,161.00
		LIVINGDESERTFEESKIMB	
PO225785-002	SCHOLASTIC INC	SUPPLEMENTAL CLASSROOM BKS/HIG	5.29
		SUPPLEMENTAL CLASSROOM BKS/HIG	
PO225869-001	P & R PAPER SUPPLY	STOCK/WAREHOUSE	276.79
		STOCK/WAREHOUSE	
PO225891-001	SWEETWATER	Podcast equipment	817.80
		Podcast equipment	
PO225944-001	ORIENTAL TRADING	ORIENTAL TRADING	23.91
		ORIENTAL TRADING	
PO225944-002	ORIENTAL TRADING	ORIENTAL TRADING	310.88
		ORIENTAL TRADING	
PO225944-003	ORIENTAL TRADING	ORIENTAL TRADING	77.73
		ORIENTAL TRADING	
PO225984-001	SID TOOL CO INC	SPLY/CVHS/tag	702.22
		SPLY/CVHS/tag	
PO225984-002	SID TOOL CO INC	SPLY/CVHS/tag	570.15
		SPLY/CVHS/tag	
PV223295-001	MALATESTA, RACHEL	REIMBURSEMENT/ CATEGORICALS/CO	232.48
		Transmittal Total	8,826.94
		Fund Summary: Fund 01	8,826.94

Transmittal Number: 22001299-0

PO220025-041	ALLIED REFRIGERATION INC	OPEN/SPLY/SRV CTR	132.69
		OPEN/SPLY/SRV CTR	
PO220025-042	ALLIED REFRIGERATION INC	OPEN/SPLY/SRV CTR	39.08
		OPEN/SPLY/SRV CTR	
PO220043-029	FLEET SERVICES INC-SAN BERNARD	OPEN/SPLY/TRAN	167.07

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Reference	Vendor	Description	Amount
PO220062-002	BANDA'S AUTO BODY & PAINT	OPEN/SPLY/TRAN OPEN/RPR/TRAN OPEN/RPR/TRAN	1,326.38
PO220062-003	BANDA'S AUTO BODY & PAINT	OPEN/RPR/TRAN OPEN/RPR/TRAN	1,164.53
PO220185-104	GRAINGER INC.	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	51.03
PO220185-105	GRAINGER INC.	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	475.77
PO220194-045	BEST GOLF CARTS INC	OPEN/SPLY/RPR/SRV CTR OPEN/SPLY/RPR/SRV CTR	318.17
PO220196-008	EB BRADLEY CO	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	475.92
PO220197-011	BAKER DISTRIBUTING COMPANY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	223.64
PO220272-485	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	105.34
PO220272-486	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	356.31
PO220272-487	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	197.76
PO220272-488	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	585.82
PO220272-489	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	190.50
PO220272-490	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	277.91
PO220296-010	HOME DEPOT CREDIT SERVICES	**RUSH** OPEN/SPLY/CLEM **RUSH** OPEN/SPLY/CLEM	335.95
PO220624-016	HOME DEPOT CREDIT SERVICES	OPEN/CUST/CVHS OPEN/CUST/CVHS	25.93
PO220656-012	ACT A DIVISION OF CCI CHEMICAL	/ROUTINE MAINT/SRV CTR /ROUTINE MAINT/SRV CTR	500.00
PO221253-002	ALL STAR ENGRAVING INC	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	609.00
PO221770-006	KNORR SYSTEM INC	POOL SUPPLY/SVS CTR POOL SUPPLY/SVS CTR	3,523.50
PO221770-007	KNORR SYSTEM INC	POOL SUPPLY/SVS CTR POOL SUPPLY/SVS CTR	9,918.00
PO221770-008	KNORR SYSTEM INC	POOL SUPPLY/SVS CTR	(9,918.00)

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Reference	Vendor	Description	Amount
PO221911-010	CBE	POOL SUPPLY/SVS CTR SPLY/REPRO	396.72
PO222919-014	CAMERON WELDING SUPPLY	SPLY/REPRO OPEN/SPLY/CVHS POOL	194.31
PO223865-039	ANIXTER INC	OPEN/SPLY/CVHS POOL OPEN/SPLY/SRV CTR	124.72
		OPEN/SPLY/SRV CTR	
		Transmittal Total	11,798.05
		Fund Summary: Fund 01	11,798.05

Transmittal Number: 22001300-0

PV223299-001	MORGAN, KARI	CONFERENCE - CRAFTON	9.71
PV223300-001	PLUMB, STEPHEN	CONFERENCE - OHS	144.14
PV223301-001	REYNOLDS-CASTRO, KRISTINE	CONFERENCE - CRAFTON	9.71
PV223302-001	RICHARDS, JILL	CONFERENCE - MENTONE	500.00
PV223303-001	WATKINS, JUANITA	CONFERENCE - DIV & EQUITY	61.54
PV223304-001	WATKINS, JUANITA	CONFERENCE - DIV & EQUITY	154.92
PV223305-001	WATKINS, JUANITA	CONFERENCE - DIV & EQUITY	29.81
PV223306-001	WATKINS, JUANITA	CONFERENCE - DIV & EQUITY	70.32
		Transmittal Total	980.15
		Fund Summary: Fund 01	980.15

Transmittal Number: 22001301-0

PV223307-001	LUPO, BRITTANI	MILEAGE - ED SERVICES	48.73
PV223308-001	MCDONALD, MARY	MILEAGE REIMBURSEMENT	117.12
PV223309-001	MENDOZA, MARTHA	MILEAGE - APE SERVICES	220.55
PV223310-001	MORENO, VANESSA	MILEAGE - CATEGORICALS	169.83
PV223311-001	MOULDER, KELLIE	MILEAGE - CATEGORICALS	87.47
PV223312-001	MADRIGAL, MARY	MILEAGE - STUDENT SERVICES	24.69
PV223313-001	ROMAGNOLI, ADDIE	MILGEAGE - LAC	80.44
PV223314-001	SANCHEZ, BERTA	MILEAGE - HOME/HOSPITAL	23.87
PV223315-001	SMITH, BRIA	MILEAGE - HOME/HOSPITAL	114.66
PV223316-001	ST. MARIE, KELLEY	MILEAGE - PROGRAM SPECIALIST	91.55
		Transmittal Total	978.91
		Fund Summary: Fund 01	978.91

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Transmittal Number: 22001302-0

Reference	Vendor	Description	Amount
PV223317-001	APMADOC, JOSH	SPOUSE MEDICAL REIMBURSEMENT	30.00
PV223318-001	BAILEY, JANA	SPOUSE MEDICAL REIMBURSEMENT	253.70
PV223319-001	BARBA, SUE	SPOUSE MEDICAL REIMBURSEMENT	36.09
PV223320-001	BENDER, NOREENA	SPOUSE MEDICAL REIMBURSEMENT	19.99
PV223324-001	BRUICH, KURT	SPOUSE MEDICAL REIMBURSEMENT	160.00
PV223325-001	CANALES, JIM	SPOUSE MEDICAL REIMBURSEMENT	1,263.00
PV223326-001	COMADENA, SEAN	SPOUSE MEDICAL REIMBURSEMENT	35.00
PV223327-001	CLOUTIER, JEFF	SPOUSE MEDICAL REIMBURSEMENT	278.77
PV223329-001	CORTZ, JAMES	SPOUSE MEDICAL REIMBURSEMENT	57.19
PV223331-001	COVEY, DOUG	SPOUSE MEDICAL REIMBURSEMENT	78.53
PV223332-001	GARCIA, DANNY	SPOUSE MEDICAL REIMBURSEMENT	265.24
PV223333-001	GLASS, COY	SPOUSE MEDICAL REIMBURSEMENT	41.71
PV223335-001	GORCZYCA, MICHAEL	SPOUSE MEDICAL REIMBURSEMENT	70.00
PV223338-001	HAFLEY, PAT	SPOUSE MEDICAL REIMBURSEMENT	443.70
PV223339-001	HAMLIN, NANCY	SPOUSE MEDICAL REIMBURSEMENT	112.50
PV223340-001	HIGUERA-BARBO, ALICIA	SPOUSE MEDICAL REIMBURSEMENT	95.00
PV223341-001	HILL, JASON	SPOUSE MEDICAL REIMBURSEMENT	95.00
PV223342-001	HILL, KARI	SPOUSE MEDICAL REIMBURSEMENT	2,287.61
PV223345-001	HOSCH, JENNIFER	SPOUSE MEDICAL REIMBURSEMENT	237.24
PV223346-001	HOUSTON, KAREN	SPOUSE MEDICAL REIMBURSEMENT	293.33
PV223347-001	JABLONSKI, ELISA	SPOUSE MEDICAL REIMBURSEMENT	73.14
PV223348-001	KENDRICK, CARLETTE	SPOUSE MEDICAL REIMBURSEMENT	20.00
PV223349-001	KLIMENKO, KYLE	SPOUSE MEDICAL REIMBURSEMENT	80.00
PV223350-001	LAND, KEITH	SPOUSE MEDICAL REIMBURSEMENT	10.15
PV223351-001	LIUM, BOYD	SPOUSE MEDICAL REIMBURSEMENT	20.00
PV223352-001	LOVE, MARY	SPOUSE MEDICAL REIMBURSEMENT	1,033.01
PV223353-001	MALONEY, KATIE	SPOUSE MEDICAL REIMBURSEMENT	120.17
PV223354-001	MARQUEZ, VICTOR	SPOUSE MEDICAL REIMBURSEMENT	33.90
PV223355-001	MARTINEZ, TROY	SPOUSE MEDICAL REIMBURSEMENT	571.30
PV223356-001	MENDOZA, CHARLES	SPOUSE MEDICAL REIMBURSEMENT	1,294.04
PV223357-001	MOLNAR, PATRICIA	SPOUSE MEDICAL REIMBURSEMENT	889.00
PV223358-001	MONACO, DAVID	SPOUSE MEDICAL REIMBURSEMENT	53.49
PV223359-001	NAKAOKA, BROOKE	SPOUSE MEDICAL REIMBURSEMENT	15.68
PV223360-001	OVERTURF, MARK	SPOUSE MEDICAL REIMBURSEMENT	105.11
PV223362-001	QUESADA, MICHELLE	SPOUSE MEDICAL REIMBURSEMENT	26.02
PV223363-001	RADKE, GEORGE	SPOUSE MEDICAL REIMBURSEMENT	288.82
PV223364-001	REYES, MARIO	SPOUSE MEDICAL REIMBURSEMENT	73.18
PV223365-001	ROBERTS, KATHERINE	SPOUSE MEDICAL REIMBURSEMENT	16.07
PV223366-001	ROONEY, SHANNON	SPOUSE MEDICAL REIMBURSEMENT	113.41
PV223367-001	ROQUE-RIVERA, JOSEFINA	SPOUSE MEDICAL REIMBURSEMENT	72.94

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Transmittal Number: 22001302-0

Reference	Vendor	Description	Amount
PV223368-001	RUHM, CHRIS	SPOUSE MEDICAL REIMBURSEMENT	20.00
PV223369-001	SAFRANEK, CARRIE	SPOUSE MEDICAL REIMBURSEMENT	133.59
PV223370-001	SALCIDO, VINCENT	SPOUSE MEDICAL REIMBURSEMENT	55.00
PV223371-001	SHARUM, KENNETH	SPOUSE MEDICAL REIMBURSEMENT	90.00
PV223372-001	SHERMAN, JENNIFER	SPOUSE MEDICAL REIMBURSEMENT	53.34
PV223373-001	STARK, ED	SPOUSE MEDICAL REIMBURSEMENT	166.16
PV223374-001	STIFF, RYAN	SPOUSE MEDICAL REIMBURSEMENT	277.50
PV223375-001	SWIDERSKI, PHILIP	SPOUSE MEDICAL REIMBURSEMENT	51.96
PV223376-001	TORRES, JANINE	SPOUSE MEDICAL REIMBURSEMENT	172.03
PV223377-001	VILLALVAZO, ERIKA	SPOUSE MEDICAL REIMBURSEMENT	305.42
PV223378-001	WILLIAMSON, JOE	SPOUSE MEDICAL REIMBURSEMENT	453.28
PV223379-001	WINDVER, KIMBERLY	SPOUSE MEDICAL REIMBURSEMENT	893.22
PV223380-001	WOODRUFF, BRIAN	SPOUSE MEDICAL REIMBURSEMENT	86.20
PV223381-001	YAACOUB, SAMY	SPOUSE MEDICAL REIMBURSEMENT	158.06
PV223382-001	ZANDER, RICHARD	SPOUSE MEDICAL REIMBURSEMENT	289.91
		Transmittal Total	14,268.70

Fund Summary:	**Fund 01**	13,978.79
	Fund 13	289.91

Transmittal Number: 22001303-0

PO220009-010	VERIZON WIRELESS	CELL PHONE/TECH SRVS CELL PHONE/TECH SRVS	20.24
PO220486-010	VERIZON WIRELESS	DATA PLAN/VERIZON/SVS CTR DATA PLAN/VERIZON/SVS CTR	76.02
PO220869-010	VERIZON WIRELESS	DATA PLAN/WHSE DATA PLAN/WHSE	114.03
PO220945-010	VERIZON	FEES/STU SERV FEES/STU SERV	38.01
PO221175-010	VERIZON WIRELESS	/INTERNET SERV /CVHS /INTERNET SERV /CVHS	134.31
PO221175-011	VERIZON WIRELESS	/INTERNET SERV /CVHS /INTERNET SERV /CVHS	90.00
PO221459-009	VERIZON WIRELESS	CELLULAR PHONE/SPE SRV CELLULAR PHONE/SPE SRV	370.00
PO221752-009	VERIZON WIRELESS	VERIZON DATA/RHS VERIZON DATA/RHS	162.06
PO224080-004	VERIZON CALIFORNIA	IPAD/BUSN IPAD/BUSN	40.01
PO225675-003	VERIZON WIRELESS	INTERNET SERVICES for iPADS (V	240.06

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Transmittal Number: 22001303-0

Reference	Vendor	Description	Amount
PO225810-001	VERIZON CALIFORNIA	INTERNET SERVICES for iPADS (V RHS / VERIZON BROADBAND SERVIC	512.16
PV222366-102	SOUTHERN CALIFORNIA GAS CO	RHS / VERIZON BROADBAND SERVIC NATURAL GAS ENCUMBRANCE	182.46
PV222366-103	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	3,968.81
PV222366-104	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	175.71
PV222366-105	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	275.32
PV222433-005	CITY OF LOMA LINDA	WATER	908.98
PV223321-001	CROWN CASTLE FIBER LLC	UTILITY/CROWN CASTLE	2,716.23
PV223322-001	AT&T	UTILITY/AT&T	137.26
PV223323-001	FRONTIER	UTILITY/FRONTIER	587.04
PV223328-001	FRONTIER	UTILITY/FRONTIER	36.61
PV223330-001	FRONTIER	UTILITY/FRONTIER	111.86
PV223334-001	CITY OF LOMA LINDA	UTILITY/CITY OF LOMA LINDA	1,762.99
PV223336-001	CITY OF LOMA LINDA	UTILITY/CITY OF LOMA LINDA	545.92
PV223337-001	SOUTHERN CALIFORNIA EDISON CO	UTILITY/SOCAL EDISON	402.86
PV223344-001	FRONTIER	UTILITY/FRONTIER	1,377.12
		Transmittal Total	14,986.07
		Fund Summary: Fund 01	14,986.07

Transmittal Number: 22001304-0

PV223343-001	AMERICAN FIDELITY ASSURANCE	BENEFITS/REFUND	410.50
		Transmittal Total	410.50
		Fund Summary: Fund 01	410.50

Transmittal Number: 22001305-0 AUDIT

PO222455-013	COLTON REDLANDS YUCAIPA	TRNSFRS 2021/22 APPORTIONMENTS	238,718.07
PO224443-001	PACIFIC WEST CONSTRUCTION	TRNSFRS 2021/22 APPORTIONMENTS PORTABLE SIDING REPAIRS/REV J	59,844.00
PO225175-001	PACIFIC WEST CONSTRUCTION	PORTABLE SIDING REPAIRS/REV J DRYWALL RPR & CABINET INSTALL/	23,366.00
		DRYWALL RPR & CABINET INSTALL/	
		Transmittal Total	321,928.07
		Fund Summary: Fund 01	321,928.07

Transmittal Number: 22001305-0

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Transmittal Number: 22001305-0

Reference	Vendor	Description	Amount
PO220453-001	MEDINA PLUMBING AND ROOTER	OPEN/RPR/SVS CTR OPEN/RPR/SVS CTR	1,025.00
PO223345-042	STARKS ENTERPRISES	FN///SPECIAL SERVICES-TRANSPOR FN///SPECIAL SERVICES-TRANSPOR	2,800.00
PO223389-001	DAN LYMAN CONSTRUCTION INC	COPE DOOR REPLACEMENTS COPE DOOR REPLACEMENTS	24,901.10
		Transmittal Total	28,726.10
		Fund Summary: Fund 01	28,726.10

Transmittal Number: 22001306-0

PV223361-001	FERTIG, EMILY	REIMBURSEMENT/ACC OFFICE	176.22
		Transmittal Total	176.22
		Fund Summary: Fund 01	176.22

Transmittal Number: 22001307-0 AUDIT

PO220401-012	ATKINSON ANDELSON LOYA	LEGAL SER/DO LEGAL SER/DO	23,926.88
PO223652-001	OFFICE & ERGONOMIC SOLUTIONS	NON TAG FURNITURE/CLEM NON TAG FURNITURE/CLEM	5,373.09
		Transmittal Total	29,299.97
		Fund Summary: Fund 01	29,299.97

Transmittal Number: 22001307-0

PO220073-124	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	33.93
PO220073-125	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	90.05
PO220073-126	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	17.68
PO220088-058	OREILLY AUTO PARTS	OPEN/SPLY/TRANS OPEN/SPLY/TRANS	12.93
PO220101-012	MERIT OIL COMPANY	OPEN/FUEL/TRAN OPEN/FUEL/TRAN	20,003.62
PO220199-011	SPARKLETTS	OPEN/BTL WTR SRV/TRAN OPEN/BTL WTR SRV/TRAN	323.41
PO220262-044	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	801.27

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Transmittal Number: 22001307-0

Reference	Vendor	Description	Amount
		OPEN/CUST/SRV CTR	
PO220262-045	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	1,544.25
		OPEN/CUST/SRV CTR	
PO220262-046	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	5,831.72
		OPEN/CUST/SRV CTR	
PO220262-047	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	526.40
		OPEN/CUST/SRV CTR	
PO220262-048	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	168.13
		OPEN/CUST/SRV CTR	
PO220262-049	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR	25.00
		OPEN/CUST/SRV CTR	
PO220266-059	PLUMBMASTER INC	OPEN/SPLY/SRV CTR	15.83
		OPEN/SPLY/SRV CTR	
PO220273-093	LOWE'S	OPEN/SPLY/SRV CTR	168.89
		OPEN/SPLY/SRV CTR	
PO220387-090	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	5,120.96
		OPEN/SPLY/SRV CTR	
PO220387-091	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	1,024.23
		OPEN/SPLY/SRV CTR	
PO220387-092	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	(101.74)
		OPEN/SPLY/SRV CTR	
PO220387-093	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	602.21
		OPEN/SPLY/SRV CTR	
PO220387-094	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	150.24
		OPEN/SPLY/SRV CTR	
PO220387-095	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	33.26
		OPEN/SPLY/SRV CTR	
PO220387-096	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	18.32
		OPEN/SPLY/SRV CTR	
PO220387-097	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	309.05
		OPEN/SPLY/SRV CTR	
PO220387-098	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	82.33
		OPEN/SPLY/SRV CTR	
PO220388-114	OREILLY AUTO PARTS	OPEN/SPLY/SRV CTR	81.13
		OPEN/SPLY/SRV CTR	
PO220388-115	OREILLY AUTO PARTS	OPEN/SPLY/SRV CTR	302.13
		OPEN/SPLY/SRV CTR	
PO220395-037	SHILPARK PAINT CORPORATION	OPEN/SPLY/SRV CTR	28.73
		OPEN/SPLY/SRV CTR	
PO220397-038	WILBUR'S	OPEN/RPR/SRV CTR	376.77

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Transmittal Number: 22001307-0

Reference	Vendor	Description	Amount
		OPEN/RPR/SRV CTR	
PO220497-019	PARADIGM HEALTHCARE SERVICES	B/CTRCT SRV/MEDI FEE/CEC	5,872.47
		B/CTRCT SRV/MEDI FEE/CEC	
PO221574-011	PAPER RECYCLING & SHREDDING	SHREDDING - CREATE PO	476.00
		SHREDDING - CREATE PO	
PO221798-011	READY REFRESH BY NESTLE	OPEN/WATER SERVICE/LUGO	61.65
		OPEN/WATER SERVICE/LUGO	
PO221885-006	LHP MUSIC INC	OPEN /COPE	122.00
		OPEN /COPE	
PO221885-007	LHP MUSIC INC	OPEN /COPE	46.71
		OPEN /COPE	
PO221885-008	LHP MUSIC INC	OPEN /COPE	60.79
		OPEN /COPE	
PO222840-007	PANERA BREAD	RUSH/OPEN//VICT/PANERA	116.96
		RUSH/OPEN//VICT/PANERA	
PO222840-008	PANERA BREAD	RUSH/OPEN//VICT/PANERA	50.68
		RUSH/OPEN//VICT/PANERA	
PO224743-001	READ TO THEM	*RUSH* BOOKS/MCKN/C	3,322.31
		RUSH BOOKS/MCKN/C	
PO225806-001	WEEKS, KEITH	ATHL Fees - K. Weeks	320.00
		ATHL Fees - K. Weeks	
PO225894-001	MIKES FITNESS EQUIPMENT	E RHS / ATHLETICS	869.78
		E RHS / ATHLETICS	
PO225978-001	MONOPRICE INC	CLASSROOM SUPPLY ORWD/CTE	409.24
		CLASSROOM SUPPLY ORWD/CTE	
PO225978-002	MONOPRICE INC	CLASSROOM SUPPLY ORWD/CTE	44.78
		CLASSROOM SUPPLY ORWD/CTE	
PO226027-001	PENNINGTON DESIGNS	RUSH-student incentives/LUG	1,313.05
		RUSH-student incentives/LUG	
		Transmittal Total	50,677.15
		Fund Summary: Fund 01	50,615.50
		Fund 12	61.65

Transmittal Number: 22001308-0

PO220645-011	WAGEWORKS	FEES/COBRA ADMINISTRATION/RISK	786.80
		FEES/COBRA ADMINISTRATION/RISK	
PV223383-001	MINNESOTA LIFE	BENEFITS	29,865.95
		Transmittal Total	30,652.75

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Transmittal Number: 22001308-0

		Fund Summary: Fund 01	30,652.75

Transmittal Number: 22001310-0 AUDIT

Reference	Vendor	Description	Amount
PO223814-011	J SWEIGART INC	TAGG COMP / NEW LINE PROJ / TE TAGG COMP / NEW LINE PROJ / TE	83,122.59
PO226096-001	COLLEGE BOARD, THE	OPEN PO FOR AP EXAMS OPEN PO FOR AP EXAMS	57,739.00
PO226096-002	COLLEGE BOARD, THE	OPEN PO FOR AP EXAMS OPEN PO FOR AP EXAMS	57,398.00
PO226096-003	COLLEGE BOARD, THE	OPEN PO FOR AP EXAMS OPEN PO FOR AP EXAMS	87,533.00
		Transmittal Total	285,792.59
		Fund Summary: Fund 01	285,792.59

Transmittal Number: 22001310-0

PO220174-003	HYTEC DEALER SERVICES INC	OPEN/EQUIP/REPO TECH OPEN/EQUIP/REPO TECH	332.14
PO220284-005	HAWKEYE EQUIPMENT RENTALS	OPEN/EQUIP REPAIR/SVS CTR OPEN/EQUIP REPAIR/SVS CTR	2,025.45
PO224697-001	FOLLETT	*PLEASE RUSH* - LIBRARY BOOKS *PLEASE RUSH* - LIBRARY BOOKS	849.88
PO224780-002	FOLLETT	LIBBOOKSKIMB LIBBOOKSKIMB	126.02
PO224817-001	CAL POLY POMONA	CONF/HUM RES CONF/HUM RES	300.00
PO224839-001	CDW GOVERNMENT INC	SPLY/CVHS SPLY/CVHS	1,896.25
PO224849-001	FOLLETT	BOOKS/CLEM BOOKS/CLEM	755.33
PO224914-001	FOLLETT	AR BOOKS/LUG/C AR BOOKS/LUG/C	559.08
PO225037-001	FOLLETT	SUPPLEMENTAL CLASSROOM BOOKS/ SUPPLEMENTAL CLASSROOM BOOKS/	1,177.46
PO225283-001	CAAASA	CAAASA ANNUAL CAAASA ANNUAL	550.00
PO225424-001	FOLLETT	SUPPLEMENTAL FOR CLASSROOM LIB SUPPLEMENTAL FOR CLASSROOM LIB	102.16
PO225583-001	FOLLETT	SUPPLEMENTAL BOOKS FOR CLASSRO	122.80

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Transmittal Number: 22001310-0

Reference	Vendor	Description	Amount
		SUPPLEMENTAL BOOKS FOR CLASSRO	
PO225722-001	FISHER SCIENTIFIC	SPLY/CVHS	26.21
		SPLY/CVHS	
PO225722-002	FISHER SCIENTIFIC	SPLY/CVHS	51.54
		SPLY/CVHS	
PO225722-003	FISHER SCIENTIFIC	SPLY/CVHS	91.81
		SPLY/CVHS	
PO225843-001	KEN'S SPORTING GOODS	OUTSIDE PRINT-ED SERVICES	262.96
		OUTSIDE PRINT-ED SERVICES	
PO226099-001	ALLISON MECHANICAL INC	TROUBLE SHOOT /HVAC/COPE I29	(656.19)
		TROUBLE SHOOT /HVAC/COPE I29	
PO226099-002	ALLISON MECHANICAL INC	TROUBLE SHOOT /HVAC/COPE I29	1,492.03
		TROUBLE SHOOT /HVAC/COPE I29	
		Transmittal Total	10,064.93
		Fund Summary: Fund 01	10,064.93

Transmittal Number: 22001311-0 AUDIT

PO222574-010	AUTISM SPECTRUM INTERVENTION	SPECIAL SERVICES CONSULTANT AG	69,550.00
		SPECIAL SERVICES CONSULTANT AG	
		Transmittal Total	69,550.00
		Fund Summary: Fund 01	69,550.00

Transmittal Number: 22001311-0

PO222575-037	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE	1,818.30
		SPEC SERVICES CONSULTANT AGREE	
PO222575-038	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE	1,677.33
		SPEC SERVICES CONSULTANT AGREE	
PO222575-039	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE	1,409.70
		SPEC SERVICES CONSULTANT AGREE	
PO222575-040	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE	2,931.76
		SPEC SERVICES CONSULTANT AGREE	
PO222575-041	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE	5,146.76
		SPEC SERVICES CONSULTANT AGREE	
PO222575-042	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE	3,072.72
		SPEC SERVICES CONSULTANT AGREE	
PO222575-043	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE	3,880.63
		SPEC SERVICES CONSULTANT AGREE	

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Transmittal Number: 22001311-0

Reference	Vendor	Description	Amount
PO222575-044	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE SPEC SERVICES CONSULTANT AGREE	3,354.66
PO223629-010	ANOVA FAMILY SERVICES	CONSULT/ORWD CONSULT/ORWD	4,000.00
PO225154-001	PACIFIC WEST CONSTRUCTION	REPAIR WALL/RHS RM 64 CLOSET REPAIR WALL/RHS RM 64 CLOSET	12,247.00
		Transmittal Total	39,538.86
		Fund Summary: Fund 01	39,538.86

Transmittal Number: 22001312-0 AUDIT

PO222575-045	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE SPEC SERVICES CONSULTANT AGREE	4,306.21
PO222575-046	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE SPEC SERVICES CONSULTANT AGREE	3,037.48
PO222575-047	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE SPEC SERVICES CONSULTANT AGREE	5,638.80
PO222575-048	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE SPEC SERVICES CONSULTANT AGREE	5,729.22
PO222575-049	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE SPEC SERVICES CONSULTANT AGREE	2,100.24
PO222575-050	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE SPEC SERVICES CONSULTANT AGREE	3,072.72
PO222575-051	AUTISM LEARNING PARTNERS LLC	SPEC SERVICES CONSULTANT AGREE SPEC SERVICES CONSULTANT AGREE	5,431.34
PO225178-001	PACIFIC WEST CONSTRUCTION	INSTALL ROLL UP DOOR/SERVICE C INSTALL ROLL UP DOOR/SERVICE C	10,850.00
		Transmittal Total	40,166.01
		Fund Summary: Fund 01	40,166.01

Transmittal Number: 22001312-0

PO220410-012	MOUNTAIN VIEW CHILD CARE INC	LEASE/BUS SRV LEASE/BUS SRV	4,694.84
PO220490-008	CITY OF REDLANDS	CONSULT/STU SRV CONSULT/STU SRV	27,928.42
PO221641-003	LIFESIGNS INC	SPECIAL SERVICES - INTERPRETAT SPECIAL SERVICES - INTERPRETAT	156.00
PO221760-047	ALC SCHOOLS LLC	SPECIAL SERVICES TRANSPORTATIO SPECIAL SERVICES TRANSPORTATIO	9,807.50

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Transmittal Number: 22001312-0

Reference	Vendor	Description	Amount
PO221760-048	ALC SCHOOLS LLC	SPECIAL SERVICES TRANSPORTATIO	1,356.58
		SPECIAL SERVICES TRANSPORTATIO	
PO222282-008	RAINCROSS INSPECTION	INSPECTIONS/CRAFTON	1,140.00
		INSPECTIONS/CRAFTON	
PO224133-006	SOLIANT HEALTH	SPEC SERV CONSULTANT	6,247.50
		AGREEMENT	
		SPEC SERV CONSULTANT	
		AGREEMENT	
PO224133-007	SOLIANT HEALTH	SPEC SERV CONSULTANT	6,120.00
		AGREEMENT	
		SPEC SERV CONSULTANT	
		AGREEMENT	
		Transmittal Total	57,450.84
		Fund Summary: Fund 01	56,310.84
		Fund 25-9812	1,140.00

Transmittal Number: 22001313-0

PV223384-001	ASKAR, JOHN	MILEAGE REIMBURSEMENT	49.61
PV223385-001	ASTORGA, REBECCA	MILEAGE REIMBURSEMENT	54.52
PV223386-001	BUENROSTRO, PRISCILLA	MILEAGE REIMBURSEMENT	71.84
PV223387-001	BUTT, DAVID	MILEAGE REIMBURSEMENT	92.44
PV223388-001	CEBREROS, DANNA	MILEAGE REIMBURSEMENT	66.11
PV223389-001	CLINTON, DEVLINN	MILEAGE REIMBURSEMENT	53.76
PV223390-001	ESPINOZA, JOSEPH	MILEAGE REIMBURSEMENT	24.57
PV223391-001	GAONA, MONIQUE	MILEAGE REIMBURSEMENT	0.88
PV223392-001	GARCIA, KENIA	MILEAGE REIMBURSEMENT	56.92
PV223393-001	GONZALEZ, TERESA	MILEAGE REIMBURSEMENT	123.67
PV223394-001	HERNANDEZ, ALEXANDRA	MILEAGE REIMBURSEMENT	0.88
PV223395-001	HERNANDEZ, NANCY	MILEAGE REIMBURSEMENT	31.47
PV223396-001	HOWES, NICOLE	MILEAGE REIMBURSEMENT	23.05
PV223397-001	IM, JEFFREY	MILEAGE REIMBURSEMENT	11.29
PV223398-001	KAISERSHOT, KATHERINE	CONFERENCE REIMBURSEMENT	4.21
PV223399-001	JEWELL, CANDACE	CONFERENCE REIMBURSEMENT	9.01
		Transmittal Total	674.23
		Fund Summary: Fund 01	672.47
		Fund 13	1.76

Transmittal Number: 22001314-0 AUDIT

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Transmittal Number: 22001314-0 AUDIT

Reference	Vendor	Description	Amount
PO220718-008	PCH ARCHITECTS INC	ARCH/RELOS ARCH/RELOS	2,900.00
		Transmittal Total	2,900.00
		Fund Summary: Fund 25-9812	2,900.00

Transmittal Number: 22001314-0

PO220724-007	IRONWOOD CONSULTING AND	INSPECTIONS/MENTONE/DEV FEE INSPECTIONS/MENTONE/DEV FEE	760.00
PO221245-009	RAINCROSS INSPECTION	INSPECTIONS/COPE/PORT INSPECTIONS/COPE/PORT	320.00
PO224245-001	CURL, BRIAN	CONSULT/CVHS CONSULT/CVHS	3,500.00
PO224245-002	CURL, BRIAN	CONSULT/CVHS CONSULT/CVHS	300.00
		Transmittal Total	4,880.00
		Fund Summary: Fund 01	3,800.00
		Fund 25-9812	1,080.00

Transmittal Number: 22001315-0 AUDIT

CM220125-001	U S BANK CORPORATE	CALCARD/INSTRUCTIONAL IT & ACC	(659.95)
CM220126-001	U S BANK CORPORATE	CALCARD/PURCHASING	(245.85)
PV223400-001	U S BANK CORPORATE	CALCARD/INSTRUCTIONAL IT & ACC	700.78
PV223401-001	U S BANK CORPORATE	CALCARD/ACCOUNTABILITY	12.70
PV223402-001	U S BANK CORPORATE	CALCARD/FACILITIES PLANNING	36.62
PV223403-001	U S BANK CORPORATE	CALCARD/PURCHASING	2,582.96
PV223404-001	U S BANK CORPORATE	CALCARD/PURCHASING	11,248.88
		Transmittal Total	13,676.14
		Fund Summary: Fund 01	13,639.52
		Fund 25-9812	36.62

Transmittal Number: 22001316-0 AUDIT

PO223814-012	J SWEIGART INC	TAGG COMP / NEW LINE PROJ / TE TAGG COMP / NEW LINE PROJ / TE	94,457.49
PO223865-040	ANIXTER INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	4,437.00
		Transmittal Total	98,894.49

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Transmittal Number: 22001316-0 AUDIT

Fund Summary: **Fund 01** 98,894.49

Transmittal Number: 22001316-0

Reference	Vendor	Description	Amount
PO220071-049	CINTAS CORPORATION #698	OPEN/TRAN OPEN/TRAN	310.19
PO220072-065	BUSWEST LLC	OPEN/PARTS/TRAN OPEN/PARTS/TRAN	45.89
PO220092-017	BATTERY WORX	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	157.26
PO220129-178	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN OPEN/RPR/SPLY/TRAN	719.52
PO220129-179	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN OPEN/RPR/SPLY/TRAN	430.00
PO220129-180	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN OPEN/RPR/SPLY/TRAN	406.74
PO220129-181	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN OPEN/RPR/SPLY/TRAN	279.79
PO220129-182	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN OPEN/RPR/SPLY/TRAN	553.34
PO220129-183	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN OPEN/RPR/SPLY/TRAN	22.80
PO220129-184	A-Z BUS SALES INC	OPEN/RPR/SPLY/TRAN OPEN/RPR/SPLY/TRAN	(340.87)
PO220191-078	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	653.22
PO220191-079	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	298.53
PO220191-080	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	460.63
PO220209-010	EXAM PROFESSIONALS INC	RANDOM TEST/TRANS RANDOM TEST/TRANS	225.00
PO221336-005	ALL STAR ENGRAVING INC	OPEN/SPLY/SUPT OPEN/SPLY/SUPT	2,740.50
PO221799-006	COSTCO	OPEN/SPLY/RHS OPEN/SPLY/RHS	291.60
PO221826-028	EAN SERVICES LLC	OUTSDE TRANS OUTSDE TRANS	184.12
PO221826-029	EAN SERVICES LLC	OUTSDE TRANS OUTSDE TRANS	61.37
PO221826-030	EAN SERVICES LLC	OUTSDE TRANS	184.12

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Transmittal Number: 22001316-0

Reference	Vendor	Description	Amount
		OUTSDE TRANS	
PO221826-031	EAN SERVICES LLC	OUTSDE TRANS	380.86
		OUTSDE TRANS	
PO221826-032	EAN SERVICES LLC	OUTSDE TRANS	138.96
		OUTSDE TRANS	
PO221826-033	EAN SERVICES LLC	OUTSDE TRANS	61.37
		OUTSDE TRANS	
PO221826-034	EAN SERVICES LLC	OUTSDE TRANS	245.49
		OUTSDE TRANS	
PO221826-035	EAN SERVICES LLC	OUTSDE TRANS	148.06
		OUTSDE TRANS	
PO221826-036	EAN SERVICES LLC	OUTSDE TRANS	184.12
		OUTSDE TRANS	
PO222012-006	COSTCO	**RUSH** OPEN PURCHASE ORDER/C	279.17
		RUSH OPEN PURCHASE ORDER/C	
PO223341-002	AARDVARK CLAY & SUPPLY	OPEN PO	577.35
		OPEN PO	
PO224202-001	J W PEPPER & SON INC	OPEN P.O. / BAND	83.66
		OPEN P.O. / BAND	
PO224202-002	J W PEPPER & SON INC	OPEN P.O. / BAND	251.94
		OPEN P.O. / BAND	
PO225113-006	CALIFORNIA VALLEY PROTECTION	SECURITY SERVICE/ SERVICE CENT	2,592.00
		SECURITY SERVICE/ SERVICE CENT	
PO225519-001	ALL STAR ENGRAVING INC	OPEN PURCHASE ORDER - MEDALS	600.00
		OPEN PURCHASE ORDER - MEDALS	
		Transmittal Total	13,226.73
		Fund Summary: Fund 01	13,226.73

Transmittal Number: 22001317-0 AUDIT

PV223407-001	U S BANK CORPORATE	CALCARD/VICTORIA ELEMENTARY	904.09
		Transmittal Total	904.09
		Fund Summary: Fund 01	904.09

Transmittal Number: 22001317-0

CM220127-001	U S BANK CORPORATE	CALCARD/MARIPOSA	(16.30)
PV223405-001	U S BANK CORPORATE	CALCARD/HIGHLAND GROVE	182.50
PV223406-001	U S BANK CORPORATE	CALCARD/MARIPOSA	629.62
PV223408-001	U S BANK CORPORATE	CALCARD/SMILEY	405.98

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Transmittal Number: 22001317-0

Transmittal Total		1,201.80
Fund Summary:	**Fund 01**	1,201.80

Transmittal Number: 22001318-0

Reference	Vendor	Description	Amount
PO220029-007	SOUTHERN CALIFORNIA NEWS GROUP	AD LAW/PUR AD LAW/PUR	1,000.00
PO220073-127	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	57.55
PO220073-128	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	9.14
PO220266-060	PLUMBMASTER INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	543.79
PO220270-087	PRO PIPE & SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	48.77
PO220393-006	WESTERN ILLUMINATED PLASTICS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	980.09
PO220393-007	WESTERN ILLUMINATED PLASTICS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	596.12
PO220497-020	PARADIGM HEALTHCARE SERVICES	B/CTRCT SRV/MEDI FEE/CEC B/CTRCT SRV/MEDI FEE/CEC	1,000.00
PO221883-006	LOWE'S	OPEN PO TO LOWE'S OPEN PO TO LOWE'S	71.25
PO221883-007	LOWE'S	OPEN PO TO LOWE'S OPEN PO TO LOWE'S	81.04
PO222817-005	SOUTHERN CALIFORNIA NEWS GROUP	ADVERTISE/C&I - SCIENCE ADOPTI ADVERTISE/C&I - SCIENCE ADOPTI	470.00
PO223396-011	MACGUYZ	SPECIAL SERVICES - OPEN PO - T SPECIAL SERVICES - OPEN PO - T	111.54
PO224927-001	OFFICE & ERGONOMIC SOLUTIONS	OFFICE FURNITURE OFFICE FURNITURE	3,098.07
PO225027-001	MRS. NELSONS BOOK COMPANY LLC	KIMBERLY, HSS AND WinR KIMBERLY, HSS AND WinR	4,859.93
PO225029-001	MRS. NELSON'S BOOK COMPANY	CRAFTON - MATH/WinR CRAFTON - MATH/WinR	6,965.68
PO225295-001	USAD	SPLY/CVHS SPLY/CVHS	749.00
PO225335-001	PARTY PLUS RENTALS LLC	PANKCAKE BREAKFAST FOR TESTING PANKCAKE BREAKFAST FOR TESTING	530.00
PO225481-001	SCHOOL PORTRAITS BY ADAMS	OPEN PO	3,203.76

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Transmittal Number: 22001318-0

Reference	Vendor	Description	Amount
		OPEN PO	
PO225791-001	SCHOLASTIC INC	SUPPLEMENTAL CLASSROOM BKS/HIG	148.30
		SUPPLEMENTAL CLASSROOM BKS/HIG	
PO225791-002	SCHOLASTIC INC	SUPPLEMENTAL CLASSROOM BKS/HIG	1,041.27
		SUPPLEMENTAL CLASSROOM BKS/HIG	
PO225791-003	SCHOLASTIC INC	SUPPLEMENTAL CLASSROOM BKS/HIG	5.32
		SUPPLEMENTAL CLASSROOM BKS/HIG	
PO225854-001	SCHOOL SPECIALTY	STEAM SUPPLEMENTAL MANIPULATIV	127.84
		STEAM SUPPLEMENTAL MANIPULATIV	
PO225916-001	ATKINSON ANDELSON LOYA	****RUSH**** SPECIAL SERVICES	85.00
		****RUSH**** SPECIAL SERVICES	
PO226067-001	SAN BERNARDINO CO SUPT OF SCH	CONFERENCE-RECRUITMENT	100.00
		CONFERENCE-RECRUITMENT	
PO226090-001	LAKESHORE LEARNING MATERIALS	LAKESHORE OPEN PO	991.01
		LAKESHORE OPEN PO	
PO226097-001	OFFICE DEPOT	OFFICE DEPOT/OFFICE SUPPLIES	1,833.64
		OFFICE DEPOT/OFFICE SUPPLIES	
PO226103-001	OFFICE DEPOT	Office supplies	54.34
		Office supplies	
PO226103-002	OFFICE DEPOT	Office supplies	7.06
		Office supplies	
PO226119-001	SAN BERNARDINO MUNICIPAL	FEE/SVS CTR /BEATTIE	180.00
		FEE/SVS CTR /BEATTIE	
PV223414-001	MAYO, CRYSTAL	REIMBURSEMENT/MENTONE	180.92
PV223436-001	RAMPART SECURITY SOLUTIONS INC	TAGG COMP EQPT/TECH	3,135.87
PV223437-001	WALSH & ASSOCIATES APC	LEGAL FEES/RISK	209.00
		Transmittal Total	32,475.30
		Fund Summary: Fund 01	32,475.30

Transmittal Number: 22001319-0 AUDIT

PV223410-001	U S BANK CORPORATE	CALCARD/SPECIAL SERVICES	8,533.00
		Transmittal Total	8,533.00
		Fund Summary: Fund 01	8,533.00

Transmittal Number: 22001319-0

PV223409-001	U S BANK CORPORATE	CALCARD/STUDENT SERVICES	143.46
PV223411-001	U S BANK CORPORATE	CALCARD/BRYN MAWR	310.25
PV223412-001	U S BANK CORPORATE	CALCARD/ADULT ED	500.00

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Transmittal Number: 22001319-0

		Transmittal Total	953.71
	Fund Summary:	**Fund 01**	453.71
		Fund 11	500.00

Transmittal Number: 22001320-0 AUDIT

Reference	Vendor	Description	Amount
PV223413-001	U S BANK CORPORATE	CALCARD/CNS	6,734.51
PV223417-001	U S BANK CORPORATE	CALCARD/BUSINESS SERVICES	155.19
		Transmittal Total	6,889.70

	Fund Summary:	**Fund 01**	155.19
		Fund 13	6,734.51

Transmittal Number: 22001320-0

PV223415-001	U S BANK CORPORATE	CALCARD/SUPERINTENDENT	62.95
PV223416-001	U S BANK CORPORATE	CALCARD/BUSINESS SERVICES	826.00
		Transmittal Total	888.95

	Fund Summary:	**Fund 01**	888.95

Transmittal Number: 22001321-0 AUDIT

PV223420-001	U S BANK CORPORATE	CALCARD/BEATTIE ASB	2,991.60
		Transmittal Total	2,991.60

	Fund Summary:	**Fund 01**	2,991.60

Transmittal Number: 22001321-0

CM220128-001	U S BANK CORPORATE	CALCARD/SUPERINTENDENT	(200.00)
PV223418-001	U S BANK CORPORATE	CALCARD/CRAM ELEMENTARY	345.85
PV223419-001	U S BANK CORPORATE	CALCARD/ASB LEADERSHIP	668.72
PV223421-001	U S BANK CORPORATE	CALCARD/SUPERINTENDENT	3,490.22
		Transmittal Total	4,304.79

	Fund Summary:	**Fund 01**	4,304.79

Transmittal Number: 22001322-0 AUDIT

PV223422-001	U S BANK CORPORATE	CALCARD/CVHS	2,480.49
		Transmittal Total	2,480.49

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Transmittal Number: 22001322-0 AUDIT

		Fund Summary: Fund 01	2,480.49

Transmittal Number: 22001322-0

Reference	Vendor	Description	Amount
CM220129-001	U S BANK CORPORATE	CALCARD/CVHS	(50.70)
PV223423-001	U S BANK CORPORATE	CALCARD/ACC/EC	17.22
PV223425-001	U S BANK CORPORATE	CALCARD/RHS	2,940.83
PV223426-001	U S BANK CORPORATE	CALCARD/DO EL & PARENT ENGAGEM	1,815.52
		Transmittal Total	4,722.87
		Fund Summary: Fund 01	4,722.87

Transmittal Number: 22001322-1 AUDIT

PV223424-001	U S BANK CORPORATE	CALCARD/CATEGORICAL PROGRAMS	3,149.09
		Transmittal Total	3,149.09
		Fund Summary: Fund 01	3,149.09

Transmittal Number: 22001323-0 AUDIT

PO225341-001	HOME DEPOT CREDIT SERVICES	OPEN PURCHASE ORDER TO HOME DE OPEN PURCHASE ORDER TO HOME DE	128.22
		Transmittal Total	128.22
		Fund Summary: Fund 01	128.22

Transmittal Number: 22001323-0

PO220272-491	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	648.61
PO220272-492	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	109.68
PO220272-493	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	70.99
PO220272-494	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	130.99
PO225486-001	HOME DEPOT CREDIT SERVICES	CRAF/CUSTODIAL CRAF/CUSTODIAL	(136.22)
PO225486-002	HOME DEPOT CREDIT SERVICES	CRAF/CUSTODIAL CRAF/CUSTODIAL	2,029.51
PO225486-003	HOME DEPOT CREDIT SERVICES	CRAF/CUSTODIAL CRAF/CUSTODIAL	136.22

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Reference	Vendor	Description	Amount
PO225887-001	HOME DEPOT CREDIT SERVICES	CLASSROOM SUPPLY ORWD/ CTE CLASSROOM SUPPLY ORWD/ CTE	(171.83)
PO225887-002	HOME DEPOT CREDIT SERVICES	CLASSROOM SUPPLY ORWD/ CTE CLASSROOM SUPPLY ORWD/ CTE	442.50
PO225887-003	HOME DEPOT CREDIT SERVICES	CLASSROOM SUPPLY ORWD/ CTE CLASSROOM SUPPLY ORWD/ CTE	171.83
		Transmittal Total	3,432.28
		Fund Summary: Fund 01	3,432.28

Transmittal Number: 22001324-0 AUDIT

PV223427-001	REVOLVING CASH FUND	PETTY CASH REIMB/REVHS	156.53
PV223428-001	REVOLVING CASH FUND	PETTY CASH REIMB/P.O.#224977	895.00
PV223429-001	REVOLVING CASH FUND	PETTY CASH REIMB/MARIPOSA ELEM	175.78
PV223430-001	REVOLVING CASH FUND	PETTY CASH REIMB/MENTONE ELEM	98.55
PV223431-001	REVOLVING CASH FUND	PETTY CASH REIMB/UNIVERSITY OF	4,956.25
PV223432-001	REVOLVING CASH FUND	PETTY CASH REIMB/HARVEST TABLE	3,674.87
PV223433-001	REVOLVING CASH FUND	PETTY CASH REIMB/CVHS	255.65
PV223434-001	REVOLVING CASH FUND	PETTY CASH REIMB/FOX BANQUETS	4,750.00
PV223435-001	REVOLVING CASH FUND	PETTY CASH REIMB/CVHS	234.99
		Transmittal Total	15,197.62
		Fund Summary: Fund 01	15,197.62

Transmittal Number: 22001325-0

PV223438-001	U S BANK CORPORATE	CALCARD/LUGONIA	1,524.87
PV223439-001	U S BANK CORPORATE	CALCARD/BEATTIE MIDDLE SCHOOL	657.97
		Transmittal Total	2,182.84
		Fund Summary: Fund 01	2,182.84

Transmittal Number: 22001326-0 AUDIT

PO225252-001	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5 HMH, JOURNEYS K-5	165,540.00
PO225252-002	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5 HMH, JOURNEYS K-5	13,995.72
PO225252-003	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5 HMH, JOURNEYS K-5	3,971.73
PO225252-004	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5	5,284.56

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Reference	Vendor	Description		Amount
		HMH, JOURNEYS K-5		
PO225252-005	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		6,998.86
		HMH, JOURNEYS K-5		
PO225252-006	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		11,928.09
		HMH, JOURNEYS K-5		
PO225252-007	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		3,031.69
		HMH, JOURNEYS K-5		
PO225252-008	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		6,554.56
		HMH, JOURNEYS K-5		
PO225252-009	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		4,432.66
		HMH, JOURNEYS K-5		
PO225252-010	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		7,030.21
		HMH, JOURNEYS K-5		
PO225252-011	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		6,002.39
		HMH, JOURNEYS K-5		
PO225252-012	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		11,381.35
		HMH, JOURNEYS K-5		
PO225252-013	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		6,257.75
		HMH, JOURNEYS K-5		
PO225252-014	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		6,881.70
		HMH, JOURNEYS K-5		
PO225252-015	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		1,905.44
		HMH, JOURNEYS K-5		
PO225252-016	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		1,492.21
		HMH, JOURNEYS K-5		
PO225252-017	HOUGHTON MIFFLIN HARCOURT	HMH, JOURNEYS K-5		750.29
		HMH, JOURNEYS K-5		
			Transmittal Total	263,439.21
		Fund Summary:	**Fund 01**	263,439.21

Transmittal Number: 22001327-0 AUDIT

PV223440-001	U S BANK CORPORATE	CALCARD/MOORE MIDDLE SCHOOL		1,699.00
			Transmittal Total	1,699.00
		Fund Summary:	**Fund 01**	1,699.00

Transmittal Number: 22001328-0

PV223441-001	LOCK, PETER	MILEAGE - ACC	92.43
PV223442-001	MASSARO, DAVID	MILEAGE - TECH SERVICES	55.41

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Reference	Vendor	Description	Amount
PV223443-001	MARTINEZ, DANIEL	MILEAGE - SPECIAL SERVICES	6.85
PV223444-001	MCCORMICK, ROXANNE	MILEAGE - SPECIAL SERVICES	53.29
PV223445-001	MEDINA, JASMIN	MILEAGE - SPECIAL SERVICES	70.38
PV223446-001	OROPEZA, IRMA	MILEAGE - FACE LIASON	61.42
PV223447-001	PENNINGTON, ALEXIS	MILEAGE/CNS	0.88
PV223448-001	PETERSEN, AARIKA	MILEAGE - SPECIAL SERVICES	3.86
PV223449-001	PETERSEN, AARIKA	MILEAGE - SPECIAL SERVICES	22.35
PV223451-001	PIERCE, SUSAN	MILEAGE - HOME/HOSPITAL	30.71
PV223453-001	PROVENCHER, DONNA	MILEAGE - HOME/HOSPITAL	25.27
PV223458-001	REYNOSO, NICOLE	MILEAGE - SPECIAL SERVICES	67.85
PV223461-001	RIVERA, AMANDA	MILEAGE - SPECIAL SERVICES	44.87
PV223463-001	WILSON, NICOLETTE	MILEAGE - FACE LIASON	44.58
PV223465-001	SIGMON, REBECCA	MILEAGE - BUSINESS SERVICES	14.80
PV223467-001	LOUGH, NICHOLAS	MILEAGE - SPECIAL SERVICES	149.97
		Transmittal Total	744.92

Fund Summary:	**Fund 01**	744.04
	Fund 13	0.88

Transmittal Number: 22001329-0

PV223450-001	APODACA, SHANNON	MILEAGE REIMBURSEMENT	367.97
PV223452-001	ARROYO, JACOB	MILEAGE REIMBURSEMENT	105.65
PV223454-001	CARLOS, ALEXANDRA	MILEAGE REIMBURSEMENT	33.05
PV223455-001	CAPRARA, ERYNE	MILEAGE REIMBURSEMENT	36.97
PV223456-001	ESPINOZA, NORMA	MILEAGE REIMBURSEMENT	93.60
PV223457-001	FISHER, SARA	MILEAGE REIMBURSEMENT	33.64
PV223459-001	GARCIA, GLORIA	MILEAGE REIMBURSEMENT	114.66
PV223460-001	HOFFMAN, NICOLE	MILEAGE REIMBURSEMENT	30.71
PV223462-001	HOLT, RYAN	MILEAGE REIMBURSEMENT	34.63
		Transmittal Total	850.88

Fund Summary:	**Fund 01**	850.88

Transmittal Number: 22001330-0

PV223464-001	OHANIAN, SOPHIA	CONFERENCE REIMBURSEMENT/CVHS	75.45
PV223466-001	ZINNER, WENDY	CONFERENCE- MIDDLE SCHOOLS	2.22
PV223468-001	MORRIS, TEMIKA	CONFERENCE - MOORE	9.00
PV223469-001	REESE, HELGA	CONFERENCE - MOORE	158.96
		Transmittal Total	245.63

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Transmittal Number: 22001330-0

			Fund Summary: **Fund 01**	245.63

Transmittal Number: 22001331-0 AUDIT

Reference	Vendor	Description	Amount
PO224242-001	APPLE COMPUTER INC	MACBOOK MACBOOK	3,875.41
PO224487-001	CREATIVE MATHEMATICS	4SUPPLEMENTAL INSTRUCTIONAL MA 4SUPPLEMENTAL INSTRUCTIONAL MA	2,007.50
PO224760-001	BAROBO INC	CSTEM INSTR MATERIALS / ED SVC CSTEM INSTR MATERIALS / ED SVC	53,227.94
PO224900-001	GARNER HOLT EDUCATION	GHP VIRTUAL FIELD TRIP GHP VIRTUAL FIELD TRIP	10,803.71
PO225173-001	APPLE COMPUTER INC	SPEC SERV AT TECHNOLOGY SPEC SERV AT TECHNOLOGY	984.58
PO225245-001	HOUGHTON MIFFLIN HARCOURT	ENGLISH 3D, MOORE ENGLISH 3D, MOORE	1,442.03
PO225247-001	HOUGHTON MIFFLIN HARCOURT	ENGLISH 3D, CLEMENT ENGLISH 3D, CLEMENT	1,297.82
PO225492-001	APPLE COMPUTER INC	TAGG COMP EQUIP / ADMIN IPADS TAGG COMP EQUIP / ADMIN IPADS	36,921.56
PO225526-001	HOUGHTON MIFFLIN HARCOURT	Supplemental Books Supplemental Books	27,781.51
PO225526-002	HOUGHTON MIFFLIN HARCOURT	Supplemental Books Supplemental Books	7,445.40
PO225526-003	HOUGHTON MIFFLIN HARCOURT	Supplemental Books Supplemental Books	36,996.80
		Transmittal Total	182,784.26
		Fund Summary: **Fund 01**	182,784.26

Transmittal Number: 22001331-0

PO221257-006	BARNES AND NOBLE	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	159.44
PO221540-007	BLUE RIBBON INK & THREAD	OPEN/INCENTIVES/SIGNAGE/MSSN OPEN/INCENTIVES/SIGNAGE/MSSN	783.00
PO221728-003	BSN SPORTS LLC	RHS/ATHLETICS SUPPLY RHS/ATHLETICS SUPPLY	26.44
PO221728-004	BSN SPORTS LLC	RHS/ATHLETICS SUPPLY RHS/ATHLETICS SUPPLY	1,560.05
PO224258-001	AARDVARK CLAY & SUPPLY	SPLY/CVHS SPLY/CVHS	358.55

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Reference	Vendor	Description	Amount
PO224635-001	CALIFORNIA ADULT EDUCATION	EMAILED//CONFERENCE/ADED/SBC6 EMAILED//CONFERENCE/ADED/SBC6	155.00
PO224638-001	CALIFORNIA ADULT EDUCATION	MEMBERSHIP FEES/ADED/SBC6 MEMBERSHIP FEES/ADED/SBC6	500.00
PO224849-002	FOLLETT	BOOKS/CLEM BOOKS/CLEM	412.49
PO224863-002	BLUE RIBBON INK & THREAD	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	334.95
PO225326-001	ACCURATE INDEX	INDEX SHEETS - OUTSDE PRNT/BMS INDEX SHEETS - OUTSDE PRNT/BMS	2,517.95
PO225404-001	ADAPTIVE TECH SOLUTIONS LLC	SPECIAL SERVICES - MOD/SEV SPECIAL SERVICES - MOD/SEV	43.05
PO225453-001	BARNES AND NOBLE	SUPPLEMENTAL SEL BOOKS SUPPLEMENTAL SEL BOOKS	300.04
		Transmittal Total	7,150.96

Fund Summary:	**Fund 01**	6,495.96
	Fund 11	655.00

Transmittal Number: 22001332-0

PO221211-010	VERIZON WIRELESS	COPE/TECHNOLOGY COPE/TECHNOLOGY	97.85
PV222366-106	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	144.88
PV222366-107	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	339.02
PV222366-108	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	88.57
PV222366-109	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	20.62
PV222366-110	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	153.88
PV222366-111	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	209.89
PV222434-021	EAST VALLEY WATER DISTRICT	WATER	70.27
PV222434-022	EAST VALLEY WATER DISTRICT	WATER	358.09
PV222434-023	EAST VALLEY WATER DISTRICT	WATER	2,098.49
PV222434-024	EAST VALLEY WATER DISTRICT	WATER	1,448.69
PV222434-025	EAST VALLEY WATER DISTRICT	WATER	4,669.42
PV222434-026	EAST VALLEY WATER DISTRICT	WATER	70.27
PV222434-027	EAST VALLEY WATER DISTRICT	WATER	70.27
PV223471-001	EAST VALLEY WATER DISTRICT	UTILITY/EAST VALLEY WATER DIST	72.25
PV223472-001	EAST VALLEY WATER DISTRICT	UTILITY/EAST VALLEY WATER DIST	404.99
PV223473-001	FRONTIER	UTILITY/FRONTIER	599.19
PV223474-001	FRONTIER	UTILITY/FRONTIER	80.98
PV223475-001	FRONTIER	UTILITY/FRONTIER	573.31

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Reference	Vendor	Description	Amount
PV223476-001	FRONTIER	UTILITY/FRONTIER	9,662.14
PV223477-001	SOUTHERN CALIFORNIA EDISON CO	UTILITY/SOCAL EDISON	35,862.03
		Transmittal Total	57,095.10
		Fund Summary: Fund 01	57,095.10

Transmittal Number: 22001333-0

PO220075-017	FRANKLIN TRUCK PARTS INC	OPEN/SPLY/TRAN	62.53
		OPEN/SPLY/TRAN	
PO220080-028	EDPO LLC	need email OPEN/PROPANE/TRAN	1,068.37
		need email OPEN/PROPANE/TRAN	
PO220080-029	EDPO LLC	need email OPEN/PROPANE/TRAN	1,726.59
		need email OPEN/PROPANE/TRAN	
PO220080-030	EDPO LLC	need email OPEN/PROPANE/TRAN	1,602.78
		need email OPEN/PROPANE/TRAN	
PO220185-106	GRAINGER INC.	OPEN/SPLY/SRV CTR	152.97
		OPEN/SPLY/SRV CTR	
PO220185-107	GRAINGER INC.	OPEN/SPLY/SRV CTR	76.21
		OPEN/SPLY/SRV CTR	
PO220185-108	GRAINGER INC.	OPEN/SPLY/SRV CTR	285.17
		OPEN/SPLY/SRV CTR	
PO220185-109	GRAINGER INC.	OPEN/SPLY/SRV CTR	52.96
		OPEN/SPLY/SRV CTR	
PO220188-012	DINOSAUR TIRE & ROAD SRV INC	OPEN/EQUIP/RPR/SRV CTR	601.55
		OPEN/EQUIP/RPR/SRV CTR	
PO220188-013	DINOSAUR TIRE & ROAD SRV INC	OPEN/EQUIP/RPR/SRV CTR	(80.65)
		OPEN/EQUIP/RPR/SRV CTR	
PO220189-058	HASA INC	OPEN/SPLY/SRV CTR	414.09
		OPEN/SPLY/SRV CTR	
PO220240-039	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR	7,510.00
		OPEN/REPAIR/SVS CTR	
PO220240-040	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR	2,675.00
		OPEN/REPAIR/SVS CTR	
PO220240-041	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR	714.26
		OPEN/REPAIR/SVS CTR	
PO220240-042	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR	711.09
		OPEN/REPAIR/SVS CTR	
PO220240-043	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR	836.72
		OPEN/REPAIR/SVS CTR	
PO220240-044	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR	255.75

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Reference	Vendor	Description	Amount
		OPEN/REPAIR/SVS CTR	
PO220240-045	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR	2,878.00
		OPEN/REPAIR/SVS CTR	
PO220240-046	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR	445.70
		OPEN/REPAIR/SVS CTR	
PO220260-015	HIRSCH PIPE & SUPPLY CO INC	OPEN/SPLY/SRV CTR	102.97
		OPEN/SPLY/SRV CTR	
PO220261-049	HEEMSTRA SIGNS	OPEN/SPLY/SRV CTR	563.33
		OPEN/SPLY/SRV CTR	
PO220261-050	HEEMSTRA SIGNS	OPEN/SPLY/SRV CTR	384.05
		OPEN/SPLY/SRV CTR	
PO220261-051	HEEMSTRA SIGNS	OPEN/SPLY/SRV CTR	84.83
		OPEN/SPLY/SRV CTR	
PO220272-495	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	1,245.18
		OPEN/SPLY/SRV CTR	
PO220272-496	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	147.08
		OPEN/SPLY/SRV CTR	
PO220272-497	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	19.37
		OPEN/SPLY/SRV CTR	
PO220272-498	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	183.49
		OPEN/SPLY/SRV CTR	
PO220272-499	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	6.32
		OPEN/SPLY/SRV CTR	
PO220272-500	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	31.62
		OPEN/SPLY/SRV CTR	
PO220272-501	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	61.16
		OPEN/SPLY/SRV CTR	
PO220272-502	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	466.46
		OPEN/SPLY/SRV CTR	
PO220272-503	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	20.43
		OPEN/SPLY/SRV CTR	
PO220272-504	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	210.39
		OPEN/SPLY/SRV CTR	
PO220407-010	EMERGENCY RESPONSE SYSTEMS INC	SECURITY/SRV CTR	415.00
		SECURITY/SRV CTR	
PO220407-011	EMERGENCY RESPONSE SYSTEMS INC	SECURITY/SRV CTR	380.00
		SECURITY/SRV CTR	
PO222714-004	AARDVARK CLAY & SUPPLY	RHS CERAMICS SUPPLY	61.44
		RHS CERAMICS SUPPLY	
		Transmittal Total	26,372.21

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	Fund Summary:	**Fund 01**	26,372.21

Transmittal Number: 22001334-0 AUDIT

Reference	Vendor	Description	Amount
PO220079-192	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	712.74
PO220408-010	THE LLOYD PEST	OPEN/PEST CONTROL/SRV CTR OPEN/PEST CONTROL/SRV CTR	6,633.00
PO223445-020	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A SPEC SERV CONSULTANT > 5,000 A	20,945.25
PO223445-021	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A SPEC SERV CONSULTANT > 5,000 A	16,100.00
PO223445-022	SOLIANT HEALTH	SPEC SERV CONSULTANT > 5,000 A SPEC SERV CONSULTANT > 5,000 A	10,844.84
PO225933-001	THE LLOYD PEST	PEST/SPECIAL SERVICES PEST/SPECIAL SERVICES	975.00
PO225934-001	THE LLOYD PEST	PEST/MOORE PEST/MOORE	625.00
PO226058-001	THE LLOYD PEST	PEST/OHS PEST/OHS	1,050.00
		Transmittal Total	57,885.83
	Fund Summary:	**Fund 01**	57,885.83

Transmittal Number: 22001334-0

PO220044-032	INLAND EMPIRE STAGES LTD	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	721.35
PO220044-033	INLAND EMPIRE STAGES LTD	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	806.40
PO220063-004	ASSURED FIRE SYSTEMS INC	OPEN/RPR/SRV CTR OPEN/RPR/SRV CTR	932.00
PO220078-017	CERTIFIED TRANSPORTATION SRV	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	1,030.70
PO220078-018	CERTIFIED TRANSPORTATION SRV	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	643.50
PO220078-019	CERTIFIED TRANSPORTATION SRV	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	643.50
PO220079-187	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	484.50
PO220079-188	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	484.50

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Reference	Vendor	Description	Amount
PO220079-189	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	646.74
PO220079-190	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	646.74
PO220079-191	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	712.74
PO220079-193	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	556.26
PO220079-194	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	549.24
PO220079-195	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	549.24
PO220093-011	H & L CHARTER CO INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	1,301.00
PO220093-012	H & L CHARTER CO INC	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	1,079.00
PO220252-036	SONSHIP PAINTING	OPEN/PAINT/SVS CTR OPEN/PAINT/SVS CTR	8,400.00
PO220378-016	ROBERT JOHNSON CONSTRUCTION	OPEN/REPAIR/SVS CTR OPEN/REPAIR/SVS CTR	2,788.00
PO220576-004	GARNER HOLT EDUCATION	OPEN PO/CLEMENT OPEN PO/CLEMENT	11,795.39
PO220577-003	GARNER HOLT EDUCATION	OPEN PO/VICTORIA OPEN PO/VICTORIA	372.84
PO220578-005	GARNER HOLT EDUCATION	OPEN PO/FRANKLIN OPEN PO/FRANKLIN	4,981.60
PO221764-010	STUDENT TRANSPORTATION	SPECIAL SERVICES TRANSPORTATIO SPECIAL SERVICES TRANSPORTATIO	30,567.18
PO223345-043	STARKS ENTERPRISES	FN///SPECIAL SERVICES-TRANSPOR FN///SPECIAL SERVICES-TRANSPOR	1,992.40
PO225673-003	STARKS ENTERPRISES	OPEN/FLD TRIP/TRAN OPEN/FLD TRIP/TRAN	1,505.28
PO226038-001	PROPS AV LLC	COPE/ASB COPE/ASB	600.00
		Transmittal Total	74,790.10
		Fund Summary: Fund 01	74,790.10

Transmittal Number: 22001335-0 AUDIT

PO225713-001	RON CLARK ACADEMY INC	Ron Clark Academy (registratio	995.00

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Transmittal Number: 22001335-0 AUDIT

Reference	Vendor	Description	Amount
		Ron Clark Academy (registratio	
PO225713-002	RON CLARK ACADEMY INC	Ron Clark Academy (registratio	995.00
		Ron Clark Academy (registratio	
PO225713-003	RON CLARK ACADEMY INC	Ron Clark Academy (registratio	995.00
		Ron Clark Academy (registratio	
PO225859-001	USAD	SPLY/RHS	2,687.15
		SPLY/RHS	
		Transmittal Total	5,672.15
		Fund Summary: Fund 01	5,672.15

Transmittal Number: 22001335-0

PO220041-002	LOS ANGELES TRUCK CENTERS LLC	OPEN/PARTS/TRAN	370.55
		OPEN/PARTS/TRAN	
PO220073-129	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	81.86
		OPEN/SPLY/TRAN	
PO220073-130	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	318.01
		OPEN/SPLY/TRAN	
PO220073-131	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	46.81
		OPEN/SPLY/TRAN	
PO220074-009	STATEWIDE TOWING & RECOVERY	OPEN/SVC/TRAN	431.25
		OPEN/SVC/TRAN	
PO220074-010	STATEWIDE TOWING & RECOVERY	OPEN/SVC/TRAN	189.75
		OPEN/SVC/TRAN	
PO220085-017	WINZER CORPORATION	OPEN/SPLY/TRANS	99.67
		OPEN/SPLY/TRANS	
PO220085-018	WINZER CORPORATION	OPEN/SPLY/TRANS	400.65
		OPEN/SPLY/TRANS	
PO220099-046	PARKHOUSE TIRE INC	OPEN/SPLY/FEES/LABOR/TRAN	531.76
		OPEN/SPLY/FEES/LABOR/TRAN	
PO220099-047	PARKHOUSE TIRE INC	OPEN/SPLY/FEES/LABOR/TRAN	596.38
		OPEN/SPLY/FEES/LABOR/TRAN	
PO220099-048	PARKHOUSE TIRE INC	OPEN/SPLY/FEES/LABOR/TRAN	1,093.07
		OPEN/SPLY/FEES/LABOR/TRAN	
PO220099-049	PARKHOUSE TIRE INC	OPEN/SPLY/FEES/LABOR/TRAN	1,030.23
		OPEN/SPLY/FEES/LABOR/TRAN	
PO220100-025	MOBILE FLEET WASH	OPEN/TRAN	579.00
		OPEN/TRAN	
PO220162-025	MOBILE FLEET WASH	OPEN/MOBILE WASH/ TECH SVCS	42.00
		OPEN/MOBILE WASH/ TECH SVCS	

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Reference	Vendor	Description	Amount
PO220383-021	TURF STAR	OPEN/SPLY/SVS CTR	2,320.22
		OPEN/SPLY/SVS CTR	
PO220387-099	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	65.25
		OPEN/SPLY/SRV CTR	
PO220387-100	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	142.29
		OPEN/SPLY/SRV CTR	
PO220388-116	OREILLY AUTO PARTS	OPEN/SPLY/SRV CTR	29.09
		OPEN/SPLY/SRV CTR	
PO220392-056	UNITED REFRIGERATION INC	OPEN/SPLY/SRV CTR	947.95
		OPEN/SPLY/SRV CTR	
PO220392-057	UNITED REFRIGERATION INC	OPEN/SPLY/SRV CTR	147.85
		OPEN/SPLY/SRV CTR	
PO220395-038	SHILPARK PAINT CORPORATION	OPEN/SPLY/SRV CTR	364.88
		OPEN/SPLY/SRV CTR	
PO220405-011	LANGUAGE LINE SERVICES	OPEN /FEES /CAT	1,356.36
		OPEN /FEES /CAT	
PO221095-005	SAN BDNO CO SUPT OF SCHOOLS	SPECIAL SERV PCM TRAINING OPEN	985.00
		SPECIAL SERV PCM TRAINING OPEN	
PO221188-010	LOWE'S	OPEN/CUST/VICT	11.35
		OPEN/CUST/VICT	
PO222015-005	LHP MUSIC INC	OPEN PO/ INSTRUMENT REPAIR/ MO	129.30
		OPEN PO/ INSTRUMENT REPAIR/ MO	
PO222982-001	SAN BDNO CO SUPT OF SCHOOLS	OMS EL TRAINING (virtual) / AR	150.00
		OMS EL TRAINING (virtual) / AR	
PO223714-003	SOUTHWEST SCHOOL SUPPLY	STOCK/WAREHOUSE	43.50
		STOCK/WAREHOUSE	
PO224307-002	SCHOOL SPECIALTY LLC	STOCK/WARE	445.88
		STOCK/WARE	
PO224611-001	SIGNTEX LIGHTING INC	EMERGENCY EXIT LIGHTS/CVHS THE	1,104.20
		EMERGENCY EXIT LIGHTS/CVHS THE	
PO224745-001	UNIVERSITY OF REDLANDS	Conference / Arroyo	360.00
		Conference / Arroyo	
PO224747-001	UNIVERSITY OF REDLANDS	FEES/ Arroyo	330.00
		FEES/ Arroyo	
PO224850-002	LHP MUSIC INC	RHS BAND SUPPLIES	897.56
		RHS BAND SUPPLIES	
PO225020-001	TEXTBOOK WAREHOUSE LLC	VICTORIA, MIF & WinR	93.31
		VICTORIA, MIF & WinR	
PO225020-002	TEXTBOOK WAREHOUSE LLC	VICTORIA, MIF & WinR	88.09
		VICTORIA, MIF & WinR	

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Reference	Vendor	Description	Amount
PO225366-001	TEACHER DIRECT	SPLY/MOORE SPLY/MOORE	93.16
PO225471-001	PENNINGTON DESIGNS	OPEN PO / Misc Material / FRA OPEN PO / Misc Material / FRA	467.55
PO225601-001	SUSAN TURLEY	FIELD TRIP/KNG FIELD TRIP/KNG	900.00
PO225650-001	SCHOOL SERVICES OF CALIFORNIA	Webinar Registration *waiting Webinar Registration *waiting	275.00
PO225682-001	SCHOOL SERVICES OF CALIFORNIA	CF/ACCTG CF/ACCTG	275.00
PO225696-001	SPHERO INC	INNOVATION GRANT/KNG INNOVATION GRANT/KNG	1,368.18
PO225710-001	SAN BDNO CO SUPT OF SCHOOLS	Consultant Agreement/ SBCSS Consultant Agreement/ SBCSS	7,929.18
PO225748-001	TYPING AGENT	Typing Agent / Arroyo Typing Agent / Arroyo	1,890.00
PO225775-001	LAKESHORE LEARNING MATERIALS	classroom splys/Lug/c classroom splys/Lug/c	576.46
PO225949-001	ALL ABOUT APPAREL INC	CLASSROOM SUPPLY/ ORWD/CTE CLASSROOM SUPPLY/ ORWD/CTE	571.72
PO226043-002	LAKESHORE LEARNING MATERIALS	CRM/OPEN PO LAKESHORE CRM/OPEN PO LAKESHORE	149.40
PO226049-001	UNIVERSITY OF REDLANDS	CONFERENCE U OF R CONFERENCE U OF R	199.00
PO226108-001	WALKER SIGNS	PARTS PARTS	282.84
PO226110-001	OFFICE DEPOT	Office Supply Office Supply	103.24
PO226110-002	OFFICE DEPOT	Office Supply Office Supply	2.49
PO226116-001	OFFICE DEPOT	*RUSH* MUSIC SUPPLIES *RUSH* MUSIC SUPPLIES	248.78
PO226118-001	OFFICE DEPOT	RUSH/Ink /COPE RUSH/Ink /COPE	623.75
PV223478-001	SOUTHWEST SCHOOL SUPPLY	STOCK/WARE	43.50
		Transmittal Total	31,822.32
		Fund Summary: Fund 01	31,822.32

Transmittal Number: 22001336-0

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Transmittal Number: 22001336-0

Reference	Vendor	Description	Amount
PO221558-039	DIAMOND ENVIRONMENTAL SERVICES	RENTAL/SRV CTR	222.05
		RENTAL/SRV CTR	
PO221558-040	DIAMOND ENVIRONMENTAL SERVICES	RENTAL/SRV CTR	293.06
		RENTAL/SRV CTR	
PO221558-041	DIAMOND ENVIRONMENTAL SERVICES	RENTAL/SRV CTR	571.42
		RENTAL/SRV CTR	
		Transmittal Total	1,086.53
		Fund Summary: Fund 01	1,086.53

Transmittal Number: 22001337-0

PO220272-505	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	53.50
		OPEN/SPLY/SRV CTR	
PO220272-506	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	53.83
		OPEN/SPLY/SRV CTR	
PO220272-507	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	31.12
		OPEN/SPLY/SRV CTR	
PO220272-508	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	228.95
		OPEN/SPLY/SRV CTR	
PO220272-509	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	215.72
		OPEN/SPLY/SRV CTR	
PO220272-510	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	31.17
		OPEN/SPLY/SRV CTR	
PO220296-011	HOME DEPOT CREDIT SERVICES	**RUSH** OPEN/SPLY/CLEM	80.68
		RUSH OPEN/SPLY/CLEM	
PO220296-012	HOME DEPOT CREDIT SERVICES	**RUSH** OPEN/SPLY/CLEM	18.12
		RUSH OPEN/SPLY/CLEM	
PO220296-013	HOME DEPOT CREDIT SERVICES	**RUSH** OPEN/SPLY/CLEM	409.47
		RUSH OPEN/SPLY/CLEM	
PO221555-006	HOME DEPOT CREDIT SERVICES	OPEN PURCHASE ORDER TO MAINTAI	179.04
		OPEN PURCHASE ORDER TO MAINTAI	
PO225830-003	HOME DEPOT CREDIT SERVICES	OPEN PO	62.03
		OPEN PO	
PO226106-001	HOME DEPOT CREDIT SERVICES	OPEN PO RUSH NEED BY 6/1/22 OK	(97.90)
		OPEN PO RUSH NEED BY 6/1/22 OK	
PO226106-002	HOME DEPOT CREDIT SERVICES	OPEN PO RUSH NEED BY 6/1/22 OK	850.00
		OPEN PO RUSH NEED BY 6/1/22 OK	
		Transmittal Total	2,115.73
		Fund Summary: Fund 01	2,115.73

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Reference	Vendor	Description	Amount
PO221566-003	CHEM PAK	OPEN PURCHASE ORDER FOR PURCHA OPEN PURCHASE ORDER FOR PURCHA	110.98
PO225145-001	HAND2MIND INC	CRM/1ST GRADE SUPPLIES CRM/1ST GRADE SUPPLIES	51.73
PO225145-002	HAND2MIND INC	CRM/1ST GRADE SUPPLIES CRM/1ST GRADE SUPPLIES	65.24
PO225397-001	GIMKIT INC	SITE LICENSE/COPE SITE LICENSE/COPE	650.00
PO225425-001	FOLLETT	SUPPLEMENTAL CLASSROOM BOOKS/M SUPPLEMENTAL CLASSROOM BOOKS/M	1,182.98
PO225454-001	IMAGE 2000	CRAFTON/COPIER CRAFTON/COPIER	3,544.16
PO225494-001	CA-FCCLA	CONFERENCE/COMPETITION CONFERENCE/COMPETITION	3,179.00
PO225495-001	FLEET REFINISHING SO CAL WRAPS	EPO EPO	8,162.85
PO225511-001	BARNES AND NOBLE	Books for SEL Books for SEL	3,496.41
PO225612-001	EMPIRE BOWL INC	RUSH - FIELD TRIP ON 6/1/22 - RUSH - FIELD TRIP ON 6/1/22 -	128.00
PO225628-001	CBE	COPIER COPIER	8,594.31
PO225653-001	HARKINS THEATERS	FIELD TRIP FIELD TRIP	1,198.00
PO225667-001	IMAGE 2000	Copy of RISO Machine Copy of RISO Machine	3,352.76
PO225690-001	DEMIDEC CORPORATION	SPLY/RHS SPLY/RHS	1,455.08
PO225698-001	HATCHING RESULTS LLC	ooSIGN///CONFERENCE/ EACD ooSIGN///CONFERENCE/ EACD	599.00
PO225774-001	C C IMEX DBA EMBI TEC	SPLY/CVHS TAG SPLY/CVHS TAG	5,976.54
PO225847-001	HAND2MIND INC	MATERIAL AND SUPPLIES THAT SUP MATERIAL AND SUPPLIES THAT SUP	936.95
PO225895-001	GREGS GARAGE	RHS / ATHLETICS RHS / ATHLETICS	602.55

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Reference	Vendor	Description	Amount
PO225924-001	GULF COAST STATE COLLEGE	E//CONF///REGISTRATION FEE E//CONF///REGISTRATION FEE	650.00
PO225932-001	KEN GRODY REDLANDS LLC	REPAIR EPO REPAIR EPO	2,488.61
PO225987-001	FLAGHOUSE INC	E RHS PE SUPPLY E RHS PE SUPPLY	1,187.62
PO225987-002	FLAGHOUSE INC	E RHS PE SUPPLY E RHS PE SUPPLY	588.82
PO225987-003	FLAGHOUSE INC	E RHS PE SUPPLY E RHS PE SUPPLY	199.11
PO226071-001	IMAGE 2000	**RUSH** Riso / Kimberly **RUSH** Riso / Kimberly	3,639.86
PO226093-001	DIGITAL DOLPHIN SUPPLIES	Copy of E SPLY/MCKN Copy of E SPLY/MCKN	195.53
PO226107-001	DRAYSON CENTER	**RUSH** 2ND GRADE DRAYSON CE **RUSH** 2ND GRADE DRAYSON CE	878.25
PO226109-001	HIGHLAND CHAMBER OF COMMERCE	MEMBERSHIP MEMBERSHIP	600.00
PO226131-001	JOJO'S GRILL A DOG	8th Grade Event / Moore 8th Grade Event / Moore	4,148.38
		Transmittal Total	57,862.72
		Fund Summary: Fund 01	57,862.72

Transmittal Number: 22001339-0 AUDIT

PO224634-003	AZIZ FARMS INC	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	14,400.00
PO225320-003	3 WIRE LLC	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	2,284.13
		Transmittal Total	16,684.13
		Fund Summary: Fund 13	16,684.13

Transmittal Number: 22001339-0

PO220845-032	ALLIED REFRIGERATION INC	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	163.17
PO220845-033	ALLIED REFRIGERATION INC	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	530.00
PO220845-034	ALLIED REFRIGERATION INC	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	153.88

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Transmittal Number: 22001339-0

Reference	Vendor	Description	Amount
PO220845-035	ALLIED REFRIGERATION INC	OPEN PURCHASE ORDER	179.48
		OPEN PURCHASE ORDER	
PO220845-036	ALLIED REFRIGERATION INC	OPEN PURCHASE ORDER	60.20
		OPEN PURCHASE ORDER	
PO221111-007	FORM PLASTICS COMPANY	OPEN PURCHASE ORDER	1,243.52
		OPEN PURCHASE ORDER	
PO221111-008	FORM PLASTICS COMPANY	OPEN PURCHASE ORDER	3,364.83
		OPEN PURCHASE ORDER	
PO223528-019	BIZON GROUP INC	OPEN PURCHASE ORDER	977.66
		OPEN PURCHASE ORDER	
PO223528-020	BIZON GROUP INC	OPEN PURCHASE ORDER	968.67
		OPEN PURCHASE ORDER	
PO226128-001	MEWE INC	SPLY/CNS	80.00
		SPLY/CNS	
		Transmittal Total	7,721.41
		Fund Summary: Fund 13	7,721.41

Transmittal Number: 22001340-0 AUDIT

PO220883-071	P & R PAPER SUPPLY	OPEN PURCHASE ORDER	1,373.09
		OPEN PURCHASE ORDER	
PO220883-072	P & R PAPER SUPPLY	OPEN PURCHASE ORDER	2,682.94
		OPEN PURCHASE ORDER	
PO220883-073	P & R PAPER SUPPLY	OPEN PURCHASE ORDER	1,708.35
		OPEN PURCHASE ORDER	
PO220883-074	P & R PAPER SUPPLY	OPEN PURCHASE ORDER	996.30
		OPEN PURCHASE ORDER	
PO220883-075	P & R PAPER SUPPLY	OPEN PURCHASE ORDER	11,292.04
		OPEN PURCHASE ORDER	
		Transmittal Total	18,052.72
		Fund Summary: Fund 13	18,052.72

Transmittal Number: 22001340-0

PO221031-018	GOLD STAR FOODS INC	OPEN PURCHASE ORDER	156,848.19
		OPEN PURCHASE ORDER	
PO224154-004	WAXIE SANITARY SUPPLY	OPEN PURCHASE ORDER	1,697.19
		OPEN PURCHASE ORDER	
PO224154-005	WAXIE SANITARY SUPPLY	OPEN PURCHASE ORDER	483.29
		OPEN PURCHASE ORDER	

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Transmittal Number: 22001340-0

		Transmittal Total	159,028.67
	Fund Summary:	**Fund 13**	159,028.67

Transmittal Number: 22001341-0 AUDIT

Reference	Vendor	Description	Amount
PV223480-001	U S BANK CORPORATE	CALCARD/ADULT ED	2,432.56
PV223481-001	U S BANK CORPORATE	CALCARD/PURCHASING	11,710.79
		Transmittal Total	14,143.35
	Fund Summary:	**Fund 01**	11,710.79
		Fund 11	2,432.56

Transmittal Number: 22001341-0

CM220130-001	U S BANK CORPORATE	CALCARD/PURCHASING	(160.88)
PV223479-001	U S BANK CORPORATE	CALCARD/HR	283.02
PV223482-001	U S BANK CORPORATE	CALCARD/ELEMENTARY EDUCATION	215.41
		Transmittal Total	337.55
	Fund Summary:	**Fund 01**	337.55

Transmittal Number: 22001342-0 AUDIT

PO221032-011	HARVEST PRODUCE INC	OPEN PURCHASE ORDER	60,447.22
		OPEN PURCHASE ORDER	
PO221037-007	WIDO PIZZA INC	OPEN PURCHASE ORDER	6,332.50
		OPEN PURCHASE ORDER	
		Transmittal Total	66,779.72
	Fund Summary:	**Fund 13**	66,779.72

Transmittal Number: 22001342-0

PO220846-011	CUCAS RESTAURANTS INC	OPEN PURCHASE ORDER	15,348.00
		OPEN PURCHASE ORDER	
PO220882-014	OLD GROVE ORANGE	OPEN PURCHASE ORDER	2,592.00
		OPEN PURCHASE ORDER	
PO220885-011	THE LLOYD PEST	OPEN PURCHASE ORDER	864.00
		OPEN PURCHASE ORDER	
PO221031-019	GOLD STAR FOODS INC	OPEN PURCHASE ORDER	132,562.16
		OPEN PURCHASE ORDER	
PO221034-012	HOLLANDIA DAIRY	OPEN PURCHASE ORDER.	92,564.03

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Reference	Vendor	Description		Amount
Transmittal Number: 22001342-0				
		OPEN PURCHASE ORDER.		
PO223574-003	FOOD SAFETY SYSTEMS	OPEN PURCHASE ORDER		1,250.00
		OPEN PURCHASE ORDER		
			Transmittal Total	245,180.19
		Fund Summary:	**Fund 13**	245,180.19
Transmittal Number: 22001343-0				
PV223483-001	U S BANK CORPORATE	CALCARD/ARROYO VERDE		2,190.86
			Transmittal Total	2,190.86
		Fund Summary:	**Fund 01**	2,190.86
Transmittal Number: 22001344-0 AUDIT				
PO220239-009	BGA EXTERIOR DESIGN & LANDSCAP	OPEN/MANT/SVS CTR		8,463.00
		OPEN/MANT/SVS CTR		
			Transmittal Total	8,463.00
		Fund Summary:	**Fund 01**	8,463.00
Transmittal Number: 22001344-0				
PO220044-034	INLAND EMPIRE STAGES LTD	OPEN/FLD TRIP/TRAN		9,467.36
		OPEN/FLD TRIP/TRAN		
PO220079-196	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN		465.00
		OPEN/FLD TRIP/TRAN		
PO220079-197	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN		728.94
		OPEN/FLD TRIP/TRAN		
PO220079-198	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN		728.94
		OPEN/FLD TRIP/TRAN		
PO220079-199	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN		699.00
		OPEN/FLD TRIP/TRAN		
PO220079-200	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN		699.00
		OPEN/FLD TRIP/TRAN		
PO220079-201	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN		699.00
		OPEN/FLD TRIP/TRAN		
PO220079-202	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN		699.00
		OPEN/FLD TRIP/TRAN		
PO220079-203	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN		699.00
		OPEN/FLD TRIP/TRAN		

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Transmittal Number: 22001344-0

Reference	Vendor	Description	Amount
PO220079-204	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	699.00
		OPEN/FLD TRIP/TRAN	
PO220079-205	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	575.76
		OPEN/FLD TRIP/TRAN	
PO220079-206	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	575.76
		OPEN/FLD TRIP/TRAN	
PO220079-207	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	575.76
		OPEN/FLD TRIP/TRAN	
PO220079-208	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	575.76
		OPEN/FLD TRIP/TRAN	
PO220079-209	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	575.76
		OPEN/FLD TRIP/TRAN	
PO220079-210	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	582.00
		OPEN/FLD TRIP/TRAN	
PO220079-211	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	582.00
		OPEN/FLD TRIP/TRAN	
PO220079-212	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	582.00
		OPEN/FLD TRIP/TRAN	
PO220079-213	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	582.00
		OPEN/FLD TRIP/TRAN	
PO220079-214	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	582.00
		OPEN/FLD TRIP/TRAN	
PO220079-215	VISSER BUS SERVICES INC	OPEN/FLD TRIP/TRAN	582.00
		OPEN/FLD TRIP/TRAN	
PO220081-062	STA WEST REGION	OPEN/FLD TRIP/TRAN	350.00
		OPEN/FLD TRIP/TRAN	
PO220081-063	STA WEST REGION	OPEN/FLD TRIP/TRAN	459.31
		OPEN/FLD TRIP/TRAN	
PO220093-013	H & L CHARTER CO INC	OPEN/FLD TRIP/TRAN	1,541.00
		OPEN/FLD TRIP/TRAN	
PO220255-004	CSMG INC	CONTRC SRV/PURC	4,725.00
		CONTRC SRV/PURC	
PO225075-001	NV5 WEST INC	TESTING/CLEMENT	2,235.00
		TESTING/CLEMENT	
PO225737-001	PROPS AV LLC	CONSULTANT<$5000/CLEM	1,500.00
		CONSULTANT<$5000/CLEM	
PO225742-002	SOLIANT HEALTH	SPEC SERVICES CONSULTANT AGRE	5,508.75
		SPEC SERVICES CONSULTANT AGRE	
PO226111-001	PROPS AV LLC	8th grade formal/cope	2,500.00
		8th grade formal/cope	

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Transmittal Number: 22001344-0

Reference	Vendor	Description	Amount
PO226117-001	NEW AGE GAMING	New Age gaming - CONSULTANT AG	375.00
		New Age gaming - CONSULTANT AG	
PO226121-001	TIMOTHY D MAHONEY	GRADUATIONS LIGHT/SOUND	8,100.00
		GRADUATIONS LIGHT/SOUND	
PO226122-001	NEW AGE GAMING	8th Grade Reward/ Moore	550.00
		8th Grade Reward/ Moore	
		Transmittal Total	49,799.10
		Fund Summary: Fund 01	49,799.10

Transmittal Number: 22001345-0

PV223484-001	REVOLVING CASH FUND	PETTY CASH TURN IN	64.48
PV223485-001	REVOLVING CASH FUND	PETTY CASH TURN IN	195.35
PV223487-001	REVOLVING CASH FUND	PETTY CASH TURN IN	89.04
PV223488-001	REVOLVING CASH FUND	PETTY CASH TURN IN	89.55
PV223489-001	REVOLVING CASH FUND	PETTY CASH TURN IN	20.46
PV223490-001	REVOLVING CASH FUND	PETTY CASH TURN IN	198.38
		Transmittal Total	657.26
		Fund Summary: Fund 01	657.26

Transmittal Number: 22001346-0 AUDIT

PV223486-001	U S BANK CORPORATE	CALCARD/SECONDARY EDUCATION	5,988.56
		Transmittal Total	5,988.56
		Fund Summary: Fund 01	5,988.56

Transmittal Number: 22001347-0

PO220147-063	AARVIG & ASSOCIATES, APC	OPEN PO/CLAIMS/LEGAL FEES/RISK	240.00
		OPEN PO/CLAIMS/LEGAL FEES/RISK	
PO220147-064	AARVIG & ASSOCIATES, APC	OPEN PO/CLAIMS/LEGAL FEES/RISK	294.00
		OPEN PO/CLAIMS/LEGAL FEES/RISK	
PO220147-065	AARVIG & ASSOCIATES, APC	OPEN PO/CLAIMS/LEGAL FEES/RISK	147.60
		OPEN PO/CLAIMS/LEGAL FEES/RISK	
		Transmittal Total	681.60
		Fund Summary: Fund 01	681.60

Transmittal Number: 22001348-0 AUDIT

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Transmittal Number: 22001348-0 AUDIT

Reference	Vendor	Description	Amount
PO224643-001	PROJECT LEAD THE WAY INC	PLTW supplies/REV PLTW supplies/REV	433.69
PO224643-002	PROJECT LEAD THE WAY INC	PLTW supplies/REV PLTW supplies/REV	3,901.63
PO225602-001	SWAG PRODUCTIONS LLC	BROADCAST SYSTEM/BUSN BROADCAST SYSTEM/BUSN	63,705.00
		Transmittal Total	68,040.32
		Fund Summary: Fund 01	68,040.32

Transmittal Number: 22001348-0

PO220085-019	WINZER CORPORATION	OPEN/SPLY/TRANS OPEN/SPLY/TRANS	25.11
PO220085-020	WINZER CORPORATION	OPEN/SPLY/TRANS OPEN/SPLY/TRANS	235.72
PO220387-101	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	212.94
PO220387-102	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	100.29
PO220395-039	SHILPARK PAINT CORPORATION	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	1,494.50
PO220877-011	LHP MUSIC INC	MUSIC SUPPLIES/CLEMENT MUSIC SUPPLIES/CLEMENT	381.44
PO223324-001	OFFICE DEPOT	STOCK/WARE STOCK/WARE	400.27
PO223672-001	METEOR EDUCATION LLC	INNOVATION GRANT - NOBLE TAGGA INNOVATION GRANT - NOBLE TAGGA	8,248.69
PO224278-003	P & R PAPER SUPPLY	STOCK/WAREHOUSE STOCK/WAREHOUSE	161.79
PO225447-001	READ TO THEM	ONE SCHOOL ONE BOOK ONE SCHOOL ONE BOOK	3,944.42
PO225488-001	PENSKE TRUCK LEASING CO., LP	TRUCK RENTAL/CVHS TRUCK RENTAL/CVHS	582.92
PO225491-001	TENNIS WAREHOUSE	PLAYGROUND EQUIPMENT PLAYGROUND EQUIPMENT	184.79
PO225538-002	OFFICE DEPOT	STOCK/WAREHOUSE STOCK/WAREHOUSE	1,066.23
PO225548-001	NASCO EDUCATION LLC	STEAM LAB MATERIALS STEAM LAB MATERIALS	228.38
PO225792-001	SCHOLASTIC INC	LEVELREADERSFIRSTGRKIMB	1,200.03

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Reference	Vendor	Description	Amount
		LEVELREADERSFIRSTGRKIMB	
PO225815-002	PIONEER CHEMICAL CO INC	SPLY/MSSN	191.67
		SPLY/MSSN	
PO225816-001	SCHOLASTIC BOOK CLUBS	Books for SEL	109.20
		Books for SEL	
PO225874-001	REALLY GOOD STUFF LLC	CHED SPLY/HIGH GRV	548.59
		CHED SPLY/HIGH GRV	
PO226091-001	WILBUR'S	EQUIP/GROUNDS/SVS CTR	937.40
		EQUIP/GROUNDS/SVS CTR	
PO226126-001	LIN LINES INC	EPO	4,078.13
		EPO	
PO226132-001	SUSAN TURLEY	1ST GRADE ON CAMPUS FIELD TRIP	1,308.00
		1ST GRADE ON CAMPUS FIELD TRIP	
		Transmittal Total	25,640.51
		Fund Summary: Fund 01	25,640.51

Transmittal Number: 22001349-0 AUDIT

PV223525-001	REVOLVING CASH FUND	DIST OFF/FISC--PETTY CASH FUND	187.01
		Transmittal Total	187.01
		Fund Summary: Fund 01	187.01

Transmittal Number: 22001349-0

PV223491-001	REVOLVING CASH FUND	RHS / PETTY CASH FUND	127.74
PV223492-001	REVOLVING CASH FUND	SERVICE CENTER/PETTY CASH FUND	30.40
PV223493-001	REVOLVING CASH FUND	TRANSPORTATION/PETTY CASH FUND	39.19
PV223524-001	REVOLVING CASH FUND	REVHS/PETTY CASH FUND	270.40
		Transmittal Total	467.73
		Fund Summary: Fund 01	467.73

Transmittal Number: 22001350-0

PV223494-001	MORENO, VANESSA	MILEAGE - CATEGORICALS	32.18
PV223495-001	PINEDA, KAREN	MILEAGE - ELO	39.00
PV223496-001	PRENDERGAST, MICHAEL	MILEAGE - SPECIAL SERVICES	129.94
PV223497-001	SMITH, BRIA	MILEAGE - HOME/HOSPITAL	149.06
PV223498-001	SORIA-BURGUENO, TERESA	MILEAGE - CNS	0.88
PV223499-001	ST. MARIE, KELLEY	MILEAGE - ELO	30.65

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Transmittal Number: 22001350-0

Reference	Vendor	Description		Amount
PV223500-001	SWAN, JULIE	MILEAGE - ED SERVICES		36.21
			Transmittal Total	417.92
		Fund Summary:	**Fund 01**	417.04
			Fund 13	0.88

Transmittal Number: 22001351-0

PV223501-001	YAGHOUBIAN, JENNIFER	MILEAGE - HOME/HOSPITAL		452.67
PV223502-001	NELSON, LAUREL	CONFERENCE - RHS		1.99
PV223503-001	PROVENCHER, DONNA	CONF - ARROYO		313.19
			Transmittal Total	767.85
		Fund Summary:	**Fund 01**	767.85

Transmittal Number: 22001352-0 AUDIT

PO225248-001	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	16,949.24
PO225248-002	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	19,564.02
PO225248-003	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	17,159.05
PO225248-004	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	14,809.15
PO225248-005	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	13,073.94
PO225248-006	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	18,353.36
PO225248-007	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	22,985.38
PO225248-008	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	23,870.14
PO225248-009	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	6,053.29
PO225248-010	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	26,391.18
PO225248-011	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	22,544.59
PO225248-012	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	16,949.24
PO225248-013	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5	17,042.99

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Transmittal Number: 22001352-0 AUDIT

Reference	Vendor	Description		Amount
		???///HMH, MIF K-5		
			Transmittal Total	235,745.57
		Fund Summary:	**Fund 01**	235,745.57

Transmittal Number: 22001353-0 AUDIT

PV223505-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		1,830.74
PV223506-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		703.78
PV223507-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		933.39
PV223508-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		3,367.81
PV223509-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		926.04
PV223510-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		1,034.81
PV223511-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		2,350.78
PV223512-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		1,450.05
PV223513-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		3,636.73
			Transmittal Total	16,234.13
		Fund Summary:	**Fund 01**	16,234.13

Transmittal Number: 22001353-0

PV222367-032	CITY OF REDLANDS MS	SEWER		1,968.40
PV222367-033	CITY OF REDLANDS MS	SEWER		300.58
PV222433-006	CITY OF LOMA LINDA	WATER		108.58
PV222435-051	CITY OF REDLANDS MS	WATER		147.45
PV222435-052	CITY OF REDLANDS MS	WATER		2,753.45
PV222435-053	CITY OF REDLANDS MS	WATER		589.56
PV222435-054	CITY OF REDLANDS MS	WATER		1,550.01
PV222435-055	CITY OF REDLANDS MS	WATER		1,477.38
PV222436-003	SAN BERNARDINO MUNICIPAL	WATER		131.74
PV223504-001	CITY OF REDLANDS MS	UTILITY/CITY OF REDLANDS		4.06
			Transmittal Total	9,031.21
		Fund Summary:	**Fund 01**	9,031.21

Transmittal Number: 22001354-0 AUDIT

PO225248-014	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5	16,754.18
		???///HMH, MIF K-5	
PO225248-015	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5	309,705.00
		???///HMH, MIF K-5	

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Transmittal Number: 22001354-0 AUDIT

Reference	Vendor	Description		Amount
PO225526-004	HOUGHTON MIFFLIN HARCOURT	Supplemental Books Supplemental Books		4,109.57
			Transmittal Total	330,568.75
		Fund Summary:	**Fund 01**	330,568.75

Transmittal Number: 22001354-0

PO224792-001	BOOKS EN MORE	LEVEL READERS/KIMB LEVEL READERS/KIMB	71.26
PO224898-001	BOOKS EN MORE	EMAILED//LEVELEDREADERS3RDC EMAILED//LEVELEDREADERS3RDC	73.24
PO225416-001	BOOKS EN MORE	SUPPLEMENTAL CLASSROOM BKS/HIG SUPPLEMENTAL CLASSROOM BKS/HIG	760.60
PO225418-001	BOOKS EN MORE	SUPPLEMENTAL CLASSROOM BKS/HIG SUPPLEMENTAL CLASSROOM BKS/HIG	1,033.61
PO225500-001	BOOKS EN MORE	SUPPLEMENTAL SEL BOOKS SUPPLEMENTAL SEL BOOKS	314.79
PO225510-001	BOOKS EN MORE	SUPPLEMENTAL BOOKS FOR CLASSRO SUPPLEMENTAL BOOKS FOR CLASSRO	80.73
PO225546-001	BOOKS EN MORE	E/SEL COUNSELORS/LUG/C E/SEL COUNSELORS/LUG/C	128.19
PO225582-001	BOOKS EN MORE	SUPPLEMENTAL CLASSROOM BOOKS/ SUPPLEMENTAL CLASSROOM BOOKS/	425.53
PO225663-001	CONVERGE ONE	FEE SERVICE / TECH SERV FEE SERVICE / TECH SERV	4,284.00
PO225968-001	BOOKS EN MORE	MATERIALS AND SUPPLIES TO SUPP MATERIALS AND SUPPLIES TO SUPP	323.19
		Transmittal Total	7,495.14
		Fund Summary: Fund 01	7,495.14

Transmittal Number: 22001355-0

PV222366-112	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	286.01
PV222366-113	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	638.83
PV222366-114	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	120.16
PV222366-115	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	24.54
PV223514-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	2,609.81
PV223515-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	933.39

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Transmittal Number: 22001355-0

Reference	Vendor	Description	Amount
PV223516-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	933.39
PV223517-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	1,295.88
PV223518-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	2,159.35
PV223519-001	SOUTHERN CALIFORNIA GAS CO	UTILITY/SOCAL GAS	15,818.58
PV223520-001	VERIZON BUSINESS	UTILITY/VERIZON	43.02
PV223521-001	VERIZON BUSINESS	UTILITY/VERIZON	15.57
PV223522-001	VERIZON BUSINESS	UTILITY/VERIZON	15.57
PV223523-001	VERIZON BUSINESS	UTILITY/VERIZON	15.57
		Transmittal Total	24,909.67
		Fund Summary: Fund 01	24,909.67

Transmittal Number: 22001356-0 AUDIT

PO221543-011	AMERICAN GUARD SERVICES INC	FEES/RISK	32,374.10
		FEES/RISK	
PO226084-001	BGA EXTERIOR DESIGN & LANDSCAP	OUTDOOR LEARNING AREA/CLEMENT	38,208.00
		OUTDOOR LEARNING AREA/CLEMENT	
PO226086-001	ROBERT JOHNSON CONSTRUCTION	REPAIR/CRAFTON RM A4	39,775.00
		REPAIR/CRAFTON RM A4	
PO226105-001	PROPS AV LLC	CONSULTANT	65,000.00
		AGREEMENT/TECHNOLOG	
		CONSULTANT	
		AGREEMENT/TECHNOLOG	
PO226120-001	BGA EXTERIOR DESIGN & LANDSCAP	OUTDOOR LEARNING SPACE/ MENTON	29,220.00
		OUTDOOR LEARNING SPACE/ MENTON	
		Transmittal Total	204,577.10
		Fund Summary: Fund 01	204,577.10

Transmittal Number: 22001356-0

PO220456-009	KNORR SYSTEM INC	OPEN/RPR/SRV CTR	1,331.42
		OPEN/RPR/SRV CTR	
PO220457-004	KNORR SYSTEM INC	ANNUAL PREV MAINT/H.S. POOL HE	1,844.00
		ANNUAL PREV MAINT/H.S. POOL HE	
PO226016-001	ART SPECIALTIES INC	SIGN INSTALLATION/LUGONIA	4,594.56
		SIGN INSTALLATION/LUGONIA	
PO226082-001	PAGEL PLUMBING INC	*COVD/HVAC REPLACEMENT/RHS GIR	23,961.00
		*COVD/HVAC REPLACEMENT/RHS GIR	
		Transmittal Total	31,730.98

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		Fund Summary: Fund 01	31,730.98

Transmittal Number: 22001357-0

Reference	Vendor	Description	Amount
PV223526-001	VERIZON BUSINESS	UTILITY/VERIZON BUSINESS	5.19
PV223527-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	839.01
PV223528-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	1,165.35
PV223529-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	1,107.45
PV223530-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	577.94
PV223532-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	741.81
PV223533-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	577.94
		Transmittal Total	5,014.69
		Fund Summary: Fund 01	5,014.69

Transmittal Number: 22001358-0

PV223531-001	BROWN, CARRISSA	FEES	15.89
PV223535-001	ACAR, NANCY	MILEAGE	42.12
PV223537-001	BLOMQUIST, DALEY	MILEAGE REIMBURSEMENT	16.85
PV223538-001	BOHLMAN, CHERISH	MILEAGE REIMBURSEMENT	65.17
PV223539-001	CAPRARA, ERYNE	MILEAGE REIMBURSEMENT	14.68
PV223540-001	CARLOS, ALEXANDRA	MILEAGE REIMBURSEMENT	5.97
PV223541-001	GARCIA, LAURA	MILEAGE REIMBURSEMENT	48.39
PV223544-001	CAWTHON, AZURE	CONFERENCE REIMBURSEMENT	268.56
PV223546-001	CLAREY, ROBERT	CONFERENCE REIMBURSEMENT	10.41
PV223548-001	HANNON, LARA	CONFERENCE REIMBURSEMENT	105.44
		Transmittal Total	593.48
		Fund Summary: Fund 01	551.36
		Fund 13	42.12

Transmittal Number: 22001359-0

PV223534-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	2,350.78
PV223536-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	323.70
PV223542-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	2,942.87
PV223543-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	577.94
PV223545-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	625.18
PV223547-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	798.16
PV223549-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	933.39
PV223550-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	1,281.49
PV223551-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R	2,442.65

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Transmittal Number: 22001359-0

Reference	Vendor	Description		Amount
PV223552-001	CR&R ENVIRONMENTAL SERVICES	UTILITY/CR&R		933.39
			Transmittal Total	13,209.55
		Fund Summary:	**Fund 01**	13,209.55

Transmittal Number: 22001360-0

PO220073-132	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	10.77
		OPEN/SPLY/TRAN	
PO220073-133	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	210.41
		OPEN/SPLY/TRAN	
PO220073-134	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN	49.44
		OPEN/SPLY/TRAN	
PO220091-004	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-005	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-006	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-007	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-008	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-009	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-010	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-011	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-012	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-013	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-014	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-015	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220091-016	REDLANDS SMOG STOP	OPEN/SVC/TRAN	40.00
		OPEN/SVC/TRAN	
PO220387-103	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR	409.24
		OPEN/SPLY/SRV CTR	

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Reference	Vendor	Description	Amount
PO220388-117	OREILLY AUTO PARTS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	53.32
PO220388-118	OREILLY AUTO PARTS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	(53.32)
PO220388-119	OREILLY AUTO PARTS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	6.31
PO221188-011	LOWE'S	OPEN/CUST/VICT OPEN/CUST/VICT	32.53
PO221771-001	UNIVERSITY OF WISCONSIN SYSTEM	CONF/ORWD CONF/ORWD	875.00
PO223938-001	OFFICE & ERGONOMIC SOLUTIONS	Copy of Furniture/Moore Copy of Furniture/Moore	2,973.24
PO224483-001	VARI SALES CORPORATION	TECH DESK/INNOVATION LAB/LUG TECH DESK/INNOVATION LAB/LUG	220.22
PO224954-001	OFFICE & ERGONOMIC SOLUTIONS	rushFURN/CVHS rushFURN/CVHS	20,376.49
PO225436-001	SCHOOL SPECIALTY	SCHOOL SPECIALTY CABINETS INNO SCHOOL SPECIALTY CABINETS INNO	2,963.86
PO225831-001	PENSKE TRUCK LEASING CO., LP	OPEN PO / RHS / GRADUATION TR OPEN PO / RHS / GRADUATION TR	582.18
PO225851-001	NCS PEARSON INC	SPEC SERV-RSEED-PROTOCOLS SPEC SERV-RSEED-PROTOCOLS	115.93
PO225854-002	SCHOOL SPECIALTY	STEAM SUPPLEMENTAL MANIPULATIV STEAM SUPPLEMENTAL MANIPULATIV	360.15
PO226078-001	LEXIA LEARNING SYSTEMS	Please Rush**Fees ** Sacred He Please Rush**Fees ** Sacred He	4,522.12
		Transmittal Total	34,227.89
		Fund Summary: Fund 01	34,227.89

Transmittal Number: 22001361-0 AUDIT

PO220863-011	BEHAVIORAL AUTISM	CONSULT/SPE SRV - BAT CONSULT/SPE SRV - BAT	12,659.50
		Transmittal Total	12,659.50
		Fund Summary: Fund 01	12,659.50

Transmittal Number: 22001361-0

PO220240-047	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR OPEN/REPAIR/SVS CTR	1,299.29

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Reference	Vendor	Description	Amount
PO220240-048	HOUR GLASS & MIRROR	OPEN/REPAIR/SVS CTR OPEN/REPAIR/SVS CTR	379.13
PO220708-010	HIDDLESON, KIMBERLY J	CONSULT/SPE SRV (EM KI AVT) CONSULT/SPE SRV (EM KI AVT)	624.32
PO221267-011	SENSEABILITIES INC	CONSULT/SPE SRV - JA MO CONSULT/SPE SRV - JA MO	110.00
PO221421-010	VIVIAN E BILLUPS	CONSULT - SPE SRV LEGAL CONSULT - SPE SRV LEGAL	742.50
PO222319-009	PRIDE LEARNING CO	CONSULT/SPE SRV (MA HA) CONSULT/SPE SRV (MA HA)	1,710.00
PO223172-006	JANET E. KOHLTZ O.D.	CONSULT/SPE SRV - SE VE CONSULT/SPE SRV - SE VE	450.00
PO223345-044	STARKS ENTERPRISES	FN///SPECIAL SERVICES-TRANSPOR FN///SPECIAL SERVICES-TRANSPOR	2,240.00
PO225738-001	ARTHUR JOHN ATHENS	ATHENS PD/ACCOUNTABILITY ATHENS PD/ACCOUNTABILITY	5,900.00
PO226085-001	MIKE'S CUSTOM FLOORING INC.	REPLACE FLOORING/CRAFTON PORTA REPLACE FLOORING/CRAFTON PORTA	5,634.06
PO226113-001	KONA ICE	KONA ICE - CONSULTANT AGREEMEN KONA ICE - CONSULTANT AGREEMEN	1,480.00
		Transmittal Total	20,569.30
		Fund Summary: Fund 01	20,569.30

Transmittal Number: 22001362-0 AUDIT

PO223814-013	J SWEIGART INC	TAGG COMP / NEW LINE PROJ / TE TAGG COMP / NEW LINE PROJ / TE	98,235.79
		Transmittal Total	98,235.79
		Fund Summary: Fund 01	98,235.79

Transmittal Number: 22001362-0

PO220043-030	FLEET SERVICES INC-SAN BERNARD	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	496.49
PO220060-011	COMPRESSOR DESIGN AND	SVC/PARTS/TRAN SVC/PARTS/TRAN	1,262.50
PO220071-050	CINTAS CORPORATION #698	OPEN/TRAN OPEN/TRAN	365.68
PO220072-066	BUSWEST LLC	OPEN/PARTS/TRAN OPEN/PARTS/TRAN	107.86

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Reference	Vendor	Description	Amount
PO220082-001	ASSURED FIRE SYSTEMS INC	OPEN/TRAN OPEN/TRAN	2,704.40
PO220083-070	GARY'S VIKING AUTO	OPEN/RPR/PARTS/TRAN OPEN/RPR/PARTS/TRAN	87.03
PO220083-071	GARY'S VIKING AUTO	OPEN/RPR/PARTS/TRAN OPEN/RPR/PARTS/TRAN	231.32
PO220083-072	GARY'S VIKING AUTO	OPEN/RPR/PARTS/TRAN OPEN/RPR/PARTS/TRAN	124.66
PO220083-073	GARY'S VIKING AUTO	OPEN/RPR/PARTS/TRAN OPEN/RPR/PARTS/TRAN	169.26
PO220117-018	AAA ELECTRIC MOTORSALES & SRV	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	438.69
PO220185-110	GRAINGER INC.	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	214.70
PO220185-111	GRAINGER INC.	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	11.85
PO220185-112	GRAINGER INC.	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	1,075.83
PO220191-081	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	689.94
PO220191-082	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	1,207.41
PO220191-083	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	2,719.84
PO220191-084	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	163.97
PO220191-086	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	1,972.61
PO220191-087	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	46.98
PO220191-088	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	1,482.10
PO220193-062	CONSOLIDATED ELECTRICAL DISTRI	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	817.80
PO220193-063	CONSOLIDATED ELECTRICAL DISTRI	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	575.83
PO220193-064	CONSOLIDATED ELECTRICAL DISTRI	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	65.25
PO220194-046	BEST GOLF CARTS INC	OPEN/SPLY/RPR/SRV CTR OPEN/SPLY/RPR/SRV CTR	1,040.40

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Reference	Vendor	Description	Amount
PO220230-026	DAVE'S PAINT N' PAPER	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	176.44
PO220230-027	DAVE'S PAINT N' PAPER	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	336.62
PO220237-020	GMS ELEVATOR SERVICES	OPEN/MAINT/RPR/SRV CTR OPEN/MAINT/RPR/SRV CTR	686.00
PO220250-024	EWING IRRIGATION PRODUCTS	OPEN/SPLY/SVS CTR OPEN/SPLY/SVS CTR	1,910.76
PO220626-004	JOSTENS INC	OPEN/OUTSIDE PRNT/RHS OPEN/OUTSIDE PRNT/RHS	9.91
PO221200-008	JOSTENS INC	OPEN/OUTSD PRNT/CVHS OPEN/OUTSD PRNT/CVHS	10.24
PO222685-018	GODFREY, KEVIN	SPLY/OPEN /SVS CTR SPLY/OPEN /SVS CTR	152.03
PO223865-041	ANIXTER INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	356.68
PO224202-003	J W PEPPER & SON INC	OPEN P.O. / BAND OPEN P.O. / BAND	219.65
PO224202-004	J W PEPPER & SON INC	OPEN P.O. / BAND OPEN P.O. / BAND	53.59
PO224202-005	J W PEPPER & SON INC	OPEN P.O. / BAND OPEN P.O. / BAND	7.49
PO224202-006	J W PEPPER & SON INC	OPEN P.O. / BAND OPEN P.O. / BAND	895.62
PO224835-002	JAM SPORTSWEAR	OPEN PURCHASE ORDER/MCNK/C OPEN PURCHASE ORDER/MCNK/C	549.19
PO225130-001	ALL STAR ENGRAVING INC	OPEN PO TO ALL STAR ENGRAVING/ OPEN PO TO ALL STAR ENGRAVING/	1,874.85
PO225523-001	BLUE RIBBON INK & THREAD	OPEN/HIGH GRV OPEN/HIGH GRV	108.75
		Transmittal Total	25,420.22
		Fund Summary: Fund 01	25,420.22

Transmittal Number: 22001363-0

PO224989-002	PREMIERE SPEAKERS BUREAU	CONSULTANT/ED SVS CONSULTANT/ED SVS	6,250.00
		Transmittal Total	6,250.00
		Fund Summary: Fund 01	6,250.00

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Reference	Vendor	Description		Amount
Transmittal Number: 22001364-0 AUDIT				
PO220738-011	PCH ARCHITECTS INC	ARCH/STAD ARCH/STAD		6,562.50
			Transmittal Total	6,562.50
		Fund Summary:	**Fund 25-9812**	6,562.50
Transmittal Number: 22001364-0				
PO220986-008	PCH ARCHITECTS INC	PCH/ARCH/OHS LAB PCH/ARCH/OHS LAB		1,563.25
PO221748-008	PLACEWORKS INC	CONSULT/REV/STAD CONSULT/REV/STAD		244.80
			Transmittal Total	1,808.05
		Fund Summary:	**Fund 01**	1,563.25
			Fund 25-9812	244.80
Transmittal Number: 22001365-0				
PV223553-001	ARC SERVICES CO	STALEDATE REPLACEMENT CHECK		914.64
PV223554-001	LIUM, BOYD	STALEDATE REPLACEMENT CHECK		16.58
			Transmittal Total	931.22
		Fund Summary:	**Fund 01**	931.22
Transmittal Number: 22001366-0				
PV223555-001	NV5 WEST INC	TESTING/LUGONIA		500.00
			Transmittal Total	500.00
		Fund Summary:	**Fund 25-9812**	500.00
Transmittal Number: 22001367-0				
PO223629-011	ANOVA FAMILY SERVICES	CONSULT/ORWD CONSULT/ORWD		4,000.00
			Transmittal Total	4,000.00
		Fund Summary:	**Fund 01**	4,000.00
Transmittal Number: 22001368-0				
PV223556-001	U S BANK CORPORATE	CALCARD/MOORE ASB		609.17
			Transmittal Total	609.17

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		Fund Summary:	**Fund 01**	609.17

Transmittal Number: 22001369-0 AUDIT

Reference	Vendor	Description		Amount
PO220262-050	PIONEER CHEMICAL CO INC	OPEN/CUST/SRV CTR OPEN/CUST/SRV CTR		7,706.03
			Transmittal Total	7,706.03
		Fund Summary:	**Fund 01**	7,706.03

Transmittal Number: 22001369-0

PO220144-013	WALSH & ASSOCIATES APC	LEGAL FEES/CLAIMS/RSK MGMT LEGAL FEES/CLAIMS/RSK MGMT		132.00
PO220146-007	HARBOTTLE LAW GROUP APC	LEGAL FEES/CLAIMS/RISK MANAGEM LEGAL FEES/CLAIMS/RISK MANAGEM		275.00
PO220147-066	AARVIG & ASSOCIATES, APC	OPEN PO/CLAIMS/LEGAL FEES/RISK OPEN PO/CLAIMS/LEGAL FEES/RISK		7,219.37
PV223557-001	JEFFERS, JODI	REIMB/MENTONE/CONF REQ 9650		40.18
PV223558-001	OSORIO, MANUELA	PLAZA COMMUNITARIA/CATEGORICAL		50.00
PV223559-001	PROPERTY DAMAGE APPRAISERS INC	BUS DAMAGE/RISK/TRANS		1,164.69
			Transmittal Total	8,881.24
		Fund Summary:	**Fund 01**	8,881.24

Transmittal Number: 22001370-0

PV223560-001	AT&T	UTILITY/AT&T		92.14
PV223562-001	AT&T	UTILITY/AT&T		155.45
PV223564-001	FRONTIER	UTILITY/FRONTIER		117.98
			Transmittal Total	365.57
		Fund Summary:	**Fund 01**	365.57

Transmittal Number: 22001371-0

PV223561-001	LEA, BRANDI	CONFERENCE - REV		395.00
PV223563-001	THOE, ALLEN	CONFERENCE/CVHS		30.00
			Transmittal Total	425.00
		Fund Summary:	**Fund 01**	425.00

Transmittal Number: 22001372-0 AUDIT

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Transmittal Number: 22001372-0 AUDIT

Reference	Vendor	Description		Amount
PO220185-113	GRAINGER INC.	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR		2,894.39
			Transmittal Total	2,894.39
		Fund Summary:	**Fund 01**	2,894.39

Transmittal Number: 22001372-0

PO220000-016	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/TECH SRV OPEN/SPLY/TECH SRV	12.24
PO220072-067	BUSWEST LLC	OPEN/PARTS/TRAN OPEN/PARTS/TRAN	493.32
PO220158-013	CINTAS CORPORATION	OPEN/SPLY/SVS CTR OPEN/SPLY/SVS CTR	186.62
PO220171-003	HAYNES SALES	OPEN/SPLY/SVS CTR OPEN/SPLY/SVS CTR	1,075.83
PO220187-014	CHATFIELD CLARKE COMPANY INCOR	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	219.16
PO220191-089	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	4,940.29
PO220191-090	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	3,819.74
PO220191-091	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	9,534.35
PO220191-092	DUNN EDWARDS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	(257.75)
PO220261-052	HEEMSTRA SIGNS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	205.54
PO220261-053	HEEMSTRA SIGNS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	282.75
PO220269-036	KH METALS AND SUPPLY	OPEN/BLDG/SRV CTR OPEN/BLDG/SRV CTR	111.16
PO220272-511	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	60.65
PO220272-512	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	245.67
PO220272-513	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	231.30
PO220272-514	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	60.65
PO220272-515	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	135.64

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Reference	Vendor	Description	Amount
		OPEN/SPLY/SRV CTR	
PO220272-516	HOME DEPOT CREDIT SERVICES	OPEN/SPLY/SRV CTR	157.01
		OPEN/SPLY/SRV CTR	
PO220292-028	K & N CLASSICS	OPEN/EQUIP RPR/SRV CTR	1,720.91
		OPEN/EQUIP RPR/SRV CTR	
PO220292-029	K & N CLASSICS	OPEN/EQUIP RPR/SRV CTR	3,332.00
		OPEN/EQUIP RPR/SRV CTR	
PO220292-030	K & N CLASSICS	OPEN/EQUIP RPR/SRV CTR	377.03
		OPEN/EQUIP RPR/SRV CTR	
PO220292-031	K & N CLASSICS	OPEN/EQUIP RPR/SRV CTR	330.45
		OPEN/EQUIP RPR/SRV CTR	
PO220476-107	KELLY PAPER CO	SUPPLIES	219.02
		SUPPLIES	
PO220476-108	KELLY PAPER CO	SUPPLIES	572.95
		SUPPLIES	
PO220476-109	KELLY PAPER CO	SUPPLIES	1,139.00
		SUPPLIES	
PO220476-110	KELLY PAPER CO	SUPPLIES	331.47
		SUPPLIES	
PO220476-111	KELLY PAPER CO	SUPPLIES	231.51
		SUPPLIES	
PO220476-112	KELLY PAPER CO	SUPPLIES	463.01
		SUPPLIES	
PO220476-113	KELLY PAPER CO	SUPPLIES	226.42
		SUPPLIES	
PO220476-114	KELLY PAPER CO	SUPPLIES	346.87
		SUPPLIES	
PO220476-115	KELLY PAPER CO	SUPPLIES	1,048.76
		SUPPLIES	
PO220476-116	KELLY PAPER CO	SUPPLIES	972.06
		SUPPLIES	
PO220476-117	KELLY PAPER CO	SUPPLIES	304.76
		SUPPLIES	
PO221336-006	ALL STAR ENGRAVING INC	OPEN/SPLY/SUPT	333.86
		OPEN/SPLY/SUPT	
PO221374-008	HOME DEPOT CREDIT SERVICES	OPEN PO/KNG	107.24
		OPEN PO/KNG	
PO221643-001	ALL STAR ENGRAVING INC	OPEN/FEES/REV	850.00
		OPEN/FEES/REV	
PO221770-009	KNORR SYSTEM INC	POOL SUPPLY/SVS CTR	10,570.50

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Reference	Vendor	Description		Amount
PO221897-002	HOME DEPOT CREDIT SERVICES	POOL SUPPLY/SVS CTR OPEN PO/LUG/C OPEN PO/LUG/C		59.21
PO222919-015	CAMERON WELDING SUPPLY	OPEN/SPLY/CVHS POOL OPEN/SPLY/CVHS POOL		246.45
PO225341-002	HOME DEPOT CREDIT SERVICES	OPEN PURCHASE ORDER TO HOME DE OPEN PURCHASE ORDER TO HOME DE		26.59
			Transmittal Total	45,324.24
		Fund Summary:	**Fund 01**	45,324.24

Transmittal Number: 22001373-0

PV223565-001	MCCORMICK, ROXANNE	MILEAGE - SPECIAL SERVICES		16.61
PV223566-001	MCDONALD, MARY	MILEAGE - SPECIAL SERVICES		58.38
PV223567-001	MENDOZA, MARTHA	MILEAGE - APE/SPECIAL SERVICES		328.12
PV223568-001	PADILLA, CHRISTA	MILEAGE - RHS		119.34
PV223569-001	PETERSEN, AARIKA	MILEAGE - SPECIAL SERVICES		11.70
PV223570-001	PETERSEN, AARIKA	MILEAGE - HOME/HOSPITAL		7.37
PV223571-001	REYNOSO, NICOLE	MILEAGE - SPECIAL SERVICES		31.77
PV223572-001	RICHARDSON, DIANNE	MILEAGE - HOME/HOSPITAL		198.32
PV223573-001	SANCHEZ, BERTA	MILEAGE - SPECIAL SERVICES		74.41
PV223574-001	SANCHEZ, BERTA	MILEAGE - HOME HOSPITAL		39.90
PV223575-001	WEISS, LINDA	MILEAGE - SLP		10.47
PV223576-001	WRIGHT, JORDAN	MILEAGE - SLP		64.60
			Transmittal Total	960.99
		Fund Summary:	**Fund 01**	960.99

Transmittal Number: 22001374-0

PV223577-001	AUL 3121 TRUST	BENEFITS - AUL 3121 TRUST JUNE		18,118.95
			Transmittal Total	18,118.95
		Fund Summary:	**Fund 01**	15,456.32
			Fund 12	133.13
			Fund 13	2,529.50

Transmittal Number: 22001375-0 AUDIT

PV223579-001	U S BANK CORPORATE	CALCARD/OHS		934.20
			Transmittal Total	934.20

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	Fund Summary:	**Fund 01**	934.20

Transmittal Number: 22001375-0

Reference	Vendor	Description	Amount
PV223578-001	U S BANK CORPORATE	CALCARD/MCKINLEY	9.98
		Transmittal Total	9.98
	Fund Summary:	**Fund 01**	9.98

Transmittal Number: 22001376-0

PO220058-024	AEROCOACH TRANSPORTATION LLC	OPEN/FLD TRIP/TRAN	1,069.64
		OPEN/FLD TRIP/TRAN	
PO220058-025	AEROCOACH TRANSPORTATION LLC	OPEN/FLD TRIP/TRAN	971.18
		OPEN/FLD TRIP/TRAN	
PO220061-004	AUTOMATED GATE SERVICES INC	OPEN/REPAIR/SVS CTR	297.00
		OPEN/REPAIR/SVS CTR	
PO220094-067	AVALON TRANSPORTATION, LLC	OPEN/FLD TRP/TRAN	3,079.45
		OPEN/FLD TRP/TRAN	
PO220094-068	AVALON TRANSPORTATION, LLC	OPEN/FLD TRP/TRAN	810.81
		OPEN/FLD TRP/TRAN	
PO220094-069	AVALON TRANSPORTATION, LLC	OPEN/FLD TRP/TRAN	2,155.62
		OPEN/FLD TRP/TRAN	
PO220241-050	HCI SYSTEMS INC	OPEN/RPR/SRV CTR	579.00
		OPEN/RPR/SRV CTR	
PO220241-051	HCI SYSTEMS INC	OPEN/RPR/SRV CTR	4,409.00
		OPEN/RPR/SRV CTR	
PO220242-004	ENVIRONMENTAL MANAGEMENT	OPEN/HAZ DISP/SRV CTR	1,374.25
		OPEN/HAZ DISP/SRV CTR	
PO220252-037	SONSHIP PAINTING	OPEN/PAINT/SVS CTR	2,300.00
		OPEN/PAINT/SVS CTR	
PO220252-038	SONSHIP PAINTING	OPEN/PAINT/SVS CTR	8,400.00
		OPEN/PAINT/SVS CTR	
PO220252-039	SONSHIP PAINTING	OPEN/PAINT/SVS CTR	2,300.00
		OPEN/PAINT/SVS CTR	
PO220675-024	ENVIROCHECK	ASBESTOS/OPEN	1,055.00
		ASBESTOS/OPEN	
PO220738-012	PCH ARCHITECTS INC	ARCH/STAD	527.80
		ARCH/STAD	
PO225673-004	STARKS ENTERPRISES	OPEN/FLD TRIP/TRAN	1,021.96
		OPEN/FLD TRIP/TRAN	
PO225673-005	STARKS ENTERPRISES	OPEN/FLD TRIP/TRAN	660.81

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Reference	Vendor	Description	Amount
		OPEN/FLD TRIP/TRAN	
PO225673-006	STARKS ENTERPRISES	OPEN/FLD TRIP/TRAN	740.61
		OPEN/FLD TRIP/TRAN	
PO225673-007	STARKS ENTERPRISES	OPEN/FLD TRIP/TRAN	740.61
		OPEN/FLD TRIP/TRAN	
PO225673-008	STARKS ENTERPRISES	OPEN/FLD TRIP/TRAN	660.81
		OPEN/FLD TRIP/TRAN	
PO225673-009	STARKS ENTERPRISES	OPEN/FLD TRIP/TRAN	660.80
		OPEN/FLD TRIP/TRAN	
		Transmittal Total	33,814.35
		Fund Summary: Fund 01	33,286.55
		Fund 25-9812	527.80

Transmittal Number: 22001377-0 AUDIT

PO222783-002	CDW GOVERNMENT INC	EMAILED/RUSH/Non Taggable Comp	329.16
		EMAILED/RUSH/Non Taggable Comp	
PO224077-002	CDW GOVERNMENT INC	TECHNOLOGY / MARIPOSA	227.74
		TECHNOLOGY / MARIPOSA	
PO224476-002	CDW GOVERNMENT INC	SPLY/CVHS	227.74
		SPLY/CVHS	
PO224659-001	CDW GOVERNMENT INC	Computer Equipment	227.74
		Computer Equipment	
PO224659-002	CDW GOVERNMENT INC	Computer Equipment	66.76
		Computer Equipment	
PO225109-005	CDW GOVERNMENT INC	ECH SUPPLIES/ EACD	(263.71)
		ECH SUPPLIES/ EACD	
PO225109-006	CDW GOVERNMENT INC	ECH SUPPLIES/ EACD	263.71
		ECH SUPPLIES/ EACD	
PO225172-001	CDW GOVERNMENT INC	PRINTER/MCKN	5,906.95
		PRINTER/MCKN	
PO225288-001	CDW GOVERNMENT INC	MICROSOFT SURFACE PRO 8	561.96
		MICROSOFT SURFACE PRO 8	
PO225288-002	CDW GOVERNMENT INC	MICROSOFT SURFACE PRO 8	53.83
		MICROSOFT SURFACE PRO 8	
PO225288-003	CDW GOVERNMENT INC	MICROSOFT SURFACE PRO 8	8,134.64
		MICROSOFT SURFACE PRO 8	
PO225358-001	CDW GOVERNMENT INC	E SPLY/MSSN	40.74
		E SPLY/MSSN	
PO225904-001	CDW GOVERNMENT INC	E RHS / PRINTERS /	106.88

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Reference	Vendor	Description	Amount
		E RHS / PRINTERS /	
		Transmittal Total	15,884.14
		Fund Summary: Fund 01	15,884.14

Transmittal Number: 22001377-0

PO221126-001	BOUQUET FLORIST	OPEN/FEES/CVHS OPEN/FEES/CVHS	1,000.00
PO221257-007	BARNES AND NOBLE	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	153.78
PO221295-003	JOSTENS INC	OPEN/PRNT/REV OPEN/PRNT/REV	2,273.97
PO221644-001	BOUQUET FLORIST	OPEN/FEES/REVS OPEN/FEES/REVS	1,000.00
PO223654-001	FIRST CHURCH OF THE NAZARENE	CRAFTON/INTERVENTION CRAFTON/INTERVENTION	2,870.00
PO224922-003	J W PEPPER & SON INC	SPLY/CVHS SPLY/CVHS	80.19
PO225038-001	FOLLETT	SUPPLEMENTAL CLASSROOM BOOKS/L SUPPLEMENTAL CLASSROOM BOOKS/L	601.92
PO225038-002	FOLLETT	SUPPLEMENTAL CLASSROOM BOOKS/L SUPPLEMENTAL CLASSROOM BOOKS/L	(44.98)
PO225248-016	HOUGHTON MIFFLIN HARCOURT	???///HMH, MIF K-5 ???///HMH, MIF K-5	19,980.87
PO225271-001	B & H PHOTO - VIDEO	SPLY/CVHS SPLY/CVHS	1,573.83
PO225271-002	B & H PHOTO - VIDEO	SPLY/CVHS SPLY/CVHS	2,673.79
PO225312-002	FOLLETT	part 1 of SUPPLEMENTAL CLASSR part 1 of SUPPLEMENTAL CLASSR	50.32
PO225417-001	BOOKS EN MORE	SUPPLEMENTAL CLASSROOM BKS/HIG SUPPLEMENTAL CLASSROOM BKS/HIG	386.48
PO225445-001	BARNES AND NOBLE	SUPPLEMENTALBOOKSCOUNSELORKI MB SUPPLEMENTALBOOKSCOUNSELORKI MB	57.15

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001377-0

Reference	Vendor	Description	Amount
PO225647-001	HARKINS THEATERS	8th grade celebration/cope 8th grade celebration/cope	2,445.00
PO225804-001	B & H PHOTO - VIDEO	STEM/MOORE STEM/MOORE	140.23
PO225862-001	JOSTENS	OPEN PO / RHS OPEN PO / RHS	2,754.25
PO225971-001	BOOKS EN MORE	MATERIALS AND SUPPLIES TO SUPP MATERIALS AND SUPPLIES TO SUPP	279.94
PO225993-002	GOPHER SPORT	RSCL MIDDLE SCHOOL SPORTS RSCL MIDDLE SCHOOL SPORTS	340.60
PO226024-001	GOPHER SPORT	E CRM/PLAYGROUND E CRM/PLAYGROUND	463.20
PO226102-001	INTERNATIONAL ACADEMY	FEES FEES	2,625.00
		Transmittal Total	41,705.54
		Fund Summary: Fund 01	41,705.54

Transmittal Number: 22001378-0

PO220266-061	PLUMBMASTER INC	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	613.89
PO220273-094	LOWE'S	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	1.62
PO220273-095	LOWE'S	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	47.39
PO220386-004	U SAV MORE PAINT SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	340.86
PO220386-005	U SAV MORE PAINT SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	790.61
PV223580-001	LEA, BRANDI	REIMBURSEMENT/SPECIAL SERVICES	34.95
		Transmittal Total	1,829.32
		Fund Summary: Fund 01	1,829.32

Transmittal Number: 22001379-0

PV222366-116	SOUTHERN CALIFORNIA GAS CO	NATURAL GAS ENCUMBRANCE	126.47
PV223581-001	MCI COMM SERVICE	UTILITY/MCI	34.88
		Transmittal Total	161.35
		Fund Summary: Fund 01	161.35

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001380-0 AUDIT

Reference	Vendor	Description	Amount
PO225305-001	WAXIE SANITARY SUPPLY	FEM HYG DISPENSERS/SVS CTR FEM HYG DISPENSERS/SVS CTR	16,761.26
		Transmittal Total	16,761.26
		Fund Summary: Fund 01	16,761.26

Transmittal Number: 22001380-0

PO220073-135	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	87.83
PO220088-059	OREILLY AUTO PARTS	OPEN/SPLY/TRANS OPEN/SPLY/TRANS	12.42
PO220249-005	RESOURCE BUILDING MATERIALS	OPEN/SPLY/SVS CTR OPEN/SPLY/SVS CTR	415.94
PO220291-004	SPARTAN TOOL	OPEN/SPLY/SVS CTR OPEN/SPLY/SVS CTR	379.86
PO220387-104	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	(250.02)
PO220387-105	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	893.21
PO220387-106	SITEONE LANDSCAPE SUPPLY	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	22.17
PO220393-008	WESTERN ILLUMINATED PLASTICS	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	528.94
PO220394-017	REDLANDS POOL AND SPA CTR	OPEN/SPLY/SRV CTR OPEN/SPLY/SRV CTR	10.85
PO221104-010	READY REFRESH BY NESTLE	SPECIAL SERVICES - TKIDS WATER SPECIAL SERVICES - TKIDS WATER	40.49
PO225874-002	REALLY GOOD STUFF LLC	CHED SPLY/HIGH GRV CHED SPLY/HIGH GRV	2,347.76
		Transmittal Total	4,489.45
		Fund Summary: Fund 01	4,489.45

Transmittal Number: 22001381-0

PO220456-010	KNORR SYSTEM INC	OPEN/RPR/SRV CTR OPEN/RPR/SRV CTR	5,324.51
PO220575-006	GARNER HOLT EDUCATION	OPEN PO/BEATTIE OPEN PO/BEATTIE	104.35
		Transmittal Total	5,428.86

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001381-0

		Fund Summary:	**Fund 01**	5,428.86

Transmittal Number: 22001382-0

Reference	Vendor	Description	Amount
PO220071-051	CINTAS CORPORATION #698	OPEN/TRAN OPEN/TRAN	306.52
PO220083-074	GARY'S VIKING AUTO	OPEN/RPR/PARTS/TRAN OPEN/RPR/PARTS/TRAN	1,545.73
PO220120-016	CINTAS CORPORATION	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	97.23
PV223582-001	JAM SPORTSWEAR	OUTSIDE PRINT/RHS	2,022.48
PV223583-001	APODACA, SHANNON	MILEAGE REIMBURSEMENT	65.64
PV223584-001	BLOCK, HEATHER	MILEAGE REIMBURSEMENT	243.36
PV223585-001	DECKER, ERICA	MILEAGE REIMBURSEMENT	54.35
PV223586-001	ESPINOZA, NORMA	MILEAGE REIMBURSEMENT	23.40
PV223587-001	HAUGHN, KEITH	MILEAGE REIMBURSEMENT	227.77
PV223588-001	HOFFMAN, NICOLE	MILEAGE REIMBURSEMENT	8.19
PV223589-001	BELTRAN, CYNTHIA	MILEAGE REIMBURSEMENT	109.86
PV223590-001	GARCIA, KENIA	MILEAGE REIMBURSEMENT	21.12
PV223592-001	J W PEPPER & SON INC	MISC MUSIC MATERIALS	22.47
PV223593-001	REED-EARTH, MEGAN	CONFERENCE REIMBURSEMENT	1.99
PV223594-001	FARINA, KRIS	CONFERENCE REIMBURSEMENT	1.99
		Transmittal Total	4,752.10
		Fund Summary: Fund 01	4,752.10

Transmittal Number: 22001383-0

PO220073-136	SUPERIOR AUTOMOTIVE WAREHOUSE	OPEN/SPLY/TRAN OPEN/SPLY/TRAN	70.35
PV223591-001	MASSEY, RONALD	MILEAGE - HOME/HOSPITAL	189.55
		Transmittal Total	259.90
		Fund Summary: Fund 01	259.90

Transmittal Number: 22001384-0

PO220848-002	HOME DEPOT	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	34.42
PO220848-003	HOME DEPOT	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	(34.42)
PO220848-004	HOME DEPOT	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	319.37

BEST NET CONSORTIUM
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
Board of Trustees Meeting 07/12/2022

49 Redlands Unified School District **Fiscal Year: 2022**

Transmittal Number: 22001384-0

Reference	Vendor	Description	Amount
PO221034-013	HOLLANDIA DAIRY	OPEN PURCHASE ORDER. OPEN PURCHASE ORDER.	24,755.81
PO221036-022	MOBILE FLEET WASH	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	56.00
PO221111-009	FORM PLASTICS COMPANY	OPEN PURCHASE ORDER OPEN PURCHASE ORDER	115.18
PO226136-001	GARVIN, ANN MARIE	LUNCH ACCT REFUND LUNCH ACCT REFUND	38.55
PO226137-001	ZHU, HONGWEI	LUNCH ACCT REFUND LUNCH ACCT REFUND	19.95
		Transmittal Total	25,304.86
		Fund Summary: Fund 13	25,304.86

Total Number Of References: 1,321 **Transmittal Count:** 149 **Grand Total:** 4,814,458.05

The above Payable transactions have been issued in accordance with the District's policies and procedures.
It is recommended that the Board of Trustees approve them.

_____
Authorized Agent

_____
Board Approval

ATTENDANCE AT PROFESSIONAL MEETINGS
Board Agenda – July 12, 2022

Redlands Unified School District
Business Services Division

RATIFY:

Martinez, Troy Valeriano-Rodriguez, Ivette	Comprehensive Adult Student Assessment Systems (CASAS) (Educator Effectiveness Grant Funds)	June 13-16, 2022 Virtual
Janiskee, Jennifer	Advanced Placement (AP) by the Sea (Local Control Accountability Plan Funds)	June 20-23, 2022 San Diego
Daniels, Melissa Patel, Blanca Pirritano, Mary Pry, Amy	2022 Association of California School Administrators (ACSA) Summer Leadership Institute (Educator Effectiveness Grant Funds)	June 20-24, 2022 Los Angeles
Valeriano-Rodriguez, Ivette	International Institute for Restorative Practices (IIRP) Graduate School Training of Trainers: Fundamentals of Restorative Practices (SB Community College Adult Ed Year 6 Funds)	June 20-24, 2022 Virtual
Joye, Jean Swan, Julie	Educational Leadership Summit (School Site Plan Funds)	June 22, 2022 Lake Arrowhead
Elgin, Kimberly Henrich, Cynthia McBride, Rebecca Springer, Shaun Vandeventer, Heidi	AVID Summer Institute 2022 (Local Control Accountability Plan Funds)	June 26-29, 2022 San Diego
Sapp, Carly	International Society for Technology in Education (ISTE) (Educator Effectiveness Grant Funds)	June 26-29, 2022 New Orleans, LA
Janiskee, Jennifer	Advanced Placement (AP) by the Sea (Local Control Accountability Plan Funds)	June 27 – July 1, 2022 Virtual
Cuevas, Tracy	CalPads EOY 1, 2 and 3 – Reporting and Analysis Webinar (Testing and Evaluation Funds)	June 28, 2022 Webinar

APPROVE:

Hill, Jason	2022 California Purchasers Health Care Coalition (CPHCC) (Business Services Funds)	October 11-14, 2022 San Diego
Dockham, Gayle Fairbanks, Vanessa Hill, Kari Kroetz, Ron Marcell, Curtis Padilla, Christa Severo, Deborah Stewart, Matthew	2022 Career and Technical Education Conference (Local Control Accountability Plan Funds)	November 16-18, 2022 Rancho Mirage
Arellano, Mauricio Ayala-Quintero, Melissa Holohan, Patty O'Neill, Jim Rendler, Michele Vara, Alex	California School Boards Association (CSBA) 2022 Annual Education Conference and Trade Show (Governing Board and Superintendent Services Funds)	November 30 – December 3, 2022 San Diego

RESOLUTION NO. 1, 2022-23

RESOLUTION OF THE REDLANDS UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 2001-1 ESTABLISHING ANNUAL SPECIAL TAX FOR FISCAL YEAR 2022-2023

WHEREAS, the Board of Education of the Redlands Unified School District, located in San Bernardino County, California (hereinafter referred to as the "Legislative Body"), has initiated proceedings, held a public hearing, conducted an election, and received a favorable vote from the qualified electors relating to the levy of a special tax in a community facilities district, all as authorized pursuant to the terms and provisions of the "Mello-Roos Community Facilities Act of 1982", being Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State of California. This Community Facilities District shall hereinafter be referred to as the "District"; and,

WHEREAS, this Legislative Body by Ordinance, as authorized by Section 53340 of the Government Code of the State of California, has authorized the levy of a special tax to pay for costs and expenses related to said District, and this Legislative Body is desirous to establish the specific rate of the special tax to be collected for the next fiscal year.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

SECTION 1. That the above recitals are all true and correct.

SECTION 2. That the estimated maximum rate and amounts of the special tax to be collected to pay for the costs and expenses for the next fiscal year (2022-2023) for the referenced District is hereby determined and established as set forth in the attached, referenced, and incorporated Exhibit "A".

SECTION 3. That the rate as set forth above does not exceed the amount as previously authorized by Ordinance of this Legislative Body and is not in excess of that as previously approved by the qualified electors of the District and is exempt from Section XIII D of the California State Constitution, which was enacted by the passage of Proposition 218.

SECTION 4. That the proceeds of the special tax shall be used to pay, in whole or in part, the costs of the following:

A. Payment of principal and interest on any outstanding authorized bonded indebtedness, if appropriate; and,

B. Necessary replenishment of bond reserve funds or other reserve funds, if appropriate; and,

C. Payment of costs and expenses of authorized public facilities; and,

D. Repayment of advances and loans, if appropriate; and,

E. Payment of District administrative costs.

The proceeds of the special taxes shall be used as set forth above and shall not be used for any other purpose.

SECTION 5. The special tax shall be collected in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same penalties and same procedure and sale in cases of any delinquency for ad valorem taxes, and the Tax Collector is hereby authorized to deduct reasonable administrative costs incurred in collecting any said special tax.

SECTION 6. All monies above collected shall be paid into the District funds, including any bond fund and reserve fund.

SECTION 7. The Auditor of the County is hereby directed to enter in the next County assessment roll on which taxes will become due, opposite each lot or parcel of land effected in a space marked "public improvements, special tax" or by any other suitable designation, the installment of the special tax and for the rate and amount of said tax, reference is made to the attached Exhibit "A".

SECTION 8. The County Auditor shall then, at the close of the tax collection period, promptly render to this Agency a detailed report showing the amount and/or amounts of such special tax installments, interest, penalties, and percentages so collected and from what property collected and also provide a statement of any percentages retained for the expense of making any such collection.

APPROVED and ADOPTED this 12th day of July, 2022.

_____

Clerk of the Board of Education of the
Redlands Unified School District

EXHIBIT "A"

REDLANDS UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2001-1
Fiscal Year 2022/2023 Proposed Special Tax Rates

For Fiscal Year (FY) 2022/2023, the effective proposed special tax rates for each of the tax categories are as follows:

DEVELOPED PROPERTY			
PROPERTY FIRST CLASSIFIED AS DEVELOPED (BASE YEAR) (1)	**DATE OF BUILDING PERMIT ISSUANCE**	**MAXIMUM SPECIAL TAX RATE PER SQUARE FOOT OF ASSESSABLE SPACE (2) (3)**	**PROPOSED SPECIAL TAX RATE PER SQUARE FOOT OF ASSESSABLE SPACE (3)(4)**
Base Year 2001/2002	Between July 1, 2000 and June 30, 2001	$0.42779	N/A
Base Year 2002/2003	Between July 1, 2001 and June 30, 2002	$0.43076	$0.43076
Base Year 2003/2004	Between July 1, 2002 and June 30, 2003	$0.43076	$0.43076
Base Year 2004/2005	Between July 1, 2003 and June 30, 2004	$0.45854	$0.45854
Base Year 2005/2006	Between July 1, 2004 and June 30, 2005	$0.47603	$0.47603
Base Year 2006/2007	Between July 1, 2005 and June 30, 2006	$0.49365	$0.49365
Base Year 2007/2008	Between July 1, 2006 and June 30, 2007	$0.50563	$0.50563
Base Year 2008/2009	Between July 1, 2007 and June 30, 2008	$0.50563	N/A
Base Year 2009/2010	Between July 1, 2008 and June 30, 2009	$0.50563	N/A
Base Year 2010/2011	Between July 1, 2009 and June 30, 2010	$0.50563	N/A
Base Year 2011/2012	Between July 1, 2010 and June 30, 2011	$0.51153	N/A
Base Year 2012/2013	Between July 1, 2011 and June 30, 2012	$0.51573	N/A
Base Year 2013/2014	Between July 1, 2012 and June 30, 2013	$0.53144	N/A
Base Year 2014/2015	Between July 1, 2013 and June 30, 2014	$0.53628	N/A
Base Year 2015/2016	Between July 1, 2014 and June 30, 2015	$0.53628	N/A
Base Year 2016/2017	Between July 1, 2015 and June 30, 2016	$0.53628	N/A
Base Year 2017/2018	Between July 1, 2016 and June 30, 2017	$0.53827	N/A
Base Year 2018/2019	Between July 1, 2017 and June 30, 2018	$0.55599	N/A
Base Year 2019/2020	Between July 1, 2018 and June 30, 2019	$0.55599	$0.55599
Base Year 2020/2021	Between July 1, 2019 and June 30, 2020	$0.55713	N/A
Base Year 2021/2022	Between July 1, 2020 and June 30, 2021	$0.62468	N/A
Base Year 2022/2023	Between July 1, 2021 and June 30, 2022	$0.71579 (4)	N/A

(1) The Base Year applies to those properties for which a building permit is issued in the fiscal year preceding the fiscal year in which the Annual Special Tax is being levied. Commencing on July 1, 2001 the Annual Base Rate is equal to the greater of 2.00% or the annual percentage change in the Marshall & Swift Class D Wood Frame Index and each year thereafter as set out in the Rate and Method of Apportionment.

(2) Once properties are developed, the Maximum Special Tax Rate is locked at a 2.00% increase each year in accordance with the Rate and Method of Apportionment.

(3) Amounts are rounded to the nearest fifth decimal place. For fiscal years when no dwelling units were issued permits, the maximum special tax rates are not applicable to any CFD properties and the proposed special tax rate is indicated as "N/A" (not applicable).

(4) For FY 2022-2023, the percentage change for the Marshall & Swift Class "D" Wood Frame Index for the eleven-month period ending June 1, 2022 is 16.8770%. For remaining undeveloped property that will permitted in future tax years, the applicable tax rate shown for Fiscal Year 2022/2023 will be adjusted to reflect the actual **12-month** change in the index.

EXHIBIT "A"

REDLANDS UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2001-1
Fiscal Year 2022/2023 Proposed Special Tax Rates

OTHER PROPERTY		
OTHER LAND USE CATEGORIES	**MAXIMUM SPECIAL TAX RATE**	**PROPOSED SPECIAL TAX RATE**
Undeveloped Property	$1,927.20 per acre (1)	$0.00 per acre (2)
Discharged Property	$0.00	$0.00
Exempt Property	$0.00	$0.00

(1) Commencing July 1, 2001 the Maximum Special Tax Rate for undeveloped property is equal to the greater of 2.00% or the annual percentage change in the Marshall & Swift Class "D" Wood Frame Index and each year thereafter as set out in the Rate and Method of Apportionment. For FY 2022-2023, the percentage change for the Marshall & Swift Class D Wood Frame Index for the eleven-month period ending July 1, 2022 is 16.8770%.

(2) To the extent that undeveloped property will need to be levied in future tax years, the applicable tax rate shown for Fiscal Year 2022/2023 will be adjusted to reflect the actual **12-month** change in the index which will be published and in July and is not likely to be publicly available prior to the Board of Education's July Board meeting.

RESOLUTION NO. 2, 2022-23

RESOLUTION OF THE REDLANDS UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 2006-1 ESTABLISHING ANNUAL SPECIAL TAX FOR FISCAL YEAR 2022-2023

WHEREAS, the Board of Education of the Redlands Unified School District, located in San Bernardino County, California (hereinafter referred to as the "Legislative Body"), has initiated proceedings, held a public hearing, conducted an election, and received a favorable vote from the qualified electors relating to the levy of a special tax in a community facilities district, all as authorized pursuant to the terms and provisions of the "Mello-Roos Community Facilities Act of 1982", being Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State of California. This Community Facilities District shall hereinafter be referred to as the "District"; and,

WHEREAS, this Legislative Body by Ordinance, as authorized by Section 53340 of the Government Code of the State of California, has authorized the levy of a special tax to pay for costs and expenses related to said District, and this Legislative Body is desirous to establish the specific rate of the special tax to be collected for the next fiscal year.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

SECTION 1. That the above recitals are all true and correct.

SECTION 2. That the estimated maximum rate and amount of the special tax to be collected to pay for the costs and expenses for the next fiscal year (2022-2023) for the referenced District is hereby determined and established as set forth in the attached, referenced, and incorporated Exhibit "A".

SECTION 3. That the rate as set forth above does not exceed the amount as previously authorized by Ordinance of this Legislative Body and is not in excess of that as previously approved by the qualified electors of the District and is exempt from

Section XIII D of the California State Constitution, which was enacted by the passage of Proposition 218.

SECTION 4. That the proceeds of the special tax shall be used to pay, in whole or in part, the costs of the following:

A. Payment of principal and interest on any outstanding authorized bonded indebtedness, if appropriate; and,

B. Necessary replenishment of bond reserve funds or other reserve funds, if appropriate; and,

C. Payment of costs and expenses of authorized public facilities; and,

D. Repayment of advances and loans, if appropriate; and,

E. Payment of District administrative costs.

The proceeds of the special taxes shall be used as set forth above and shall not be used for any other purpose.

SECTION 5. The special tax shall be collected in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same penalties and same procedure and sale in cases of any delinquency for ad valorem taxes, and the Tax Collector is hereby authorized to deduct reasonable administrative costs incurred in collecting any said special tax.

SECTION 6. All monies above collected shall be paid into the District funds, including any bond fund and reserve fund.

SECTION 7. The Auditor of the County is hereby directed to enter in the next County assessment roll on which taxes will become due, opposite each lot or parcel of land effected in a space marked "public improvements, special tax" or by any other suitable designation, the installment of the special tax and for the rate and amount of said tax, reference is made to the attached Exhibit "A".

SECTION 8. The County Auditor shall then, at the close of the tax collection period, promptly render to this Agency a detailed report showing the amount and/or amounts of such special tax installments, interest, penalties, and percentages so collected and from what property collected and also provide a statement of any percentages retained for the expense of making any such collection.

APPROVED and ADOPTED this 12th day of July, 2022.

_____

Clerk of the Board of Education of the
Redlands Unified School District

EXHIBIT "A"

REDLANDS UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2006-1
Fiscal Year 2022/2023 Proposed Special Tax Rates

For Fiscal Year (FY) 2022/2023, the effective proposed special tax rates for each of the tax categories are as follows:

DEVELOPED PROPERTY			
PROPERTY FIRST CLASSIFIED AS DEVELOPED (BASE YEAR) (1)	**DATE OF BUILDING PERMIT ISSUANCE**	**MAXIMUM SPECIAL TAX RATE PER SQUARE FOOT OF ASSESSABLE SPACE (2)**	**PROPOSED SPECIAL TAX RATE PER SQUARE FOOT OF ASSESSABLE SPACE (3)**
Base Year 2007/2008	Between July 1, 2006 and June 30, 2007	$0.50807	$0.50807
Base Year 2008/2009	Between July 1, 2007 and June 30, 2008	$0.51582	$0.51582
Base Year 2009/2010	Between July 1, 2008 and June 30, 2009	$0.51780	$0.51780
Base Year 2010/2011	Between July 1, 2009 and June 30, 2010	$0.51780	$0.51780
Base Year 2011/2012	Between July 1, 2010 and June 30, 2011	$0.52496	$0.52496
Base Year 2012/2013	Between July 1, 2011 and June 30, 2012	$0.52880	N/A
Base Year 2013/2014	Between July 1, 2012 and June 30, 2013	$0.53496	N/A
Base Year 2014/2015	Between July 1, 2013 and June 30, 2014	$0.53698	N/A
Base Year 2015/2016	Between July 1, 2014 and June 30, 2015	$0.53698	$0.53698
Base Year 2016/2017	Between July 1, 2015 and June 30, 2016	$0.53698	$0.53698
Base Year 2017/2018	Between July 1, 2016 and June 30, 2017	$0.53969	$0.53969
Base Year 2018/2019	Between July 1, 2017 and June 30, 2018	$0.54787	$0.54787
Base Year 2019/2020	Between July 1, 2018 and June 30, 2019	$0.54787	$0.54787

(1) The Base Year applies to those properties for which a building permit is issued in the fiscal year preceding the fiscal year in which the Annual Special Tax is being levied. Commencing on July 1, 2007 the Annual Base Rate is equal to the greater of 2.00% or the annual percentage change in the Marshall & Swift Class B Steel Frame Index (the "Index")and each year thereafter as set out in the Rate and Method of Apportionment.

(2) As all property located within the CFD has been developed, commencing with the levy for Fiscal Year 2020/21 there is no longer any need to compute the annual change in the Index as the maximum annual increase applicable to all taxable property within the CFD is two percent (2%)

(3) Amounts are rounded to the nearest fifth decimal place. For fiscal years when no dwelling units were issued permits, the maximum special tax rates are not applicable to any CFD properties and the proposed special tax rate is indicated as "N/A" (not applicable).

RESOLUTION NO. 3, 2022-23

RESOLUTION OF THE REDLANDS UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 2016-1 ESTABLISHING ANNUAL SPECIAL TAX FOR FISCAL YEAR 2022-2023

WHEREAS, the Board of Education of the Redlands Unified School District, located in San Bernardino County ("County"), California (hereinafter referred to as the "Legislative Body"), has initiated proceedings, held a public hearing, conducted an election, and received a favorable vote from the qualified electors relating to the levy of a special tax in a community facilities district, all as authorized pursuant to the terms and provisions of the "Mello-Roos Community Facilities Act of 1982", being Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State of California. This Community Facilities District shall hereinafter be referred to as the "District"; and,

WHEREAS, this Legislative Body by Ordinance, as authorized by Section 53340 of the Government Code of the State of California, has authorized the levy of a special tax to pay for costs and expenses related to said District, and this Legislative Body is desirous to establish the specific rate of the special tax to be collected for the next fiscal year.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

SECTION 1. That the above recitals are all true and correct.

SECTION 2. That the estimated maximum rate and amount of the special tax to be collected to pay for the costs and expenses for the next fiscal year (2022-2023 for the referenced District is hereby determined and established as set forth in the attached, referenced, and incorporated Exhibit "A").

SECTION 3. That the rate as set forth herein does not exceed the amount as previously authorized by Ordinance of this Legislative Body and is not in excess of that as previously approved by the qualified electors of the District and is exempt from Section XIII D of the California State Constitution, which was enacted by the passage of Proposition 218.

SECTION 4. That the proceeds of the special tax shall be used to pay, in whole or in part, the costs of the following:

A. Payment of principal and interest on any outstanding authorized bonded indebtedness, if appropriate;

B. Necessary replenishment of bond reserve funds or other reserve funds, if appropriate;

C. Payment of costs and expenses of authorized public facilities;

D. Repayment of advances and loans, if appropriate; and,

E. Payment of District administrative costs.

The proceeds of the special taxes shall be used as set forth above and shall not be used for any other purpose.

SECTION 5. The special tax shall be collected in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same penalties and same procedure and sale in cases of any delinquency for ad valorem taxes, and the Tax Collector of the County is hereby authorized to deduct reasonable administrative costs incurred in collecting any said special tax.

SECTION 6. All monies above collected shall be paid into the District funds, including any bond fund and reserve fund.

SECTION 7. The Auditor of the County is hereby directed to enter in the next County assessment roll on which taxes will become due, opposite each lot or parcel of land effected in a space marked "public improvements, special tax" or by any other suitable designation, the installment of the special tax and for the exact rate and amount of said tax, reference is made to the attached Exhibit "A".

SECTION 8. The County Auditor shall then, at the close of the tax collection period, promptly render to this Agency a detailed report showing the amount and/or amounts of such special tax installments, interest, penalties, and percentages so collected and from what property collected and also provide a statement of any percentages retained for the expense of making any such collection.

APPROVED and ADOPTED this 12th day of July, 2022

_____

Clerk of the Board of Education of the
Redlands Unified School District

EXHIBIT "A"

REDLANDS UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2016-1
Fiscal Year 2022 - 2023 Proposed Special Tax Rates

For Fiscal Year (FY) 2022-2023 the effective proposed special tax rates for each of the tax categories are as follows:

DEVELOPED PROPERTY			
PROPERTY FIRST CLASSIFIED AS DEVELOPED (BASE YEAR) [1]	**DATE OF BUILDING PERMIT ISSUANCE**	**MAXIMUM SPECIAL TAX RATE PER SQUARE FOOT OF ASSESSABLE SPACE [2] [3]**	**PROPOSED SPECIAL TAX RATE PER SQUARE FOOT OF ASSESSABLE SPACE [3]**
Base Year 2016/2017	Between May 1, 2015 and April 30, 2016	$0.53698	$0.53698
Base Year 2017/2018	Between May 1, 2016 and April 30, 2017	$0.54972	$0.54972
Base Year 2018/2019	Between May 1, 2017 and April 30, 2018	$0.56141	$0.56141
Base Year 2019/2020	Between May 1, 2018 and April 30, 2019	$0.58040	$0.58040
Base Year 2020/2021	Between May 1, 2019 and April 30, 2020	$0.58086	$0.58086
Base Year 2021/2022	Between May 1, 2020 and April 30, 2021	$0.58086	$0.58086
Base Year 2022/2023	Between May 1, 2021 and April 30, 2022	$0.65944	$0.65944

[1] The Base Year begins when a building permit is issued on the property prior to May 1st of the fiscal year preceding the fiscal year in which the Annual Special Tax is being levied and the parcel is classified as Developed Property. The Annual Base Rate is equal to the greater of 2.00% or the annual percentage change in the index utilized by the State Allocation Board to estimate the changes in school construction cost and each year thereafter as set out in the Rate and Method of Apportionment. For FY 2022-2023 the percentage change in the index utilized by the State Allocation Board between 2021 and 2022 is 15.80%, thus the Annual Base Rate was escalated 15.80%.

[2] Once properties are developed, the Maximum Special Tax Rate is increased by 2.00% each year in accordance with the Rate and Method of Apportionment.

[3] Amounts are rounded to the nearest fifth decimal place.

EXHIBIT "A"

REDLANDS UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2016-1
Fiscal Year 2022 - 2023 Proposed Special Tax Rates

OTHER PROPERTY		
OTHER TAX CATEGORIES:	**MAXIMUM SPECIAL TAX RATE [(1)] ($)**	**PROPOSED SPECIAL TAX RATE ($)**
Approved Property	$2,212.80 per Lot	$0.00 per Lot
Undeveloped Property	$0.00 per acre	$0.00 per acre
Exempt Property	$0.00	$0.00

(1) Commencing July 1, 2017 the Maximum Special Tax Rate for Approved Property is equal to the greater of 2.00% or the annual percentage change in the index utilized by the State Allocation Board to estimate the changes in school construction cost and each year thereafter as set out in the Rate and Method of Apportionment. For FY 2022-2023, the percentage change in the cost construction index utilized by the State Allocation Board is 15.80%.

RESOLUTION NO. 4, 2022-23

RESOLUTION OF THE REDLANDS UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 2021-1 ESTABLISHING ANNUAL SPECIAL TAX FOR FISCAL YEAR 2022-2023

WHEREAS, the Board of Education of the Redlands Unified School District, located in San Bernardino County (“County”), California (hereinafter referred to as the "Legislative Body"), has initiated proceedings, held a public hearing, conducted an election, and received a favorable vote from the qualified electors relating to the levy of a special tax in a community facilities district, all as authorized pursuant to the terms and provisions of the "Mello-Roos Community Facilities Act of 1982", being Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State of California. This Community Facilities District shall hereinafter be referred to as the "District"; and,

WHEREAS, this Legislative Body by Ordinance, as authorized by Section 53340 of the Government Code of the State of California, has authorized the levy of a special tax to pay for costs and expenses related to said District, and this Legislative Body is desirous to establish the specific rate of the special tax to be collected for the next fiscal year.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

SECTION 1. That the above recitals are all true and correct.

SECTION 2. That the estimated maximum rate and amount of the special tax to be collected to pay for the costs and expenses for the next fiscal year (2022-2023 for the referenced District is hereby determined and established as set forth in the attached, referenced, and incorporated Exhibit "A").

SECTION 3. That the rate as set forth herein does not exceed the amount as previously authorized by Ordinance of this Legislative Body and is not in excess of that as previously approved by the qualified electors of the District and is exempt from Section XIII D of the California State Constitution, which was enacted by the passage of Proposition 218.

SECTION 4. That the proceeds of the special tax shall be used to pay, in whole or in part, the costs of the following:

A. Payment of principal and interest on any outstanding authorized bonded indebtedness, if appropriate;

B. Necessary replenishment of bond reserve funds or other reserve funds, if appropriate;

C. Payment of costs and expenses of authorized public facilities;

D. Repayment of advances and loans, if appropriate; and,

E. Payment of District administrative costs.

The proceeds of the special taxes shall be used as set forth above and shall not be used for any other purpose.

SECTION 5. The special tax shall be collected in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same penalties and same procedure and sale in cases of any delinquency for ad valorem taxes, and the Tax Collector of the County is hereby authorized to deduct reasonable administrative costs incurred in collecting any said special tax.

SECTION 6. All monies above collected shall be paid into the District funds, including any bond fund and reserve fund.

SECTION 7. The Auditor of the County is hereby directed to enter in the next County assessment roll on which taxes will become due, opposite each lot or parcel of land effected in a space marked "public improvements, special tax" or by any other suitable designation, the installment of the special tax and for the exact rate and amount of said tax, reference is made to the attached Exhibit "A".

SECTION 8. The County Auditor shall then, at the close of the tax collection period, promptly render to this Agency a detailed report showing the amount and/or amounts of such special tax installments, interest, penalties, and percentages so collected and from what property collected and also provide a statement of any percentages retained for the expense of making any such collection.

APPROVED and ADOPTED this 12th day of July, 2022

_____

Clerk of the Board of Education of the
Redlands Unified School District

EXHIBIT "A"

REDLANDS UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2021-1
Fiscal Year 2022 - 2023 Proposed Special Tax Rates

For Fiscal Year (FY) 2022-2023 the effective proposed special tax rates for each of the tax categories are as follows:

DEVELOPED PROPERTY			
PROPERTY FIRST CLASSIFIED AS DEVELOPED (BASE YEAR) [1]	**DATE OF BUILDING PERMIT ISSUANCE**	**MAXIMUM SPECIAL TAX RATE PER SQUARE FOOT OF ASSESSABLE SPACE [2] [3]**	**PROPOSED SPECIAL TAX RATE PER SQUARE FOOT OF ASSESSABLE SPACE [3]**
Base Year 2021/2022	Between May 1, 2020 and April 30, 2021	$0.57755	$0.57755
Base Year 2022/2023	Between May 1, 2021 and April 30, 2022	$0.65569	$0.65569

[1] The Base Year begins when a building permit is issued on the property prior to May 1st of the fiscal year preceding the fiscal year in which the Annual Special Tax is being levied and the parcel is classified as Developed Property. The Annual Base Rate is equal to the greater of 2.00% or the annual percentage change in the index utilized by the State Allocation Board to estimate the changes in school construction cost and each year thereafter as set out in the Rate and Method of Apportionment. For FY 2022-2023 the percentage change in the index utilized by the State Allocation Board between 2021 and 2022 is 15.80%, thus the Annual Base Rate was escalated 15.80%.

[2] Once properties are developed, the Maximum Special Tax Rate is increased by 2.00% each year in accordance with the Rate and Method of Apportionment.

[3] Amounts are rounded to the nearest fifth decimal place.

EXHIBIT "A"

REDLANDS UNIFIED SCHOOL DISTRICT
Community Facilities District No. 2021-1
Fiscal Year 2022 - 2023 Proposed Special Tax Rates

OTHER PROPERTY		
OTHER TAX CATEGORIES:	**MAXIMUM SPECIAL TAX RATE [(1)] ($)**	**PROPOSED SPECIAL TAX RATE ($)**
Approved Property	$2,200.20 per Lot	$0.00 per Lot
Undeveloped Property	$0.00 per acre	$0.00 per acre
Exempt Property	$0.00	$0.00

[(1)] Commencing July 1, 2021 the Maximum Special Tax Rate for Approved Property is equal to the greater of 2.00% or the annual percentage change in the index utilized by the State Allocation Board to estimate the changes in school construction cost and each year thereafter as set out in the Rate and Method of Apportionment. For FY 2022-2023, the percentage change in the cost construction index utilized by the State Allocation Board is 15.80%.

REDLANDS UNIFIED SCHOOL DISTRICT

Resolution No. 5, 2022-2023

RESOLUTION CONTINUING AUTHORITY TO HOLD VIRTUAL MEETINGS PURSUANT TO AB 361

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, on September 20, 2021, Governor Newsom issued Executive Order N-15-21 suspending the implementation of AB 361 until October 1, 2021; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than

30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Redlands Unified School District finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the Board of Education of the Redlands Unified School District has reconsidered the circumstances of the state of emergency and finds that as a result, meeting in person would present imminent risks to the health or safety of attendees, and/or State or local officials continue to impose or recommend measures to promote social distancing, and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to one or more of the following reasons:

1. The prevalence of the Delta/Omicron variants, the indoor setting of meeting facilities;

2. The potential presence of unvaccinated individuals attending meetings;

3. The potential for noncompliance with mask wearing requirements; and

4. The desire to protect the health of immuno-compromised trustees, staff and the public.

PASSED AND ADOPTED by the following vote of the Board of Education of the Redlands Unified School District, County of San Bernardino, California on July 12, 2022.

(Record Individual Votes by Name)

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

_____
President
Board of Education

The foregoing is a true copy of the Resolution adopted by the Board of Education of the Redlands Unified School District at a meeting held on July 12, 2022.

_____
Mauricio Arellano
Superintendent

Redlands USD
Administrative Regulation
Absences And Excuses

AR 5113
Students

Excused Absences

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

~~A student's absence shall be excused for **any of** the following reasons:~~

1. Personal illness**, including absence for the benefit of the student's mental or behavioral health** (Education Code 48205)

2. Quarantine under the direction of a county or city health officer (Education Code 48205)

~~(cf. 5112.2 - Exclusions from Attendance)~~

3. Medical, dental, optometrical, or chiropractic **service or** appointment (Education Code 48205)

4. Attendance at funeral services for a member of the **student's** immediate family (Education Code 48205)

~~a. Excused~~ *Such* absence ~~in this instance~~ shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

b. **For the purpose of the absences described above and below,** "~~I~~**i**mmediate family" shall be defined as ~~mother, father~~ **the student's parent/guardian**, ~~grandmother, grandfather~~ **grandparent**, ~~spouse, son/son-in-law, daughter/daughter-in-law,~~ brother, sister, or any relative living in the student's ~~immediate~~ household. (Education Code ~~45194,~~ 48205)

5. Jury duty in the manner provided by law. (Education Code 48205)

~~9~~**6**. ~~In addition~~, ~~i~~**I**f a student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours. (Education Code 48205)

~~(cf. 5146 - Married/Pregnant/Parenting Students)~~

7. Upon advance written request by the parent/guardian and approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)

a. Appearance in court

b. Attendance at a funeral service ~~for a person other than a member of the student's immediate family.~~

c. Observation of a **religious** holiday or ceremony ~~of his/her religion~~.

d. Attendance at religious retreats ~~not to exceed~~ **for no more than** four hours per semester.

e. Attendance at an employment ~~interview or~~ conference.

f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

(cf. 6142.3 - Civic Education)

~~10~~**9**. To spend time with ~~his/her~~ **an** immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

(cf. 6173.2 - Education of Children of Military Families)

10. Attendance at the student's naturalization ceremony to become a United States citizen (Education Code 48205)

11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)

12. Participation in religious exercises or to receive moral and religious instruction ~~in accordance with district policy~~ *at the student's place of worship or other suitable place away from school* (Education Code 46014).

~~a. In such instances, the student shall attend at least the minimum school day~~

~~b. The student shall be excused for this purpose on no more than four days per school month.~~

~~(cf. 6141.2 - Recognition of Religious Beliefs and Customs)~~

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

13. Work in the entertainment or allied industry (Education Code 48225.5)

Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (Education Code 48225.5)

14. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

15. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

~~When~~*For other absences, the* student~~s who have been absent~~ *shall, upon* return*ing* to school *following the absence*, ~~they must~~ present a satisfactory explanation, *either in person or by written note,* verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having *charge or* control of the ~~minor~~ *student*, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voicemail from parent/guardian~~,~~ **or** parent representative, or student if 18 or older.

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the

following:

a. Name of student

b. Name of parent/guardian or parent representative

c. Name of verifying employee

d. Date**(s)** of absence

e. Reason for absence

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.

4. Physician's verification

~~When a student has had 14 absences in the school year for illness verified by methods listed in #1-3 above, any further absences for illness shall be verified by a physician.~~

a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parent**al** Notification**s**

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)

3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)

Whenever a student is absent from school, for any reason, for more than five days during a semester or any multiple of that total thereafter, an Excessive Absence Notice may be sent within three school days by the principal or his/her designee to the parent/guardian of the student, informing them of the number of days of absence. This notice will be sent at the discretion of the site administrator and will include a brief summary of the district's attendance philosophy and policy. (Education Code 48430(b))

~~Notify the District Attendance and Welfare Office When a Second Excessive Absence Notice is sent during any semester. If this happens, the principal or his/her designee shall submit to the appropriate district officer, a report (form to be provided) indicating what interventive counseling has occurred. (Education Code 48263)~~

Make-Up Work

A student who has been absent from school for any excusable reason, including illness, shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. As the teacher of any class from which the student is absent shall determine, the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the test and assignments that the student missed during the absence. (Education Code 48205)

Regulation REDLANDS UNIFIED SCHOOL DISTRICT
approved: June 27, 1995 Redlands, California
revised: July 9, 2013
revised:

Redlands USD
Administrative Regulation
Chronic Absence And Truancy

AR 5113.1
Students

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and the student's parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5 and AR 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

(cf. 5113 - Absences and Excuses)
(cf. 5113.2 - Work Permits)

Addressing Chronic Absence

When a student is identified as a chronic absentee, the Superintendent, attendance supervisor, or designee shall communicate with the student and the student's parents/guardians to determine

the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 5113.11 - Attendance Supervision)
(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs to assist the student. When necessary, the student may be referred to a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee, in accordance with Education Code 48263 and item #3 in the section "Addressing Truancy" below.

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

Whenever chronic absenteeism is linked to a health, social-emotional, family, or other non-school issue, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and the student's family.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5141.6 - School Health Services)

Addressing Truancy

An attendance supervisor or designee, peace officer, *probation officer,* or school administrator or designee may*, as applicable,* arrest or assume temporary custody, during school hours, of any minor student found away from ~~his/her~~ home who is absent from school without a valid excuse. Any person ~~so~~ arresting or assuming temporary custody *of a minor student* shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264**, 48265, 48266**)

~~Upon receiving~~ *The Superintendent, attendance supervisor, or designee shall investigate* a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341~~, the Governing Board or district attendance supervisor shall make a full and impartial investigation of all charges. If it appears upon investigation that the parent/guardian has violated these laws, the Superintendent or designee~~

~~shall refer such person to the school attendance review board~~. (Education Code 48290~~, 48291, 48292~~)

~~Strategies for Addressing Truancy~~

When a student has been identified as a truant as defined above, ~~T~~**t**he following steps shall be implemented based on the number of truancies committed by the student:

1. ~~Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Education Code 48260)~~ **Initial truancy**

a. The student shall be reported to the Superintendent, attendance supervisor, or designee. (Education Code 48260)

b. The **student's** parent/guardian ~~of a student classified as a truant~~ shall be notified ~~of the following~~ **by the most cost-effective method possible, which may include email or a telephone call, that**: (Education Code 48260.5):

~~a~~**1**. The student is truant.

~~b~~**2**. The parent/guardian is obligated to compel the student to attend school **and, if the parent/guardian fails to meet this obligation, the parent/guardian may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296**.

~~c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.~~

~~d~~**3**. Alternative educational programs are available in the district.

~~(cf. 6176 - Weekend/Saturday Classes)~~
~~(cf. 6181 - Alternative Schools)~~
~~(cf. 6182 - Opportunity School/Class/Program)~~
~~(cf. 6184 - Continuation Education)~~

~~e~~ **4**. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.

~~f~~**5**. The student may be subject to arrest **or held in temporary custody** by a probation officer. a peace officer, a school administrator **or designee**, ~~an~~ **or** attendance supervisor or ~~his/her~~ designee ~~under~~ **pursuant to** Education Code 48264 if found away from home and absent from school without a valid excuse.

~~g~~ **6**. **If the student is at least 13 years of age but under age 18,** ~~T~~**t**he student may be subject

to **the** suspension, restriction**,** or delay of ~~his/her~~ driving privilege pursuant to Vehicle Code 13202.7.

~~h~~**7**. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

d. The student and, as appropriate, the student's parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

~~Upon his/her first truancy, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)~~

~~(cf. 5125 - Student Records)~~

~~Any student who has once been reported as a truant shall again be reported to the Superintendent or designee as a truant if he/she is absent from school without valid excuse one or more days or is tardy on one or more days. (Education Code 48261)~~

2. **Second Truancy**

a. Any student who has once been reported as a truant shall again be reported to the Superintendent, attendance supervisor, or designee as a truant if the student is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

c. ~~Upon his/her second truancy within the same school year, a~~ **The** student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, ~~he/she is~~ **the student shall be** subject to item #~~4~~**3** below. (Education Code 48264.5)

~~(cf. 6176 - Weekend/Saturday Classes)~~

d. ~~Upon a student's first or second truancy within the same school year, a~~**A**n appropriate district staff member shall make ~~every~~ **a conscientious** effort to hold at least one conference with

the student and **the student's** parent/guardian ~~and may discuss resources available for achieving regular school attendance, which may include but not be limited to:~~ **by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Cde 48262)**

~~a. Program changes~~

~~b. Referral of family to community agency~~

~~(cf. 1020 - Youth Services)~~
~~(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)~~

~~c. Referral to school psychologist or student study team~~

~~(cf. 6164.2 - Guidance/Counseling Services)~~
~~(cf. 6164.5 - Student Study Teams)~~

~~d. Modified day~~

~~e. Independent study~~

~~(cf. 6158 - Independent Study)~~

~~f. Special school projects, special programs~~

~~g. School furlough~~

~~h. Work-experience education~~

~~(cf. 6178.1 - Work Experience Education)~~

~~i. Alternative education~~

~~j. Referral for health checkup, medical examination~~

e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

3. ~~Upon his/her t~~**T**hird truancy ~~within the same school year, a student shall be classified as a~~ **(**habitual truant~~t~~**cy)**~~. (Education Code 48262)~~

a. A ~~S~~**s**tudent~~s~~ who ~~are~~ **is** habitual**ly** truant~~s~~, ~~irregular in school attendance~~ **a chronic absentee**, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board **(SARB)** p**rogram**, a truancy

mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable ~~by the district's attendance supervisor~~ **Superintendent or designee**. (Education Code 48263, 48264.5)

(cf. 5113.12 - District School Attendance Review Board)

b. Upon making a referral to ~~a~~ **the** ~~school attendance review board~~ **SARB** or the probation department, the Superintendent**, attendance supervisor, or other person designated to make the referral shall provide the student, the student's parent/guardian, and SARB or probation department with documentation of the interventions undertaken at the school. The attendance supervisor** or designee shall **also** provide the student and parent/guardian, in writing, the name and address of the ~~school attendance review board~~ **SARB** or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the ~~school attendance review board~~ **SARB** or probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other similar program, ~~he/she~~ **the student** shall be subject to item #~~c~~**4** below. (Education Code 48264.5)

d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the ~~county~~ district attorney and/or the probation officer~~, if the district attorney or probation officer has elected to participate in a truancy mediation program~~. (Education Code 48263)

4. Fourth Truancy

~~4~~**a**. Upon ~~his/her~~ **the** fourth truancy within the same school year, the student shall be ~~within~~ **referred to** the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

b. If a student has been **ad**judged by the county juvenile court to be a habitual truant, the Superintendent or designee shall inform the juvenile court and the student's probation or parole officer whenever that student is truant ~~one or more days~~ or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be ~~so~~ notified within 10 days of the violation. (Education Code 48267)

5. Chronic Truancy (unexcused absence for 10 percent of school days)

a. The Superintendent or designee shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

b. If a chronically truant student is at least age six years and is in any of grades K-8,

the Superintendent or designee shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

~~Reports~~ **Records**

The Superintendent, attendance supervisor, or designee shall maintain accurate attendance records for students identified as habitual (excused or unexcused) or chronic truants. In addition, the attendance supervisor, designee, and/or the staff persons who have direct contact with the student or parent/guardian shall document all their contacts regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

The Superintendent**, attendance supervisor,** or designee shall gather and transmit to the County Superintendent of Schools the number **and types** of referrals ~~and types of referrals~~ made to the ~~school attendance review board~~ **SARB** and the number of requests for petitions made to the juvenile court. (Education Code 48273)

Regulation REDLANDS UNIFIED SCHOOL DISTRICT
approved: June 20, 2000 Redlands, California
revised:

Redlands USD
Board Policy
Chronic Absence And Truancy

BP 5113.1
Students

~~To improve student attendance, the Superintendent or designee shall implement positive steps to identify the reasons for a student's unexcused absences and to help resolve the problems caused by truancy. Such strategies shall focus on early intervention and may include, but not be limited to, communication with parents/guardians and the use of student study teams.~~

~~(cf. 5113 - Absences and Excuses)~~
~~(cf. 5147 - Dropout Prevention)~~
~~(cf. 5149 - At-Risk Students)~~
~~(cf. 6164.5 - Student Study Teams)~~
~~(cf. 6176 - Weekend/Saturday Classes)~~

The Governing Board believes that absenteeism may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)
(cf. 5113.11 - Attendance Supervision)

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

~~In addition, the Superintendent or designee shall cooperate with other agencies within the community to meet the needs of students who have serious school attendance or behavior problems and to maintain a continuing inventory of community resources, including alternative programs.~~

~~(cf. 1020 - Youth Services)~~
~~(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)~~

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance

problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, letters alerting parents/guardians to the value of regular school attendance, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance (for both excused and unexcused absences), or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans (SART), and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5126 - Awards for Achievement)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5141.6 - School Health Services)
(cf. 5145.3 - Nondiscrimination/Harassment)

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, home visits, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

(cf. 4131 - Staff Development)

~~Habitually truant students may be referred to a school attendance review board, a truancy mediation program operated by the county's district attorney or probation officer, and/or juvenile court in accordance with law.~~

~~For purposes of California's welfare system (CalWORKS), a student shall be determined to be regularly attending school unless he/she has been referred to a School Attendance Review Board, the county district attorney or probation office pursuant to Education Code 48263.~~

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

(cf. 5113.12 - District School Attendance Review Board)

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

(cf. 0500 - Accountability)
(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:
EDUCATION CODE
1740-1742 Employment of personnel to supervise attendance (county superintendent)
37223 Weekend classes
~~41601 Reports of average daily attendance~~
46000 Records (attendance)
46010-46014 Absences
46110-46119 Attendance in kindergarten and elementary schools
46140-46147 Attendance in junior high and high schools
48200-48208 Children ages 6-18 (compulsory full-time attendance)
48225.5 Work permits, entertainment and allied industries
48240-48246 Supervisors of attendance
48260-48273 Truants
48290-4829~~6~~**7** Failure to comply; complaints against parents
48320-4832**4**~~3~~**5** School attendance review boards
48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education
48900 Suspension and expulsion
49067 Unexcused absences as cause of failing grade
52052 Accountability; numerically significant student subgroups
60901 Chronic absence
GOVERNMENT CODE
54950-54963 The Ralph M. Brown Act
PENAL CODE
270.1 Chronic truancy; parent/guardian misdemeanor
272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy
830.1 Peace officers
VEHICLE CODE
13202.7 Driving privileges; minors; suspension or delay for habitual truancy
WELFARE AND INSTITUTIONS CODE
256-258 Juvenile hearing officer
601-601.4 Habitually truant minors
11253.5 Compulsory school attendance
CODE OF REGULATIONS. TITLE 5
306 Explanation of absence
420-421 Record of verification of absence due to illness and other causes
~~ATTORNEY GENERAL OPINIONS~~
~~66 Ops.Cal.Atty.Gen. 245, 249 (1983)~~
COURT DECISIONS
L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

Management Resources:
~~CDE MANAGEMENT ADVISORIES~~
~~0114.98 School Attendance and CalWORKS, Management Bulletin 98-01~~
ATTENDANCE WORKS PUBLICATIONS
District Attendance Tracking Tool
For School Board Members: Frequently Asked Questions About Chronic Absence
School Attendance Tracking Tool
Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015
The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014
CDE PUBLICATIONS
School Attendance Review Board**:** ~~Handbook, 1995~~ **A Road Map for Improved School Attendance and Behavior, rev. 2018**
~~CSBA ADVISORIES~~
~~0520.97 Welfare Reform and Requirements for School Attendance~~
WEB SITES
~~CDE: http;//www,cde.ca.gov~~
CSBA: http://wwrw.csba.org
Attendance Works: http://www.attendanceworks.org
California Association of Supervisors of Child Welfare and Attendance:

http://www.cascwa.org
California Department of Education: http://www.cde.ca.gov
California Healthy Kids Survey: http://chks.wested.org
California School Climate, Health, and Learning Survey System: http://www.cal-schls.wested.org

Policy REDLANDS UNIFIED SCHOOL DISTRICT
adopted: June 20, 2000 Redlands, California
revised:

Redlands USD
Board Policy
Administering Medication And Monitoring Health Conditions

BP 5141.21
Students

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should ~~have an opportunity~~ ***be able*** to participate in the educational program.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan as applicable.

(cf. 5141.24 - Specialized Health Care Services)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

(cf. 1250 - Visitors/Outsiders)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 6116 - Classroom Interruptions)

The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist

available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board Policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)
(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. ~~(Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)~~

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

(cf. 4131/4231/4331 - Staff Development)

Legal Reference:

EDUCATION CODE
48980 Notification at beginning of term
49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49414.3 Emergency medical assistance; administration of medication for opioid overdose
49414.5 Providing school personnel with voluntary emergency training
49422-49427 Employment of medical personnel, especially:
49423 Administration of prescribed medication for student
49423.1 Inhaled asthma medication
49480 Continuing medication regimen; notice
BUSINESS AND PROFESSIONS CODE
2700-2837 Nursing, especially:
2726 Authority not conferred
2727 Exceptions in general
3501 Definitions
4119.2 Acquisition of epinephrine auto-injectors
CODE OF REGULATIONS, TITLE 5
600-611 Administering medication to students
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
COURT DECISIONS
American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

Management Resources:
AMERICAN DIABETES ASSOCIATION PUBLICATIONS
Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006
Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015
Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007
Program Advisory on Medication Administration, 2005
NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS
Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003
WEB SITES
CSBA: http://www.csba.org
American Diabetes Association: http://www.diabetes.org
California Department of Education: http://www.cde.ca.gov/ls/he/hn
National Diabetes Education Program: http://www.ndep.nih.gov
U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma

Policy REDLANDS UNIFIED SCHOOL DISTRICT
adopted: June 27, 1995 Redlands, California
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revised:

Redlands USD
Administrative Regulation
Administering Medication And Monitoring Health Conditions

AR 5141.21
Students

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee who has volunteered or consented to administer medication or otherwise assist the student, and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

(cf. 5141.23 - Asthma Management)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Opioid antagonist means naloxone hydrochloride, or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/ guardians of the options available to students who need to take prescribed medication during the school *day* and the rights and responsibilities of parents/guardians regarding those options.

(Education Code 49480)

~~(cf. 5145.6 - Parental Notifications)~~

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.

2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. ~~Providing~~ **Submitting the** parent/guardian **written statement** and **the** authorized healthcare provider**'s** written statement~~s~~ each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized healthcare provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)

2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician and updating the information when needed. (Education Code 49480)

3. Providing medications in properly labeled, original containers along with the authorized healthcare provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name

and phone number of the authorized healthcare provider. (5CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student.

2. Grant permission for an authorized district representative to communicate directly with the student's authorized healthcare provider and pharmacist, as may be necessary, regarding the healthcare provider's written statement or any other questions that may arise with regard to the medication.

3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration.

4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities ~~to enable district employees to administer or otherwise assist the student in the administration of medication, including, but not limited to, the parent/guardian's responsibility~~ to provide a written statement from the authorized healthcare provider to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment.

5. Contain an acknowledgment that the parent/guardian understands that s/he may terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of the medication at any time.

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration.

2. Release the district and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication.

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation

2. That the individual is permitted to be on the school site

3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)

2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)

3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)

4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602).

5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)

6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation

7. Possible side effects of the medication

8. Name, address, telephone number, and signature of the student's authorized health care provider.

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized healthcare provider's written statement.

2. Accept delivery of medications from parents/guardians and count and record them upon receipt.

3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered.

4. Maintain for each student a medication log which may:

a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized healthcare provider's name and contact information.

b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication.

5. Maintain for each student a medication record which may include the authorized healthcare provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student.

6. Ensure that student confidentiality is appropriately maintained.

(cf. 5125 - Student Records)

7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities.

(cf. 5148.2 - Before/After School Programs)
(cf. 6145.2 - Athletic Competition)
(cf. 6153 - School-Sponsored Trips)

8. Report to student's parent/guardian and the site administrator any refusal by the student to take his/her medication.

9. Keep all medication to be administered by the district in a locked drawer or cabinet.

10. As needed, communicate with a student's authorized healthcare provider and/or pharmacist regarding the medication and its effects.

11. Counsel other designated school personnel regarding the possible effects of a medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances.

13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance

14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized healthcare provider, any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement.

Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

(cf. 4131/4231/4331 - Staff Development)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler.
(Education Code 49414)

(cf. 3290 - Gifts, Grants and Bequests)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created.
(Business and Professions Code 4119.2)

(cf. 3580 - District Records)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving

training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Regulation REDLANDS UNIFIED SCHOOL DISTRICT
approved: June 27, 1995 Redlands, California
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Redlands USD
Administrative Regulation
Immunizations ~~Required For Enrollment~~

AR 5141.31
Students

~~Upon enrollment, students must present evidence of full immunization against diphtheria, pertussis (whooping cough), tetanus (Td), poliomyelitis, measles, mumps and rubella (MMR) as documented by a physician, nurse or clinic in the manner prescribed by the State Department of Health Services. Students seven years old or older shall not be required to be immunized against pertussis or mumps. (Health and Safety Code 120335)~~

~~Upon enrollment, children entering school or a child care and development program at the kindergarten level or below shall also present evidence of immunization against hepatitis B. Children who have not reached the age of four years, six months shall also present evidence of immunization against haemophilus influenzae type b. (Health and Safety Code 120335)~~

~~Upon enrollment on or after July 1, 1999, children entering, advancing, transferring or repeating 7th grade shall present evidence of hepatitis B immunization. (Health and Safety Code 120335)~~

Required Immunizations

Upon a student's registration at a district school, the Superintendent or designee shall provide the student's parents/guardians a written notice summarizing the state's immunization requirements.

The Superintendent or designee shall not unconditionally admit any student to a district school, preschool, or childcare and development program for the first time nor admit or advance any student to grade 7, unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases: (Health and Safety Code 120335; 17 CCR 6025)

1. **Measles, mumps, and rubella**

2. **Diphtheria, tetanus, and pertussis (whooping cough)**

3. **Poliomyelitis (polio)**

4. **Hepatitis B**

5. **Varicella (chickenpox)**

6. Haemophilus influenza type b (Hib meningitis)

7. Any other disease deemed appropriate by CDPH

However, full immunization against hepatitis B shall not be a condition by which the Superintendent or designee shall admit or advance any student to grade 7. (Health and Safety Code 120335)

A student who qualifies for an individualized education program (IEP), unless otherwise exempt, shall be fully immunized in accordance with Health and Safety Code 120335 and this regulation. However, the district shall continue to implement the student's IEP and shall not prohibit the student from accessing any special education and related services required by the student's IEP regardless of whether the student is fully immunized. (Health and Safety Code 120335)

School personnel shall record information for each student regarding all doses of required immunizations and the status of all requirements in accordance with 17 CCR 6070. The school records shall be based on the student's immunization record provided by the student's health care provider, from the student's previous school immunization record, or through the California Immunization Registry (CAIR). (17 CCR 6070)

Exemptions

~~Any student without the required evidence of immunization shall be excluded from school until the immunization is obtained or until the student presents a letter or affidavit of exemption from his/her parent/guardian or physician. Exemption is allowed when the parent/guardian states in writing that immunization is contrary to his/her beliefs. Exemption is also allowed to the extent indicated by a physician's written statement describing the medical condition of the child and the probable duration of the medical condition or circumstances which contraindicate immunization. (Health and Safety Code 120365, 120370, 120375)~~

Exemption from one or more immunization requirements shall be granted under any of the following circumstances:

1. A medical exemption is submitted using the standardized form developed by CDPH and transmitted using CAIR which includes, but is not limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary. (Health and Safety Code 120372)

A student who has a medical exemption issued prior to January 1, 2020 shall be allowed to continue enrollment until the next grade span, except that after July 1, 2021, a student may not be admitted or advanced to grade 7 unless the student has been immunized or a medical exemption form filed as stated above. (Health and Safety Code 120370)

A temporary exemption shall not exceed one year, and all medical exemptions shall not

extend beyond the grade span. (Health and Safety Code 120372)

If a student's medical exemption is revoked by CDPH on the basis that the exemption does not meet applicable criteria for medical exemptions, the student shall continue in attendance and, within 30 calendar days of the revocation, commence the immunization schedule required for conditional admittance pursuant to 17 CCR 6050, as described below. (Health and Safety Code 120372)

The student's parent/guardian may appeal a revocation to the Secretary of California Health and Human Services. If a revocation is appealed, the student shall continue in attendance and shall not be required to commence the immunization schedule required for conditional admittance provided the appeal is filed within 30 calendar days of the revocation. (Health and Safety Code 120372, 120372.05)

2. The student's parent/guardian filed with the district, before January 1, 2016, a letter or written affidavit stating that an immunization is contrary to the student's personal beliefs, in which case the student shall be exempted from the immunization until the student enrolls in the next applicable grade span requiring immunization (birth to preschool, grades K-6, grades 7-12). (Health and Safety Code 120335)

When a student transfers to a different school within the district or transfers into the district from another school district in California, the student's personal beliefs exemption filed before January 1, 2016, shall remain in effect until the next applicable grade span. A student transferring from a school outside the district shall present a copy of the personal beliefs exemption upon enrollment. When a student transfers into the district from outside California and presents a personal beliefs exemption issued by another state or country prior to January 1, 2016, the Superintendent or designee may consult with legal counsel regarding the applicable immunization requirements.

3. The student is enrolled in an independent study program pursuant to Education Code 51745-51749.6 and does not receive classroom-based instruction. (Health and Safety Code 120335)

Conditional Enrollment

The ~~district~~ **Superintendent or designee** may conditionally admit a ~~child~~ **student** with documentation from ~~a physician~~ **an authorized health care provider** that~~: (Health and Safety Code 120340; 17 CCR 6000)~~

~~1. He/she~~ **the student** has **not** received ~~some, but not~~ all~~,~~ **of the** required immunizations **for the student's age group, but has commenced receiving doses of all required vaccines** and is not due for any **other** ~~vaccine~~ **doses** at the time of admission. **The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses as specified in 17 CCR 6035. (Health and Safety Code 120340; 17 CCR 6035)**

~~2. He/she has a temporary exemption from immunization for medical reasons~~

In addition, a transfer student may be conditionally admitted for up to 30 school days while the student's immunization records are being transferred from the previous school. If such documentation is not presented within 30 days, the student shall be excluded from school until the required immunizations have been administered. (17 CCR 6035)

The Superintendent or designee shall immediately enroll homeless students, foster youth, and students of military families even if their immunization records are missing or unavailable at the time of enrollment. School or district staff shall work with the student's prior school to obtain the student's immunization records or shall ensure that the student is properly immunized. (Education Code 48853.5, 49701; Health and Safety Code 120341; 42 USC 11432)

The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all of the required immunizations. **If the student does not receive the required immunizations within the specified time limits, the student shall be excluded from further attendance until the immunizations are received.** (**Health and Safety Code 120375;**17 CCR **6040,** 6070)

~~In accordance with law, the Superintendent or designee shall notify parents/guardians of the rights of students and parents/guardians relating to immunizations. (Education Code 48216, 48980)~~

~~(cf. 5145.6 - Parental Notifications)~~

Exclusions Due to Lack of Immunizations

~~When admission has been denied because of lack of immunization~~**If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered not to be in compliance with requirements for unconditional or conditional admission**, the Superintendent~~/~~ **or** designee shall notify the parent/guardian that he/she has 10 school days in which to supply evidence of proper immunization or an appropriate ~~letter of~~ exemption. This notice shall refer the parent/guardian to the ~~child's~~ **student's** usual source of medical care. (Education Code 48216; 17 CCR 6040)

If **the student has** no usual source of medical care ~~exists~~, the parent/guardian ~~may~~ **shall** be referred to the county health department. (Education Code 48216)

The ~~district~~ **Superintendent or designee** shall exclude from further attendance any **enrolled** student who fails to obtain the required immunization within ~~no more than~~ 10 school days following ~~receipt of~~ the parent/guardian**'s receipt of the** notice specified above~~, unless the student is exempt from immunization for medical reasons or personal beliefs~~. The student shall remain excluded from school until ~~he/she has received another~~ **documentation is provided indicating that the student has received a** dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or principal. (17 CCR **6040,** 6055)

(cf. 5112.2 - Exclusions from Attendance)
~~Immunizations shall not be given without parental consent. (Education Code 49403)~~

Exclusion Due to Exposure to Disease

If the district has good cause to believe that a student has been exposed to a disease listed in the section "Required Immunizations" above and the student's documentation of immunization does not show proof of immunization against that disease, that student may be temporarily excluded from the school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120370)

Records

Each student's immunization record shall be retained as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

The district shall also retain in the mandatory student record any physician or health officer statement, personal beliefs letter or affidavit, reason for conditional enrollment, or any other documentation related to the student's immunization record or exemptions.

The Superintendent or designee shall **at least** annually file a **written** report ~~with the State and local health departments~~ on the immunization status of new ~~entrants or when needed to determine immunization status~~ **students with CDPH and the local department of public health on forms prescribed by CDPH**. (Health and Safety Code 120375; 17 CCR 6075)

Audits

If an audit reveals deficiencies in the district's reporting procedures, the Superintendent or designee shall present the Board with a plan to remedy such deficiencies.

Regulation REDLANDS UNIFIED SCHOOL DISTRICT
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revised:

Redlands USD
Board Policy
Immunizations ~~Required For Enrollment~~

BP 5141.31
Students

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

~~All~~ *Each* student~~s~~ enrolling *for the first time* in ~~the Redlands Unified School District must be fully immunized in accordance with law. To enroll in school, students must~~ *a district school, preschool, or child care and development program or enrolling in or advancing to grade 7 shall* present a*n* ~~written~~ immunization record from ~~a physician, nurse, or clinic, which shows the month and year of each immunization.~~ *any authorized private or public health care provider certifying that* ~~T~~*t*he student ~~shall~~ *has* receive*d* all required immunizations ~~currently due before he/she is admitted to school~~*in accordance with law*.

~~Children~~ *Students* shall be excluded from school or exempted from immunization requirements only as allowed by law.

~~(cf. 1400 - Relations between Other Governmental Agencies and the Schools)~~
~~(cf. 5112.1 - Exemptions from Attendance)~~
~~(cf. 5112.2 - Exclusions from Attendance)~~
~~(cf. 5141.22 - Infectious Diseases)~~
~~(cf. 5141.3 - Health Examinations)~~

Transfer Students

Transfer students shall be ~~conditionally admitted for up to 30 days while their~~ **requested to present** immunization records ~~are being transferred from their previous school. If these records do not arrive within 30 days, the student shall present written documentation by a physician, nurse or clinic, showing that the required immunizations were received. If such documentation is not presented, the student shall be excluded from school until immunization requirements are met~~ **upon registration if possible**.

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 48980, 49403)

Legal Reference:
EDUCATION CODE
44871 Qualifications of supervisor of health
46010 Total days of attendance
48216 Immunization
48853.5 Immediate enrollment of foster youth
48980 Required notification of rights
49403 Cooperation in control of communicable disease and immunizations
49426 Duties of school nurses
49701 Flexibility in enrollment of children of military families
51745-51749.6 Independent Study
HEALTH AND SAFETY CODE
120325-120380 Immunization against communicable disease**s** ~~especially:~~
120335 Immunization requirement for admission
120395 Information about meningococcal disease, including recommendation for vaccination
120440 Disclosure of immunization information

CODE OF REGULATIONS, TITLE 17
6000-6075 School attendance immunization requirements:
https://simbli.eboardsolutions.com/SU/YzfyALHtH25cYebUH5ax1Q==
CODE OF REGULATIONS, TITLE 5
430 Individual student records; definition

Management Resources:
~~DEPARTMENT OF HEALTH SERVICES~~
~~Commonly Asked Questions About the New School Immunization Requirements, March 1999~~
CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS
Parents' Guide to Immunizations Required for Child Care
Parents' Guide to Immunizations Required for School Entry
Guide to Immunizations Required for Child Care
Guide to Immunizations Required for School Entry
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009
WEB SITES
California Department of Public Health, Shots for Schools:
https://simbli.eboardsolutions.com/SU/1kVPGlnr8fFSaEb9SlFsOg==
Education Audit Appeals Panel:
https://simbli.eboardsolutions.com/SU/6VovW08Qz3ek2v0oFNslshtMg==
U.S. Department of Education:
https://simbli.eboardsolutions.com/SU/XcSsJimoslsh3XhJKy4tplus7wplusA==
California Department of Education:
https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==
~~CDE: http://www.cde.ca.gov~~
California Department of Public Health, Immunization Branch:
~~http://cdph.ca.gov/programs/immunize~~

https://simbli.eboardsolutions.com/SU/NKrHQBJy11SnpkZLoDIcfQ==
Centers for Disease Control and Prevention: ~~http://www.cdc.gov~~
https://simbli.eboardsolutions.com/SU/Gfx4spY2pCn7TBGiShp9oA==

Policy REDLANDS UNIFIED SCHOOL DISTRICT
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Redlands USD
Administrative Regulation
Interdistrict Attendance

AR 5117
Students

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its web site the procedures and timelines for requesting an interdistrict transfer permit, including a link to BP 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year

2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence

3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision

4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request

5. Applicable timelines for processing a request, including the following statements:

a. For an interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received.

b. For an interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought.

6. The conditions under which an existing interdistrict transfer permit may be revoked or rescinded

Priority for interdistrict attendance shall be given to a student who has been determined,

through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131.2 - Bullying)

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are admitted through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Education Code 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status. (Education Code 46600)

In addition, ~~T~~**t**he Superintendent/designee may approve an interdistrict attendance permit for a student for any of the following reasons **when stipulated in the agreement**:

1. To meet the child care needs of the student.

Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries.

(cf. 5148 – Child Care and Development)

2. To meet a ~~child's~~ **student's** special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

(cf. 6159 - Individualized Education Program)

3. When the student has a sibling(s) attending school in a receiving district, to avoid splitting the family's attendance.

4. To allow ~~a~~ **the** student to complete a school year when ~~his/her~~ **the student's** parents/ guardians have moved out of the district during that year.

5. To allow **the** student~~s~~ to remain with a class graduating that year from an elementary, ~~junior~~ **middle,** or senior high school.

6. To allow a high school senior **to** attend the same school they attended as junior, even if ~~their~~ **the student's** family moved out of the district during the junior year.

7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.

8. When the student will be living out of the district only for one year or less.

9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Truancy)

10. When there is a valid interest in a particular educational program not offered in the district of residence.

11. To provide a change in school environment for reasons of personal and social adjustment.

~~An interdistrict attendance permit between districts shall not exceed a term of five years. Each permit shall stipulate the terms and conditions established by both districts under which interdistrict attendance shall be permitted, denied, or revoked, and any standards for reapplication. (Education Code 46600)~~

~~A student's interdistrict permit is valid while conditions stated are maintained, and as long as the student's attendance, behavior and academic performance are satisfactory to the district of attendance.~~

~~Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)~~

~~Interdistrict attendance permits or applications shall not be required for students enrolling in a regional occupational center program. (Education Code 52317)~~

~~Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)~~

~~Interdistrict attendance permits may be denied/revoked due to unsatisfactory attendance, behavior and academic performance. Falsification of any information stated on an interdistrict application is cause for immediate revocation or denial and no further application will be considered.~~

The Superintendent/designee may deny initial requests for interdistrict attendance permits ~~if school facilities are~~ **due to limited district resources,** overcrowd~~ed~~**ing of school facilities** at the relevant grade level**,** or ~~based on~~ other considerations that are not arbitrary. However, once a student is admitted, the district ~~may~~ **shall** not deny ~~him/her~~ continued attendance because of overcrowded facilities at the relevant grade level.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

~~The application window for Interdistrict Transfers requests shall be March 1 – April 15 of each year for the following school year.~~ (We can keep if advisable.)

~~Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)~~

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

(cf. 5145.6 - Parental Notifications)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally admitted. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or ~~decisions~~ **rescissions** while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Once a student is admitted to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of

grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

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Redlands USD
Board Policy
Interdistrict Attendance

BP 5117
Students

The Governing Board recognizes that **parents/guardians of** students who reside ~~in~~ **within the geographic boundaries of** one district may**, for a variety of reasons,** ~~choose~~ **desire** to ~~attend school~~ **enroll their child(ren) in a school** in another district ~~and that such choices are made for a variety of reasons~~.

(cf. 5111.1 – District Residency)
(cf. 5116.1 - Intradistrict Open Enrollment)
~~(cf. 5118 - Open Enrollment Act Transfers)~~

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The ~~Superintendent or designee shall ensure that interdistrict permits~~ **agreement shall** specify the terms and conditions ~~agreed to by both districts for granting, denial,~~ **under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed upon by both districts for reapplication and/**or revocation of the **student's** permit. (Education Code 46600)

Upon **receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written** request ~~by students'~~ **from the** parents/guardians **of a district student who wishes to enroll in another district**, the Superintendent or designee **shall review the request and** may approve **or deny the permit subject to the terms and conditions of the** interdistrict attendance ~~permits with other districts on a case-by-case basis to meet individual student needs~~ **agreement**.

~~The student's interdistrict attendance permit shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied.~~

~~Interdistrict attendance permits may be denied/revoked due to unsatisfactory attendance, behavior and academic performance. Falsification of any information stated on an interdistrict application is cause for immediate revocation or denial and no further application will be considered.~~

~~The Superintendent or designee may deny interdistrict attendance permits because of overcrowding within district schools or limited district resources.~~

Transportation

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

(cf. 3553 - Free and Reduced Price Meals)

In addition, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available.

Legal Reference:
EDUCATION CODE
8151 Apprentices, exemption from interdistrict attendance agreement
41020 Annual district audits
46600-46611 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-~~48316~~**48317** Student attendance alternatives, school district of choice program
~~48350-48361 Open Enrollment Act~~
48900 Grounds for suspension or expulsion; definition of bullying
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
48985 Notices to parents in language other than English
52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance
CALIFORNIA CONSTITUTION
Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin
COURT DECISIONS
Walnut Valley Unified School District v. the Superior Court of Los Angeles County (2011) 192 Cal.App.4th 234
Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 132 (2004)
84 Ops.Cal.Atty.Gen. 198 (2001)
~~COURT DECISIONS~~
~~Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275~~

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy REDLANDS UNIFIED SCHOOL DISTRICT
adopted: June 27, 1995 Redlands, California
revised: December 7, 2010
revised: February 22, 2011
revised: December 6, 2011
revised:

Regulation 5145.7: Sexual Harassment **Status:** DRAFT

Original Adopted Date: 09/13/2017 | **Last Revised Date:** Pending | **Last Reviewed Date:** 01/12/2022

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator may be contacted at:

Assistant Superintendent, Educational Services Division
20 W. Lugonia Avenue
Redlands, CA 92373
(909) 307-5300, ext. 6761
Kenneth_Wagner@rusd.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 5145.6 - Parental Notifications)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each high school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web sites in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party, or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or Title IX Coordinator. The report shall be made regardless of whether or not the alleged victim files a formal complaint or requests confidentiality.

(cf. 5141.4 – Child Abuse Prevention and Reporting)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

In cases of alleged sexual abuse by a staff member against a student, prior to interviewing the complainant student, the District will provide telephonic notification to the parent or guardian. This will be followed up by written notification sent to the parent/guardian at the address on record with the district via certified mail, return receipt requested. This requirement is subordinate to the need to cooperate with law enforcement investigations and will not apply where law enforcement directs the District not to make these notifications.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Regulation REDLANDS UNIFIED SCHOOL DISTRICT
approved: September 13, 2017 Redlands, California
revised: January 12, 2022

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training

Federal	**Description**
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Management Resources	**Description**
Court Decision	Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Court Decision	Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Court Decision	Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Court Decision	Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Court Decision	Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Court Decision	Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Court Decision	Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
U.S. DOE, Office For Civil Rights Publication	Dear Colleague Letter: Title IX Coordinators, April 2015
U.S. DOE, Office for Civil Rights Publication	Q&A on Campus Sexual Misconduct, September 2017
U.S. DOE, Office for Civil Rights Publication	Sexual Harassment: It's Not Academic, September 2008
U.S. DOE, Office for Civil Rights Publication	Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3580	District Records
3580	District Records
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4131	Staff Development

4218	Dismissal/Suspension/Disciplinary Action
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Code Of Ethics
4231	Staff Development
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
5125	Student Records
5125	Student Records
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5131.5	Vandalism And Graffiti
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parental Notifications
5145.6-E PDF(1)	Parental Notifications
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E PDF(1)	Title IX Sexual Harassment Complaint Procedures

6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology

Regulation 5145.71: Title IX Sexual Harassment Complaint Procedures

Status: DRAFT

Original Adopted Date: 02/09/2021 | **Last Revised Date:** Pending | **Last Reviewed Date:** 02/09/2021

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

(cf. 5145.7 - Sexual Harassment)

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation not to be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal

resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to

prepare to participate

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

In cases of alleged sexual abuse by a staff member against a student, prior to interviewing the complainant student, the District will provide telephonic notification to the parent or guardian. This will be followed up by written notification sent to the parent/guardian at the address on record with the district via certified mail, return receipt requested. This requirement is subordinate to the need to cooperate with law enforcement investigations and will not apply where law enforcement directs the District not to make these notifications.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator

3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result

5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described

above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)
For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference

3. Education of the student regarding the impact of the conduct on others

4. Positive behavior support

5. Referral of the student to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Co-curricular Activities)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who

facilitates an informal resolution process. The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

(cf. 1113 - District and School Websites)
(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48985 Notices, report, statements and records in primary language
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 34
12291 Definition of dating violence, domestic violence, and stalking
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.82 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
FEDERAL REGISTER
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Q&A on Campus Sexual Misconduct, September 2017
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy REDLANDS UNIFIED SCHOOL DISTRICT
Adopted: February 9, 2021

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 200-262.4	Prohibition of discrimination on the basis of sex
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training
Federal	**Description**
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
Management Resources	**Description**
Court Decision	Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Court Decision	Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Court Decision	Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Court Decision	Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Court Decision	Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Court Decision	Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Court Decision	Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579
U.S. DOE, Office for Civil Rights Publication	Sexual Harassment: It's Not Academic, September 2008
U.S. DOE, Office for Civil Rights Publication	Q&A on Campus Sexual Misconduct, September 2017
U.S. DOE, Office for Civil Rights Publication	Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Title IX Coordinators, April 2015
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3580	District Records
3580	District Records
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4131	Staff Development
4218	Dismissal/Suspension/Disciplinary Action

4219.11	Sexual Harassment
4219.11	Sexual Harassment
4319.11	Sexual Harassment
4319.11	Sexual Harassment
5030	Student Wellness
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6159	Individualized Education Program
6159	Individualized Education Program
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arroyo Verde Elementary School	36-67843-6108179	May 24, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Arroyo Verde student will receive an education that emphasizes health, physical and emotional well-being through a positive school culture.
Arroyo Verde will focus on utilizing research-based best practices to provide all student with a solid foundation to prepare them to be college and career ready.

Identified Need

1. The suspension rate at Arroyo Verde has remained low through the past year. With the return to full in-person instruction there is a need to provide SEL supports through a character education program, positive behavior interventions, and culture-building systems to develop a sense of student connectedness with school and community to reduce the possibility of an increase as well as support student achievement areas.
2. School attendance is a critical component of student success. During this past year of the pandemic, attendance has been a challenge. Arroyo will work to increase overall student attendance by decreasing chronic absenteeism. As students return to in-person attendance requirements it will be important to closely monitor data and intervene early on to ensure students are connected to school and academically successful.
3. STEM is an experimental learning pedagogy in which the application of knowledge and skill are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teach Association. Additionally supports are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher-level understanding of mathematical standards.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate: Percentage of students in grades TK-5 who were absent for 10% or more days of the total instructional days by student groups Source: California School Dashboard	2021-2022 ALL - 13.7% EL - 15.6% FY - 40.0% HY - 15.4% LI - 15.4% SWD - 15.9% AA - 10.2% A - 13.2% H/L - 19.3% W - 6.5%	2022-2023 ALL - 10% EL - 13.6% FY - 38.0% HY - 13.4% LI - 13.4% SWD - 13.9% AA - 8.2% A - 11.2% H/L - 17.3% W - 4.5%
Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	2021-2022 ALL - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.3% SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0.3% W - 0.0%	2022-2023 ALL - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0% SWD - 0.0% AA - 0.0% A - 0.0% H/L -0 % W - 0.0%
School Climate Survey Percentage of positive responses in the areas of: Relationships, sense of Belonging School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of support for academic learning , and self management Source: Local Climate Survey	2021-2022 Student Responses - 160 (54%) Student Favorability - 73% Student Favorability EL - 64% El Responses (% of Student Group) - 5 (50%) FY - Favorability - Data not available. HY - Favorability - Data not Available LI - Favorability - Data Not Available SWD - Favorability - 89% SWD - (% of Student Group) - 22 (47%) AA - Favorability - 71%	2022-2023 Student responses to 65% Student Favorability - 75% Student Favorability EL - 66% SWD - Favorability - 91% AA - Favorability - 73% A - Favorability - 83% H/L - Favorability - 78% W - Favorability - 74% Family Responses - 40% Family Favorability - 87% Staff responses -67%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA - (% of Student Group) 23 (58%) A - Favorability - 81% A - (% of Student Group) - 17 (52%) H/L - Favorability - 76% H/L - (% of Student Group) 80 (54%) W - Favorability - 72% W (% of Student Group) - 94 (53%) Family Responses - 167 (31%) Family Favorability - 85% Staff responses - 30 (65%) Staff Favorability - 83%	Staff Favorability - 85%
Participation & Engagement in Parent/Family Workshops Parent/Family engagement workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	During the 2021-22 school year we held one event for parents around bullying in which we had about 20 attendees. We held our ELAC meetings with only one to two parents attending. Our APPAC meetings averaged four attendees.	2022-2023 Increase attendance by 50%
Student Visual and Performing Arts Participation Percentage of students participating in a VAPA related activity Source: Local Data	During the 2021-22 school year we held two choir events on site, two band/orchestra events were held at other sites, and the choir preformed at two outside venues.	2022-2023 Increase opportunities for family engagement activities by 50%
STEM pedagogy implementation of STEM lessons or clubs based on data collected on classrooms walks including but not limited to lesson plans and/or student work samples Source: Local Data	Not available at this time	2022-2023 Implementation of the STEAM Lab
Implementation of AVID strategies Source: Local data	Based on classroom walk observations by Admin at least 70% of classrooms are implementing AVID strategies	2022-2023 Implementation in 85% of classrooms

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Certification of AVID Elementary	Completed year 2 of AVID elementary	Maintain certification
Attendance Rate Percentage of students who were present by student group Source: District Analysis	2021-2022 ALL - 94.4% EL - 92.9% FY - 94.7% HY - 93.6% LI - 93.9% SWD - 93.8% AA - 95.4% A - 95.2% H/L - 93.3% W - 95.6%	2022-2023 ALL - 96% EL - 94% FY - 96% HY - 95% LI - 95% SWD - 95% AA - 97% A - 97% H/L - 95% W - 97%
Expulsion Rate Percentage of student expelled during the school year by student group Source: CDE Dataquest	2021-2022 All - 0.0% EL - 0% FY - 0% HY - 0% LI - 0% SWD 0% AA - 0% A - 0% W - 0%	2022-2023 All - 0.0% EL - 0% FY - 0% HY - 0% LI - 0% SWD 0% AA - 0% A - 0% W - 0%
SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 90% implementation by teachers Survey not available	2022-2023 Implementation at 96%
SEL/Positive Systems Tiered Fidelity Inventory	2021-2022 Tier 1 % Implementation - 60% Tier 2 % Implementation - No data Tier 3 % Implementation - No data	2022-2023 Tier 1 % Implementation - 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of growth in the current status of system implementation as determined by an external evaluator. Source: Local Survey	Recognition - Bronze Submitted 5/5 - MD	
Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. source: Local Survey	2021-2022 Used the "School Counseling Program Implementation Survey" by ACSA Professional Counseling Initial score in August 2021 50/72 or 69% score January 2022 56/72 or 77%	2022-2023 Increase scoring to 80%
Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 ALL - 98.3% EL - 93.8% FY - 60.0% HY - 98.1% LI - 97.9% SWD - 97.7% AA - 96.6% A - 94.7% H/L - 98.7% W - 98.4%	100% of students will have an active parent portal
Arroyo Verde Input in Decision Making School Site representation on District English Learner Advisory Committee (DELAC) Percentage of times Arroyo Verde has representation at a DELAC meeting	100% representation at District English Learner Advisory Committee meetings	Site representation at 100% DLAC meetings

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of technology boards to support STEM Pedagogy in the classroom Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Due to limits on subs teachers have not ben able to attend trainings. However, the boards are being used daily in each classroom based on classroom walks.	June 2023 all teachers with a board attend one training and documented usage in classroom instruction through lessons plans or walk throughs

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

The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance as measured by an increase in the favorability on climate survey and a decrease in chronic absenteeism.
1.1 Develop a sense of student connectedness through character education programs, staff collaboration, mentoring, and planning for a positive student recognition program.
a. Provide supplies, materials, and resources as incentives for student recognition.
b. Provide signage and marketing for campus culture initiatives (such as PBIS, House System)
c. Provide supplies and contracted services to improve campus culture and student connectedness (such as House Shirts)
d. Provide professional development for staff on campus culture initiatives via on-site presenters or attendance at conferences
e. Purchase instructional and student materials that reflect different cultures including but not limited to cultures represented at the school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

2743	LCAP – Character Education (CHED) Personnel (1000-3999) a. Staff collaboration, and planning
1000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) b. Signage and marketing
2000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) c. Supplies, materials, and contracted services
2000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) d. Professional development
3000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) d. Staff travel for conference attendance for the House system
1000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) e. Purchase instructional and student materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The development of these opportunities will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance as measured by an increase in the favorability on climate survey and a decrease in chronic absenteeism.
1.2 Provide additional time before and after school through a variety of clubs to promote a healthy and positive school culture.
a. Provide additional time and funding for teachers to facilitate before and after school club and activities
b. Provide supplies for use at before and after school clubs and activities
c. Provide student the opportunity at standards based field trips or 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)
1500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) a. Personnel compensation to facilitate student clubs and activities
2900	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) b. Supplies and materials for student clubs and activities
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) a. Personnel benefits (before/after school clubs/activities)
10000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) c. Provide student the opportunity at standards based field trips or assemblies

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

The partnerships are principally directed toward providing support for unduplicated student group families to increase student attendance as measured by attendance data.
1.3 Increase involvement of parents and families
a. Provide supplies, materials and food to support family events
b. Provide child care for events to increase parent 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)
300	Title I Parent Involvement Non-Personnel (4000-7439) a Food for meetings
600	Title I Parent Involvement Non-Personnel (4000-7439) a. Materials and supplies for parent involvement events
200	Title I Parent Involvement Personnel (1000-3999) b. Personnel compensation to monitor children while parents attend meetings with staff
100	Title I Parent Involvement Personnel (1000-3999) b. Personnel benefits (child care)

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

The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance as measured by an increase in the favorability on climate survey and a decrease in chronic absenteeism.
1.4
a. purchase materials and training to support SEL for students and staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I

	Non-Personnel (4000-7439) a. Materials and Training for SEL support

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students at Risk

Strategy/Activity

Increased participation in VAPA programs and helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English learners which will lead to an increase in student attendance as measured by attendance data.
1.5 Provide increased opportunities to participate in Visual & Performing Arts
a. Provide supplies and materials for students participating in additional Visual and Performing Arts activities
b. Provide certificated personnel to increase VAPA opportunities
c. Purchase technology equipment to support VAPA performances

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)
3250	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) a. Supplies and materials for VAPA activities
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) b. Personnel compensation for VAPA activities
350	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) b. Personnel benefits for VAPA activities
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) c. Purchase supplemental technology to support VAPA performances

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students at Risk

Strategy/Activity

These actions and strategies will be developed to principally support the needs of Foster Youth, English language learners, and low-income students as measured by student academic
growth on the STAR math assessment.
1.6 Provide STEM instructional opportunities to supplement and extend student learning
a. Purchase of Supplemental STEM materials and robotics equipment to support academic growth in Science and Math
b. Provide hourly certificated personnel to increase STEM opportunities
c. Staff development including math and science to support the focus on Science Engineering Technology Math pedagogy

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I Non-Personnel (4000-7439) a. Purchase of Supplemental STEM materials and robotics equipment to support STEM pedagogy
1000	Title I Personnel (1000-3999) b. Personnel Compensation (STEM activities)
200	Title I Personnel (1000-3999) b. Personnel benefits (STEM activities)
2000	Title I Personnel (1000-3999) c. Personnel Compensation (STEM professional development)
500	Title I Personnel (1000-3999)

	c. Personnel benefits (STEM 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

1.7 Implement AVID instructional and organizational activates to provide students with foundational skills to be college and career ready. The effectiveness of this strategy will be measured by student growth on the STAR ELA assessment.
a. Provide teachers AVID training
c. Provide supplemental supplies to implement AVID elementary

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)
6750	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) a. Provide teachers AVID training
8250	Title I Non-Personnel (4000-7439) c. Supplemental materials, resources & supplies to implement AVID (such as but not limited to binders, agendas, dividers, paper, folders)

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

1.8 Provide all students with access to appropriate books and materials for effective supplemental instruction as measured by student growth on the STAR ELA and Math assessments.

a. Provide supplemental materials and supplies to support the base program
b. Provide supplemental supplies and resources to supplement the base program
c. Provide necessary certificated and classified staff to supplement the base program
d. Provide instructional support for GATE and Advanced Students
e. Provide compensation to Credential Staff to support the GATE program

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)
10000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) a. Supplemental supplies such as, Duplication, paper, printer ink, toner, Classroom Supplies
200	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) c. Personnel benefits to supplement base program
5190	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) b. Supplemental Books, supplies and resources to support base program
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Gate Coordinator (compensation)
125	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Gate Coordinator (benefits)

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Arroyo Verde elementary will ensure that all students will participate in a high quality instructional program aligned to the California State Standards and receive intervention support as necessary.
Arroyo Verde will close the achievement gaps for English Leaners by implementing research-based best practices, interventions and programs.

Identified Need

1. The End of year STAR district assessment shows the students did meet the goals set which we attribute to strong focus on intervention need and small group instruction. Moving into the next school year we will continue with intervention that focuses on student needs based on data.
2. Research form the National Staff Development Council confirms that "sustained and intensive professional development for teachers is related to student achievement gains and teacher typically need substantial professional development in a given area to demonstrate an increase in student achievement. Research supports the need for continual follow-up and coaching support to more readily transfer professional learning into classroom practice.
3. English Learners demonstrate significant need for support to improve academic outcomes.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Assessment (English/Reading) Source: Internal District Reporting	21-22 STAR Reading Final Screening Grades 1-5 ALL - 50.5%	22-23 STAR Reading Final Screening Grades 1-5 ALL - 52%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American - 44.4% American Indian - 100.0% Asian - 70.0% Filipino - 77.0% Hispanic - 43.7% Pacific Islander – 100.0% Two or More Races - 53% White - 57.9% Uncoded - 50.0% EL - 15.8% FY - 0.0% HY - 48.9% SES - 46.3% SWD - 15.8%	African American - 47% American Indian - 100.0% Asian - 72% Filipino - 79.0% Hispanic - 46% Pacific Islander – 100.0% Two or More Races - 55% White - 59% Uncoded - 52% EL - 17% FY - 2% HY - 50% SES - 48% SWD - 18%
Lexia Grade Level Mastery (GLM) Source: Internal District Reporting	Start of the year 27% were at GLM As of 6/7/22 62% of students are at GLM	By June 2023 65% of the students will reach GLM with 25% of the students moving into or above GLM
STAR Assessment (Math) Source: Internal District Reporting	21-22 STAR Math Final Screening Grades 1-5 All - 41.9% African American - 31.2% American Indian - 0 Asian - 60% Filipino - 77% Hispanic - 32.5% Pacific Islander – 100% Two or More Races - 45.7% White - 56.5% Uncoded - 50.0% EL - 15,0% FY - 0	22-23 STAR Math Final Screening Grades 1-5 All - 43% African American - 34% American Indian - 0 Asian - 62% Filipino - 79% Hispanic - 34% Pacific Islander – 100% Two or More Races - 49% White - 58% Uncoded - 52% EL - 17,0% FY - 2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 29.1% SES - 35.9% SWD - 20.0%	HY - 31% SES - 37% SWD - 22%
English Learner Progress indicator Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	Data not available at this time	All - 85.5%
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	2021-2022 Data not available at this time	2022-2023
Math State Assessment Average Distance from 'Standard Met' on Math Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	2021-2022 Data not available at this time	2022-2023
California Science Test (CAST) Percentage of students meeting or exceeding standards on CAST in grade 5 by student group Source: CDE Dataquest Reporting	2021-2022 Data not available at this time	2022-2023
Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP)	2021-2022 RFEP Students = 4	2022-2023 Reclassify 10% of EL's

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: CDE Dataquest Reporting	EL Students = 36 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 11.1%	
Instructional Technology Professional Development	2022-2023 Due to substitute limitations, we were not able to provide professional development last school year	2022-2023 Desired Outcome to implement 2 trainings
GATE Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group Source: RUSD Internal Dashboard	2021-2022 Completed 5/16 - 16 School Wide Implementation % - 52% partial or in place	2022-2023 School Wide Implementation 100 %
Student Marks/ C- or better (English/Reading) in grades 4-5 (ES- 3tri) Source Internal District Reporting	2020-2021 final trimester ALL - 84.6% EL - 75.0% FY - 100.0% HY - 81.8% LI - 82.9% SWD - 85.7% AA - 87.5% A - 100.0% H/L - 77.3% W - 93.3%	2022-2023 final trimester ALL - 86% EL - 77.0% FY - 100.0% HY - 83% LI - 84% SWD - 87% AA - 89% A - 100.0% H/L - 75% W - 94%
Student Marks/ C- or better (Mathematics) in grades 4-5 (ES- 3tri) Source Internal District Reporting	2020-2021 final trimester ALL - 85.5% EL - 75.0% FY - 100.0%	2022-2023 final trimester ALL - 87% EL - 77.0% FY - 100.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 75.8% LI - 81.4% SWD - 82.9.% AA - 100.0% A - 100.0% H/L - 78.2% W - 88.9%	HY - 77% LI - 83% SWD - 84% AA - 100.0% A - 100.0% H/L - 80% W - 91%
Implementation of State Standards Percentage of respondents indicating 'Fully Implementing' or Fully Implementing with Sustainability by survey domain Source: Local Indicator	ELA - Full Implementation (5) ELD - Initial Implementation (3) Math - Full Implementation (5) NGSS - Initial Implementation (3) History/SS - Initial Implementation (3) Health PE	Maintain
Long Term English Learners Percentage of English Learners that have been classified s EL's for 6+years. Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 0 EL Students - 32 LTEL Students = 0.0%	2022-2023 LTEL Students = 0%

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 9

Students to be Served by this Strategy/Activity

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

Students at risk

Strategy/Activity

Increased academic performance is the intended outcome, focused on individual student growth on assessments, and grades effectiveness will be measured by student growth on the STAR ELA and Math assessments.
2.1 Monitor implementation and progress of instructional practices
a. Provide release time for teachers to review data, collaborate on effective strategies, and observe successful implementation
b. Provide supplies and materials for teacher collaboration
c. Provide substitute coverage for support of assessments
d. Provide supplemental books and supplies for implementation of action plans
e. Provide staff training and conference attendance focused on instructional strategies
f. Provide Saturday School opportunities to support and extend student learning opportunities
g. Provide data based on assessments to the grade level teams to review

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)
8000	Title I Personnel (1000-3999) a. Personnel compensation (teacher collaboration, observation, review)
600	Title I Personnel (1000-3999) a. Personnel benefits (teacher collaboration, observation, review)
1000	Title I Non-Personnel (4000-7439) c. supplies and materials for collaboration
4000	Title I Personnel (1000-3999) c. Substitute coverage to support assessments
14418	Title I Non-Personnel (4000-7439) d. Supplemental books, supplies, support in class instruction (including but not limited to classroom supplies and materials, math manipulatives, white boards, markers, book sets)

8000	Title I Non-Personnel (4000-7439) e. Staff training through on site providers or conference attendance (such as but not limed to: Ron Clark Academy, CUE, Get Your Teach On, Teach Your Heart Out, County Trainings/Programs)
3000	Title I Personnel (1000-3999) g. Personnel compensation (gathering and organizing of data)
300	Title I Personnel (1000-3999) g. Personnel Benefits (data gathering and organizing)

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

Increased academic performance is the intended outcome, focused on individual student growth on assessments, and grades effectiveness will be measured by student growth on the STAR ELA and Math assessments.
2.2 Provide supplemental instructional opportunities to supplement and extend student learning
a. Provide supplemental technology, supplies, and resources to maximize and supplement student learning
b. Provide supplemental site licenses to extend and supplement student learning
c. Provide additional certificated instructional hourly support either during the day or before or after school to supplement or extend student learning

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)
4000	Title I Non-Personnel (4000-7439)

	a. Supplemental materials and resources to supplement or extend student learning which includes repo services for materials
6000	Title I Non-Personnel (4000-7439) b. supplemental site licenses to extend or supplement student learning as listed on what works clearing hours
22000	Title I Personnel (1000-3999) c. Personnel Compensation
2070	Title I Personnel (1000-3999) c. Personnel benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners not at grade level

Strategy/Activity

Promote academic success for EL students and provide tiered supports and services for students not meeting academic standards, as measured by an improvement in reclassification rates and ELA/Math achievement scores on CAASPP for English Learners.
2.3 Provide appropriate academic intervention and supports for English Learners not at grade level
a. Provide certificated hourly support to English Learners
b. Provide supplemental materials and resources to support English Learners
c. Provide translation and interpretation services
d. Provide EL parent meetings and workshops
e. Provide certificated staff to support EL parent meetings/workshops
f. Materials and supports for EL parent meetings and workshops
g. Attending trainings to support EL instruction
h. Purchase of software programs to supplement to monitor and support EL 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)
30000	Title I Personnel (1000-3999) a. Personnel compensation
3250	Title I Personnel (1000-3999) a. Personnel benefits
2000	Title I Non-Personnel (4000-7439) b. Supplemental Materials and support for English Learners including technology and site licenses
2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) c. Language Line subscription for translation and interpretation services
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) e. EL Representative compensation
233	Title I Parent Involvement Non-Personnel (4000-7439) f. Materials and supports for EL parent involvement
400	Title I Non-Personnel (4000-7439) h. Purchase of software programs to supplement to monitor and support EL students

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	$186,429.00

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	$126,488.00
Title I Parent Involvement	$1,433.00

Subtotal of additional federal funds included for this school: $127,921.00

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 ($)
LCAP – Character Education (CHED)	$11,743.00
LCAP – Supplemental & Concentration Grant (SSP)	$46,765.00

Subtotal of state or local funds included for this school: $58,508.00

Total of federal, state, and/or local funds for this school: $186,429.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$12,831
General Fund	$33,199
State Lottery Funds	$7,553
Technology	$14,849

Total:	68,432

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
Michele Lenertz	Principal
Megan Campbell	Classroom Teacher
Denise Hammond/Harlacker	Classroom Teacher
Paula Perez	Classroom Teacher
Roxanne Mackamul	Other School Staff
Marie McCully	Parent or Community Member
Lona Beltran	Parent or Community Member
Curtis Jones	Parent or Community Member
Rebecca Onona	Parent or Community Member
Alaycia Clark	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 5/24/2022.

Attested:

	Principal, Michele Lenertz on 5/24/22
	SSC Chairperson, Alaycia Clark on 5/24/22

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Citrus Valley High School	36-67843-0118802	May 17, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

The students of Citrus Valley High School will receive an education in a safe and supportive environment that focuses on student connectedness through a positive school culture and tiered supports and services that prioritizes social and emotional well-being and college and career readiness.

Identified Need

Goal 1 - Analysis of stakeholder feedback on local climate survey for Citrus Valley indicates that 75% of students, 79% of staff, and 82% of families provided an overall favorable rating as it relates to feeling connected and/or belonging to the school community. On the parent survey in the Spring of 2021 families shared a 82% favorability rating when asked if they felt their students belonged to the Citrus Valley school community. Additionally, when asked about safety (both physical and emotional) while at school 87% of students, 88% of staff, and 90% of family responded favorably. While the perception data is strong school-wide, further breakdown by ethnicity and other demographics was unavailable during the 2020-21 school year. However, baseline data will be collected and monitored using a Kelvin Pulse Survey at the beginning of the 2021-22 school year in order to analyze data specifically tied to English learners, foster youth, students experiencing homelessness, low income, students with disabilities, and other student groups whose outcomes indicate the greatest need. The following areas will be a focus for monitoring: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management.

Although local data is unavailable at this time, a growing body of research has made it increasingly apparent that Adverse Childhood Experiences (ACEs), which are traumatic experiences and events, affect student groups differently, especially the most vulnerable. Recent research shows that nearly half of children ages 6-17 have experienced at least one ACE. Because of potential negative impacts of ACEs on students' well-being and academics, the school will intentionally and proactively focus on all students, and, in particular, student groups most adversely affected by ACEs. Citrus Valley will provide appropriate and necessary tiered supports to positively affect student outcomes and remediate the effects of Adverse Childhood Experiences.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicate the need to operationalize a strategic tiered system of support in the areas of academics, behavior, and social emotional learning. Citrus Valley plans to improve student connectedness and behavioral and social emotional competencies through actions that support and improve student learning and will measure progress toward meeting the goal using the metrics identified below.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate Percentage of students who were present by student group Source: District Analysis	2021-2022 ALL - 93.4% EL - 91.1% FY - 76.5% HY - 92.3% LI - 92.4% SWD - 89.5% AA - 92.9% A - 96.8% H/L - 92.8% W - 94..0%	Improve ATT percentage by 1% annually for each student group.
1B Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard	Data pending	NA
1C High School Dropout Rate Percentage of students in the 4- year adjusted cohort who drop out of high school by student group	Data pending	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: CDE Dataquest Reporting		
1E Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	2021-2022 ALL - 3.0% EL - 9.6% FY - 8.3% HY - 3.2% LI - 3.9% SWD - 8.7% AA - 5.0% A - 1.7% H/L - 3.0% W - 2.8%	Decrease suspension rate by 0.1% across all student groups.
1F Expulsion Rate Percentage of students expelled during the school year by student group Source: CDE Dataquest	2021-2022 ALL - 0.1% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.1% SWD - 0.0% AA - 0.0 % A - 0.0% H/L - 0.1% W - 0.0%	Maintain current expulsion rate.
1G School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management	2021-2022 Student Responses - 1123 (55%) Student Favorability - 64% EL Favorability - 77% EL Responses (% of Student Group) - 56 (50%) FY - Data not available HY - Data not available	Increase Favorable Response Percentage for both surveys by 5% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Climate Survey	LI - Data not available SWD Favorability - 67% SWD Responses (% of Student Group) - 73 (32%) AA Favorability - 69% AA Responses (% of Student Group) - 76 (46%) A Favorability - 58% A Responses (% of Student Group) - 139 (63%) H/L Favorability - 65% H/L Responses (% of Student Group) - 620 (53%) W Favorability - 64% W Responses (% of Student Group) - 758 (56%) Family Responses - 518 (27%) Family Favorability - 83% Staff Responses - 80 (60%) Staff Favorability - 74%	
1H SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Completed 5/16: 17 School Wide Implementation % - 5/20 - 65%	Goals will be established after Baseline data is collected.
1I SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status of system implementation as determined by an external evaluator.	2021-2022 Tier 1 % Implementation - 67% Tier 2 % Implementation - No data Tier 3 % Implementation - No data	Increase Overall Implementation by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Survey	Recognition - Bronze Submitted 5/9 - JJ	
1J Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 88% (7/8 number of tasks completed) Missing Elements: Annual Calendar	Goals will be established after Baseline data is collected.
1K Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 ALL - 98.8% EL - 95.6% FY - 91.7% HY - 98.6% LI - 98.5% SWD - 97.1% AA - 97.8% A - 98.9% H/L 98.5% W - 100.0%	100% participation across all student groups.
1L Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	Data pending	Goals will be established after Baseline data is collected.
1M Parent Input in Decision Making	Data pending	Goals will be established after Baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site representation on District English Learner Advisory Committee (DELAC) Percentage of parent/guardian seats filled on School Site Council (SSC) and English Learner Advisory Committee (ELAC) Source: Local Survey		
1N Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Data pending	Goals will be established after Baseline data is collected.
1O AVID College and Career Indicator Percentage of AVID Students that are "prepared" on the CCI indicator by student group compared to the total number of students prepared. Source: District Analysis	2021-2022 ALL - 1.6% EL - 0.0% FY - 0.0% HY - 0.0% LI - 1.4% SWD - 0.0% AA - 6.7% A - 0.0% H/L - 0.7% W - 9.1%	Improve percentage by 1% annually for each student group.
1P AVID Enrollment/Demographics Alignment of AVID enrollment demographics to the unduplicated student	2021-2022 ALL - 9.1% EL - 6.2% FY - 0.0% HY - 17.6%	Improve percentage by 1% annually for each student group.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
count compared to the total number of students enrolled. Source: District Analysis	LI - 72.5% SWD - 4.7% AA - 7.8% A - 9.3% H/L 72.0% W - 5.7%	
1Q AVID Coaching & Certification Instrument Percentage of growth on the AVID Coaching & Certification Instrument Source: District Analysis	Data pending	Goals will be established after Baseline data is collected.
1R Career Technical Ed (CTE) Course Enrollment Percentage of 9-12 students enrolled in a CTE pathway compared to the total number of students enrolled. Source: District Analysis	2021-2022 ALL - 45.0% EL - 3.3% FY - 0.7% HY - 12.8% LI - 67.8% SWD - 12.0% AA - 7.3% A - 6.0 H/L 58.1% W - 22.8%	Improve percentage by 1% annually for each student group.
1S Career Technical Ed (CTE) Pathway Completion Percentage of 9 -12 students completing a CTE pathway by student group. Source: District Analysis	Data pending	Improve percentage by 1% annually for each student group.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1T School Connectedness/ HS Elective and or Activity Participation Percentage of students participating in an elective, club or activity Source: Local Survey	Data pending	Desired Outcome will be established after baseline data is collected.

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, but principally directed towards students in need of Tier 2/3 supports

Strategy/Activity

1.1 Social Emotional Learning (SEL) - The site SEL team will coordinate a school-wide tiered SEL program implemented by all staff that will support students and staff to integrate Social Emotional Learning (SEL) into classroom and activities. This supports will include tier 1 instruction during the school day, structured reinforcing activities, such as assemblies, synergy activities, and work with Restorative Practices. Students, staff and families will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness to help in learning communities that are safe, positive, inclusive, and welcoming.

Staff will participate in district/site professional learning opportunities to support implementation of tiered SEL programs utilizing tier 1 curriculum (Character Strong). Site staff will also develop Tier 2 supports, utilizing additional staffing, small group opportunities, and other necessary supports as identified by student data. Additionally, staff will collaborate with Tier 3 support providers including, but not limited to, access to mental health support staff and community resources. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal Tier (Tier 1) of support for ALL students.

Effectiveness of this goal will be measured through an increase in attendance and a decrease in student discipline, and through survey responses of students, staff, and 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)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 2

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

All Students, but principally directed towards students in need of Tier 2/3 supports

Strategy/Activity

1.2 Positive Behavior Supports - The school site will promote a positive school climate by encouraging positive student behaviors (CLASS) through the use of a positive behavior framework focused on proactively intervening with an emphasis on Universal (Tier 1) prevention and instruction rather than punitive discipline. Staff will also support the development of site based Tier 2 supports and coordinate with district-wide Tier 3 supports including, but not limited to, access to the Board Certified Behavioral Analyst and behavioral staff. Positive behavior systems are aligned to the Multi-Tiered System of Supports (MTSS) framework.

Effectiveness of this goal will be measured through an increase in attendance and a decrease in student discipline, and through survey responses of students, staff, and 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)
3729	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
10000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, but principally directed towards students in need of Tier 2/3 supports

Strategy/Activity

1.3 Comprehensive School Counseling - The counseling team will participate in professional development and collaboration to develop an ASCA-aligned school counseling program, which includes data driven tiered support systems in Academics, Social Emotional Learning, and College/Career Readiness. Tier 1 supports and services will be progress monitored through data tracking of pre/post assessments as indicated on the Counseling Action Plan, and the use of the California College Guidance Initiative (CCGI) website. Additional supports will be developed to principally benefit unduplicated students with Tier 2 supports including at-risk conferencing, college and career awareness activities, focused social emotional learning groups, and prioritization of Foster Youth and students experiencing homelessness.

Effectiveness of this goal will be measured through an increase in attendance and a decrease in student discipline, an increase of graduation rate and the College & Career Indicator of the CA Dashboard, and through survey responses of students, staff, and 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)
1500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
1500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in need of Tier 2/3 support

Strategy/Activity

1.4 Intervention Support Teams - School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative stakeholder planning sessions in order to develop individual success plans.

Effectiveness of this goal will be measured through an increase in attendance and a decrease in student discipline, an increase of graduation rate and the College & Career Indicator of the CA Dashboard, and through survey responses of students, staff, and 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)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)

Strategy/Activity

1.5 School Connectedness - The staff of Citrus Valley will create a school positive and welcoming school environment through coordinated programing efforts of ASB, Link Crew, Athletics, Visual & Performing Arts programs, clubs, and activities. Additionally, CVHS will implement an Equity Team as well as a site based AAPAC. Students will be encouraged to participate in the School +2 initiative which monitors student participation in extra curricular activities and events. Subscriptions, equipment, materials, and

professional development will be provided to support these efforts. Participation in events and activities will be progress monitored by staff to provide intervention and support for at-promise students.

Effectiveness of this action will be evaluated based on increased student attendance and data tracking through the 5Star Program.

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)
4000	LCAP – Character Education (CHED) Personnel (1000-3999)
2570	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
15000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 6

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

All Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)

Strategy/Activity

1.6 Parent & Community Involvement - The school will provide a range of capacity-building opportunities that further the District's Redlands 2025 vision of Equality through Equity and Strong Parent & Community Partnerships. Staff will continue to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials, and create in person opportunities as appropriate to equip parents to engage in the school and to support their students' learning. Additionally, staff will continue family

outreach to partner in increasing parent participation in site advisory committees such as SSC, ELAC, PTA, and Booster Organizations.

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

Amount(s)	Source(s)
3000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 7

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

Multilingual Students & Families

Strategy/Activity

1.7 Parent Involvement/Translation Services - The school site will provide translation services, utilizing district staff or outside contractors, to support a wide range of communication efforts between the school and families. The school will also provide interpretation support during individual parent meetings and respond to parents/guardians in their home language whenever possible. The EL Site Representative will coordinate efforts to increase parent participation in DELAC and ELAC.

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
1250	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)

Strategy/Activity

1.8 Instructional Technology and Innovation - Staff will participate in innovative technology programs, professional development, and use technology tools designed to provide students equitable access to college and career preparedness. Professional development offerings will be aligned with the principles of Universal Design for Learning to remove barriers to learning and give students equal opportunities to succeed specifically through the use of educational technology tools. Additionally, staff will conduct data analysis collaborative meetings and develop local assessments & intervention opportunities, so that teachers can strategically monitor strengths and weaknesses of the educational program, as well as identify individual students for multi-tiered systems of support in academics, behavior, and socio-emotional learning.

Major Instructional Technology and Innovation Programs Include:
1. STEAM and Innovation Labs (CSTEM Coding and Robotics, 21st Century Learning Spaces, and Computer Science Electives) designed to increase student engagement, and improve SBAC Math and Science results
2. Digital Storytelling Initiative designed to increase SBAC Listening & Speaking and Writing results

Major Accountability Programs Include:
1. On-going data analysis, progress monitoring, and Professional Learning Communities, as measured by improved CAASPP ELA and Math results
2. On-going district assessment development and revision, as measured by improved CAASPP ELA and Math results

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
15000	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All AVID Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)

Strategy/Activity

1.9 AVID - Citrus Valley will continue to scale up the AVID (Advancement Via Individual Determination) program across campus to help students develop the skills they need to be successful in college. Staffing, professional development, and consortium membership fees will be supported by the District, however sites funds will supplement these efforts to support campus specific programs and initiatives such as College App Day, College Workshops, College Visits, and others. AVID programs provide targeted supports to unduplicated student groups to develop advanced writing, critical thinking, teamwork, organization and reading skills.

Effectiveness of this goal will be measured through an increase in an increase of the College & Career Indicator of the CA Dashboard for AVID students, progress towards alignment of AVID demographics to school demographics, and increase of implementation of the AVID programs as measured by the AVID Coaching and Certification Instrument.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
6000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All CTE Pathway Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)

Strategy/Activity

1.10 Career Technical Education (CTE) - Citrus Valley HS will prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. Program support will include industry sector competitions, equipment, supplies, and professional development. At Citrus Valley HS the following school sponsored pathway opportunities are provided: Software & Systems Development; Engineering Design & Technology, Production & Managerial Arts (Visual & Performing Arts)

The site Career Center Teacher will support the work of school-based counselors as it relates to college/career domain and operate the career center; efforts will be principally directed toward providing support to unduplicated student groups.

A partnership with Colton Redlands Yucaipa Regional Occupational program (CRY-ROP) will continue to provide additional ROP CTE pathways, equipment, and supplies for the following pathways: Design, Visual & Media Arts, Game Design & Integration, Child Development, Patient Care, Food Services & Hospitality, Entrepreneurship, Public Safety

Effectiveness of this goal will be measured through an increase in pathway enrollment and completion, which will lead to an increase of the College & Career Indicator of the CA Dashboard. Exit surveys will be conducted with students who do not return for year 2 of a pathway.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
2000	LCAP – College & Career Personnel (1000-3999)
14000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

13000	LCAP – College & Career Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Students will progress towards meeting standards in academics.

Identified Need

Analysis of student performance on local progress monitoring assessments shows that only 62.8% of 9-12th grade students received a C- or better in ELA. In mathematics, 56.6% of 9th - 12th grade students received a C- or better. This is a decrease in both ELA and math as a result of the interruption of in-person learning due to Covid-19. While this is a concern school-wide, the following student groups were disproportionately impacted by this interruption: English learners (ELs), Foster Youth (FY), students experiencing homelessness (HY), Student with Disabilities (SWD), and Low Income (LI) students and demonstrated a greater decreases across the two year window. In addition, a review of California Dashboard data shows that 55.6% of graduating students are placed in the "Prepared" level on the College and Career Indicator. Of particular concern are the following student groups: SWD 10.9% prepared, Hispanic 47.1% prepared, African American 43.2% prepared, and HY 44% prepared.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicates a desire to operationalize a strategic tiered system of support for academics. RUSD plans to improve ELA and math performance, as well increase graduation rates and students meeting the College and Career Indicator, through actions that support and improve student learning. Additionally, RUSD will measure progress toward meeting the goal using the metrics identified below.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group Source: California School Dashboard	Data pending	Increase by 3%
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 11 by student group Source: California School Dashboard	Data pending	Increase by 3%
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 12) student group Source: CDE Dataquest Reporting	Data pending	Increase by 3%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	Data pending	Increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: California School Dashboard		
2E Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2021-2022 RFEP Students = 5 EL Students = 119 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 4.2%	Increase Reclassification Rate by 6%
2F Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 78 EL Students = 114 LTEL % = 68.4%	Decrease LTEL students by 4
2G Advanced Placement (AP) Enrollment Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes by student group compared to the total number of students enrolled. Source: CALPADS Reporting (District Analysis)	2021-2022 ALL - 23.5% EL - 0.0% FY - 0.0% HY - 7.9% LI - 46.4% SWD 0.8% AA - 3.6% A - 18.0% H/L - 38.8% W - 29.0%	Increase by 4% in all student groups less than 15%
2H Advanced Placement (AP) Pass Rate Percentage of students in grades 10-12 enrolled in 1 Number of students in	2021-2022 Data pending	Increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or more by student group. Source: CALPADS Reporting (District Analysis) Note: Spring 2020 AP Exams were modified and administered online due to COVID-19		
2I Dual Enrollment (DE) Enrollment Number of Dual Enrollment (DE) courses offered Source: District DE Course Catalog	Data pending	Maintain 3 Courses
2J Dual Enrollment (DE) Pathway Pass Rate Percentage of students in grades 10-12 enrolled in 1 or more Dual Enrollment (DE) classes who pass with a "C" or better by student group compared to the total number of student who passed. Source: District Analysis	2021-2022 ALL - 100.0% EL- 0.0% FY- 0.0% HY - 3.6% LI - 36.4% SWD - 3.6% AA - 7.3% A - 5.5% H/L - 36.4 % W - 30.9%	Maintain 100%
2K Graduation Rate	Data pending	Increase to/Maintain 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: California School Dashboard		
2L Certificate of Completion Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) or Certificate of Completion (CC) Source: CDE Dataquest Reporting	Data pending	Increase to 25%
2M On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion and current course enrollment student group Source: RUSD Internal Dashboard	2021-2022 ALL - 86.7% EL - 64.0% FY - 66.7% HY - 84.9% LI - 82.5% SWD - 70.7% AA - 81.3% A - 91.0% H/L - 84.1% W - 92.8%	Increase to 95% for all student groups
2N College/Career Indicator Percentage of graduates who are placed in the ‘Prepared’ Level on the Dashboard by student group Source: California School Dashboard	2021-2022 ALL - 11.8% EL - 1.8% FY - 0.0% HY - 12.5% LI - 10.7% SWD - 7.0% AA - 14.4%	Increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A - 19.8% H/L - 8.9% W - 14.6%	
2O A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	Data pending	Increase all student groups to a minimum of 25%
2P On-Track A-G Status Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress) Source: RUSD Internal Dashboard	Data pending	Goal will be determined after baseline data is established
2Q State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting	Data pending	Increase to 15%
2R FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting	Data pending	Increase to 60%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2W Student Marks/C- or better (English) in grades 9-12 (2nd Semester) Source: Internal District Reporting	2021-2022 ALL - 82.6% EL - 66.7% FY - 60.0% HY - 79.6% LI - 77.8% SWD - 76.9% AA - 77.2% A - 90.2% H/L - 79.6% W - 88.7%	Increase all student groups that are below 45% by 8%
2X Student Marks/C- or better (Mathematics) in grades 9-12 (2nd Semester) Source: Internal District Reporting	2021-2022 ALL - 74.5% EL - 52.2% FY - 42.9% HY - 67.1% LI - 68.6% SWD - 60.0% AA - 63.4% A - 86.5% H/L - 70.3% W - 82.2%	Increase all student groups that are below 50% by 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)

Principally directed towards meeting the needs of unduplicated students

Strategy/Activity

2.1 Professional Development to Support Implementation of State Standards - Professional development opportunities will be provided to teachers and other instructional staff to enhance learning opportunities for students and increase knowledge of state standards, strategies to support at-promise students, and how to use data to monitor and support student learning. Additionally, CV staff will participate and support in district-wide implementation of Universal Design for Learning (UDL), which is a framework "to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2021). The three main principles - multiple means of engagement, expression and action, and representation - can guide teachers in meeting the needs of diverse learners, including unduplicated students.

As a result of the implementation of the goal, students will demonstrate increased student achievement in math , english language arts, and science as measured by the state assessments and an increase in the C or better rate.

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)
5000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
10000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 2

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

Principally directed towards meeting the needs of unduplicated students

Strategy/Activity

2.2 Instructional Materials & Supplies - Supplemental instructional materials and supplies will be provided to classroom teachers to support hands on learning opportunities and provide a richer understanding of content. These materials will supplement the District provided textbooks and materials, and will include items such as supplemental workbooks, copies, science and math supplies, additional books, CTE materials, and other learning materials,

As a result of the implementation of the goal, students will demonstrate increased student achievement in math, english language arts, and science as measured by the state assessments and an increase in the C or better rate.

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)
35000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 3

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

Principally directed towards meeting the needs of unduplicated students

Strategy/Activity

2.3 Tiered Interventions - Citrus Valley staff will review data to identify learning needs for unduplicated student groups in need of Tier 2 academic supports, and individual students in need of Tier 3 academic supports. Intervention systems will be implemented such as tutoring opportunities, extra class period, small group learning, as well as online learning support programs to support Tier 2 needs. Supplemental costs to support these efforts may include staff compensation for work outside of the school day, substitutes for collaboration, instructional materials tied to specific intervention programs, and online subscriptions. Data from online learning programs and small group learning opportunities will be monitored for an increase in assignment completion and standards mastery in core content classes. Individual improvement plans will be developed for Tier 3 needs and will be monitored based on student performance data with curriculum embedded assessments through a progress monitoring cycle and will be adjusted based on formative and summative data to ensure an increase in student achievement.

Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades which will be evidenced by an increase in student achievement in math, english language arts, and science as measured by the state assessments and an increase in the C or better rate.

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)

18000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
13000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Multilingual Students

Strategy/Activity

2.4 Tiered Supports for Multilingual Students - Citrus Valley staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multiliteracy and participate in professional development to support the learning needs of multilingual students, The site will support students through collaboration with the district to meet the requirements for the Seal of Biliteracy. Additionally, CV staff will provide intervention and support for multilingual students not meeting grade level standards. Intervention may include access to additional language support staff including a site coordinator, materials and supplies to support learning, online learning programs, and assessment and monitoring tools to assist with reclassification efforts.

As a result of the implementation of the goal, EL students will demonstrate increased student achievement in math, english language arts, and science as measured by the state assessments and an increase in the C or better rate, an increase in the reclassification rate and improvement on the College/Career Indicator (CCI).

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

6,000	District Funded – Title III Personnel (1000-3999)
6,475	District Funded – Title III Non-Personnel (4000-7439)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Principally directed towards unduplicated students who qualify for Special Education

Strategy/Activity

2.5 Tiered Supports for Special Education Students - Professional development around inclusion/co-teaching and differentiation of instruction will be provided to special education and general education teachers. Citrus Valley HS will also explore implementation of inclusion classes in support of integration of Special Education students into the general education setting. This will also include professional development for both special education and general education teachers focused on inclusion. Effectiveness of this strategy will be measured by an increase in C- or better grades for special education 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)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
6000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Principally directed towards unduplicated students

Strategy/Activity

2.6 Supplemental Online Instructional Programs - Citrus Valley will provide supplemental online instructional programs to support students in need of additional academic opportunities. Data from supplemental assessment and learning programs will be disaggregated by unduplicated student groups to monitor progress, identify academic needs, and provide tiered supports.

Staff will use the assessment data and instructional programs to support individual students with learning recovery, resulting in increased student achievement as measured by these programs and state and local assessments.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Principally directed towards unduplicated students

Strategy/Activity

2.7 Targeted Math & Science Supports - With support from the Secondary Education Departments, teachers will receive professional development on using STEM (Science, Engineering, Technology and Math). STEM electives (including but not limited to Computer Science and Advanced Computer Science) will be offered to provide all students access to project based learning focused on coding and robotics and to further develop their college and career competencies. Effectiveness will be monitored by an increase in students receiving a "C" or better in C-STEM math/science compared to general math and science.

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)
4000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

3000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Principally directed towards unduplicated students

Strategy/Activity

2.8 College Readiness Programs - With the support of the Educational Services Department and the California College Guidance Initiative (CCGI), professional development opportunities will be provided to teachers and counselors to further support students with their college and career preparation. The PSAT will be offered to all 9th/10th graders and the SAT will be offered to 11th/12th graders to support college-preparation practice, to support AVID college-going goals, and to ensure all students have access, since fees will be covered by RUSD. PSAT/SAT participation will be monitored and data will be used to support at-promise students. CCGI will be used to support and progress monitor FAFSA and college application completion rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
435	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Principally directed towards unduplicated students in the Dual Enrollment program

Strategy/Activity

2.9 Dual Enrollment - An increased focus on student recruitment and support to improve course enrollment and successful Dual Enrollment course completion. Effectiveness of this program will be measured by Duel Enrollment courses student enrollment data and course pass rate.

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 10

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

Principally directed towards unduplicated students who are credit deficient

Strategy/Activity

2.10 Summer School/Credit Recovery/Intervention Programs - Provide supplemental academic materials for each department to provide tiered supports and services to all students who are credit deficient in all classes. Effectiveness of this strategy will be measured by student grades, A-G completion rate, CAASPP results, CCI rate, CTE pathway completion rate.

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

Amount(s)	Source(s)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 11

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

Principally directed towards unduplicated students in AP programs

Strategy/Activity

2.11 Advanced Placement Programs - Staff development opportunities for AP teachers and an increased focus on student recruitment and support to improve course enrollment and successful AP exam completion in the Advanced Placement Program. Effectiveness of this program will be measured by AP course enrollment data and AP test pass rate.

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
3000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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	$170,685
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	$230,459.00

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 ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$12,475.00
LCAP – Character Education (CHED)	$16,570.00
LCAP – College & Career	$15,000.00
LCAP – Supplemental & Concentration Grant (SSP)	$186,414.00

Subtotal of state or local funds included for this school: $230,459.00

Total of federal, state, and/or local funds for this school: $230,459.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$54,160
General Fund	$197,148
Instructional Media/Library	$3,956
State Lottery Funds	$28,795
Security	$13,772
Technology	$58,361
Transportation	$127,400

Total:	483,592

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

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Maisie McCue	Principal
Austin Meiners	Classroom Teacher
George Chavarria	Classroom Teacher
Sarah Keller	Classroom Teacher
Amanda Gruber	Other School Staff
Jennifer Sherman	Parent or Community Member
Bob Nelson	Parent or Community Member
James Hill	Parent or Community Member
Sydney Hageali	Secondary Student
Kelechi Amobi	Secondary Student
Emily Walos	Secondary Student
Kimberly Van Ry	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 17, 2022.

Attested:

	Principal, Maisie McCue on May 17, 2022
	SSC Chairperson, Jennifer Sherman on May 17, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clement Middle School School Site Council	36-67843-6059414		

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Create a positive and safe environment for all students that is conducive to learning, increases student connectedness, provides socio-emotional learning support, and maintains Positive Behavioral Intervention Supports in place.

Identified Need

1. As of March 2022, our Suspension Rate has increased due to a return from Distance Learning to In-Person Learning full time. However, we maintain a continued focus on decreasing suspensions through Positive Behavior Interventions and Character Education programs to develop a sense of student connectedness with school and community will reduce the possibility of an increase as well as support student achievement in academic areas.
2. School attendance is a critical component of student success. Therefore, Clement MS will work to increase student attendance while decreasing chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate Percentage of students who were present by student group Source: District Analysis	2021-2022 Total - 93.7% EL - 91.9% FY - 88.2% HY - 93.3% LI - 92.9% SWD - 91.6% AA - 93.2% A - 96.6% H/L 93.2% W - 94.8%	Improve ATT percentage by 1% annually for each student group.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1B Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard	2021-2022 Total - 18.8% EL 27.5% FY - 23.8% HY - 19.5% LI - 22.7% SWD - 26.5% AA - 31.8% A - 5.3% H/L - 20.6% W - 13.4%	Decrease Chronic Absentee Percentage by 2% annually for each student group.
1D Middle School Drop-out Rate Percentage of students in grades 7 and 8 who dropped out of school by student group Source: CALPADS Reporting	N/A	N/A
1E Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	2021-2022 Total - 6.1% EL - 7.5% FY - 23.8% HY - 7.7% LI - 7.1% SWD- 7.4% AA - 9.1% A - 1.8% H/L - 7.0% W - 4.0%	Decrease suspension rate by 0.1% across all student groups.
1F Expulsion Rate Percentage of students expelled during the school year by student group Source: CDE Dataquest	2021-2022 Total -0.6% EL - 0.0% FY - 0.0% HY - 0.0%	Maintain current expulsion rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LI - 0.7% SWD - 0.5% AA - 1.5% A - 0.0% H/L - 0.4% W - 1.5%	
1G School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	2021-2022 Student Responses - 563 (58%) Student Favorability - 60% EL Favorability - 70% EL Responses (% of Student Group) - 28 (38%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 64% SWD Responses (% of Student Group) - 64 (37%) AA Favorability - 50 % AA Responses (% of Student Group) - 42 (51%) A Favorability - 69% A Responses (% of Student Group) - 44 (54%) H/L Favorability - 60% H/L Responses (% of Student Group) - 349 (56%) W Favorability - 60% W Responses (% of Student Group) - 400 (59%) Family Responses - 246 (26%) Family Favorability - 81 % Staff Responses - 46 (60%) Staff Favorability - 83%	Increase Favorable Response Percentage for both surveys by 5% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1H SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Completed 5/16: 18 School Wide Implementation % - 5/20 - 85%	Goals will be established after Baseline data is collected.
1I SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status of system implementation as determined by an external evaluator. Source: Local Survey	2021-2022 -4/14/2022 Tier 1 % Implementation - 80% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Silver Submitted 5/5 – JJ	Goals will be established after Baseline data is collected.
1J Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Goals will be established after Baseline data is collected.
1K Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 Total - 99.0% EL - 96.3% FY - 100.0% HY - 98.2% LI - 99.1% SWD - 98.9% AA - 98.5% A - 96.5% H/L - 99.0% W - 99.5%	100% participation across all student groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1L Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	Goals will be established after Baseline data is collected.	Goals will be established after Baseline data is collected.
1N Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Goals will be established after Baseline data is collected.	Goals will be established after Baseline data is collected.
1P AVID Enrollment/Demographics Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled. Source: District Analysis	2021-2022 Total - 10.6% EL - 0.8% FY - 0.8% HY - 12.5% LI - 74.2% SWD - 0.8% AA - 4.2% A - 6.7% H/L - 67.5% W - 16.7%	Increase percentage of AVID enrollment by 1% annually across student groups.
1Q AVID Coaching & Certification Instrument Percentage of growth on the AVID Coaching & Certification Instrument Source: District Analysis	2021-22 Certified Data: Number of Indicators at Each Level: Does Not Meet AVID Implementation Expectations 0 Meets AVID Elective Implementation Expectations 21 Emerging AVID Schoolwide 8 AVID Schoolwide 24 Sustaining AVID Schoolwide 11	Goals will be established after Baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1U School Connectedness/MS Redlands Connections League Participation Percentage of students participating in the Redlands Connections League Source: District Analysis	Total participation rate (2021-2022 school year): 15.0% (156 students)	10% of school population participation rate annually.

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

1.1 Positive Behavior Supports and Intervention Programs to increase student engagement on campus (climate), reduce our suspension rate, improve SBAC scores in English Language Arts and Math, and to improve Chronic Absenteeism data across all student groups.
a. hourly pay for PBIS team
b. materials to implement PBIS and WEB Programs
c. student recognition and incentives
d. Stipend for CJSF Coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5500	LCAP – Character Education (CHED) Personnel (1000-3999) 1.1.a to 1.1.d
7677	LCAP – Character Education (CHED)

	Non-Personnel (4000-7439) 1.1.a to 1.1.d

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

1.2 Parent Involvement Programs to increase Parent engagement with school personnel, improve Parent/School communication during the school year, increase parent access to support programs on campus, and increase student attendance rate due to higher parent involvement in school programs.
a. parent nights (speakers, refreshments, materials, printing)
b. home mailings
c. Parent Liaison, 5hrs./daily

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)
3200	Title I Parent Involvement Non-Personnel (4000-7439) 1.2.a T1 Parent Involvement
500	Title I Parent Involvement Non-Personnel (4000-7439) 1.2.b T1 Parent Involvement
20000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) 1.2.c Salary
13955	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) 1.2.c Benefits

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

1.3 Provide students with access to library/media resources to increase student engagement on campus (climate), improve SBAC scores in English Language Arts and Math, and to improve Chronic Absenteeism data across all student groups.
a. purchase of books to support library
b. purchase technology hardware/software to support student learning

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) 1.3.a
3500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) 1.3.b and 1.3.c

Strategy/Activity 4

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

Students participating in AVID program

Strategy/Activity

1.4 Implementation of all parts of the AVID program at Clement to increase student engagement on campus (climate), reduce our suspension rate, improve SBAC scores in English Language Arts and Math, and to improve Chronic Absenteeism data across all student groups.
a. Instructional materials
b. Field Trips
c. Conferences
d. Incentives for AVID students' academic performance

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 Non-Personnel (4000-7439) 1.4.a
10784	Title I Non-Personnel (4000-7439) 1.4.b
5000	Title I Non-Personnel (4000-7439) 1.4.c
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) 1.4.d

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

1.5 After school/lunchtime enrichment/club personnel support and materials (Including but not limited to STEM, Run Club, Coding, Drama club, Improv club, Journalism Club, Peer Tutors Club, Garden Club, etc.) to increase student engagement on campus (climate), reduce our suspension rate, improve SBAC scores in English Language Arts and Math, and to improve Chronic Absenteeism data across all student groups.

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)

11100	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Personnel
7000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.6 Support of performing arts program to increase student engagement on campus (climate), reduce our suspension rate, improve SBAC scores in English Language Arts and Math, and to improve Chronic Absenteeism data across all student groups.
a. additional instruction
b. transportation and admission costs for festivals, field trips, etc.
c. materials/supplies to support Performing Arts 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)	Source(s)
3425	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) 1.6.a Salary
232	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) 1.6.a Benefits
10000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) 1.6.b
48941	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439) 1.6.c $15,000 for new Band program jumpstart, $2,500 for remaining programs

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our suspension rate has increased from previous years, likely due to a return to In-Person Learning vs. Distance Learning. The Clement Support Team (PBIS) continues to meet and develop strategies to decrease student behavior incidents and the need for suspensions from school. Clement Admin Cabinet meets weekly to discuss specific Chronic Absent students, and develops action plans to increase these specific students' attendance, while also rewarding students who attend school regularly. Our Performing Arts Program has exploded this year with the addition of a full-time Band Director who works in concert with our Choir and Theater Director to improve student performance, increase student engagement on campus, and to develop a sense of school pride for our Performing Arts Department within our community. 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.

Goal 1.2, Parent Engagement continues to be an area of improvement for Clement; Admin meets regularly with PTSA and SSC to brainstorm ideas to increase Parent Involvement on campus through targeted guest speakers, on-campus events, and more recruiting for both PTSA and SSC for parent feedback and 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.

Allocations to Goal 1.6 will be significantly reduced for 22-23 school year, due to the many purchases and upgrades to our Performing Arts program here this year. All other allocations will remain largely the same for 22-23.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Provide resources for all subjects to deliver Common Core and State Standards-based instruction, as well as supplemental instruction to close the achievement gap and/or accelerate learning recovery.

Identified Need

1. Research from the National Staff Development Council confirms that, "Sustained and intensive professional development for teachers is related to student achievement gains and teachers typically need substantial professional development in a given area (at least 50 hours)" to demonstrate an increase in student achievement. Research support the need for continual follow-up and coaching support to more readily transfer professional learning into classroom practice.
2. State Standardized Test results for the initial CAASPP administration show that Clement MS students are outperforming both State and County. However, all students are still not Meeting or Exceeding expected mastery of the standards. Additionally, there is a clear achievement gap that remains between the performance of various student groups. Therefore, Clement MS recognizes the need to continually support strong first instruction through Professional Development and coaching.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group Source: California School Dashboard	Data pending	Improve performance in each student group by 5% annually.
2B Math State Assessment	Data pending	Improve performance in each student group by 5% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group Source: California School Dashboard		
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) student group Source: CDE Dataquest Reporting	Data pending	Improve percentage of Standard Met and Exceeded by 5% annually.
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	Data pending	Improve percentage of Well Developed and Moderately Developed by 5% annually.
2E Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2021-2022 RFEP Students - 10 EL Students - 90 (Includes RFEP Students as they were EL at one point in the year.) RFEP % - 11.1%	Increase RFEP percentage to 10% annually.
2F Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021-2022 LTEL Students - 38 EL Students - 80	Decrease LTEL percentage by 2% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LTEL % = 47.5%	
2U STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 Star Reading Spring Assessment ALL - 43.4% African American - 43.2% American Indian - 0.0% Asian - 68.1% Filipino - 78.5% Hispanic - 34.9% Pacific Islander – 33.3% Two or More Races - 55.6% White - 57.8% Uncoded - 80.0% EL - 8.7% FY - 33.3% HY - 35.1% SES - 37.1% SWD - 16.6%	Increase At/Above Benchmark percentage by 5% annually.
2V STAR Assessment (Mathematics) Source: Internal District Reporting	2021-2022 Star Math Spring Assessment ALL - 22.8% African American - 10.7% American Indian - 0.0% Asian - 61.2% Filipino - 50.0% Hispanic - 15.8% Pacific Islander – 25.0% Two or More Races - 24.3%	Increase At/Above Benchmark percentage by 5% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White - 37.2% Uncoded - 60.0% EL - 0.0% FY - 18.8% HY - 14.5% SES - 18.3% SWD - 5.8%	
2W Student Marks/C- or better (English/Reading) in grades 4-12 (ES - 3tri, Sec - 2 Sem) Source: Internal District Reporting	2021-2022 Total - 81.9% EL - 84.6% FY - 73.7% HY - 79.0% LI - 78.8% SWD - 79.3% AA - 78.7% A - 94.2% H/L - 79.1% W - 89.1%	Improve percentage overall by 5% annually.
2X Student Marks/C- or better (Mathematics) in grades 4-12 (ES - 3tri, Sec - 2 Sem) Source: Internal District Reporting	2021-2022 Total - 79.9% EL - 64.6% FY - 73.7% HY - 75.3% LI - 75.6% SWD - 79.3% AA - 72.1% A - 92/3% H/L - 76.1% W - 89.5%	Improve percentage overall by 5% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students in an Honor's Class	2021-2022 Total - 25.5% EL - 0.0% FY - 9.5% HY - 14.2% LI - 17.0% SWD - 4.8% AA - 13.6% A - 49.1% H/L 20.0% W - 40.3%	

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)

Students not achieving at grade level

Strategy/Activity

2.1 Provide opportunities for staff collaboration/professional development to improve standards-based instruction, and therefore increase student SBAC scores in English Language Arts and Math.
a. substitute teachers
b. hourly compensation for after hours collaboration
c. conference fees/travel expenses
d. consultants
e. reprographics/printing

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)
5000	Title I Personnel (1000-3999) 2.1.a Salary
1500	Title I Personnel (1000-3999) 2.1.a Benefits
4000	Title I Personnel (1000-3999) 2.1.b Salary
600	Title I Personnel (1000-3999) 2.1.b Benefits
4000	Title I Non-Personnel (4000-7439) 2.1.c (including but not limited to AVID, PBIS, core content training opportunities, etc.)
1000	Title I Non-Personnel (4000-7439) 2.1.d (including but not limited to AVID, PBIS, Equity, Core Content training opportunities, etc.)
750	Title I Non-Personnel (4000-7439) 2.1.e

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

2.2 Support of supplemental academic programs to improve student mastery of standards and increase SBAC scores in English Language Arts and Math
a. instructional materials for classrooms
b. workroom materials

c. site licences/materials/training for Intervention software programs
d. reprographics/printing
e. Experiential learning costs including but not limited to admission and transportation

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)
45000	Title I Non-Personnel (4000-7439) 2.2.a
5000	Title I Non-Personnel (4000-7439) 2.2.b
20000	Title I Non-Personnel (4000-7439) 2.2.c
12000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) 2.2.c
5000	Title I Non-Personnel (4000-7439) 2.2.d
22803	Title I Non-Personnel (4000-7439) 2.2.e
25000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) 2.2.a

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

At-Promise Students

Strategy/Activity

2.3 Tutoring opportunities for students at-promise students, in order to accelerate learning recovery and to build executive functioning skills
a. hourly pay for after-hours Tutoring/Intervention for at-promise students
b. additional Paraprofessional(s) as needed for in-class learning recovery and executive function Intervention support

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

Amount(s)	Source(s)
54088	Title I Personnel (1000-3999) 2.3.a and 2.3.b

Strategy/Activity 4

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

Identified English Learners

Strategy/Activity

2.4 Support of English Language Learners; to improve EL students' ELPI levels and to increase number of re-classified students site-wide.
a. Instructional materials
b. translation services (staff hourly pay), Language Line license fee
c. site licenses for Rosetta Stone
d. professional development/conferences
e. EL Rep. Compensation
f. EL Paraprofessional to support students not performing at grade level

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

Amount(s)	Source(s)
1000	Title I Non-Personnel (4000-7439) 2.4.a
4825	District Funded – Title III Non-Personnel (4000-7439) 2.4.a Supplemental materials for EL students (including but not limited to CCSS reading materials, Math standards plus materials, Academic Vocabulary Toolkit materials)
2245	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) 2.4.b
1000	District Funded – Title III Non-Personnel (4000-7439) 2.4.c
3505	District Funded – Title III Non-Personnel (4000-7439) 2.4.d EL PD or Conference expenses; including but not limited to CABE
1045	District Funded – Title III Non-Personnel (4000-7439) Ellevation Data Software
850	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) 2.4.e
34000	Title I Personnel (1000-3999) 2.4.f Salary and Benefits

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Overall our implementation of this Goal is satisfactory; many teachers have focused on Socio-Emotional interventions during the 1st quarter of the 21-22 school year, then moved to academic interventions and best first instruction starting in 2nd quarter. Outside Staff Development was minimal this year, with many teachers focusing on day-to-day return to In-Person instruction. Goal 2.2. was effectively implemented this year, with many staff members purchasing and using supplemental instructional materials to improve student engagement in the classroom. Goal 2.3 was very effectively implemented, as our focus on after school Intervention and Tutoring have paid off with improved student grades, improved behavior from VAST tutoring students, and increased buy-in and engagement from our VAST after school tutoring students and staff. Goal 2.4 was effectively implemented as well, as many of our EL students will be re-classified this year pending the results of the 21-22 ELPAC test.

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

Goal 2.1 continues to be an area of improvement for Clement. For the 22-23 school year, Admin will meet with targeted staff members to encourage them to attend Professional Development opportunities off-site. In addition, during the summer of 2022, this goal will be implemented for summer staff development related to our Leadership Team, and a Re-Boot of The Viking Way and Welcome to Middle School Programs by paying staff members to attend these staff collaboration days/weeks.

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.

Adding SSP funds to Goal 2.2.a for instructional materials that do not qualify for Title 1 funds.

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	$409,025.00

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	$221,025.00
Title I Parent Involvement	$3,700.00

Subtotal of additional federal funds included for this school: $224,725.00

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 ($)
District Funded – Title III	$10,375.00
LCAP – Character Education (CHED)	$13,177.00
LCAP – Supplemental & Concentration Grant (SSP)	$160,748.00

Subtotal of state or local funds included for this school: $184,300.00

Total of federal, state, and/or local funds for this school: $409,025.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$24,339
General Fund	$120,298
Instructional Media/Library	$1,946
State Lottery Funds	$13,767
Music	$3,560
Technology	$53,326
Transportation	$2,400

Total:	219,636

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Wes Cullen	Principal
Jeff Wray	
Emeline Ruiz	Other School Staff
Alejandra Baez	Classroom Teacher
Cheryl Fry	Classroom Teacher
Valerie Seleska	Other School Staff
Rozie Trammell	Classroom Teacher
Elizabeth Machado	Classroom Teacher
Paul Norwood	Parent or Community Member
Raemi Hatchett	Parent or Community Member
Kyria-Jayne Goebel	Parent or Community Member
Ashley Falcon Loyola	Parent or Community Member
Kyria-Jayne Goebel	Secondary Student
Caprice Almeida	
	Secondary Student
	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
	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 October 19, 2021.

Attested:

	Principal, Wes Cullen on 3/22/22
	SSC Chairperson, Valerie Seleska on 3/22/22

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Crafton Elementary	36-67843-6036479	May 24, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all partner groups with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social, Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Crafton Elementary students will be provided an equitable education that provides all students a safe and supportive environment that focuses on their social and emotional well being, physical well-being, safety, and college and career readiness. This will be done through a tiered support system and in a positive school culture.

Identified Need

Crafton will provide data that will identify the need for this goal. Students with AVID skills that prepare them for college readiness, while also supporting their social and emotional and behavior needs. This will be done through making strong parent connections and providing opportunities for parents and community involvement. We will also continue to providing clear standards for behavior expectations as well as tiered support through Equity, PBIS and MTSS to help support both the behavior and social and emotional needs of our students, staff, and parents.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2021-2022 ALL - 94.2% EL - 90.1% FY - 96.6% HY - 94.9% LI - 93.4% SWD - 92.4% AA - 95.1%	Above a 85% attendance rate ALL - 94% EL - 92% FY - 97% HY - 95% LI - 90% SWD - 90% AA - 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A - 97.5% H/L - 93.0% W - 95.4%	A - 99.3% H/L - 90% W - 90%
Chronic Absenteeism Rate	2021-2022 ALL - 18.9% EL - 48.0% FY - 12.5% HY - 15.8% LI - 23.4% SWD - 30.1% AA - 22.7% A - 0.0% H/L - 26.2% W - 9.7%	Decrease rate by 1% ALL - 23% EL - 25% FY - 0.0% HY - 20% LI - 25% SWD - 30% AA - 26% A - 3% H/L - 30% W - 15%
Suspension Rate Office Referrals	2021-2022 - Suspensions ALL - 0.6% EL- 0.0% FY - 0.0% HY - 1.8% LI - 0.5% SWD - 1.1% AA - 0.0% A - 0.0% H/L - 0.9% W - 0.0% Referrals 86% decrease, 34 office referrals	25% decrease of Suspensions and less than 50 office referrals ALL - less than 2% EL - 0.0% FY - less than 2% HY - less than 2% LI - less than 1% SWD - less than 1% AA - less than or equal to .8% A - 0.0% H/L - less than or equal to .8% W - less than 2.4%
Expulsion Rate	2021-2022 0% students expelled	All Maintained; 0% expelled

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey	2021-2022 Student Responses - 228 (73%) Student Favorability - 77% EL Favorability - 87% EL Responses (% of Student Group) - 10 (71%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 73% SWD Responses (% of Student Group) - 20 (51%) AA Favorability - 76% AA Responses (% of Student Group) - 14 (64%) A Favorability - 81% A Responses (% of Student Group) - 21 (72%) H/L Favorability - 78% H/L Responses (% of Student Group) - 114 (73%) W Favorability - 77% W Responses (% of Student Group) - 163 (75%) Family Responses - 243 (40%) Family Favorability - 92 % Staff Responses - 43 (84%) Staff Favorability - 82%	Increase the percentage of positive responses by 5%. Keep all areas above 60%-75% participation. Student Responses - (75%) Student Favorability - 80% EL Favorability - 87% EL Responses (% of Student Group) - (75%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 74% SWD Responses (% of Student Group) - (61%) AA Favorability - 78% AA Responses (% of Student Group) - (68%) A Favorability - 81% A Responses (% of Student Group) - (75%) H/L Favorability - 78% H/L Responses (% of Student Group) - (75%) W Favorability - 77% W Responses (% of Student Group) - 163 (75%) Family Responses - (60%) Family Favorability - 92 % Staff Responses - 43 (84%) Staff Favorability - 82%
SEL/Positive Behavior Systems Tiered Fidelity Inventory	2021-2022 4/15/2022 Tier 1 % Implementation - 90% Tier 2 % Implementation - 88%	2022-2023 Tier 1 % Implementation - 92% Tier 2 % Implementation - 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of growth in the current status of system implementation as determined by an external evaluator Source: Local Survey	Tier 3 % Implementation - 74% Recognition - Gold Submitted 5/5 – JJ	Tier 3 % Implementation - 85% Recognition - Platinum
School Connectedness (Student involvement in on-campus extracurricular clubs and Crafton Café)	43% of students have participated in interventions and enrichment opportunities	Increase student participation by 5% of overall students
Comprehensive School Counseling Implementation:	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	2022-2023 Maintain Positive Behavior Systems Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None
Parent Involvement: Parent Accounts in Aeries Parent Portal	2021 -2022 ALL - 98.8% EL - 100% FY - 100% HY - 98.2% LI - 98.1% SWD -100.0% AA - 100.0% A - 100.0% H/L - 98.3% W - 100.0%	Increase overall parent participation by 2%
Participation & Engagement in Parent/Family Workshops	12% Increase in parent engagement	12% Increase in parent engagement
Parent Input in Decision Making	100% of parent/guardian seats filled on SSC	100% of parent/guardian seats filled on SSC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	15% of EL parents have attended an ELAC meeting 38% of AA parent have attended an AAPAC meeting	20% of EL parents have attended an ELAC meeting 40% of AA parent have attended an AAPAC meeting
Instructional Technology Professional Development	17% of teachers attended a Tech PD	90% of teachers attended a Tech PD
AVID	100% of teachers will record on the "O" in WICOR by creating organizational systems through communication with parents as measured by the AVID team documentation.	100% of teachers will record on the "O" in WICOR by creating organizational systems through communication with parents as measured by the AVID team documentation. 50% of teachers will record on the "I" Inquiry in WICOR by creating opportunities for students to use depth of knowledge language and Socratic seminars, measured by the AVID team documentation.
Performing Arts Enrollment	2021-2022 ALL - 9.4% (62/660) EL -0.0% FY - 0.0% HY - 11.3% LI - 48.4% SWD - 8.1% AA - 3.2% A - 8.1% H/L - 33.9% W - 50.0%	Increase of 2%. Provide new performing arts opportunities for students.

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

Strategy/Activity

1.1 Crafton will support the Social and Emotional Learning (SEL) of all students and staff. All Partner groups will build competency in self-management, self-awareness, responsibly decision-making, relationship skills, social awareness to help in learning communities that are safe, positive, inclusive, and welcoming. Our school Counselor, Administration, and PBIS team will support the development Tier 2 support and coordinate Tier 3 supports including, but not limited to, access to mental health support staff and community resources.

Crafton will provide materials, supplies and curriculum to support SEL, social skills/conflict resolution and small group counseling opportunities; professional development opportunities for the implementation of SEL programs within every classroom setting as well as tiered supports. The school staff will also provide Friendly Helpers in building school climate, culture and sense of community; rewards and incentives.

This activity will be directly related to and measured through comprehensive school counseling implementation, referrals, suspensions, expulsions, attendance, chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
1000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
5650	Title I Personnel (1000-3999)

1400	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.2 Crafton will promote a positive and safe school climate by encouraging positive student behavior in the classroom and on the playground through a proactive universal Tier 1 behavior framework and PBIS.

Crafton will provide signs, materials, banners, posters, murals, gear needed to support common school expectations and positive school climate and culture; hourly compensation for Tiered support team (Leadership, PBIS) meetings in support of campus climate, culture, and SEL, staff participating/offering additional activities to support students during lunch and after school. In support of positive learning environments Crafton will provide behavior/school-wide expectation incentives, principal rewards/incentives, attendance incentives. Support will be given through providing substitute teachers to support kindergarten's first week of school and compensation to teachers to support student achievement.

This activity will be directly related to and measured through Tiered Fidelity Inventory and PBIS Self-Assessment Survey, suspensions, expulsions, attendance, chronic absenteeism data. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and a decrease in disciplinary infractions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
6245	LCAP – Character Education (CHED) Personnel (1000-3999)

3500	Title I Personnel (1000-3999)
2110	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.3 Crafton administration and staff will build collaborative parent and community partnerships by providing family nights (refreshments, materials, supplies, guest speakers, outside vendors, event costs) on campus and at Crafton Café. Crafton will provide meeting supplies and refreshments PTA/SSC/ELAC/AAPAC/Coffee with the Principal, 100% Attendance Day, Math Night, and Kindergarten Orientation, parent communication through a magnet calendar; Webmaster compensation to regularly maintain/update the school website to ensure timely and informative communication to families, and postage. The school site will be provided with materials, books, resources, print material and supplies for parent/community events, including One School, One Book.

This activity will be directly related to and measured through Parent Involvement, participation and engagement in parent/family workshops, parent input in decision making, attendance, chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
1550	Title I Parent Involvement Non-Personnel (4000-7439)
300	Title I Parent Involvement Personnel (1000-3999)

500	Title I Personnel (1000-3999)
8100	Title I Non-Personnel (4000-7439)
3800	Title I Non-Personnel (4000-7439)

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

1.4 Crafton administration and staff will enhance and providing learning opportunities through innovation in the Innovation lab, classroom centers with grade-level technology focuses, and library; STEM/STEAM resources and materials for Innovation Lab and classrooms; compensation for clubs/activities/opportunities that foster and promote students engagement. The Crafton community will also provide professional development and training opportunities to support learning through innovation.

This activity will be directly related to and measured through Instructional technology professional development. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
1000	Title I Personnel (1000-3999)
1000	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439)
1000	Title I Non-Personnel (4000-7439)

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

1.5 Crafton will support the implementation of the Elementary AVID program and college and career readiness by providing agendas, binders, notebooks, and supplies to support AVID organization implementation. Training will be provided for teachers in AVID strategies to build the implementation of WICOR as well as opportunities for staff to attend AVID conferences or workshops including Summer Institute and Pathways. Crafton will support the AVID message and college and career readiness through banners, signs, and posters on campus. The staff will support School-wide AVID goal of focused note-taking and WICOR knowledge in classrooms. The AVID team will be compensated for the planning and implement school-wide WICOR strategies; support full AVID strategies implementation (WICOR) including supplemental tools; provide release time and substitutes as needed for classroom visits and staff collaboration. Crafton will provide student incentives for AVID including college-themed items and college rallies; provide opportunities for students to take field trips, assemblies (college rallies), field trips, college visits that support students to feel connected to a career and college readiness culture at school.

This activity will be directly related to and measured through staff participation in AVID strategies maintaining the "O" in WICOR through organization and parent communication tracking. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase in student work completion, as well as an increase in parent participation due to parent communication tracking. While also focusing on "I" Inquiry by providing students with opportunities to use depth of knowledge language and Socratic seminars, measured by the AVID team documentation.

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)
4200	Title I

	Personnel (1000-3999)
17000	Title I Non-Personnel (4000-7439)
800	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1750	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

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

1.6 Crafton will provide an opportunity through Crafton Café, a satellite learning center, to target students for enrichment that living on the outskirts of our attendance area. Crafton will also provide opportunities for parent and family involvement at the Crafton Café location. Crafton will collect data through parent involvement survey, an increase in attendance, and intervention group participation. In order for this program to be successful Craton will rent the facility to house Crafton Café; provide staff to conduct Crafton Café.; provide materials, supplies, and resources to conduct Crafton Café. While developing community partnerships to support Crafton Café (ex. RPD, University of Redlands, ESRI, Crafton Hills College, etc...) that directly provide parenting classes and/or outreach at Crafton Café, including staff compensation, materials, books, refreshments, resources, and supplies.

This activity will be directly related to and measured through School Climate Survey and Participation, engagement in parent/family workshops, and School Connectedness (Student involvement in on-campus extracurricular clubs and Crafton Café). The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
4200	Title I Non-Personnel (4000-7439) Rental fee for Crafton Café
11450	Title I Personnel (1000-3999)
800	Title I Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Crafton SSC will monitor the implementation and effectiveness throughout the 2022-2023 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.

The SSC will review the and differences throughout the 2022-2023 school year and address them accordingly.

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.

All necessary changes will be made during the 2022-2023 school year based on the SSC evaluation and monitoring of the plan.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Crafton Elementary administration and staff will support the District's excellence for all, specifically addressing the priorities of excellence in academics and equality through equity. It will ensure that high expectations for all students through best first instruction, high quality teaching, research-based learning opportunities that support students success, and intervention/enrichment opportunities that support and assist students through tiered supports. These efforts will help increase academic achievement by all students.

Identified Need

In order to support the RUSD 2025 vision, it is our goal to provide all students with a high quality instructional program that promotes equality through equity. This will be done through increasing the percentage of students that show growth, meet or exceed their grade level standards as measured by RUSD metrics as well as the California state standards (CAASPP assessment).

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessments	Data pending	ALL - 15.9 pts above standard EL - 37.9 pts below standard FY - Not Applicable HY - 11.5 pts below standard LI - 7.3 pts below standard SWD - 72.1 pts below standard AA - Not Applicable A - Not Applicable H/L - .4 pts below standard W - 40.8 pts above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math State Assessment	Data pending	ALL - 12.9 pts below standard EL - 102.2 pts below standard FY - Not Applicable HY - 37 pts below standard LI - 35.6 pts below standard SWD - 114.1 pts below standard AA - Not Applicable A - Not Applicable H/L - 34.8 pts below standard W - 16.8 pts above standard
California Science Test (CAST)	Data pending	ALL - 35.21% (4,721) EL - 3.30% FY - % HY - 25.57% LI - 24.82% SWD - 6.74% AA - 19.05% A - 64.11% H/L - 24.62% W - 46.14%
English Learner Progress Indicator (ELPI)	Data pending	ALL - 6%
Reclassification rates	2021-2022 RFEP Students = 7 EL Students = 32 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 21.9%	RFEP Students = 7 EL Students = 32 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 21.9%
Long Term English Learners	2021-2022	2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LTEL Students = 0 EL Students = 25 LTEL% 0.0%	LTEL Students = 0 EL Students = 25 LTEL% 0.0%
GATE Identification		
STAR Assessment (English/Reading)	2021-22 Star Reading Assessment ALL - 53.1% African American - 35.7% American Indian - 0% Asian - 56.0% Filipino - 60.0% Hispanic - 46.1% Pacific Islander – 0% Two or More Races - 70.3% White - 62.6% Uncoded - 50.0% EL - 5.6% FY - 28.6% HY - 48.0% SES - 43.6% SWD - 34.7%	Increase proficiency rate by 10%
STAR Assessment (Mathematics)	2021-22 Star Math Assessment ALL = 49.2% African American - 21.4% American Indian - 0 Asian - 76.0% Filipino - 60.0%	Increase proficiency rate by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic - 40.1% Pacific Islander – 0 Two or More Races - 63.3 White - 60.6 Uncoded - 50.0% EL - 14.3% FY - 25% HY - 44.4% SES - 40.0% SWD - 30.0%	
Student Marks/C- or better(English/Reading) in grades 4th and 5th (ES - 3tri)	2021-2022 ALL - 93.8% EL - 75.0% FY - 100.0% HY - 92.9% LI - 92.0% SWD - 73.1% AA - 87.5% A - 100.0% H/L - 92.1% W - 98.6%	Increase proficiency rate by 5%
Student Marks/C- or better (Mathematics) in grades 4th and 5th (ES - 3tri)	2021-2022 ALL - 92.3% EL - 87.5% FY - 100.0% HY - 85,7% LI - 89.1% SWD - 73.1% AA - 100.0% A - 100.0% H/L - 87.1% W - 97.1%	Increase proficiency rate by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Development	100% of staff have attended all in person or virtual trainings	100% of staff have attended all in person or virtual trainings
Lexia	51% of students are working In/Above grade level lessons.	65% of students are working In/Above grade level lessons.

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

2.1 Provide best first instruction with a focus on instructional strategies and materials that support all students. This will be done by purchasing supplemental math and ELA materials resources including but not limited to instructional materials, math manipulatives, books, software subscriptions and math supplies, level books to support ELA instruction, software subscriptions (Study Island, ELA supplies; the purchase of Science materials and resources including but not limited to instructional materials, science manipulatives and kits, software subscriptions (Mystery Science), ELA supplies. In addition by not limited to the purchase writing materials and resources to support writing instruction, resources that support instructional and the core curriculum.

Crafton will provide substitutes for teacher release time for peer observation, grade-level team meetings, data analysis and/or professional development that supports best first instruction and best practice along with any materials and resources needed for the professional development. This activity will support curriculum with reprographic orders that support core curriculum best practices instruction. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and English Language Arts as measured by local assessments (STAR).

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)
7502	LCAP – Supplemental & Concentration Grant (SSP)

	Personnel (1000-3999)
18,800	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
14,869	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

2.2 Crafton will increase the educational opportunity and support for at-promise students to meet or exceed grade-level ELA standards. Priority support will be provided to unduplicated student groups.

Crafton will provide hourly intervention support personnel for students K-5; provide materials and resources to support ELA enrichment to include but not limited to books, licenses, and subscriptions. Transportation opportunities will be provided for students who attend afterschool opportunities. Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades.

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)
36590	Title I Personnel (1000-3999)
2239	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

2.3 Crafton will increase the educational opportunity and support for at-promise students to meet or exceed grade level Math standards. This will be done by providing hourly intervention/enrichment support personnel for students K-5 who are not achieving grade-level standards; provide staff for Intervention staff training, and classroom small group lessons; provide materials and resources to support Math enrichment to include but not limit to books, licenses and subscriptions. Crafton will provide transportation opportunities for students who attend afterschool opportunities.

Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades.

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)
62558	Title I Personnel (1000-3999)
1700	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students not achieving at grade level

Strategy/Activity

2.4 Increase educational opportunities and support for English Learners. Our school site will provide hourly intervention support personnel for students K-5 who are identified as EL; provide compensation for being the EL representative; provide materials, supplies, and resources to support EL intervention, ELAC, and ELPAC preparation; and the Ellevation Data Software. Effectiveness

of this strategy will be measured by English Learning Progress Indicator (ELPI) and Reclassification rates, Long Term English Learners.

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)
3800	District Funded – Title III Personnel (1000-3999)
3000	Title I Non-Personnel (4000-7439)
400	District Funded – Title III Non-Personnel (4000-7439)
300	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Language Line services

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Crafton SSC will monitor the implementation and effectiveness throughout the 2022-2023 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.

The SSC will review the and differences throughout the 2022-2023 school year and address them accordingly.

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.

All necessary changes will be made during the 2022-2023 school year based on the SSC evaluation and monitoring of the plan.

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	$232,113.00

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	$163,348.00
Title I Parent Involvement	$1,850.00

Subtotal of additional federal funds included for this school: $165,198.00

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 ($)
District Funded – Title III	$4,200.00
LCAP – Character Education (CHED)	$11,995.00
LCAP – Supplemental & Concentration Grant (SSP)	$50,720.00

Subtotal of state or local funds included for this school: $66,915.00

Total of federal, state, and/or local funds for this school: $232,113.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$13,965
General Fund	$36,409
State Lottery Funds	$8,645
Technology	$16,139

Total:	75,158

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
Jennie Dyerly	Principal
Paul Beye	Parent or Community Member
Roshell Adams	Parent or Community Member
Brandi Bailes	Parent or Community Member
Santiago Higareda	Parent or Community Member
Amy Drummond	Parent or Community Member
Tiphanie Lamb	Classroom Teacher
Clarice Nickell	Classroom Teacher
Elisa Jablonski	Classroom Teacher
Melanie Jump	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program 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 10/26/2021.

Attested:

	Principal, Jennie Dyerly on 10/26/2021
	SSC Chairperson, Paul Beye on 10/26/21

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cope Middle School	36-67843-6059422	10-19-20	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Provide all students with equitable access to programs within a positive and safe learning environment.

Identified Need

Through site surveys and collaboration at Department Meetings, Leadership Team Meetings, and the School Site Council meetings, stakeholders expressed continued concerns over students' behavior and social-emotional wellbeing, as well providing a positive, connected, schoolwide culture for students and staff.

The primary focus of this goal will be to Areas of focus for supporting and monitoring this goal will be Relationships, Sense of Belonging, School Adult Support, Emotional and Physical Safety, Climate of Support and Academic Learning, and Self-Management.

In alignment with the Board-adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will support high expectations for all students and creating opportunities for connection and involvement as measured by decreased rates of chronic absenteeism, decreased suspension rates, and an overall increase in the positivity rating based on PBIS surveys.

Note:
In the section below (Annual Measurable Outcomes), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate	2021-2022	2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who were present by student group. Source: Site Analysis	Total - 92.9% EL - 91.4% FY - 88.0% HY - 91.4% LI - 91.4% SWD - 88.2% AA - 92.0% A - 96.8% H/L - 91.3% W - 93.7%	Overall - 99.0% EL - 99.0% FY - 98.6% HM - 98.7% LI - 98.5% SWD - 97.9% AA - 98.5% A - 99.8% H/L - 98.7% W - 99.2%
1B - Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days Source: California School Dashboard	2021-2022 Total - 23.2% EL - 29.9% FY - 46.2% HY - 26.0% LI - 28.0% SWD - 38.2% AA - 28.7% A - 7.0% H/L - 29.5% W - 20.1%	2021-2022 Overall - 7.0% (total student enrollment = 1287) EL - 6% FY - N/A HM - 12% LI - 2.1% SWD - 18% AA - 12% A - 4% H/L - 9% W - 4.5%
1D - Middle School Dropout Rate Percentage of students in grades 7 and 8 who dropped out of school Source: CALPADS Reporting	Data pending	2021-2022 Overall - 0.00% (total student enrollment = 1287) EL - 0.00% FY - 0.00% HM - 0.00% LI - 0.00% SWD - 0.00% AA - 0.00% A - 0.00% H/L - 0.00% W - 0.00%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1E - Suspension Rate: Percentage of students suspended 1 or more times during the school year Source: California School Dashboard	2021-2022 Total - 7.0% EL - 8.0% FY - 15.4% HY - 6.9% LI - 8.5% SWD - 14.5% AA - 20.7% A - 2.3% H/L - 7.0% W - 6.3%	2021-2022 Overall - 6.8% (total student enrollment = 1287) EL - 6% FY - N/A HM - 12% LI - 9.5% SWD - 12% AA - 13% A - 0.5% H/L - 9% W - 5%
1F - Expulsion Rate Percentage of students expelled during the school year Source: CDE Dataquest	2021-2022 Total - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.4% SWD - 0.5% AA - 0.0% A - 0.0% H/L - 0.2% W - 0.0%	2021-2022 Overall - 0.00% (total student enrollment = 1287) EL - 0.00% FY - 0.00% HM - 0.00% LI - 0.00% SWD - 0.00% AA - 0.00% A - 0.00% H/L - 0.00% W - 0.00%
1G - School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management	2021-2022 Student Responses - 583 (49%) Student Favorability - 63% EL Favorability - 65% EL Responses (% of Student Group) - 31 (40%) FY - Data not available HY - Data not available	Goals will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Climate Survey	LI - Data not available SWD Favorability - 69% SWD Responses (% of Student Group) - 67 (38%) AA Favorability - 65% AA Responses (% of Student Group) -36 (38%) A Favorability - 70% A Responses (% of Student Group) - 98 (57%) H/L Favorability - 63% H/L Responses (% of Student Group) - 259 (45%) W Favorability - 62% W Responses (% of Student Group) - 367 (50%) Family Responses - 377 (33%) Family Favorability - 83% Staff Responses - 60 (58%) Staff Favorability - 73%	
1H - SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation Source: Local Survey	2021-2022 Completed 5/16: 15 School Wide Implementation % - 5/20 - 46%	2021-2022 Increase respondents to 50 Expectations Defined = 80% Expectations Taught = 60% Reward System = 50% Violations System = 60% Monitoring = 60% Management = 52% District Support = 82% Implementation Average = 60%
1I - SEL/Positive Behavior Systems Tiered Fidelity Inventory	2021-2022 4/19/22 Tier 1 % Implementation - 33% Tier 2 % Implementation - No data	Goals will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of growth in the current status of system implementation as determined by an external evaluator Source: Local Survey	Tier 3 % Implementation - No data Recognition - No data	
1J - (a) Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation Source: Local Survey (b) Cope Counselor Student/Parent Contact Data Percentage of growth in the current status of system implementation. Source: Aeries Reporting	2021-2022 Year 1 implementation is 88% (7/8 number of tasks completed) Missing Elements: Annual Calendar	Goals will be established after baseline data is collected.
1K - Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 Total - 98.8% EL - 95.4% FY - 100.0% HY - 99.2% LI - 98.9% SWD - 98.4% AA - 97.7% A - 97.7% H/L - 98.9% W - 99.3%	2021-2022 Overall - 99% (total student enrollment = 1287) EL - 95.0% FY - 90.5% HM - 97.5% LI - 98.0% SWD - 98.0% AA - 99.0% A - 97.0% H/L - 97.5% W - 99.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1L - Parent Involvement Percentage of growth in parent participation in PTSA, SSC, ELAC, and Parent Education Presentations Source: Local and Site Surveys	.Data pending	Goals will be established after baseline data is collected.
1N - Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Data pending	Goals will be established after baseline data is collected.
1O - AVID Enrollment and Demographics Alignment of AVID enrollment demographics to the District demographics Source: District Analysis	2021-2022 Total - 15.2% EL - 4.1% FY - 0.5% HY - 8.6% LI - 59.9% SWD - 9.1% AA - 5.1% A - 11.7% H/L - 42.1% W - 25.9%	2019-2020 Overall - 15.1% (total student enrollment = 1287) EL - 10.4% FY - 0.00% HM - 13.2% LI - 52.4% SWD - 6.6% AA - 11.3% A - 9.0% H/L - 51.4% W - 20.3%
1P - AVID Coaching and Certification Instrument Percentage of growth on the AVID Coaching and Certification Instrument	2021-2022 76.3% of teachers have been trained in AVID strategies (due to teacher attrition over last two years) Number of Indicators at Each Level:	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: District Analysis	Does Not Meet AVID Implementation Expectations 0 Meets AVID Elective Implementation Expectations 1 Emerging AVID Schoolwide 10 AVID Schoolwide 33 Sustaining AVID Schoolwide 20	
1Q - Career Exploration Percentage of students enrolled in a ROP Career Exploration Class Source: Local Analysis	May, 2022 Total Student Enrollment = 1278 CTE Enrollment Fall - 113 (8.8%) CTE Enrollment Spring - 118 (9%)	Goals will be established after baseline data is collected.
1S - School Connectedness / Activity Participation Percentage of students participating in an extracurricular activity or application-only elective Source: Local Survey	February, 2022 Total Student Enrollment = 1278 Application-Only Elective Enrollment - 310 (24%) ASB - 22 Yearbook - 13 Journalism - 12 AVID - 187 Advanced Art - 17 Advanced Choir - 14 Advanced Digital Storytelling - 25 Cross-Age Teaching - 20	Goals will be established after baseline data is collected.
1T - School Connectedness / MS Redlands Connections League Participation Percentage of students participation in the Redlands Connections League	142 total students participated in one or more sports 13 students participated in 2 or more sports and 3 students played all 4 sports 3.30 was the overall average GPA 71 females played sports 70 males played sports	Goals will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: District Analysis	142/1277 total enrollment = 11% participation	

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, but primarily focused on students in need of Tier 2/3 supports.

Strategy/Activity

1.1 - Social Emotional Learning (SEL) - The site SOAR (PBIS) team and counselors will coordinate a school-wide tiered SEL program implemented by all staff that will support students and staff to integrate Social Emotional Learning (SEL) into classroom and activities. Supports may include Tier One instruction during the school day and activities to reinforce support through assemblies, counselor classroom visits, WEB student-interactive lessons, small group meetings, Character Strong lessons, and Restorative Practices.

Staff will participate in District/site professional learning opportunities to support implementation of Tier One SEL programs and support. Staff will collaborate to develop outside-of-class Tier Two supports such as small group counseling/support, restorative circle groups, and others as are identified. Staff will also collaborate with Tier Three professionals to provide further professional development, access to training, and access to mental health and community resources. Counselors will attend professional development to support and lead these efforts and will provide interventions to further support students in need. The development of these tiered supports will focus on meeting the needs of unduplicated student groups, and increase student connectedness and attendance.

Overall, supports and services related to increased social emotional learning will be focused on meeting the needs of these student groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
3000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2864	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, but primarily focused on students in need of Tier 2/3 supports.

Strategy/Activity

1.2 - Positive Behavior Supports - The school site will provide a positive school climate and build consistent campus culture through the use of SOAR (Safe, Organized, Accountable, Respectful), the schoolwide Positive Behavior Intervention and Support program. Positive behaviors, consequences, and incentives will be developed and supported through the positive framework with and emphasis on prevention and instruction. A Classroom Behavior Flow Chart to distinguish between teacher-managed and office-managed behaviors will be implemented schoolwide, and a School-Family Compact will be developed to further reinforce schoolwide expectations.

Staff will participate in professional learning opportunities focused on implementation of schoolwide positive behavior supports and will collaborate to further develop Tier Two and Tier Three supports. The Leadership and SOAR Teams will create a positive system of student supports to include "SOAR Bucks" for use in the classroom or a Student Store, Student of the Month recognition, SOAR Student of the Month recognition, Golden Eagle Awards, and other daily student incentives/recognition. A staff book focusing on creating student connections and providing positive student supports will be purchased each year to enhance teachers' continued professional development in this goal.

The WEB/ASB student groups will provide student incentives and lead student-connection activities throughout the year to foster a positive campus culture and schoolwide involvement. Schoolwide assemblies will be utilized to address and enhance positive school culture, anti-bullying, and safety issues to further support a positive campus culture. Additionally, 5-STAR and Minga will be used as tools to support all campus programs and to track student participation in activities and interventions. A Student Coalition will be

formed to include student representatives from all school programs and demographics in order to foster student voice within an informed, positive campus culture.

The development of these tiered supports will focus on meeting the needs of unduplicated student groups, increasing student connectedness and attendance, and decreasing student discipline.

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)
5100	LCAP – Character Education (CHED) Personnel (1000-3999)
7261	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
7000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 3

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

All students, but primarily focused on students in need of Tier 2/3 supports.

Strategy/Activity

1.3 - Comprehensive School Counseling - Under the guidance of ASCA and the RUSD RCSS Team, school counselors will develop and implement ASCA-aligned student counseling support focused on academics, SEL, and college/career readiness. Counselors will design lessons for each grade level for their classroom visits, conduct parent nights to educate/support parents in these areas, and will coordinate small group meetings for students in a variety of areas as needed. Counselors will develop an on-site wellness

center, The Coping Corner, to provide focused individual or small group counseling, space for students to regroup and reset during the school day, and behavioral interventions

Counselors will utilize data collection and monitoring to inform decision-making to ensure the various student groups are supported. The Academic Case Carriers and counselors will collaborate regarding Foster and Homeless students to ensure coordinated supports are provided academically, socially, emotionally, and behaviorally. Additional release time and/or professional development time will be provided.

The development of these tiered supports will focus on meeting the needs of unduplicated student groups, and increase student connectedness 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)
4000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 4

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

All students in need of Tier 2/3 supports.

Strategy/Activity

1.4 - Intervention Support Teams - Cope will utilize the Intervention Support Team (IST) process to identify and support students through collaboration with students' teachers, counselors, parents, administrators, ACCs, and other stakeholder groups. Counselors will incorporate referrals to the District Behavior Intervention Programs through the support of RCSS.

Staff will attend professional development to further understand creating and implementing effective ISTs, including identifying trauma and supporting students with appropriate resources.

These plans will be unique to student need, taking into account trauma and will primarily directed toward unduplicated students. They will be based on increased attendance and proficiency on the state assessments.

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

1.5 - Character Education - Under the guidance of the RUSD Educational Services Division, the site team will develop a comprehensive plan to monitor and support students' social-emotional learning and behavioral needs to provide appropriate Tier Two and Three supports.

WEB/ASB activities, Character Strong lessons during the school day, SOAR-team developed activities, counselor lessons and class visits, and ongoing professional development for teachers, will be utilized to monitor and support all students. Effectiveness of this action will be evaluated based on increased 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)

500	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
1500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

1.6 - Parent and Community Involvement - With the RUSD Redlands 2025 vision of Equality Through Equity and Strong Parent and Community Partnerships, the school will provide online and in-person resources and meetings for parents. The school website, bulletin, and dialouts will be used for communication about the information and opportunities. Digital Storytelling students their teacher will provide tech support and video creation for parent meetings. Site counselors will develop a "parent resource center" for onsite support for families; this may include computer/internet access, resources for counseling, assistance with Aeries/form completion, meetings with site counselors, etc. Site counselors will also provide parent education presentations focused on student support and safety topics.

Parents will be encouraged to join and participate in the PTSA, ELAC, SSC, Site Safety Committee and will be invited to attend school site events such as open house, back-to-school night, parent education nights, school art shows, theater productions, AVID college fair, and music events. A School-Family Compact will also be developed to provide a schoolwide focus of support, and staff will be provided professional development focused on parent connection and engagement strategies.

The site Categorical Program Specialist will help coordinate program staffing and supports for a "Parent University Series" to educate parents on topics related to students' academic success throughout the school year.

Overall, these partnerships will be principally directed toward providing support for unduplicated student groups to increase student attendance and parent participation in decision making processes.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
4000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2555	Title I Parent Involvement Non-Personnel (4000-7439)

Strategy/Activity 7

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

Multilingual students

Strategy/Activity

1.7 - Parent Involvement/Translation Services - The school site will provide translation services using district staff or outside contractors, to support a wide range of communication efforts between the school and families. When needed, interpretation support or separate small group meetings will be used to respond to parents in their home language as much as possible.

The EL Site Representative will work closely with the RUSD Language Assessment Center to provide translation services and communicate to parents and students accordingly. She will coordinate regular site ELAC meetings for parents of multilingual students, providing refreshments and resources regarding EL support, school news, the EL site program, and the reclassification process.

The site EL paraprofessional will assist in the ELD II, ELD III, and English classes with translation and instructional support for students. This extra support allows for some instruction to be delivered in students' primary language and supports students with the clarification/support necessary in order to be successful in English classes.

The results of these actions and services will be measured in increased student attendance and an increase in the reclassification rate 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)
500	District Funded – Title III Personnel (1000-3999)
1100	District Funded – Title III Non-Personnel (4000-7439)
40500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
1000	Title I Parent Involvement Non-Personnel (4000-7439)

Strategy/Activity 8

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

1.8 - Instructional Technology and Innovation - With support from the Instructional Technology and Assessment Department, the school will support teachers with appropriate and innovative classroom technology to implement the adopted curriculum technology components necessary to implement the District's Instructional Technology Plan. Staff will be provide site technology support and related professional development.

Students will be provided access to curriculum through classroom computer carts in all classrooms, at-home Google Chromebooks (when requested), and access to online textbooks and curriculum. Students and parents will also be provided access to Aeries Parent Portal and Google Classroom for ongoing access to students academic progress and behavioral well-being. Counselors' and teachers' contact information will be posted on the Cope website for consistent access and it will be expected that counselors and teachers respond to parents in a timely fashion to ensure ongoing communication is maintained.

Introduction to Computer Science (6th grade CSTEM elective) and Advanced Computer Science (7th and 8th grade CSTEM elective) will be utilized as a general elective to ensure equitable access for all students. The Advanced Computer Science course will be utilized as a companion course to the CSTEM math class for 7th and 8th students in order to foster greater interest and understanding in the core mathematics curriculum. Each of these classes utilizes technological components focused on computer science, coding, and robotics.

All students also have access to the ROP College and Career Exploratory, as well as Digital Storytelling, to provide students engaging/interactive learning environments focused on technology and connections to future high school and career pathways.

These actions and strategies will principally support unduplicated student groups as measured by increased enrollment and increased 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)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
3000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1350	District Funded – Title III Non-Personnel (4000-7439) Rosetta Stone

Strategy/Activity 9

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

All AVID program students

Strategy/Activity

1.9 - AVID - Through support from the Educational Services Division, the school site will provide continued support for the AVID (Advancement Via Individual Determination) program in order to help students develop the skills necessary to be successful throughout their K-12 education and in college. Staff will attend professional development focused on AVID strategies and an emphasis will be placed on implementing strategies schoolwide. Areas of focus will support the use of an essential question, focused note taking strategies, developing advanced writing, reading, and critical thinking skills, and focusing on teamwork and overall organization skills.

Cope's AVID Program will be focused on moving beyond the current status of "AVID School of Distinction" and focusing on moving toward becoming an "AVID National Demonstration School." With many new teacher hires during the 2021-2022 and 2019-2020 school years, professional development and site team reorganization/training is needed.

The school site will further support students through AVID program base and supplemental materials, including organizational materials (binders, dividers, agendas, classroom materials) and through college visitation fieldtrips, with specific colleges to visit each year (6th, 7th, and 8th) so as not to repeat visitation schools. College tutors will also provide students with tutorial support and instruction, and other AVID-focused events will occur throughout the school year. A designated AVID counselor will provide classroom visits and specific lessons to students to further support their academic success and college/career focus, and other personnel staffing and support will be provided as needed.

Campus college and career activities will be emphasized throughout the year to coordinate with AVID Initiatives, the ROP College and Career Teacher/classes, and RUSD College Week. Teachers will create "college corners" in their classrooms to promote a college-going culture

The Cope AVID Program was awarded the site Advocacy Award in 2020-2021 and they will continue to also use those funds (FAVD in budget) to support the campus AVID program through additional supplies, college pennants, campus murals, and professional development/training.

These actions and strategies will be measured by increased AVID enrollment and AVID student increases in CAASPP ELA and math results.

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)
10000	Title I Non-Personnel (4000-7439)

5000	Title I Personnel (1000-3999)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.10 - Career Technical Education - A partnership with the Colton Redlands Yucaipa Regional Occupational provides for a College and Career Teacher who teaches the Paxton Patterson Career Exploration class to all grade levels in order to provide increased opportunities for all students to participate in courses aligned with the high school career pathways.

The class provides students basic skills and exploration in college and career programs, and also provides opportunities to engage in hands-on laboratory experiences focusing on Emergency and Fire Management, Computer Graphics and Animation, Introduction to Health Science Careers, Personal Finance, Child Development, Speech Therapy, Home Maintenance Fundamentals, Video Production, Hospitality and Tourism Management, Introduction to Computer Science, Material Processing, Digital Manufacturing, Computer-Aided Design, Energy and Power, Flight and Drones, Introduction to Culinary Arts, and Robotics.

Cope's ROP teacher also collaborates with Redlands High School's Career Readiness Specialist regarding Cope class visits and providing schoolwide college workshops. Further collaboration regarding implementing middle school Skills USA (advanced level) college and career exploration into one class section is

The ROP teacher also collaborates with the AVID team and core content teachers to provide experiential opportunities focusing on college and career within the various content areas. This collaboration provides for additional areas of professional development, on campus college/career activities, and support to guide students toward appropriate high school classes and pathways. Release time may be provided to ensure the ROP teacher can provide college and career focused lessons to the AVID classes once per quarter, and to the Social Studies and Science classes at least once per year. This visitation is also a "recruitment" opportunity for students to learn about the Career Exploration class and the high school pathways.

The Digital Storytelling class works with computer graphics and animation to prepare students for the high school CTE pathway, Video Productions, and also incorporated ELA content standards into their curriculum. The sixth grade Careers class also introduces students to college and career pathway exploration

These actions and strategies will principally support unduplicated student groups as measured by improved attendance, increased enrollment, and student perception survey data.

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 11

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

All students but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.11 - Visual and Performing Arts (VAPA) - With the support of RUSD Educational Services, the school site will provide expanded course access for all students. Within the master schedule, a greater number of "general elective" VAPA courses will be included to accommodate students who are not at the "application-level" for the more performance-based VAPA classes. Additionally, support will be provided to staff to offer clubs or enrichment activities at lunch or outside the school day in order to provide opportunities for all students to engage in VAPA courses.

Two or more sections of 0-period PE will be offered to allow for more students to take two elective courses during the school day, thus, providing greater opportunities for all students to participate.

VAPA-enrichment field trips, as well as transportation for District performances and festivals, will be supported, and site-level shows and concerts will emphasized throughout the year. Support will also be generated for the RUSD PTSA Reflections Contest to further encourage all students to participate in VAPA-focused activities. Connection activities between middle school and feeder elementary schools will be explored to provide a "recruitment" opportunity for all students to promote further interest in the VAPA classes.

These actions and strategies will principally support unduplicated student groups as measured by increased VAPA program participation rates, as well as increased positive percentages on the school climate survey.

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)
15000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 12

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

All students but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.12 - Redlands Connections League (RSCL) - With the support of the Students Services Department, provide a middle school sports program - RSCL. The program consists of four sports - volleyball, soccer, basketball, and softball - and focuses on character building by fostering a sense of connectedness and social emotional learning support. These teams compete against the other three middle schools in RUSD and areas of sportsmanship, teamwork, cooperation, and participation are emphasized.

In addition to RSCL, the school site will implement a lunch time intramural sports program run by the site PE teachers to further engage students in an athletic experience. Incorporating opportunities for special education students to learn how to play sports, and to have student "buddies" or "coaches" to assist is also an area being explored. Having these programs at lunch provides an equitable opportunity for all students to participate in a sport at the middle school level.

These actions and strategies will principally support unduplicated student groups in greater student connectedness as evidenced by increased student attendance, as well as increased positive percentages on the school climate survey.

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)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
12000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2021-2022 implementation goals will occur at the end of the year, during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 implementation goals will occur at the end of the year, during the 2022-2023 update cycle.

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.

Analysis of the 2021-2022 implementation goals will occur at the end of the year, during the 2022-2023 update cycle.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Provide students with a high quality standards-based instructional program utilizing tiered supports to ensure all students achieve at high levels.

Identified Need

The SBAC was not administered during the 2019-2020 and 2020-2021 school years due to the COVID school closures. Although the academic performance data from 2018-2019 indicated that the overall performance level for students in English Language Arts was 21.6 points above standard, the majority of student sub-groups scored in the middle to lowest performance areas, including Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, African American, and English Learner students. For Mathematics, the academic performance data from 2018-2019 indicated that the overall performance level for students was 20.8 below standard, with African American and Students with Disabilities in the lowest level of performance and Hispanic, Socioeconomically Disadvantaged, English Learner, and Homeless students all scoring in the middle to low ranges as well.

STAR Data for Reading for 2020-2021 shows that with 98% (1298) of the students testing, 49% of all students scored in the Less than Proficient Level 1 and Level 2 areas, with only 18% of students scoring in the Level 4 Proficient area and 33% scoring in the Level 3 Proficient area. STAR Data for Mathematics for 2020-2021 shows that with 97% (1277) of the students testing, 61% of all students scored in the Less than Proficient Level 1 and Level 2 areas, with only 22% of students scoring in the Level 4 Proficient area and 16% scoring in the Level 3 Proficient area.

In alignment with the RUSD Board-adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff sets high expectations for all students, and they will provide high-quality, standards/research-based learning opportunities to support student success among all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A - ELA State Assessment Average Distance from "Standard Met" on English Language Arts (ELA) Smarter Balanced Summative Assessment for Grades 6-8 by student group Source: California School Dashboard	Data pending	2021-2022 21.2 points above standard (1287 total students enrolled) EL - 20.4 points below standard FY - n/a (6 students) HM - 20.2 points below standard LI - 12.5 points below standard SWD - 112.0 points below standard AA - 45.0 points below standard A - 82.0 points above standard H/L - 16.5 points below standard W - 49.0 above standard
2B - Math State Assessment Average Distance from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for Grades 6-8 by student group Source: California School Dashboard	Data pending	2021-2022 15.6 points below standard (1250 total students tested) EL - 54.4 points below standard FY - n/a (6 students) HM - 62.4 points below standard LI - 54.4 points below standard SWD - 172.0 points below standard AA - 95.4 points below standard A - 59.4 points above standard H/L - 63.8 points below standard W - 14.8 points above standard
2C - California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST for Grade 8 by student group Source: CDE Dataquest Reporting	Data pending	2021-2022 418/420 8th grade students Standard Exceeded - 13.9% Standard Met - 27.25% Standard Nearly Met - 44.0% Standard Not Met - 14.5% Standard Exceeded / Standard Not Met EL - 0.05% / 39.8% FY - N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		HM - 16.2% / 12.70% LI - 8.23% / 18.52% SWD - 5.1% / 40.65% AA - 6.5% / 22.48% A - 25.4% / 7.45% H/L - 7.4% / 23.0% W - 16.7% / 7.8%
2D - English Learner Progress Indicator (ELPI) Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	Data pending	2021-2022 Level 4 (Well Developed - Proficient) 27.0% Level 3 (Moderately Developed) - 43.0 % Level 2 (Somewhat Developed) - 21.0% Level 1 (Minimally Developed) - 9.0%
2E - Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2021-2022 RFEP Students = 15 EL Students = 102 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 14.7%	2021-2022 103 EL students/1287 total students Fluent-English-Proficient (FEP) Students - (16.0%) Students Redesignated FEP Students - 12 (11.0%)
2F - Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021 - 2022 LTEL Students = 30 EL Students = 87 LTEL % = 34.5%	2019-2020 98 EL Students 33 (33.4%) LTEL 3 (.03%) At-Risk (4-5 years)
2G - Honors Placement	2021-2022	2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in grades 6-8 enrolled in one or more GATE/Honors class by student group compared to the total number of students enrolled Source: Aeries Analytics	Total - 23.5% (304/1296) EL - 1.1% FY - 0.0% HY - 23.7% LI - 15.2% SWD - 3.8% AA - 11.5% A - 42.2% H/L - 14.4% W - 33.7%	373 Honors Students / 1287 total students (29%) EL - 4.5% FY - 0.0% HM - 19% LI - 20.5% SWD - 5.35% AA - 7.5% A - 55.5% H - 16.5% W - 38.8%
2H - STAR Assessment (English/Reading) Percentage of students Meeting or Exceeding Standards in grades 6-8 by student group compared to the total number of students enrolled Source: Internal District Reporting	2021-2022 Star Reading Spring Assessment ALL - 54.5% African American - 50.0% American Indian - 0.0% Asian - 72.0% Filipino - 63.8% Hispanic - 45.2 Pacific Islander – 80.0% Two or More Races - 55.1% White - 63.4% Uncoded - 100.0% EL - 10.5% FY - 14.3% HY - 46.2% SES - 45.7% SWD - 19.7% April, 2022	Spring 2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6 - 48% 7 - 51% 8 - 52%	
2I - STAR Assessment (Mathematics) Percentage of students Meeting or Exceeding Standards in grades 6-8 by student group compared to the total number of students enrolled Source: Internal District Reporting	2021-2022 Star Math Spring Assessment ALL - 33.4% African American - 19.2% American Indian - 100.0% Asian - 51.9% Filipino - 40.0% Hispanic - 25.1% Pacific Islander – 20.0% Two or More Races - 46.0% White - 41.8% Uncoded - 0.0% EL - 2.9% FY - 0.0% HY - 25.5% SES - 24.0% SWD - 4.5% April, 2022 6 - 29% 7 - 36% 8 - 34%	Spring 2022
2J - Student Marks (C or better in English/Reading) Percentage of students with a grade of C or better in English in grades 6-8 by	2021-2022 Total - 78.8% (980/1243) EL - 84.1% FY 20.0% HY - 75.2% LI - 72.3%	2021-2022 C- or Above for Both Semesters All Students - 875 / 1287 (68%) EL - (46.5%) FY - (45.7%) HM - (55%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
student group compared to the total number of students enrolled Source: Internal District Reporting	SWD - 75.8% AA - 71.4% A - 96.1% H/L - 71.3% W - 87.2%	LI - (59.5%) SWD - (54%) AA - (58%) A - (85%) H/L - (59%) W -(73%)
2K - Student Marks (C or better in Mathematics) Percentage of students with a grade of C or better in Mathematics in grades 6-8 by student group compared to the total number of students enrolled Source: Internal District Reporting	2021-2022 Total - 75.6% (940/1243) EL - 64.6% FY - 10.0% HY - 72.9% LI - 68.3% SWD - 70.3% AA - 61.9% A - 94.5% H/L - 67.5% W - 85.1%	2021-2022 C- or Above for Both Semesters All Students - 798 / 1287 (62%) EL - (44.5%) FY - (18.5%) HM - (52%) LI - (54%) SWD - (54%) AA - (51%) A - (84.5%) H/L - (50%) W - (69.7%)

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

2.1: Professional Development to Support Implementation of State Standards - With the support of the Educational Services Division, provide teachers professional development focusing on resources and supports to fully implement the California State Standards. Professional development regarding the scope and sequence, lesson planning, common assessments, research-based instructional strategies, differentiation of curriculum, questioning strategies, AVID instructional strategies, and data analysis are supporting topics

in this Goal. Support will be provided to core content teachers as well as to exploratory teachers to ensure high-quality instruction is received by all students in all classes.

Teachers will also be provided professional development focused on meeting the instructional needs of all students, with a primary focus on unduplicated students, in order to further increase student achievement. Personnel substitutes, staffing, and support will be provided for site release time by department for common collaboration regarding the above topics, as well as content-specific conference attendance.

These actions and strategies will principally support unduplicated student groups and demonstrate increased student achievement in math and ELA as measured by local assessments (STAR).

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

Amount(s)	Source(s)
3000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
4000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 2

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

All students but principally targeted at unduplicated students not achieving at grade level

Strategy/Activity

2.2: Tiered Academic Supports - One additional Mathematics and English teacher will provided instruction focused on essential grade level standards to support students in meeting grade level standards. Students will be selected for the targeted classes based on their previous year's math and English grades.

Before or after school tutoring will be provided and 0-period PE will be provided to create additional opportunities in the school day for students to participate in additional elective classes or take advantage of intervention opportunities. Staffing and support by teachers or counselors will be provided to administer these programs, and transportation will be provided to students if available.

Classroom/program materials, supplies, and equipment will be purchased for base and supplemental programs, for all departments.

These actions and strategies will principally support unduplicated student groups as measured by increased academic performance on the STAR, and individual growth on assessments and grades.

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)
14000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
35000	Title I Non-Personnel (4000-7439)
20000	Title I Personnel (1000-3999)

Strategy/Activity 3

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

All students but principally targeted at unduplicated students not achieving at grade level

Strategy/Activity

2.3: Tiered Academic Support Plans - With the support of the Educational Services Division, the site will develop systems and supports to monitor student achievement. Transportation will be provided, if available, in order to provide unduplicated increased access to these programs and supports.

0-Period PE will be offered so students can participate in intervention courses or in more than one elective during the school day. 0-Period interventions will be developed during the school year, once progress report or quarter grading report data can be assessed, to determine students most at need for additional intervention. Staffing and support by teachers or counselors will be provided to administer these programs.

Counselors will monitor grades at each grading period and will meet with targeted student groups to provide support and resources. Administration will meet with teachers regarding F-data and classroom instructional strategies to ensure equitable practices and implementation for all students. The CAST (Cope After School Tutoring) program will continue with implementation of student peer tutors and core content teacher supervision/instruction/support. A mobile Community CAST Connection may also be implemented, bringing the tutoring opportunities to selected feeder elementary schools in order to further support unduplicated students.

Students will be recognized for high achievement through monthly certificates and awards, as well as through membership into California Junior Scholarship Federation (CJSF), and the annual 8th grade awards ceremony.

A Categorical Program Specialist will be hired to coordinate and oversee tiered academic support programs, as well as the staffing and support of Extended Learning Opportunity Programs for students. The Program Specialist will also collaborate with departments to monitor students' progress and determine IST needs.

Improvement plans will be monitored based on increased student performance on STAR, and individual growth on assessments and grades.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
10000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
90000	Title I Personnel (1000-3999)

Strategy/Activity 4

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

All Multilingual Students

Strategy/Activity

2.4: Tiered Academic Supports for Multilingual Students - All English teachers will receive professional development to increase the implementation of ELD standards through focused curriculum and appropriate SDAIE strategies. Students will be "clustered" among designated English teachers especially effective in ELD instruction. ELD teachers and the EL Site Coordinator may also receive additional professional development for more targeted instruction, support, and resources. Base and supplemental supplies and materials will be provided for further tiered academic supports.

An increased number of sections of the ELD II (ELD lab targeting Level 1 and 2 EL students), and a section of ELD III (ELD lab targeting Level 3 students), will be added to the master schedule to provide increased supports for students. Release time for ELD teachers will be provided for collaboration and development of targeted supports.

These actions and strategies will be measured by an increase in reclassification rate, and overall individual growth on local assessments and STAR for EL 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)
2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
5000	Title I Personnel (1000-3999)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Special Education Students

Strategy/Activity

2.5: Targeted Special Education Supports - Professional development around inclusion/co-teaching and differentiation of instruction will be provided to special education and general education teachers as needed.

Math and English inclusion classes will be provided at the 7th and 8th grade levels to provide integration of SPED students into the general education classroom setting. The site will continue to plan for further implementation of inclusion classes for the 2023-2024 school year. Base and supplemental supplies and materials will be provided for further targeted academic supports, and release time will be provided to special education and general education teachers for collaboration and coordinated curriculum/lesson development. Substitutes or other staffing and support will be provided to ensure the planning and collaboration can occur.

These actions and strategies will be measured by increased SPED student enrollment in general education 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)	Source(s)
4000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
3000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
3000	Title I Non-Personnel (4000-7439)
4000	Title I Personnel (1000-3999)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

2.6: Supplemental Online Instructional Programs - The site will continue to use supplemental programs such as Nearpod, Peardeck, and Edulastic to support instruction in the online and in-classroom settings, and Breezin-Through Music and Make Music, or similar programs, will be used to continue to enhance the performing arts classrooms. Other programs such as Brain-Pop, Freckle, Read 180, and Lexia (District-provided), Rosetta Stone, and Math 180 will continue to be utilized for base and supplemental intervention/support programs for during class, after school programs, and extra independent practice for students in the areas of language, reading, and math.

With the support of the Educational Services Division, the site will provide standards-based instructional materials, assessments, interventions, and supporting resources for students to ensure equitable access to services for all students. The site will provide teachers with the necessary classroom instructional materials and supplemental resources including classroom supplies/curriculum, subscriptions, dues, software/hardware, and computers. Core classes and all elective classes are included in this goal to ensure all classrooms have the necessary instructional materials necessary to provide an engaging classroom environment for all students.

Innovative classroom technology will be supported to further enhance and support classroom instruction foster increased student interaction and engagement within the classroom. Staff will receive additional professional development or training with how best to use the programs, analyze the results, and best support student to achieve further success. Staff may also utilize release time to collaborate and coordinate curriculum, and substitutes or other staffing and support will be provided to ensure the planning and collaboration can occur.

These actions and strategies will principally support unduplicated student groups as measured by increased academic performance on the STAR, and individual growth on assessments and grades, as well as performance data from supplemental online 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)	Source(s)
27000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
4000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

18000	Title I Non-Personnel (4000-7439)
5000	Title I Personnel (1000-3999)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

2.7: Targeted Math and Science Supports - With support from the Secondary Education Department, teachers will receive District professional development focused on using STEM (Science, Engineering, Technology, and Math).

C-STEM electives (Beginning Computer Science and Advanced Computer Science) will be offered to provide all students access to project-based learning focused on coding and robotics, and to further develop their college and career competencies. Additionally, C-STEM Math will be coupled with the elective to provide grade level math instruction (at the 7th and 8th grade levels) in a more engaging, problem-based course. For the 2021-2022 school year, two additional sections of the C-STEM elective were added to the master schedule to increase the access for all students.

C-STEM focused fieldtrips and classroom extension activities to enhance base and supplemental materials will be provided to support students' understanding and achievement in the STEM fields.

These actions and strategies will principally support unduplicated student groups to increase engagement and higher level understanding of mathematical standards as measured by growth on state and local assessments (STAR), and an increase in math grades (C or better) for students specifically participating in the CSTEM 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)
2000	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439)
2363	Title I Non-Personnel (4000-7439)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

2.8:College Readiness Programs - With the support of the Educational Services Department and the California College Guidance Initiative (CCGI), professional development opportunities will be provided to teachers and counselors to further support students with their college and career preparation. College and career readiness will further be supported through 6th grade exploratory classes and the ROP Paxton Patterson Career Exploration class.

The PSAT will be offered to all 8th graders to support college-preparation practice, to support AVID college-going goals, and to ensure all students have access, since all fees will be covered by the RUSD.

Release time or hourly support will be provided to support collaboration and support in this area.

These actions and strategies will principally support unduplicated student groups as measured by increased participation on the PSAT.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Multilingual Students

Strategy/Activity

2.9 English Learner Programs - The EL Site Representative will attend DELAC meetings, hold regular site ELAC meetings, hold site EL Team meetings once per month, and meet with EL students at least twice per year in a group format to provide additional guidance/support. The EL Rep will develop and lead site professional development and provide support to the EL and Gen Ed teachers regarding effective EL instructional strategies, utilizing ELLevation for EL monitoring, and the importance and purpose of the ELPAC. The EL Rep will also coordinate ELPAC testing, including student and parent communication, follow-up, and connection with Gen Ed teachers regarding their part in the process. An "ELPAC Party" with student incentives and supports will be provided prior to ELPAC testing to help inspire and encourage students for testing success.

An after school EL tutoring program will be continued to provide students additional supports and services toward adequate yearly progress. Transportation will be provided to ensure the greatest number of students can attend and university tutors will be utilized to provide additional support. The Categorical Program Specialist will help to coordinate staffing and support for these programs.

ELAC meetings will be held regularly to communicate resources and updates to parents, and parents will be provided additional supports through conference attendance, small group meetings at the school site, and connections to the site EL Coordinator and counselor. The site will utilize translation technology to further support students' and parents' access, especially at in-person events.

These actions and strategies will principally support multilingual students as measured by an improvement in reclassification rates, and increases in achievement on Math and ELA scores on the CAASPP for identified EL and RFEP 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)
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
7132	District Funded – Title III Non-Personnel (4000-7439)
2000	District Funded – Title III Personnel (1000-3999)
10000	Title I Non-Personnel (4000-7439)
5000	Title I Personnel (1000-3999)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

2.10: GATE/Advanced Learner Programs - With guidance and support from the Educational Services Division, GATE and Honors-level teachers will receive professional development regarding course content, instructional strategies for all students, and ways to extend learning opportunities through problem-based inquiries and hands-on experiences within the classroom.

Extended learning opportunities for GATE/honors program students will be offered outside the school day to further provide interest and engagement to all student groups.

These actions and strategies will principally support unduplicated student groups as measured by increased academic performance on the STAR, and individual growth on assessments and grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2021-2022 implementation goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 implementation goals will occur during the 2022-2023 update cycle.

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.

Analysis of the 2021-2022 implementation goals will occur during the 2022-2023 update cycle.

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	$437,725.00

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	$212,363.00
Title I Parent Involvement	$3,555.00

Subtotal of additional federal funds included for this school: $215,918.00

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 ($)
District Funded – Title III	$12,082.00
LCAP – Character Education (CHED)	$13,861.00
LCAP – Supplemental & Concentration Grant (SSP)	$195,864.00

Subtotal of state or local funds included for this school: $221,807.00

Total of federal, state, and/or local funds for this school: $437,725.00

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.

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,230.00
Goal 2	289,495.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$28,770
General Fund	$146,790
Instructional Media/Library	$1,946
State Lottery Funds	$16,731
Music	$3,560
Technology	$65,127
Transportation	$2,400

Total:	265,324

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

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Stephanie Lock	Principal
Nancy Ganther	Classroom Teacher
Rebecca McBride	Classroom Teacher
Karen Skoog	Classroom Teacher
Ashley Stark	Classroom Teacher
	Other School Staff
Melissa Bergstrom	Parent or Community Member
Reno Cervantes	Parent or Community Member
James Jimenez	Parent or Community Member
Kaylianne Martinez	Secondary Student
Mira Morgenthaler	Secondary Student
Maren Orr	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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Stephanie Lock on

SSC Chairperson, James Jimenez on

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beattie Middle School	36-67843-0102558		

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Maintain and expand upon ways to provide and promote a safe, positive, and community-oriented school culture and learning environment for all students.

This will include tiered behavior intervention and supports through PBIS, social emotional learning through Character Strong, 6th grade transition to middle school through the Where Everybody Belongs (WEB) program, Parent Involvement, RSCL Middle School Sports, AVID, Student Leadership (ASB), Exploratory activities (STEM, Garner Holt, Paxton Learning Labs (CRYROP), and performing arts programs.

Identified Need

1. The suspension rate for Beattie MS demonstrates a decline from the prior year. However, a continued focus on decreasing suspensions through positive behavior interventions and character education programs to develop a sense of student connectedness with school and community will reduce the possibility of an increase as well as support student achievement in academic areas.

2. School attendance is a critical component of student success. Therefore, Beattie MS will work to increase student attendance while decreasing chronic absenteeism.

3. To promote the focus on College and Career Readiness, Beattie MS will ensure that all students and student groups have equitable access to and success in rigorous coursework and be given the opportunities to participate in enhanced, enriched, or advanced learning opportunities.

4. Beattie MS recognizes the importance of a safe school campus that meets the physical and social-emotional needs of staff and students. Therefore staff will continue to support social emotional learning for all students through character education.

5. Beattie MS recognizes the importance of parent and community involvement in the success of a students academic performance and mental health.

State Priorities:

3. Parent Involvement
5. Student Engagement
6. School Climate

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	2021-2022 Total - 94.3% EL - 92.2% FY - 95.8% HY - 92.9% LI - 93.4% SWD - 90.9% AA - 93.9% A - 97.2% H/L - 93.5% W - 95.0%	2022-2023 Total EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
1B - Chronic Absenteeism Rate Percentage of students in grades 6-8 who were absent for 10% or more of the total instructional days by student groups. Source: California School Dashboard	2021-2022 Total - 14.3% EL - 22.1% FY - 0.0% HY - 21.8% LI - 17.9% SWD - 27.7% AA - 12.1% A - 5.0% H/L - 17.1% W - 11.3%	2022-2023 Total EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
1D - Middle School Drop-Out Rate	Data not available	2022-2023 Total

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in grades 7 and 8 who dropped out of school by student group. Source: CALPADS Reporting		EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
1E - Suspension Rate Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2021-2022 Total - 4.1% EL - 2.1% FY - 40.0% HY - 3.5% LI - 5.3% SWD - 9.5% AA - 8.6% A - 1.7% H/L - 5.0% W - 2.3%	2022-2023 Total EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
1F - Expulsion Rate Percentage of students expelled during the school year by student group. Source: CDE Dataquest	2021-2022 Total - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.3% SWD - 0.0% AA - 1.7% A - 0.0% H/L - 0.2% W - 0.0%	2022-2023 Total EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1G - School Climate Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey (Kelvin)	2021-2022 Student Responses - 605 (57%) Student Favorability - 63% EL Favorability - 56% EL Responses (% of Student Group) - 44 (51%) FY Favorability - Data not available HY Favorability - Data not available LI Favorability - Data not available SWD Favorability - 59% SWD Responses (1% of Student Group) - 50 (39%) AA Favorability - 52% AA Responses (% of Student Group) - 34 (54%) A Favorability - 66% A Responses (% of Student Group) - 85 (62%) H/L Favorability - 64% H/L Responses (% of Student Group) - 323 (56%) W Favorability - 64% W Responses (% of Student Group) - 402 (56%) Family Responses - 337 (33%) Family Favorability - 83% Staff Responses - 41 (55%) Staff Favorability - 86%	2022-2023
1H - SEL/Positive Behavior Systems Self-Assessment Survey Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Completed 5/16: 18 School Wide Implementation % - 5/20 - 73%	2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1I - SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status system implementation as determined by an external evaluator. Source: Local Survey	2021-2022 - 4/18-2022 Tier 1 % Implementation - 43% Tier 2 % Implementation - No Data Tier 3 % Implementation - No Data Recognition: Bronze Submitted: 5/5 MD	2022-2023
1J - Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Number of Tasks Complete - 8/8 Percent of Year 1 Implementation - 100% Missing elements: None	2022-2023
1K - Parent Involvement: Parent Account in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 Total - 99.5% EL - 96.8% FY - 100.0% HY - 100.0% LI - 99.5% SWD - 98.5% AA - 98.3% A - 98.3% H/L - 99.5% W - 100.0%	2022-2023
1L - Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms. Source: Local Survey	FACE Liaison position has been filled and has participated in school events as well as supported our families through summer engagement opportunities	2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1N - Instructional Technology & Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Data not available	2022-2023
1P - AVID Enrollment/Demographics Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled. Source: District Analysis	2021-2022 Total - 9.3% EL - 3.7% FY - 0.0% HY - 13.9% LI - 63.0% SWD - 6.5% AA - 9.3% A - 7.4% H/L - 58.3% W - 18.5%	2022-2023 Total EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
1Q - AVID Coaching & Certification Instrument Percentage of growth on the AVID Coaching and Certification Instrument Source: District Analysis	2021-22 Certified Data Program Status: Emerging School-wide Overall Indicator Count: Does not meet: 0 Meet AVID Elective: 11 Emerging AVID School-wide: 9 AVID School-wide: 39 Sustaining: 4	2022-2023
1U - School Connectedness/MS Redlands Connections League Participation Percentage of students participating in the Redlands Connections League Source: District Analysis	2021-2022 (5/30/22 - To date 123 students have participated in RSCL Sports) EL - 12 FY - 1 African American - 15 Asian - 13	2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic - 56 White -34	

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

1.1 - Social Emotional Learning (SEL) - The Beattie MTSS team and counselors will coordinate and support implementation of a tiered, school-wide SEL program implemented by all staff members in support of all students. Supports for students will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset beliefs facilitating learning communities that are safe, positive, inclusive, and welcoming. Supports for students may include tier one instruction, activities, assemblies, classroom visits, interactive lessons, small group meetings, restorative practices, inclusive practices and Character Strong lessons. Staff will participate in district/site professional learning opportunities to support SEL implementation along with inclusive practices for all students. Staff will also coordinate and work with with the RCSS team to support Tier One and Tier Two supports as well seek guidance for Tier Three supports and/or trainings to increase access to mental health supports and community resources. The development of SEL tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
2000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

7000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

1.2 - Positive Behavior Supports - Beattie will promote a positive school climate, and build a positive campus culture through the use of PRAISE (Pride, Respect, Accountability, Integrity and Self-Esteem), our school-wide Positive Behavior Intervention and Support Program. A positive campus climate will be promoted by encouraging positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors as measured by a decrease in office referrals, suspensions and expulsions.

Beattie PBIS and Leadership Teams will collaborate to define and create a positive system of Tier One supports including recognition such as Student of the Month, PRAISE and other student incentives as well as assemblies. Staff will also collaborate to develop Tier Two behavior interventions such as student incentives, group counseling, restorative circle groups, behavior contracts, check-in/check-out protocols and additional supports as needed. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
3,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
10,303	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

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

1.3 - Comprehensive School Counseling - Under the guidance of ASCA and the RUSD RCSS Team, school counselors will develop and implement ASCA-aligned student counseling supports focused on academics, SEL, and college/career readiness. Counselors will design lessons for classroom visits, conduct parent education and coordinate focused small group social emotional learning groups based on the needs of our students. The ACCs and counselors will collaborate regarding Foster and Homeless students to ensure coordinated supports are provided academically, socially and emotionally. Staff will participate in staff development as needed and counseling staff will be provided with supports, materials and equipment as needed based on the needs of our students. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.4 - Intervention Support Teams - Beattie will utilize the Intervention Support Team (IST) process to identify and support students through collaboration with students' teachers, parents, administrators, counselors, ACCs and other support personnel. Staff will

attend professional development to further understand creating and implementing effective ISTs, including identifying trauma and supporting students with appropriate resources.

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

Amount(s)	Source(s)
3000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

1.5 - Character Education - Under the guidance of the RUSD Educational Services Division, the site team will develop a comprehensive plan to monitor and support students' social-emotional learning and behavioral needs in order to provide Tier two and Three supports. Beattie WEB and ASB student groups will lead student-connection activities throughout the school year to foster positive campus culture and school-wide campus pride and connectedness. Beattie WEB & ASB students will attend trainings and workshops as needed to facilitate their leadership role, and materials and supplies will be purchased to support their leadership initiatives. Beattie WEB and ASB staff will be provided release and planning time, compensation and professional develop opportunities to support their leadership roles on campus. Additionally, 5-STAR and Minga will be used as tools to support all campus programs and monitor student participation and connectedness. The development of tiered supports and services will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance. Effectiveness of this action will be evaluated based on increased student attendance and increased participation in activities as measured by 5-STAR and Minga.

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

Amount(s)	Source(s)

1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1,000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students, but principally directed toward unduplicated student groups (English Learners, Foster/Homeless, Low Income).

Strategy/Activity

1.6 - Parent and Community Involvement - With the RUSD 2025 vision of Equality through Equity and Strong Parent and Community partnerships, Beattie will provide online and in-person resources and meetings for parents. The school website, bulletin, and Parent Square communication will be used for communication about events and opportunities. Site counselors will develop a "parent resource center" for onsite support for families which may include computer/internet access, resources for counseling, assistance with Aeries Parent Portal and form completion, and meetings with site counselors.

Parents will be encouraged to join and participate in the PTSA, ELAC, SSC, and Site Safety Committee and will be invited to attend school site events such as Back-to-School night, parent education nights, performing arts events and AVID college fair. Effectiveness of this action/strategy will be monitored through feedback surveys.

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)
3137	Title I Parent Involvement Non-Personnel (4000-7439)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Multilingual students

Strategy/Activity

1.7 - Parent Involvement/Translation Services. - Beattie will provide translation services using site/district staff or outside contractors including Language Line to support a wide range of communication efforts between the school and families. When needed, interpretation support or separate, small group meetings will be used to respond to parents in their home language as much as possible. The result of these actions and services will result in increased student attendance and parent participation in decision making opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

1.8 - Instructional Technology and Innovation - With support from the Instructional Technology and Accountability Department Beattie will support teachers with innovative technology and technology programs, professional development, and technology tools designed to provide students equitable access to college and career preparedness.

Instructional Technology and Innovation Programs at Beattie Include:
1. STEAM and Innovation Labs/Opportunities (Garner Holt, Coding and Robotics, C-STEM, 21st century learning spaces and Computer Science/Coding electives).
2. Digital Story Telling electives.
3. ROP College and Career Exploratory
4, Classroom Innovation

These opportunities provide students with engaging/interactive learning environments focused on technology and connections to future high school and career pathways. Effectiveness of this action/strategy will be measured through attendance and participation in these elective opportunities.

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

Amount(s)	Source(s)
6423	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.9 - AVID - With the support from the Educational Services Division, Beattie will provide continued support for the AVID (Advancement Via Individual Determination) program in order to support students in developing the skills necessary to be successful throughout their K-12 education and in college. Staff will attend professional development focused on AVID strategies and an emphasis will be placed on implementing AVID strategies schoolwide. Areas of focus will include school-wide use of an essential question, focused note taking strategies and note processing strategies. Materials, supports, equipment and supplies will be purchased to support the AVID school-wide vision.

Beattie will further support staff and students through AVID program organizational materials and supplies, college visitation fieldtrips, college tutors, professional development and additional materials for AVID-focused events. Effectiveness will be measured by an increase of "C" or better grades for AVID 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)
15,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, but princpally directed toward unduplicated student groups (English Learners, Foster/Homeless, Low Income)

Strategy/Activity

1.10 - Career Technical Education (CTE) - In partnership with Colton Redlands Yucaipa Regional Occupational program provides for a College and Career Teacher who teaches the Paxton Patterson Career Exploration class. There are currently five sections of this semester course available to students in the 2021-2022 school year. This class provides students with basic skills in future career opportunities such as Emergency and Fire Management, Computer Graphics and Animation, Introduction to Health Science careers, Personal Finance, Child Development, Speech Therapy, Home Maintenance, Video Production, Hospitality and Tourism Management, Introduction to Computer Science, Material Processing, Digital Manufacturing, Computer-Aided Design, Energy and Power, Flight and Drones, Introduction to Culinary Arts, and Robotics. This exploration into college and career opportunities provides students with hands on learning experiences and introduces them to courses aligned with the high school career pathways.

It will be important to provide recruitment opportunities so our students are aware of the elective options available to them. Release time will be provided to ensure the ROP teacher can provide college and career focused lessons to various classes through the year. Increased access and participation in engaging elective opportunities will help improve student engagement and provide a sense of belonging and connectedness which will lead to an increase in 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)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.11 - Visual and Performing Arts (VAPA) - With the support of RUSD Educational Services, Beattie will provide expanded course access for all students. Beattie will look for ways to support staff in offering clubs, enrichment activities at lunch or outside of the school day in order to provide opportunities for all students to engage in VAPA enrichment.

Zero period PE is offered to allow for students to take two elective courses during the school day, thus, providing great opportunities for all students to participate in multiple electives.

VAPA enrichment field trips, as well as transportation for RUSD performances and festivals will be supported, and site-level shows and concerts will be emphasized throughout the year. Connection activities between middle school and feeder elementary schools will also be explored and encouraged to provide recruitment opportunities for all students. Materials, supplies, equipment, uniforms and instructional resources will be purchased to support the VAPA program at Beattie. Increased participation and access to VAPA programs helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English Learners which will lead to an increase in student attendance as well as increased participation in elective enrollment.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.12 - Redlands Connection League (RSCL) - With the support of RUSD Student Services Department, Beattie will provide a middle school sports program - RSCL. The programs consists of four sports: volleyball, soccer, basketball, and softball. The RSCL program focuses on character building by fostering a sense of connectedness encouraging school pride and uplifting school culture. The RSCL teams compete against the other three middle schools in RUSD fostering sportsmanship, teamwork, cooperation and and opportunity for students to participate in athletic activities connected to their school.

In addition to the RSCL program, Beattie will also implement intramural lunch time sports run by teachers. Intramural sports will further engage students in athletic experiences and improve school connectedness. The RSCL and Intramural programs at Beattie will be supported through equipment, uniforms, awards, recognition and banners as well as substitute coverage for coaches and compensation. These opportunities for students will foster an increased sense of connectedness leading to increased attendance for unduplicated student groups in the RSCL program.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2023-2023 implementation of goals will occur in conjunction with School Site Council and Beattie Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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

Analysis of the 2022-2023 implementation of goals will occur in conjunction with School Site Council and Beattie Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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.

Analysis of the 2022-2023 implementation of goals will occur in conjunction with School Site Council and Beattie Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

All students will be provided with a high quality, standards-based, rigorous instructional program utilizing tiered supports in all core subjects as well as exploratory courses to ensure that all students achieve at high levels.

Identified Need

Due to school closures from COVID throughout the 2019-2020 and 2020-2020 school years, the CAASPP has not been administered. Previous to school closures, Beattie's CAASPP data revealed that 51% of students met or exceeded ELA standards and 38% of students met or exceeded math standards.

Although the CAASPP has not been administered, RUSD has conducted regular monitoring of student performance and progress utilizing STAR. STAR Data for Reading revealed that in the fall of 2020, 53% of students were meeting or exceeding state reading standards. That number in fall 2021 fell to 48%. STAR Data for Math revealed that in the fall of 2020, 37% of students were meeting or exceeding state math standards. That percentage declined to 28% in fall of 2021. These assessment results reveal learning loss throughout the COVID pandemic. It will be important for Beattie staff to address the learning loss through focused first instruction as well as targeted extended learning opportunities offered at all grade levels.

In alignment with the RUSD Board-adopted RUSD 2025: Excellence for all vision, the strategies outlined throughout this goal specifically address the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will support staff in setting high expectations for all students, providing high-quality, standards/research-based learning opportunities for all students.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A - ELA State Assessment Average Distance from "Standard Met" on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 6-8 by student group. Source: California Dashboard	Data pending	2022-2023 Total - EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
2B - Math State Assessment Average Distance from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group. Source: California Dashboard	Data pending	2022-2023 Total - EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
2C - California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) by student group. Source: CDE Dataquest Reporting	Data pending	2022-2023 Total - EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2D - English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELAPC) Source: California School Dashboard	Data pending	2022-2023 Total - EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White - N/A
2E - Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2021-2022 RFEP Students = 8 EL Students = 103 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 7.8%	2022-2023
2F - Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years. Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 45 EL Students - 95 LTEL % = 47.4%	2022-2023
2U - STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 Star Reading Spring Assessment ALL - 45.2% African American - 43.1%	2022-2023 Total - EL - Foster Youth - Homeless - Low Income -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	American Indian - 33.3% Asian - 62.8% Filipino - 47.6% Hispanic - 37.5 % Pacific Islander – 0.0% Two or More Races - 56.9% White - 53.6% Uncoded - 33.3% EL - 7.1% FY - 20.0% HY - 36.5% SES - 36.7% SWD - 10.9%	SWD - African American - Asian - Hispanic - White -
2V - STAR Assessment (Mathematics) Source: Internal District Reporting	2021-2022 Star Math Spring Assessment ALL - 30.2% African American - 29.1% American Indian - 0.0% Asian - 54.4% Filipino - 30.4% Hispanic - 20.0% Pacific Islander – 0.0% Two or More Races - 38.0% White - 41.8% Uncoded - 66.6% EL - 2.3% FY - 0.0% HY - 19.7% SES - 22.6% SWD - 3.6%	2022-2023 Total - EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2W - Student Marks - C- or better (English/Reading) in grades 6-8 (2nd semester) Source: Internal District Reporting	2021-2022 Total - 85.3% EL - 90.2% FY - 50.0% HY - 80.6% LI - 81.7% SWD - 89.3% AA - 87.7% A - 95.7% H/L - 80.3% W - 91.5%	2022-2023 Total - EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
2W - Student Marks - C- or better (Math) in grades 6-8 (2nd semester) Source: Internal District Reporting	2021-2022 Total - 18.6% EL - 2.1% FY - 0.0% HY - 15,5% LI - 14.2% SWD - 1.5% AA - 12.1% A - 35.5% H/L - 12.9% W - 26.0%	2022-2023 Total - EL - Foster Youth - Homeless - Low Income - SWD - African American - Asian - Hispanic - White -
Total Percentage of Students in an Honor's Class	2021-2022 Total - 18.6% EL - 2.1% FY - 0.0% HY - 15,5% LI - 14.2% SWD - 1.5% AA - 12.1% A - 35.5% H/L - 12.9% W - 26.0%	

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

2.1 - Professional Development to Support Implementation of State Standards - With the support of the Educational Services Division, Beattie will provide teachers with professional development opportunities focusing on resources and supports to fully implement the Common Core Standards. Professional development will include guidance on the use of grade level scope and sequence, administration and analysis of the district's formative assessments such as the STAR and benchmark assessments to find trends in learning needs of unduplicated students, research based instructional strategies, questioning strategies, AVID instructional strategies, student engagement strategies, and differentiation of the curriculum. Materials and supplies will be purchased to support this work and release time will be provided to support teacher collaboration, lesson planning and data review. In addition, conferences and off-site professional development will be supported based on teacher interest and the connection to district and school related goals. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and English Language Arts as measured by local assessments (STAR) and students receiving a "C" or 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)
8000	Title I Non-Personnel (4000-7439)
10000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
5000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students not achieving grade level standards.

Strategy/Activity

2.2 - Tiered Academic Supports - Additional staffing in math and English will be provided to facilitate targeted (Tier 2) support for students not meeting grade level standards. Various extended learning opportunities will be offered before school, after school and during the school day targeting students' areas of weakness, as identified by the STAR or progress report/quarterly grades. Additional staffing will need to be secured in support of this strategy. Materials, supplies, technology and equipment will be purchased for both base and supplemental programs. Increased academic performance as measured by individual student growth on assessments and grades will be monitored for effectiveness.

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)
70000	Title I Personnel (1000-3999)
42925	Title I Non-Personnel (4000-7439)
50000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, but principally targeted at unduplicated students not achieving at grade level.

Strategy/Activity

2.3 - Tiered Academic Support Plans - With the support of the Educational Services Division, Beattie will develop plans and systems to monitor student achievement and identify and and provide appropriate tiered supports and interventions to increase equity and

academic success. Materials, supplies, equipment, technology and furniture will be purchased to support the vision of of the support plan. The support plan will be monitored based on student performance data will local assessments (STAR) as well as formative assessments and improved progress with grades.

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

Amount(s)	Source(s)
1000	Title I Personnel (1000-3999)

Strategy/Activity 4

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

Identified Multilingual Students

Strategy/Activity

2.4 - Tiered Academic Supports for Multilingual Students - Beattie staff will implement programs to support language acquisition for English Learners. Professional development will be provided to increase implementation of the ELD standards across all grade levels and content areas. English Learners will be "clustered" among designated English teachers and elective ELD instruction will be provided in our ELD Lab with ELD I, ELD II and ELD III being offered. Materials, supplies and equipment will be purchased, staff will be hired to support the ELD Lab as well as the "clustered" English classes and conference/professional development opportunities will be offered. Program effectiveness will be monitored through ELPAC scores, STAR scores as well as reclassification rates.

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)
50000	Title I Personnel (1000-3999)
7000	Title I

	Non-Personnel (4000-7439)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
10517	District Funded – Title III Non-Personnel (4000-7439)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Special Education Students

Strategy/Activity

2.5 - Targeted Special Education Supports - Professional development around inclusion/co-teaching and differentiation of instruction will be provided to special education and general education teachers. Beattie will also explore implementation of inclusion classes in support of integration of Special Education students into the general education setting. Effectiveness of this strategy will be measured by an increase in C- or better grades for special education 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)
3000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learner, Foster, Homeless, Low Income)

Strategy/Activity

2.6 - Supplemental Online Instructional Programs - Beattie will continue to use online instructional programs to enhance and support student learning across all content areas. Online instructional programs will be purchased to foster student engagement as well as provide support intervention/support/extended learning opportunities and for extra independent practice for students. Staff will receive professional development and/or training with program implementation and how to analyze results to best support students. In addition, instructional materials and supplies and technology and equipment needed to support implementation and/or analysis of data will be purchased. The online instructional programs as well as the assessment data will be monitored for effectiveness as measured by increased student achievement on local assessments (STAR).

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)
8500	Title I Non-Personnel (4000-7439)
2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learner, Foster, Homeless, Low Income)

Strategy/Activity

2.7 - Targeted Math and Science Supports - With support from the Secondary Education Departments, teachers will receive professional development on using STEM (Science, Engineering, Technology and Math).

C-STEM electives (Beginning Computer Science and Advanced Computer Science) will be offered to provide all students access to project based learning focused on coding and robotics and to further develop their college and career competencies. Additionally, C-STEM Math will be coupled with the elective to provide grade level math instruction at the 7th and 8th grade levels in a more

engaging, problem-based course. Effectiveness will be monitored by an increase in students receiving a "C" or better in C-STEM math/science compared to general math and science.

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)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 8

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

All students, but principally directed toward unduplicated student groups (English Learner, Foster, Homeless, Low Income)

Strategy/Activity

2.8 - College Readiness Programs - With the support of the Educational Services Department and the California College Guidance Initiative (CCGI), professional development opportunities will be provided to teachers and counselors to further support students with their college and career preparation.

The PSAT will be offered to all 8th graders to support college-preparation practice, to support AVID college-going goals, and to ensure all students have access, since fees will be covered by RUSD. PSAT participation will be monitored and data will be used to support at-promise 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)
2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental Instructional equipment and materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Multilingual Students

Strategy/Activity

2.9 - English Learner Programs - Beattie will have a designated English Learner teacher who will teach our ELD I, II and III classes, serve as our EL Site Representative attending DELAC meetings, hold regular site ELAC meetings, provide professional development for staff regarding effective EL instructional strategies, monitor ELLevation data, and organize, monitor and facilitate ELPAC testing. Compensation for ELAC representative will be provided. Support personnel as well as materials, supplies, equipment and technology will be provided as needed. Effectiveness will be monitored for an increase in reclassification rates at Beattie and a decrease in long term English Learners.

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)
4954	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
1200	District Funded – Title III Non-Personnel (4000-7439) Ellevation
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learner, Foster, Homeless, Low Income)

Strategy/Activity

2.10 - GATE/Advanced Learner and Extended Opportunity Programs - With guidance and support from Educational Services Division, GATE and Honors-level teachers will receive professional development regarding course content, instructional strategies for

all students, and the identification progress for those programs. Teachers are encouraged to extend learning opportunities through problem-based inquiries and hands-on experiences within the classroom. Extracurricular experiences for GATE/honors programs will be offered to further provide interest and engagement to all student groups. In addition, extended opportunity programs will be offered for students before and after school as well as during lunch to enhance the educational program. Materials, supplies and equipment as well as compensation to support staff will be provided. Enrollment in Honors coursework will be monitored to ensure students demographics are aligned to school enrollment.

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)
4000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
4000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2022-2023 implementation of goals will occur in conjunction with School Site Council and Beattie Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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

Analysis of the 2022-2023 implementation of goals will occur in conjunction with School Site Council and Beattie Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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.

Analysis of the 2022-2023 implementation of goals will occur in conjunction with School Site Council and Beattie Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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	$386,959.00

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	$187,425.00
Title I Parent Involvement	$3,137.00

Subtotal of additional federal funds included for this school: $190,562.00

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 ($)
District Funded – Title III	$11,717.00
LCAP – Character Education (CHED)	$13,303.00
LCAP – Supplemental & Concentration Grant (SSP)	$171,377.00

Subtotal of state or local funds included for this school: $196,397.00

Total of federal, state, and/or local funds for this school: $386,959.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$23,121
General Fund	$128,543
Instructional Media/Library	$1,946
State Lottery Funds	$14,313
Music	$3,560
Technology	$57,312
Transportation	$2,400

Total:	231,195

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

3 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Kimberly Lium	Principal
Shelbi Roque (classified)	Other School Staff
Synnove Tyo	Other School Staff
Marlaena Slocum	Classroom Teacher
Curtiss Allen	Classroom Teacher
Karen Guy	Classroom Teacher
Jennifer Allo	Other School Staff
Sabrina Gastel	Parent or Community Member
Dominic Dunsmore	Parent or Community Member
Sabrina Gastel	Parent or Community Member
Hayden Hinkleman	Parent or Community Member
Jesse Saucedo	Secondary Student
Kimberly Zelaya	Secondary Student
Anne Montiglio	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
	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 October 18, 2021.

Attested:

	Principal, Kimberly Lium on October 18, 2021
	SSC Chairperson, Karen Guy on October 18, 2021

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highland Grove Elementary	36-67843-01078888	June 7,2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Highland Grove students will receive and be provided an education in a safe, supportive and inclusive environment that emphasizes on health, safety, connectiveness, physical and emotional well-being and college and career readiness through a positive school culture with tiered supports and services.

Identified Need

School Attendance is necessary for student success. Due to the pandemic, attendance was lower due to student sickness and exposure, and the data for the 21-22 school year chronic absenteeism increased as families and students were being affected by COVID. Highland Grove is committed to improving overall student attendance by decreasing chronic absenteeism. The more students attend school, the more they are connected and part of the school community, contributing to academic success.

This school year was the implementation year for the school-wide expectations. The MTSS team will continue to develop systems to support students by following expectations and improving student behavior. The MTSS team will continue to build a tiered system to support students' behavior and expectations. With the expectation in place and utilizing 2nd step lessons in the classroom, these two systems will continue to build connectedness with the school site and the community. The data showed, that students connected with the school favorability - 79%,EL Favorability - 89%, EL Responses (% of Student Group) - 13 (57%), SWD Favorability - 86%, AA Favorability - 67% , A Favorability - 86%, H/L Favorability - 80%, W Favorability - 79%, Family Favorability - 88%, and Staff Favorability - 85%. It will be paramount for Highland Grove to continue their work through MTSS to provide clear standards for behavior expectations and tiered support for social and emotional learning to support our students' and families' needs. Establishing clear expectations and tiered support and positive behavior interventions will support our efforts to maintain favorable responses from students, parents, and staff with regard to social and emotional well-being, a positive school climate, and school safety. Building the tiered system and social-emotional awareness will allow students to feel connected and improve attendance rates.

EL=English learners, FY= foster youth, HY= homeless youth, LI= Low income, SWD= students with disabilities, AA=African American, A=Asian, H/L= Hispanic/Latin X, W=White.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Percentage of students who were present by student group Source: District Analysis	2021-2022 ALL - 93.7% EL - 93.5% FY - 97.3% HY - 93.6% LI - 93.3% SWD - 92.9% AA - 94.6% A - 96.1% H/L - 93.3% W - 93.5%	ALL - Improve overall 98% EL - 98% FY - 99% HY - 97% LI - 97% SWD - 96% AA - 95% A - 99% H/L - 97% W - 98%
Chronic Absenteeism Rate Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard	2021-2022 ALL - 20.0% EL - 23.1% FY - 0.0% HY - 18.3% LI - 22.2% SWD - 23.6% AA - 10.0% A - 10.0% H/L - 22.3% W - 20.9%	ALL - Decrease to 4% overall for all at-promise groups.
Suspension Rate Percentage of students suspended 1 or more times during the school year by student groups Source: Californa School Dashboard	2021-2022 ALL - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.3% SWD - 0.0% AA - 5.0% A - 0.0% H/L - 0.0% W - 0.0%	ALL - Maintain at 0% EL - 0% FY - 0% HY- 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L -0% W - 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate Percentage of students expelled during the school year by student groups Source: CDE Dataquest	Maintain at 0% ALL - 0% EL - 0% FY - 0% HY- 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L -0% W - 0%	Maintain at 0% ALL - 0% EL - 0% FY - 0% HY- 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L -0% W - 0%
School Climate Survey Percentage of positive responses in the areas of: Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management	2021-2022 Student Responses - 157 (63%) Student Favorability - 79% EL Favorability - 89% EL Responses (% of Student Group) - 13 (57%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 86% SWD Responses (% of Student Group) - 17 (50%) AA Favorability - 67% AA Responses (% of Student Group) - 7 (47%) A Favorability - 86% A Responses (% of Student Group) - 14 (44%) H/L Favorability - 80% H/L Responses (% of Student Group) - 86 (59%) W Favorability - 79% W Responses (% of Student Group) - 112(65%)	Increase the percentage of positive responses in the focus areas for staff by 2% by the end of the 2022-23 school year; improve student and family ratings by 5% for students and families. Develop a baseline for unduplicated student groups during the first Kelvin pulse survey in fall 2021

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Family Responses - 153 (33%) Family Favorability - 88% Staff Responses - 29 (74%) Staff Favorability - 85%	
SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation	2021-2022 Completed: 5/16 - 7 School Wide Implementation % - 5/20 - 55%	The desired Outcomes will be established after baseline data is collected.
SEL/Positive Behavior SystemsTiered Fidelity Inventory Percentage of growth in the current status of system implementation as determined by an external evaluator Source: Local Survey	2021-2022 4/15/22 Tier 1 % Implementation - 47% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Bronze Submitted 5/5 – MD	Desired Outcome will be established after baseline data is collected
Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Desired outcome will be established after baseline data is collected

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 ALL - 99.6% EL - 100.0% FY - 77.8% HY - 100.0% LI - 99.4% SWD - 100.0% AA - 100.0% A - 100.0% H/L - 99.3% W - 100.0%	Maintain 100%
Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	Parents are attending award assemblies, coffee with the principal, ELAC, School Site Council, Safety Committee, and PTA activities. Parents are participating on campus in classrooms.	Desired outcome will be established after baseline data is collected
Parent Input in Decision Making School Site representation on District English Learner Advisory Committee (DELAC) Percentage of parent/guardian seats filled on District LCAP Advisory Committee Source: Local Survey	Speaking with families to get them involved for next school year with the meeting back in person. We are getting our FACEs liaison to call parents to provide information about ELAC.	5% of families will attend ELAC meetings
Instructional Technology Professional Development	15 teachers have received training on lego. During staff PD all teachers were provided training on coding, edpuzzle, and	Desired outcome will be established after baseline data is collected

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of staff participation and positive responses from feedback forms Source: Local Survey	digital storytelling. Over the summer, some teachers will start the C-Stem training for new teachers. The instructional technology provided additional professional development to all 20 teachers during the school.	
School Connectedness/Elementary Visual and Performing Arts Enrollment Percentage of students participating in Elementary Visual and Performing Arts Source: District Analysis	2021-2022 ALL - 10.0% EL - 4.0% FY - 6.0% HY - 18.0% LI - 80.0% SWD - 12.0% AA - 4.0% A - 2.0% H/L - 58.0% W - 26.0%	Improve by 2% of students participating in VAPA activities.

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

1.1 Highland Grove administration, teachers, and staff will support staff and students in integrating Social Emotional Learning (SEL) into our school climate, culture, and classrooms with the use of tiered supports. Students will build competency in self-management, self-awareness, responsible decision-making, relationship skills, and social awareness, creating a safe, positive, inclusive, and welcoming learning community and environment at Highland Grove. The development of these tiered supports will focus on meeting unduplicated student groups' needs, all students, and increasing student connectedness and attendance.

a. supplemental materials, supplies, and curriculum to support tiered supports for students in tiers 1-3.
b. supplemental materials, supplies, and curriculum to support student groups and student council in building school climate, culture, parental connectedness, and a sense of community
c. rewards and incentives to promote SEL and community on campus
d. professional development and training/conferences for tiered supports, services, and SEL
e. hourly pay to develop/ prompt SEL on campus
f. hourly pay for the MTSS team, student council reps, and equity groups

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

Amount(s)	Source(s)
4,000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
2,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
800.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
3,368.00	Title I Personnel (1000-3999)

Strategy/Activity 2

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

At-promised

Strategy/Activity

1.2 Highland Grove administration, teachers, and staff will promote a positive and safe school climate by encouraging positive student behaviors in the classroom and on the playground through a proactive universal Tier 1,2, and 3 behavior framework. The

development of these tiered supports will focus on meeting unduplicated student groups' needs, at-promised students, and increasing student connectedness and attendance.

a. signs, materials, banners, posters, and murals needed to support common school expectations and positive school climate and culture
b. hourly pay for meetings in support of campus climate, culture, SEL, and tiers 1, 2, and 3 that support the needs of at-promised students.
c. hourly pay for staff participating/offering/ planning additional activities to support students during lunch, after school, and on Saturdays.
d. behavior/school-wide expectation incentives and assemblies.
e. student rewards and incentives to promote connectedness 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)
5,491.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
5,000.00	Title I Personnel (1000-3999)
1,400.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 3

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

At-promise students

Strategy/Activity

1.3 Highland Grove administration and staff will build collaborative community and parent partnerships. The effectiveness of this action will be evaluated based on increased student attendance and parent participation. The result of these actions and services will result in increased student attendance and an increase in parent participation in the decision-making process.

a. Language Line/ Translator
b. family events (refreshments, materials, supplies, guest speakers, outside vendors, event costs)
c. newsletters and home-school connection material
d. meeting refreshments PTA/SSC/ELAC/Coffee with the Principal, Staff Meeting, kindergarten orientation
e. meeting supplies and materials for PTA/SSC/ELAC/Coffee with the Principal/Kindergarten Orientation
f. childcare for parent meetings
g. Workshops and expenses for parents to attend

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)
976.00	Title I Parent Involvement Non-Personnel (4000-7439)
650.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Language Line
5,000.00	Title I Non-Personnel (4000-7439)
200.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
300.00	District Funded – Title III Non-Personnel (4000-7439)
500.00	Title I Parent Involvement Personnel (1000-3999)

300.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.4 Highland Grove administration and staff will provide enhanced learning through innovation and VAPA to prepare students for college and career readiness. These actions and strategies will be developed to support the needs of all students and at-promise groups. The development of these tiered supports, UDL, and STEAM will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance, and increasing interaction with innovation and VAPA participation.

a. purchase robotics, coding, and other STEM/STEAM/VAPA resources, maker space materials, and supplemental materials
b. equipment, supplies, materials, resources, and curriculum needed to support enhanced learning, VAPA, and innovation
c. hourly pay for clubs/activities/opportunities that foster and promote student engagement, innovation, VAPA and college, and career readiness
d. supplemental materials, supplies, resources, and curriculum to support college and career readiness and STEAM, innovation, and VAPA.
e. field trips, assemblies, activities that enhanced learning and college and career readiness
f. professional development opportunities and training that support enhanced learning, innovation, and STEAM (fees/lodging)

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
14,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

2,491.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The goal was created to continue to develop innovation, STEAM and VAPA on campus. This past school year we determined the focus areas for our STEAM lab and took inventory of what we currently had on campus. We are planning to build our STEAM lab. We would like to provided supplemental materials to direct small groups lessons, continue to develop our common language and expectations on campus, and continue to build SEL. The site would like to provide activities after school to build student connectiveness to school and to improve the attendance. This school year our site will start the restorative practice training for our assistant principal and MTSS team. We will bring assemblies to build on the common language and expectations.

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

We moved funding around to help with professional development and parent education, student attendance, and continue to develop our MTSS team and to include parents and students.

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.

Funding was moved around to help with supporting the goal appropriately and to address areas of need.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Highland Grove administration, teachers and staff will provide focused and intentional instructional practices and additional learning opportunities that support and assist students and meeting and exceeding academic standards through tiered supports and services.

Identified Need

In order to support the RUSD 2025 vision, it is the duty of each school site to ensure that all students participate in a high-quality instructional program that will be reflected in an increase in the percentage of students that meet or exceed their grade-level standards as measured by RUSD metrics as well as the California Assessment of Student Performance and Progress (CAASPP). STAR reading is at 60.1% of all students meeting the state benchmark and STAR math is at 47.2% of all students meeting the state benchmark. The overall goal is to be at 85% for all students. EI= English learner, FY=foster youth, HY= homeless youth, LI= low income, SWD= students with disabilities, AA= African American, A= Asian, H/L= Hispanic/ Latin X, W= white.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	Scores have not been reported	
Math State Assessment	Scores have not been reported	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Distance from ‘Standard Met’ on Mathematics Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard		
2C California Science Test (CAST) Percentage of Students Meeting or Exceeding Standards on CAST (Grades 5) student group Source: CDE Dataquest Reporting	Scores have not been reported	
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	Scores have not been reported	
Reclassification Rate Percentage of English Learners reclassified to Fluent	2021-2022 RFEP Students = 9	3 student to be reclassified

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Proficient (RFEP) Source: CDE Dataquest Reporting	EL Students = 61 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 14.8%	
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 0 EL Students = 52 LTEL % = 0.0%	Maintain
GATE Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group Source: RUSD Internal Dashboard		Maintain
STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 STAR Reading Assessment ALL - 50.6% African American - 33.3% American Indian - 0% Asian - 62.3% Filipino - 100.0% Hispanic - 45.6% Pacific Islander – 66.7% Two or More Races - 58.8% White - 59.1% Uncoded - 50.0%	ALL = 55% are estimated to score at or above the proficiency benchmark on the Reading state test A = 50% W =55% H/L = 55% AA = 50% EL = 30% Multiple=70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL - 30.3% FY - 16.7% HY - 44.7% SES - 46.1% SWD - 30.9%	
STAR Assessment (Mathematics) Source: Internal District Reporting	2021-2022 STAR Math Assessment ALL = 41.5% African American - 26.7% American Indian - 0 Asian - 56.6% Filipino - 75.0% Hispanic - 35.9% Pacific Islander – 25.0% Two or More Races - 63.1% White - 46.6% Uncoded - 50.0% EL - 17.0% FY - 14.3% HY - 36.2% SES - 36.9% SWD - 21.2%	ALL = 55% are estimated to score at or above the proficiency benchmark on the Math state test A = 75% W = 60% H/L = 55% AA = 65% EL = 30%
Student Marks/C or better (English/Reading) in grades 4-5 (ES - 3tri) Source: Internal District Reporting	2021-2022 ALL - 82.5% EL - 70.0% FY - 100.0% HY - 80.0% LI - 78.3% SWD - 62.5%	For 2022-23 Increase each group by 2% ALL - 84% EL - 72% FY - 100.0% Maintain HY - 82% LI - 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA - 100.0% A - 91.7% H/L - 77.8% W - 91.2%	SWD - 64% AA - 100.0% Maintain A - 94% H/L - 80% W - 93%
Student Marks/C or better (Mathematics) in grades 4-5 (ES - 3tri) Source: Internal District Reporting	2021-2022 ALL - 86.9% EL - 80.0% FY - 100.0% HY - 85.7% LI - 85.0% SWD - 75.0% AA - 100.0% A - 100.0% H/L - 82.8% W - 88.2%	For 2022-23 Increase each group by 2% ALL - 89% EL - 82% FY - 100.0% Maintian HY - 88% LI - 87% SWD - 77% AA - 100.0% Maintian A - 100.0% Maintian H/L - 85% W - 90%

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

2.1 Ensure that students are provided instructional strategies, supplementals, tiered support, and materials that support instructional strategies to support students with the progress in academic growth in all areas(ELA, Math, Science, social studies, and writing). The main principles - multiple means of engagement, expression, action, and representation (UDL) - can guide teachers in meeting the needs of diverse learners, including unduplicated students. As a result of implementing the goal and continuing to provide

professional development, students will demonstrate increased student achievement in all areas as measured by local assessments (STAR), Benchmark assessments IABs, formal in-class assessments, and CASSPP.

a. purchase math materials and resources including but not limited to instructional materials, math manipulatives, books, software subscriptions, and math supplies to support tiered supports
b. purchase materials and resources including but not limited to instructional materials, level books to support ELA instruction, software subscriptions, and ELA supplies to support tiered supports
c. purchase science materials and resources including but not limited to instructional materials, science manipulatives and kits, software subscriptions, and science supplies
d. purchase writing materials and resources to support writing instruction, Tiered supports, and supplemental
e. purchase materials, supplies, resources, and assemblies that support instruction and the core curriculum
f. provide teacher release time for peer observation, grade-level team meetings, data analysis, planning and holding ISTs and/or professional development
g. offers on-site/off-site professional development opportunities to support instructional strategies, student engagement, and classroom management and expenditures (lodging and travel).
h. materials, resources, refreshments, and supplies for professional development
i. fund reprographics orders that support core curriculum and supplementals for instructional 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)	Source(s)
2,121.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
10,000.00	Title I Non-Personnel (4000-7439)
15,000.00	Title I Personnel (1000-3999)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At-promise groups

Strategy/Activity

2.2 Increased educational opportunity and support for at-promise students to meet or exceed grade-level standards utilizing the tiered support systems in ELA, Math, and innovation. The school site will review data to identify learning needs for unduplicated student groups in need of Tier 2 academic supports, and individual students in need of Tier 3 academic supports. Improvement plans will be monitored through a progress monitoring cycle based on local assessments (STAR) student performance data, Benchmark assessments IABs, formal in-class assessments, and CASSPP.

a. hourly support personnel for students K-5 to support ELA, Science, Math, and/or Writing
b. materials, supplies, and resources to support ELA, Math, Science, and Writing

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
80,000.00	Title I Personnel (1000-3999)
7,000.00	Title I Non-Personnel (4000-7439)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners not at grade level in ELA and Math

Strategy/Activity

2.3 Increased educational opportunity and support for English Learners to achieve academic improvements to meet or exceed in all areas of Math. The school site will review data to identify the learning needs of EL students in need of Tier 2 academic support, and

individual students in need of Tier 3 academic support. Through a progress monitoring cycle, improvement plans will be monitored based on student performance data with local assessments (STAR).

a. hourly support personnel for students K-5 who are identified as EL
b. materials, supplies, and resources to support EL intervention and/or ELPAC preparation
c. Ellevation Data Software
d. EL representative allocation
f. ELPAC test administration
g. Workshops and expenditures for parents, teachers, 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)
5,000.00	Title I Non-Personnel (4000-7439)
600.00	District Funded – Title III Non-Personnel (4000-7439) Ellevation Software
2,400.00	District Funded – Title III Personnel (1000-3999)
13,650.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for EL representative and ELPAC assessment
3,027.00	District Funded – Title III Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The goal was created to continue to develop instructional strategies and improve all areas of academics. The overall effectiveness will be evaluated at the end of the 2022-23 school year by looking at STAR reading and math assessments, CAASPP, and Benchmarks.

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

This school year teachers will be provided professional development on and off site. With looking at data instructional materials will be purchased to help increase student achievement.

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.

Hiring more personnel to provide intervention for students during the school day.

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	$206,274.00

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	$130,368.00
Title I Parent Involvement	$1,476.00

Subtotal of additional federal funds included for this school: $131,844.00

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 ($)
District Funded – Title III	$6,327.00
LCAP – Character Education (CHED)	$11,982.00
LCAP – Supplemental & Concentration Grant (SSP)	$56,121.00

Subtotal of state or local funds included for this school: $74,430.00

Total of federal, state, and/or local funds for this school: $206,274.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$11,025
General Fund	$38,860
State Lottery Funds	$6,461
Technology	$18,334

Total:	74,680

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

5 Parent or Community Members

Name of Members	Role
Amy Pry	Principal
Deena Ellington	Parent or Community Member
Richard Newell	Parent or Community Member
Ashley D'Ambra	Parent or Community Member
Monie Roquillo	Other School Staff
Monica Martinez	Parent or Community Member
Kim Simon	Classroom Teacher
Trista Barton	Classroom Teacher
Steven Holley	Classroom Teacher
Sabrina Gastel	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 10/23/21.

Attested:

	Principal, Amy Pry on 11/1/21
	SSC Chairperson, Trista Barton on 11/1/21

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kimberly Elementary School	36-67843-6036511	May 26, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all community partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

To provide all students with a positive, engaging learning environment focused on safe, inclusive, and equitable programs along with tiered behavior and SEL supports.

Identified Need

There is a need to connect families and students to the school environment due to the school's expansive physical boundary as well as the disconnectedness brought on by the temporary school closure in Spring, 2020, distance learning for the majority of the 2020-21 school year, and COVID-related absenteeism and prevention protocols (e.g. masks) during the 2021-22 school years. Analysis of parent and student feedback on Kelvin surveys indicate that 78% of students and 84% of families provided an overall favorable rating as it relates to a safe and supportive environment. Although this data is strong, student groups disproportionally impacted by the interruption of in-person instruction include English learners (ELs), Foster Youth, students experiencing homelessness, students with disabilities, and low income students. There is a need to continue to support students socio-emotionally and behaviorally and to engage them beyond core content through innovative and real-world activities.

Note:
In the section below (Annual Measurable Outcomes), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2021-2022 ALL - 93.1% EL - 91.9% FY - 85.2%	ALL - 96% EL - 95% FY - 88% HY - 95% LI - 94%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 92.0% LI - 90.9% SWD - 87.5% AA - 89.6% A - 95.2% H/L - 91.1% W - 94.8%	SWD - 91% AA - 93% A - 98% H/L - 94% W - 98%
Chronic Absenteeism Rate	2021-2022 ALL - 22.2% EL - 26.9% FY - 50.0% HY - 21.1% LI - 33.3% SWD - 47.0% AA - 44.4% A - 17.5% H/L - 32.5% W - 12.3%	California School Dashboard 2021-22: ALL - 17% EL - 21% FY - 45% HY - 16% LI - 28% SWD - 42% AA - 39% A - 13% H/L - 28% W - 7%
Suspension Rate	2021-2022 ALL - 0.6% EL - 0.0% FY - 0.0% HY - 0.0% LI - 1.2% SWD - 0.9% AA - 3.7% A - 0.0% H/L - 1.0% W - 0.0%	ALL - 0% EL - 0% FY - 0% HY - 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L - 0% W - 0%
Expulsion Rate	Maintain expulsion rate:	Maintain expulsion rate:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ALL - 0 EL - 0 FY - 0 HY - 0 LI - 0 SWD - 0 AA - 0 A - 0 H/L - 0 W - 0	ALL - 0 EL - 0 FY - 0 HY - 0 LI - 0 SWD - 0 AA - 0 A - 0 H/L - 0 W - 0
School Climate Survey	2021-2022 Student Responses - 192 (72%) Student Favorability - 78% EL Favorability - 91% EL Responses (% of Student Group) - 5 (50%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 74% SWD Responses (% of Student Group) - 32 (52%) AA Favorability - 65% AA Responses (% of Student Group) - 9 (53%) A Favorability - 80% A Responses (% of Student Group) - 18 (75%) H/L Favorability - 80% H/L Responses (% of Student Group) - 71 (72%) W Favorability - 77% W Responses (% of Student Group) - 136 (74%) Family Responses - 218 (44%)	Maintain high favorability ratings based on Kelvin Education pulse survey Spring, 2023: Students - 80% Staff - 95% Parents/families - 86%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Family Favorability - 84% Staff Responses - 35 (73%) Staff Favorability - 93%	
SEL/Positive Behavior Systems Self-Assessment	2021-2022 Completed: 5/16 - 41 School Wide Implementation % - 5/20 - 82%	Expected Outcome will be established after baseline data is collected.
SEL/Positive Behavior Systems Tiered Fidelity Inventory	2021-2022 Tier 1 % Implementation - No data Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition -	Expected Outcome will be established after baseline data is collected.
Comprehensive School Counseling Implementation	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Class Lessons: 145 Individual Counseling Sessions: 190 Parent Contacts: 215
Parent Involvement: Parent Accounts in Aeries Parent Portal	2021-2022 ALL - 99.3% EL - 100.0% FY - 87.5% HY - 100.0% LI - 98.4% SWD - 98.3% AA - 96.3% A - 100.0%	100% of students will have an active parent portal account

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L - 98.5% W - 100.0%	
Participation & Engagement in Parent/Family Workshops	Participation in schoolwide events 2021-22 school year: Ice Cream Social: 600 students/families Campout Movie Night: 700 students/families Fall Festival: 900 students/families Winter Program: 1,100 students/families STEM Night: 200 students/families Family Picnic: 800 students/families	Participation in schoolwide events 2022-23 school year: Ice Cream Social: 700 students/families Campout Movie Night: 800 students/families Fall Festival: 1,000 students/families Winter Program: 1,100 students/families STEM Night: 300 students/families Family Picnic: 850 students/families
Parent Input in Decision Making	Site Representation on DELAC for 0% of meetings	Site Representation on DELAC for 80% of meetings
Instructional Technology Professional Development	Professional Development: 3 half-day trainings - innovation 1 half-day training - science curriculum	Professional Development: 4 half-day trainings - innovation
School Connectedness/Elementary Performing Arts Enrollment	2021-22 percentage of students participating in band, orchestra, and/or chorus: ALL - 10.6% EL - 1.8% FY - 0 HY - 5.3% LI - 26.3% SWD - 14% AA - 7% A - 8.8% H/L - 24.6% W - 43.9%	2022-23 percentage of students participating in band, orchestra, and/or chorus: ALL - 15% EL - 7% FY - 5% HY - 10% LI - 31% SWD - 19% AA - 12% A - 14% H/L - 30% W - 49%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STEAM Program Implementation	STEAM lesson/projects by grade level, on average, in 2021-22: TK/Kinder: 10 1st Grade: 10 2nd Grade: 8 3rd Grade: 24 4th Grade: 21 5th Grade: 17	STEAM lab lesson/projects by grade level: TK/Kinder: 15 1st Grade: 15 2nd Grade: 15 3rd Grade: 30 4th Grade: 30 5th Grade: 30

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

The school will sponsor schoolwide events and/or support opportunities that bring parents, students, and staff together to foster a sense of connectedness and community involvement, including but not limited to coffee with the principal, monthly awards assemblies, visual and performing arts events, shared decision-making, and schoolwide events. The effectiveness of this strategy will be measured by an increase in attendance and the school's favorability rating on the school climate survey.

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)
11,527.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
1,001.00	Title I Parent Involvement Non-Personnel (4000-7439)

400.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
300.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The site innovation team will continue to facilitate the development and implementation of a STEAM program aligned to elementary innovation pathways and/or NGSS standards to support learner preparation in 21st century skills. The effectiveness of this strategy will be measured by innovation professional development participation and lesson/project implementation.

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)
5,500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
12,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Identified students in need of SEL and/or behavior support

Strategy/Activity

Site leadership and the counselor will Implement tier two and three behavior and SEL supports for identified students to improve behavior outcomes. The effectiveness of this strategy will be measured by an increase in implementation of the counseling program and positive behavior systems as well as the school's favorability rating on the Kelvin survey.

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)
2,841.00	Title I Non-Personnel (4000-7439)

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

To provide all students with supports and services to progress towards meeting standards in academics.

Identified Need

There is a need to support all students in meeting standards. CAASPP scores fell schoolwide in 2019 compared to 2018, from 80% to 68% in English language arts and from 70% to 61% in math. Distance learning further impacted academic progress in 2020 and 2021, as evidenced by STAR achievement data which indicated a 60% reading proficiency rate and 49% math proficiency rate schoolwide at the end of the 2020-21 school year. Hispanic/Latino, Black, and Students with Disabilities were impacted disproportionally by the interruption of in-person learning due to COVID-19. STAR achievement data for the 2021-22 school year indicated a 61% reading proficiency rate and 58% math proficiency rate schoolwide, indicating a closing of the achievement gap but a continuing need to support all students in meeting standards.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI	Data pending	Percentage of English Learners making progress toward proficiency on 2023 ELPAC ALL - XXX

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math	2021-2022 STAR Math Assessment: ALL - 57.0% African American - 40.9% American Indian - 0 Asian - 77.7% Filipino - 100.0% Hispanic - 46.1% Pacific Islander – 0 Two or More Races - 60.5% White - 65.1% Uncoded - 0 EL - 22.2% FY - 20.0% HY - 52.9% SES - 45.3% SWD - 23.6%	2022-23 Spring screening scores at or above proficiency benchmark: ALL - 62% A - 82% W - 72% H/L - 53% AA - 46% EL - 29%
STAR Reading	2021-2022 STAR Reading Assessment ALL - 59.4% African American - 35.0% American Indian - 0% Asian - 69,3% Filipino - 50.0% Hispanic - 47.9% Pacific Islander –0% Two or More Races - 75.6% White - 67.5% Uncoded - 0% EL - 13.4% FY - 50.0%	2022-23 Spring screening scores at or above proficiency benchmark: ALL - 65% A - 73% W - 73% H/L -55% AA - 40% EL - 26%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 47.0% SES - 43.3% SWD - 21.4%	
GATE Identification	31 students in the 5th grade (the only grade level assessed) were identified as GATE in Spring, 2022 through a modified identification process.	Desired Outcome will be established after baseline data is collected.
CAST	Data pending	Percentage of students Meeting or Exceeding Standards on 2023 CAST: ALL - XXX EL - N/A FY - N/A HY - N/A LI - XXX SWD - XXX AA - N/A A - N/A H/L - XXX W - XXX
Math State Assessment	Data pending	Average distance from "Standard Met" on 2023 CAASPP/SBAC: ALL - XXX EL - XXX FY - N/A HY - XXX LI - XXX SWD - XXX AA - N/A A - XXX H/L - XXX W - XXX

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment	Data pending	Average distance from "Standard Met" on 2023 CAASPP/SBAC: ALL - XXX EL - XXX FY - N/A HY - XXX LI - XXX SWD - XXX AA - N/A A - XXX H/L - XXX W - XXX
IXL Math Achievement Data (Skill Progress)	School Achievement Data, May/June 2022: Skills Mastered: 8,451 Skills Proficient: 16,229	School Achievement Data, May/June 2023: Skills Mastered: 8,500 Skills Proficient: 16,500
IXL ELA Achievement Data (Skill Progress)	School Achievement Data, May/June 2022: Skills Mastered: 1,116 Skills Proficient: 1,419	School Achievement Data, May/June 2022: Skills Mastered: 1,200 Skills Proficient: 1,200
EL Reclassification Rate	2021-2022 RFEP Students = 4 EL Students = 30 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 13.3%	Percentage reclassified RFEP in 2022-23 ALL - 18%
Long-Term English Learners (LTEL)	2021-2022: LTEL Students = 0 EL Students = 26	2022-2023: LTEL Students = 0 EL Students = 26

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LTEL % = 0.0%	LTEL % = 0.0%
Student Marks/C- or better (English/Reading) in grades 4 and 5	Trimester 3 of 2021-22: ALL - 87.2% EL - 66.7% FY - 50% HY - 82.4% LI - 78.4% SWD - 74.1% AA - 60% A - 100% H/L - 79.7% W - 95.4%	Trimester 3 of 2022-23: ALL - 89% EL - 69% FY - 55% HY - 884% LI - 80% SWD - 76% AA - 65% A - 100% H/L - 82% W - 97%
Student Marks/C- or better (Math) in grades 4 and 5	Trimester 3 of 2021-22: ALL - 88.4% EL - 80% FY - 100% HY - 76.5% LI - 82.6% SWD - 70.9% AA - 78.9% A - 100% H/L - 84.7% W - 91.8%	Trimester 3 of 2022-23: ALL - 90% EL - 82% FY - 100% HY - 78% LI - 85% SWD - 73% AA - 81% A - 100% H/L - 87% W - 94%

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

The school will provide a range of supports to teachers for implementation of state standards and supplemental activities, including but not limited to materials, personnel, and professional development. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

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)
11,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

The school will implement programs to support language acquisition for English Learners, especially those who are achieving below grade level. The effectiveness of this strategy will be measured by an increase in percentage of English Learners making progress toward proficiency on ELPAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

3,984.00	District Funded – Title III Non-Personnel (4000-7439)
5,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

The school will provide academic extended learning opportunities to improve learner outcomes. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
945.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Academically at-risk students

Strategy/Activity

The school will provide tier two and three academic support through alternative opportunities within or outside the school day for identified students to improve learner outcomes. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

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)
87,951.00	Title I Personnel (1000-3999)

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	$146,949.00

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	$90,792.00
Title I Parent Involvement	$1,001.00

Subtotal of additional federal funds included for this school: $91,793.00

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 ($)
District Funded – Title III	$3,984.00
LCAP – Character Education (CHED)	$11,527.00
LCAP – Supplemental & Concentration Grant (SSP)	$39,645.00

Subtotal of state or local funds included for this school: $55,156.00

Total of federal, state, and/or local funds for this school: $146,949.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
General Fund	$27,539
State Lottery Funds	$6,812
Technology	$12,098
Custodial	$13,902

Total:	60,351

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
Shana Kamper	Principal
Scott Hassett	Classroom Teacher
Marcy Boatman	Classroom Teacher
Carolyn Bradshaw	Classroom Teacher
Michael Houston	Other School Staff
Alan Jackson	Parent or Community Member
Veronica Moore	Parent or Community Member
Scott Nelson	Parent or Community Member
Nathan Swift	Parent or Community Member
Kathleen Ojo	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 5/26/2022.

Attested:

	Principal, Shana Kamper on 6/6/2022
	SSC Chairperson, Kathleen Ojo on 6/6/2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cram Elementary School	36-67843-6036487	May 17, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all community partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavioral supports. These supports will foster a sense of connectedness, especially for English Leaner, Foster Youth, students experiencing homelessness, low income, students with disabilities, and other student groups whose outcomes indicate the greatest need.

Goal 1

Provide school community with a positive learning environment by creating safe, more inclusive school that promotes equitable access to programs and tiered Social Emotional and Behavioral supports. These supports will foster a sense of connectedness, especially for English Leaner, Foster Youth, students experiencing homelessness, low income, students with disabilities, and other student groups whose outcomes indicate the greatest need.

Identified Need

STAR Reading and STAR Math data shows that not all students are making growth during the 20-21 school year. During a recent school site survey, we found that 64% of our parents were having trouble finding ways to support and engage their students in reading at home. We also found, that during the reopening of school, having additional campus monitor support was beneficial for the safe environment on the playground.
During the 2019-2020 school year, we began implementing PBIS Tier I strategies and supports and offered training to our staff. We found, however, that while teachers and students could tell you the rules, we did not have consistent way to measure specific location concerns, types of negative behavior, and how to provide restorative corrections. This in-turn often affected the social-emotional support of our students, as well as their engagement in the classroom (as they were focused on peer problems). While looking at our attendance data, we found that our percentage of chronic absenteeism grew to 4.8% from 3.6%. With the work of our PBIS Tier I and Tier II Teams, we will be establishing strategies to help reinforce and support attendance, such as CICO (Check In / Check Out).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation and Engagement in Parent / Family Workshops:	A. 231 families - One School One Book campaign will begin the week of April 11th,	350 families

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A.Increase attendance at our One School One Book Family Engagement Event B. Access to monthly parent newsletters C. Participation in semester parent workshops	with our Family Engagement event on Thursday, April 14th. B. 466 families C. 0 families - We have received the materials, however have not held any workshops to date.	466 families 50 families each trimester
Attendance Rate Percentage of students who were present by student group	2021-2022 ALL - 94.4% EL - 91.7% FY - 98.2% HY - 95.3% LI - 93.0% SWD - 91.2% AA - 93.5% A - 95.0% H/L -93.6 W - 95.5%	2020-2021 Attendance Rate Growth ALL - 98.5% EL - 98.5 FY - 99.4 HM - 98.5 LI - 98.0 SWD - 97.0 AA - 98.5 Asian - 99.0 White - 98.7
Parent Portal Parent Aeries accounts in Aeries Parent Portals	2021-2022 ALL - 99.8% EL - 100.0% FY - 100.0% HY - 100.0% LI - 99.6% SWD - 100.0% AA - 100.0% A - 100.0% H/L 100.0% W - 99.2%	2022-2023 ALL - 100% EL - 100.0 FY - 100.0 HM - 100.0 LI - 100.0 SWD - 100.0 AA - 100.0 Asian - 100.0 White - 100.0
Chronic Absenteeism Rate	2021-2022	Decrease by 1% in each subgroup

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in grades K8 who were absent for 10% of more of the total instructional days by student group	ALL - 15.3% EL - 32.1% FY - 0.0% HY - 10.8% LI - 20.7% SWD - 27.6% AA - 10.5% A - 14.3% H/L - 17.3% W - 13.0%	ALL - 4.0% EL - 2.2 FY - 0.0 HM - 2.5 LI -5.4 SWD - 11.0 AA - 13.4 Asian - .5 White - 1.0
Suspension Rate Percentage of students suspended 1 or more times during the school year by student group	2021-2022 ALL - 0.8% EL - 3.6% FY - 0.0% HY - 0.0% LI - 1.7% SWD - 1.1% AA - 5.3% A - 2.4% H/L - 0.8% W - 0.0%	Decrease Rate by 2% in African American subgroup, as well as not to increase more than 0.1% in other subgroups ALL - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.0% SWD - 0.0% W - 0.0% AA - 2.5% SES - 0.4%
Expulsion Rate Percentage of students expelled during the school year by student group	Maintain 0.0% ALL - 0.0% EL - 0.0% FY - 0.0% HM - 0.0% LI - 0.0% SWD - 0.0% W - 0.0% AA - 0.0% A - 0.0%	Maintain 0.0% ALL - 0.0% EL - 0.0 FY - 0.0 HM - 0.0 LI - 0.0 SWD - 0.0 W - 0.0 AA - 0.0 A - 0.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey Percentage of positive responses int eh areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management	2021-2022 Student Responses - 145 (63%) Student Favorability - 75% EL Favorability - 94% EL Responses (% of Student Group) - 4 (44%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 82% SWD Responses (% of Student Group) - 11 (33%) AA Favorability - 65% AA Responses (% of Student Group) - 7 (78%) A Favorability - 76% A Responses (% of Student Group) - 18 (55%) H/L Favorability - 75% H/L Responses (% of Student Group) - 65 (58%) W Favorability - 75% W Responses (% of Student Group) - 101 (65%) Family Responses - 155 (37%) Family Favorability - 88% Staff Responses - 29 (73%) Staff Favorability - 88%	The Kelvin Education pulse survey data goal for Spring of 2023, average favorability ratings will be Students - 95% Staff - 95% Parents / Families - 95%
SEL / Positive Behavior Systems Tiered Fidelity Inventory growth in the current status of system implementation of Tier I and Tier II Supports.	2021-2022 Tier 1 % Implementation - No data Tier 2 % Implementation - No data Tier 3 % Implementation - No data	PBIS Tiered Fidelity Inventory Growth Data Tier I - 28/28 Tier II - 20/26

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Recognition -	
Parent Input in Decision Making Percentage of parent/guardian seats filled on English Learner Advisory Committee Percentage of parent/guardian seats filled on School Site Council.	1% of parents represented on ELAC; 100% of parents represented on SSC	2020-2021 100% of parents represented on ELAC Maintain 100% of parents represented on SSC
School Connectedness / Elementary Visual and Performing Percentage of students enrolled in elementary school choir for 3rd - 5th grades.	2021-2022 ALL - 9.6% EL - 0.0% FY - 0.0% HY - 11.1% LI - 40.0% SWD - 11.1% AA - 6.7% A - 8.9% H/L - 35.6% W - 40.0%	Increase ALL to 15%, focusing on our English Learners and Foster Youth ALL- 15.0% EL - 5.0 FY - 0.00 H M - 9.1 SWD - 10.9 AA - 6.5 A - 10.9 W - 23.6 LI - 41.8
Student College and Career Readiness Survey for students in grades 3 - 5.		Post-Survey will be given in May to 3rd - 5th graders. Average favorability and understanding ratings - 90%
SEL / Positive Systems Self Assessment Survey Percentage of growth in the current status of system implementation	2021-2022 Completed 5/16: 6 School Wide Implementation % - 5/20 - 81%	Desired outcome will be established after baseline data in collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comprehensive School Counseling Implementation	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	2020-2021: Counselor Referrals/Support Provided 100% of caseload supported (Tier 3) 5% increase of students received individual support (Tier 3) 5% increase of students received small group support (Tier 2) Maintain at 181 lessons done in classroom - one per month (Tier 1) 98% of students received classroom lessons (Tier 1)

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

1.1 Promote positive reading culture and build parent and family engagement throughout the Cram Community through the One School, One Book Program.
a. Books and supplies to support One School, One Book program
b. Incentives
c. OSOB Family Reading Night materials
These partnerships are principally directed toward providing support for unduplicated student group families to increase student engagement 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)
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase of OSOB selection for each student

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Foster Youth, Low-Income, English Learners

Strategy/Activity

1.2 Increase activity and participation in site choir.
a. Compensation for teacher to lead choir
Increased participation and access helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English Learners, which will lead to increase in 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)
1,500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for VAPA Opportunities

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

1.3 Provide resources and supports to increase effectiveness of Tier I and Tier II behavioral programs and supports, as well as increase active participation and engagement in the classroom.
a. Resources for PBIS Tier I Committee to build PBIS program
c. Student incentives

The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
2000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Purchase supplies and incentives to utilize with Cardinal Slips to encourage positive behavior across campus, including demonstration of location expectations.
300	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Reprographics to duplicate and print Cardinal Slips for all staff members to hand out to students when seen following our location expectations
250	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Reprographics to duplicate and print office referral slips for all staff members

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

1.5 Provide all students resources and understanding of college and career readiness, college conversations, as well as positive school behavior.
a. Technology-based program
b. Conference expenses for No Excuses University event
c. College and Career shirts for students

Participation in these opportunities will be principally directed toward unduplicated student groups through the understanding of college and career readiness, as well as an increase in exposure to college preparedness.

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

Amount(s)	Source(s)
1,500	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Provide all staff members with access to NEU Connect, which is a computer based program that includes videos, lessons and resources for college and career readiness, college conversations, work habits, and as well as positive school behavior. Resource will be used during our daily morning meetings school-wide. Price includes two entrance fees to the No Excuses University National Conference.
1,250	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Additional registration and hotel for staff member for NEU event or other behavior-based conference
5,907	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Purchase college shirt for students for NEU and Future Fridays

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

1.7 Support Tier I PBIS foundation to support students in mastery behavioral expectations
The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance, and the decrease of office referrals and classroom / school suspensions.

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

Amount(s)	Source(s)
200	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Purchase PBIS signage and information for school community

Strategy/Activity 6

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

At-Risk, Foster Youth, English Learners

Strategy/Activity

1.8 Utilization of the Intervention Support Team (IST) process to analyze data, identify students need of support, and conduct collaborative community partnership planning sessions in order to develop individual success plans.
a. Compensation for IST leaders to facilitate IST meetings.
Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and District assessments.

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)
1,768	Title I Personnel (1000-3999) Compensation for IST Leader(s)

Strategy/Activity 7

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

All Students

Strategy/Activity

1.10 Provide parents with opportunities to learn about various ways to support their child's educational progress.
a. Power of Four meetings to work with and engage families. Families will get information regarding CCSS, attendance, strategies for home, SSC, ELAC, AAPAC, GATE, and more.
Increased participation and access helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English Learners, which will lead to increase in student attendance and academics, as well as provide an inviting and informative place for families.
b. Child Care for meetings
c. Beverages for families - water and lemonade

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	Title I Parent Involvement Personnel (1000-3999) Provide teacher compensation for monthly "The Power of Four" evening events for families that will provide parents with updated school information, including information from SSC, ELAC, AAPAC, and GATE
200	Title I Parent Involvement Personnel (1000-3999) Hourly benefits for classified staff
102	Title I Parent Involvement Non-Personnel (4000-7439) Beverage for Power of Four meetings

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

All students will progress toward meeting stands in academics through tiered supports and services.

Identified Need

In May of 2021, our staff analyzed our STAR Math and STAR Reading data and found that only 2nd and 3rd grade met the minimum 50SGP in STAR math, and Kindergarten, 2nd, and 3rd met the minimal growth. We identified the need for first, upper grade (4ht/5th grade) interventions in reading and mathematics, as well as the need for additional support of phonics, phonemic awareness and basic math concepts in first grade. During the 2020-2021 school year, while students wrote in class, there was no formal writing instruction, thus bringing a need for additional writing support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts Summative Assessment for grades 3-5	Data pending	2022-2023 All - 45 EL - 25 FY - 25 HY - 25 SWD - 10 AA - 30 Asian - 95 Hispanic- 30 White- 55
Math State Assessment	Data pending	2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Distance from 'Standard Met' on Mathematics Summative Assessment for grades 3-5.		All - 30 EL - 10 FY - 10 HY - 10 SWD - 0 AA - 12 Asian - 85 Hispanic - 20 White - 45
California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST for grade 5.	Data pending	2022-2023 All - 50% EL - 45 H / FY - 45 SWD - 40 AA - 50 Asian -85 H/L - 40 W -40
Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP)	2021-2022 RFEP Students = 4 EL Students = 32 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 12.5%	2021-2022 - Increase to 19.0%
GATE Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	Data pending	Level 4 = 45%% Level 3 - 45%% Level 2 = 10%%
STAR Assessment (Reading / English)	2021-2022 STAR Reading Assessment ALL - 56.1% African American - 53.9% American Indian - 0 % Asian - 76.9% Filipino - 75.0% Hispanic - 47.9% Pacific Islander – 0% Two or More Races - 60.0% White - 64.9% Uncoded - 0% EL - 18.2% FY - 0.0% HY - 44.1% SES - 49.7% SWD - 25.0%	2022-2023 STAR Reading Spring Screening, grades 2-5, growth of a minimum of 8% in each subgroups ALL - 70% A - 88.8% W - 76.4% H/L - 61.1% AA - 47.5% EL - 62.3% PI - 100% - maintain SWD - 42.1%
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years.	2021-2022 LTEL Students = 0 EL Students = 28	Maintain All - 0.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LTEL % = 0.0%	
STAR Assessment (Mathematics)	2021-2022 Star Math Assessment ALL - 53.3% African American - 38.5% American Indian - 0 Asian - 92.3% Filipino - 100.0% Hispanic - 46.4% Pacific Islander – 0 Two or More Races - 53.3% White - 56.4% Uncoded - 0 EL - 50.0% FY - 0 HY - 45.7% SES -45.5% SWD - 28.0%	2022-2023 STAR Reading Fall Screening, grades 2-5, 5% minimum growth ALL - 65.6% A - 100% W - 71.7% H/L - 58% AA - 42.5% EL - was 62.1 PI - 100% - maintain SWD - 55%
Student Marks / C- or better (English / Reading) in grades 4-5	2021-2022 ALL - 89.4% EL - 83.3% FY - 0.0% HY - 91.7% LI - 85.2% SWD - 76.5% AA - 100.0% A - 100.0% H/L - 87.5% W - 87.8%	2022-2023 ALL - 90% EL - 85% FY - 65% HY - 93% LI - 86% SWD - 78% AA - 100.0% A - 100.0% H/L - 89% W - 89%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Marks / C- or better (Mathematics) in grades 4-5	2021-2022 ALL - 90.7% EL - 100.0% FY - 0.0% HY - 95.8% LI - 86.4% SWD - 88.2% AA - 100.0% A - 100.0% H/L - 85.0% W - 93.9%	2022-2023 ALL - 93% EL - 100.0% FY - 65% HY - 97% LI - 88% SWD - 90% AA - 100.0% A - 100.0% H/L - 87% W - 95%

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)

At-Risk Students in early literacy, foundational skills, reading fluency and comprehension is grade 1st - 5th.

Strategy/Activity

2.1 Students in grades 1-5 will receive small group, Tier II intervention in early literacy, foundational skills, reading fluency, reading comprehension and mathematics according to their individual needs.. Groupings will be based on STAR Reading Benchmark, CORE Phonics Screening Assessment data, as well as teacher referral. We will service the bottom 10th percentile during W.I.N. Time on Tuesday, Wednesday and Thursday, as well as one-on-one support each Monday, Students will receive hands-on intervention and support through leveled readers, critical close reading protocol, explicit phonics instruction, phonemic awareness instruction and practice, as well as writing support.
a. Intervention teachers
b. Supplemental curriculum to support reading instruction
c. Materials and supplies for the Intervention Classroom
d.Technology support to increase reading fluency and comprehension, as well as mathematics
As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR) for K-5, and states assessments (CAASPP) for 3-5.

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)
30,246	Title I Personnel (1000-3999) Hourly salary for Reading Intervention Teacher
9,975	Title I Personnel (1000-3999) Benefits for hourly Reading Intervention Teacher
500	Title I Non-Personnel (4000-7439) Materials and supplies for Reading and Math Intervention Teachers
4,010	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase Accelerated Reader for grades 1st - 5th grade

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

2.3 Students in grades TK - 5 will receive opportunities to support the growth of 21st-century skills. Students will receive hands-on instruction and facilitation of problem solving through engineering, circuits, robotics and coding, and digital storytelling which will increase reading fluency achievement. Students, during W.I.N. Time will receive additional facilitation and collaboration work through the introduction of digital storytelling.
a. Innovation teachers
b. Materials and supplies for the Cram Creation Lab
c. Equipment, technology to support the Classroom
d. Professional development and resource for Digital Storytelling

As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR) for K-5, and states assessments (CAASPP) for 3-5.

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)
32,000	Title I Personnel (1000-3999) Hourly Salary for Intervention Teacher
9,975	Title I Personnel (1000-3999) Benefits for hourly Intervention Teacher
600	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase additional supplies for the Creation Lab
400	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase Materials and Supplies for Cram Storytellers Awards Night

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

2.4 Collaboratively determine each grade levels need for W.I.N. Time, gather all academic and behavior data, analyze data and determine best interventions and support to achieve W.I.N. Time goals, which are aligned to our NEU Commitment - to create a school culture that knows no limits to the academic success of each student.
a. Substitute teachers for grade-level collaboration and WIN Time planning
As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR) for K-5, and states assessments (CAASPP) for 3-5.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Provide certificated teaching substitutes to allow for grade level WIN planning.

Strategy/Activity 4

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

At-Risk Students

Strategy/Activity

2.5 Provide extended day learning opportunities to support the mastery of grade level common core standards in mathematics, as well as help close the achievement gaps for at-risk students.
a. Provide additional hour for innovation / intervention teacher
b. Benefits for innovation / intervention for additional intervention hours
c. Provide additional hours for certificated teachers to provide extended learning opportunities.
As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR) for K-5, and states assessments (CAASPP) for 3-5.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Provide hourly compensation for innovation teacher to provide additional after school clubs Tuesdays - Thursdays. including but not limited to Cram Storytellers and Lego We Do.

2,000	Title I Personnel (1000-3999) Provide hourly compensation for teachers to provide additional after school support and/or enrichment opportunitiesTuesdays - Thursdays.
2,000	Title I Personnel (1000-3999) Additional compensation for IST Leaders to work with families and teachers to support students who need extra support in reading, writing and math.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.6 Provide additional support for our English Learners in reading, writing, listening and speaking through the use of GLAD strategies and units to enhance science and social studies core instruction, as well as provide additional Tier II designated ELD support for our English Learners
a. Materials and supplies
b.. Monitor English Learner progress
c. Salary for ELD intervention / support
As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR), as well as improvement in reclassification rates.

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)
330	District Funded – Title III Non-Personnel (4000-7439) Ellevation Data Software
1,716	District Funded – Title III

	Personnel (1000-3999) Provide hourly compensation for Intervention Teacher to provide Tier II intervention/English Language Development for our English Learners in grades 1-5, focusing on writing and vocabulary.
500	District Funded – Title III Non-Personnel (4000-7439) Provide materials and refreshments for ELAC meetings

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

2.7 Provide additional resources and materials the classroom learning environment
a. Classroom student materials and supplies
b. Copy paper for intervention and enrichment materials for Tier I support
c. Additional computer and/ printer supplies
d. Small group round tables for kindergarten

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase a variety of white and colored paper
10,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase students and classroom materials and supplies
1,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

	Purchase additional computer and printer supplies, including, but not limited to ink and toner for printers
1,855	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase small group round, whiteboard topped, tables for kindergarten classrooms min. 10)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.8 Provide additional support for families of English Learners in order to provide resources and strategies to increase student learning at home through our ELPAC meetings.
2.8a Provide translation support for families of English Learners for parent meetings, ELPAC meeting, Parent-Teacher Conferences, and more.
As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR) for K-5, and states assessments (CAASPP) for 3-5., as well as increased rate of reclassification.

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)
495	District Funded – Title III Non-Personnel (4000-7439) Provide translation supports through Language Line

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

2.9 Provide opportunities to celebrate student academic success
a. Lexia rewards

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase rewards for students who level-up in Lexia

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

2.12 Provide additional support and professional learning for staff members.
a. Purchase UDL Now! A Teacher's Guide to Applying Universal Design for Learning in Today's Classroom for monthly professional learning book study
b. Provide teachers with an opportunity to attend conferences focused on technology, mathematics and early literacy

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

Amount(s)	Source(s)
800	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

	Purchase UDL Now! A Teacher's Guide to Applying Universal Design for Learning in Today's Classroom for certificated staff
4,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Provide registration and boarding for teacher conferences

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	$142,079.00

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	$88,464.00
Title I Parent Involvement	$1,002.00

Subtotal of additional federal funds included for this school: $89,466.00

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 ($)
District Funded – Title III	$3,041.00
LCAP – Character Education (CHED)	$11,407.00
LCAP – Supplemental & Concentration Grant (SSP)	$38,165.00

Subtotal of state or local funds included for this school: $52,613.00

Total of federal, state, and/or local funds for this school: $142,079.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$10,479
General Fund	$27,029
State Lottery Funds	$6,097
Technology	$12,110

Total:	55,715

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
Stacy Martinez	Principal
Allison Hamby	Parent or Community Member
Jessica Weber	Parent or Community Member
Amber Duncan	Other School Staff
Keely Keane	Classroom Teacher
Amanda Woodruff	Classroom Teacher
Jennifer Smith	Parent or Community Member
Debbie Scott	Classroom Teacher
Christine Flores	Parent or Community Member
Stacy Hill	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 17, 2022.

Attested:

	Principal, Stacy Martinez on May 17, 2022
	SSC Chairperson, Allison Hamby on May 17, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Judson & Brown Elementary School	36-67843-0110569	June 7, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Judson & Brown will provide all students with a positive, engaging learning environment focused on safe, inclusive, and equitable programs along with tiered behavior and Social-Emotional Learning (SEL) supports to assist learner preparation with 21st century skills.

Identified Need

School data demonstrates that there is a need for social-emotional supports for students in our homeless and socio-economic student groups due to chronic absentee rates. Equitable programs that include technology and innovation are need to engage learners and prepare students for lifelong learning. Additional character education to support SEL as the the site fully re-opens is also needed. Attendance incentives as well as positive behavior interventions in and out of the classroom are necessary to increase student attendance and engagement. Parent engagement and education regarding SEL and absenteeism is also needed as the site fully re-opens. State priorities 1, 3, 5, 6.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate Percentage of students who were present by student group	2021-2022 ALL - 94.6% EL - 92.8% FY - 89.6% HY - 93.2% LI - 94.1% SWD - 93.1% AA - 93.5% A - 96.5% H/L - 94.1% W - 95.0%	Judson & Brown's attendance rate should be equal to or above the district average attendance rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups	2021-2022 ALL - 12.1% EL - 24.1% FY - 60.0% HY - 12.8% LI - 15.2% SWD - 17.6% AA - 19.4% A - 5.9% H/L - 13.7% W - 10.2%	Judson & Brown's chronic absenteeism rate should be equal to or lower than the district rate.
Suspension Rate Percentage of students suspended 1 or more times during the school year by student group	2021-2022 ALL - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.3% SWD - 0.0% AA - 0.0% A - 2.0% H/L - 0.0% W - 0,0%	Judson & Brown's suspension rate should be equal to or lower than the district rate.
Expulsion Rate Percentage of students expelled during the school year by student group	2021-2022 ALL - 0.0% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.0%	Judson & Brown's expulsion rate should be equal to or lower than the district rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0.0% W - 0.0%	
School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management	2021-2022 Student Responses - 184 (68%) Student Favorability - 69% EL Favorability - 53% EL Responses (% of Student Group) - 6 (55%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 72% SWD Responses (% of Student Group) - 22 (42%) AA Favorability - 51% AA Responses (% of Student Group) - 10 (56%) A Favorability - 65% A Responses (% of Student Group) - 23 (70%) H/L Favorability - 69% H/L Responses (% of Student Group) - 89 (62%) W Favorability - 72% W Responses (% of Student Group) - 124 (68%) Family Responses - 195 (40%) Family Favorability - 94% Staff Responses - 30 (71%) Staff Favorability - 96%	Judson & Brown's positive school climate survey should be equal to or higher than the district rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation.	2021-2022 Completed: 5/16 - 7 School Wide Implementation % - 5/20 - 81%	Use SEL/Positive Behavior data to support student growth.
SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status of system implementation as determined by an external evaluator.	2021-2022 Tier 1 % Implementation - No data Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition -	Use SEL/Positive Behavior data to support student growth.
Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation.	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Use SEL/Positive Behavior/Counseling data to support student growth.
Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account	2021-2022 ALL - 98.9% EL - 96.6% FY - 100.0% HY - 94.9% LI - 98.7% SWD - 98.8% AA - 100.0% A - 100.0%	Use parent communication to support student achievement.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L - 98.2% W - 99.2%	
Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms	2021-22 Two parent/family workshops held in spring of 2022. Total of 4 families attended.	Use parent communication to support student achievement.
Parent Input in Decision Making School Site representation on School Site Council and English Learners Advisory Committee	2021-2022 School Site Council completely filled; 4 parents, 1 classified representative, 3 certificated representatives. English Learner's Advisory Committee meetings held with parent attendance.	Use parent input to support student achievement.
Instructional Technology Professional Development	2021-22 No further updates	Use instructional technology professional development to support student achievement.
Performing Arts Enrollment Percentage of students participating in Elementary Visual and Performing Arts	2021-2022 ALL - 9.2% EL - 2.1% FY - 0.0% HY - 6.3% LI - 54.2% SWD - 14.6% AA - 0.0% A - 20.8% H/L - 50.0% W - 29.2%	Increase student achievement by 3%.

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

Judson & Brown will promote a positive school culture through connecting students and families to the school through positive SEL supports, connecting students on campus, provide parent training on academic achievement, and fostering community involvement, including but not limited to supporting student interactions, monthly award assemblies, shared decision-making, and community events. This effectiveness of this action will be measured by a decrease in office discipline and suspensions, and an increase in favorability on student Kelvin surveys.

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)
11530	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Peacebuilder supplies, awards, incentives, sportsmanship, and school/community culture supports
1117	Title I Parent Involvement Non-Personnel (4000-7439) Parent communication, postage, refreshments for parent meetings
1100	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Teacher-In-Charge allocation and translation services
500	Title I Parent Involvement Personnel (1000-3999) Childcare for parent meetings.

4000	Title I Non-Personnel (4000-7439) One School/One Book Program
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) After School Club Allocations (Chorus, Broadcasting, Science, Chess)

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

Tinker Space Lab will facilitate the development and implementation of a STEAM program aligned to elementary innovation pathways and/or NGSS standards to support learner preparation in 21st century skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10720	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Tinker Space Resources, science/innovation field trips, teacher conferences, educational technology
30000	Title I Personnel (1000-3999) Math and Science Intervention Teacher
15000	Title I Non-Personnel (4000-7439) STEAM Materials

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

Teaching staff and Counselor will implement tiered behavioral and SEL supports for identified students to improve behavior outcomes. The effectiveness of the action will be measured by a decrease in office discipline referrals an suspensions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I Non-Personnel (4000-7439) Conference attendance for J&B staff
4500	Title I Non-Personnel (4000-7439) Supplies, training, licenses
2000	Title I Personnel (1000-3999) Substitute pay

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Judson & Brown will provide all students with supports and services to progress towards meeting standards in academics.

Identified Need

The Judson & Brown community believes that students must be ensured an education in a safe and secure learning environment by highly trained and qualified teachers who implement the state adopted standards using state adopted curriculum and individualized instruction to best meet the needs of every individual students. All students will participate in a high quality instructional program that will be reflected in an increase in the percentage of students that meet or exceed the standards as measured by the CAASPP assessments and/or district benchmark testing. State Priorities 1, 2, 4, 5, 8

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group	Data pending	Increase students achieving at or above the grade level benchmark by 3%.
Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group	Data pending	Increase students achieving at or above the grade level benchmark by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) student group	Data pending	Increase students achieving at or above the grade level benchmark by 3%.
English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	Data pending	Increase students achieving at or above the grade level benchmark by 3%.
Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP)	2021-2022 RFEP Students = 2 EL Students = 31 (Includes RFEP Students as they were EL at one point in the year.) RFEP % - 6.5%	Continue to support EL student growth.
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years	2021-2022 LTEL Students = 0 EL Students = 29 LTEL % = 0.0%	Continue to support EL student growth.
GATE		Use baseline data to increase student achievement.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group		
STAR Assessment (English/Reading)	2021-2022 Star Reading Assessment ALL - 55.6% African American - 39.1% American Indian - 0% Asian - 75,0% Filipino - 28.6% Hispanic - 44.8% Pacific Islander – 0% Two or More Races - 71.5% White - 73.5% Uncoded - 66.7% EL - 21% FY - 25.0% HY - 40.7% SES - 47.2% SWD - 35.3%	Increase students achieving at or above the grade level benchmark by 3%.
STAR Assessment (Mathematics)	2021-2022 STAR Math Assessment ALL - 45.1% African American - 15.4% American Indian - 0 Asian - 82.9% Filipino - 57.2%	Increase students achieving at or above the grade level benchmark by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic - 37.3% Pacific Islander – 0 Two or More Races - 46.7% White - 52.0% Uncoded - 66.6% EL - 21.1% FY - 0 HY - 38.3% SES - 39.1% SWD - 26.7%	
Implementation of State Standards- Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain	No Further Updates	Continue with implementation of core curriculum.
Student Marks/C- or better (English/Reading; grades 4-5))	2021-2022 ALL - 88.2% EL - 62.5% FY - 100.0% HY - 66.7% LI - 86.2% SWD - 85.7% AA - 76.9% A - 94.1% H/L - 85.3% W - 96.1%	Increase students achieving at or above the grade level benchmark by 3%.
Student Marks/C- or better (Mathematics; grades 4-5)	2021-2022 ALL - 86.6% EL - 87.5%	Increase students achieving at or above the grade level benchmark by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY - 100.0% HY - 80.0% LI - 84.1% SWD - 85.7% A A - 69.2% A - 100.0% H/L - 85.3% W - 92.2%	

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

Judson & Brown will provide a range of support to teachers for implementation of state standards, including but not limited to materials, personnel, and professional development to close the achievement gap among learners.

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)
22775	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Software licenses, library and instructional materials
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Substitute teachers
2174	Title I

	Non-Personnel (4000-7439) Professional development, periodicals and professional references for staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Learners

Strategy/Activity

Judson & Brown will implement programs to support language acquisition and increase re-designation rates for English Learners. This includes training and support for teachers to increase the academic achievement of our EL studwents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) EL Representative Allocation
2695	District Funded – Title III Non-Personnel (4000-7439) Materials, supplies, Ellevation software, conferences, training, and workshop expenses
2000	Title I Personnel (1000-3999) Certificated Hourly Personnel

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

Judson & Brown will provide extended learning opportunities for "At Promise" students to include materials, supplies, instructional technology, and learning tools that are above the base program to improve learner outcomes.

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Materials and supplies
19,974	Title I Non-Personnel (4000-7439) Enhance classroom technology to engage and support student learning.
3000	Title I Personnel (1000-3999) Teacher hourly
2000	Title I Personnel (1000-3999) Certificated Benefits
35000	Title I Personnel (1000-3999) ELA Hourly Intervention Teacher
5136	Title I Non-Personnel (4000-7439) Materials and professional professional development for intervention program

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

Judson & Brown will provide tier two and three academic supports through alternative opportunities within or outside of the school day for all students to improve learner outcomes.

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)
7000	Title I Personnel (1000-3999) Consultant with San Bernardino County Superintendent of Schools
2000	Title I Personnel (1000-3999) Certificated Benefits
3000	Title I Personnel (1000-3999) Teacher Hourly for continued professional development in tiered intervention supports.
3000	Title I Non-Personnel (4000-7439) Materials and training for hourly intervention supports.

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	$198,721.00

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	$142,784.00
Title I Parent Involvement	$1,617.00

Subtotal of additional federal funds included for this school: $144,401.00

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 ($)
District Funded – Title III	$2,695.00
LCAP – Character Education (CHED)	$11,530.00
LCAP – Supplemental & Concentration Grant (SSP)	$40,095.00

Subtotal of state or local funds included for this school: $54,320.00

Total of federal, state, and/or local funds for this school: $198,721.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$15,771
General Fund	$27,056
State Lottery Funds	$6,630
Technology	$11,911

Total:	61,368

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Todd Rossi	Principal
Michelle Blomquist	Other School Staff
Heidi Jones	Classroom Teacher
Jill Connelly	Classroom Teacher
Debbie Crossland	Other School Staff
Ogochukwu Ugochuku	Parent or Community Member
Shea Abel	Parent or Community Member
Kevin Durr	Parent or Community Member
Michael Reynaga	Parent or Community Member
Christina Ito	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 June 7, 2022.

Attested:

	Principal, Todd Rossi on June 7, 2022
	SSC Chairperson, Christina Ito on June 7, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bryn Mawr Elementary School	36-67843-6111132	May 26, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Staff will maintain a positive, safe learning environment for students with equitable student access to programs and tiered Social Emotional and Behavior supports, in order to decrease chronic absenteeism and increase student engagement.

Identified Need

At the end of the 2020-21 school year the rate of students with chronic absenteeism issues was 12% (77/643 students). In addition, the Student Engagement rating on the annual MRA (defined by "Learning Engagement" and "School Belonging") was rated at 71%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate: Percentage of students who were present by student group. Source: District Analysis	2021-2022 ALL - 92.2% EL - 93.2% FY - 95.2% HY - 92.1% LI - 91.1% SWD - 90.5% AA - 91.1% A - 95.9% H/L - 90.1% W - 93.5%	Maintain attendance rates during 2021-22 school year: ALL - 95.4% EL - 97.3% FY - 85.3% HY - 94.5% LI - 94.3% SWD - 92.2% AA - 93.3% A - 98.8% H/L - 93.6% W - 94.9%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the	2021-2022 ALL - 26.2% EL - 18.7%	Decrease from current baseline during 2021-22 school year: ALL - 14.7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
total instructional days, by student groups. Source: California School Dashboard	FY - 0.0% HY - 25.0% LI - 33.1% SWD - 34.7% AA - 30.0% A - 7.1% H/L - 36.4% W - 22.4%	EL - 11.5% FY - N/A HY -14.3% LI - 17.5% SWD - 21.1% AA - 16.9% A - 10.6% H/L - 18.1% W - 12.5% Note: progress toward achieving this goal may be negatively impacted by current COVID-19 quarantining guidelines.
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2021-2022 ALL - 0.3% EL - 0.0% FY - 50.0% HY - 2.5% LI - 0.5% SWD - 2.0% AA - 0.0% A - 0.0% H/L - 0.4% W - 1.2%	Maintain less than 1% overall suspension rate during 2021-22 school year: ALL - 1% EL - 0% FY - N/A HY- 1.8% LI - 1.4% SWD - 0.9% AA - 0% A - 0.5% H/L - 1% W - 0.8%
1D Expulsion Rate: Percentage of students expelled during the school year by student group. Source: CDE Dataquest	Expulsion data through May, 2022: ALL - 0.00% EL - 0.00% FY - 0.00% HY - 0.00% LI - 0.00% SWD - 0.00% AA - 0.00% A - 0.00% H/L - 0.00%	Maintain during 2021-22 school year: ALL - 0.00% EL - 0.00% FY - 0.00% HY - 0.00% LI - 0.00% SWD - 0.00% AA - 0.00% A - 0.00% H/L - 0.00%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	W - 0.00%	W - 0.00%
1E School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	2021-2022 Student Responses - 209 (73%) Student Favorability - 75% EL Favorability - 71% EL Responses (% of Student Group) - 18 (64%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 73% SWD Responses (% of Student Group) - 29 (58%) AA Favorability 66% AA Responses (% of Student Group) - 24 (83%) A Favorability - 73% A Responses (% of Student Group) - 44 (76%) H/L Favorability - 77 % H/L Responses (% of Student Group) - 85 (66%) W Favorability - 78% W Responses (% of Student Group) - 101 (74%) Family Responses 211 (38%) Family Favorability - 95% Staff Responses - 29 (63%) Staff Favorability - 88%	For the 2021-22 school year: Increase the percentage of positive responses in the focus areas for students, staff and families by 5% by the end of the 2021-22 school year. Develop a baseline for unduplicated student groups during the first Kelvin pulse survey in fall 2021 .
1F SEL/Positive Behavior Systems Self Assessment Survey: Percentage of growth in the current status of system implementation.	2021-2022 Completed: 5/16 - 8	Desired Outcome will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Survey	School Wide Implementation % - 5/20 - 60%	
1G SEL/Positive Behavior Systems Tiered Fidelity Inventory: Percentage of growth in the current status of system implementation as determined by an external evaluator. Source: Local Survey	Awaiting data	Desired outcome will be established after baseline data is collected.
1H Comprehensive School Counseling Implementation: Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Desired outcome will be established after baseline data is collected.
1I Parent Involvement: Parent Accounts in Aeries Parent Portal: Percentage of students with an active parent portal account. Source: District Analysis	2021-2022 ALL - 99.2% EL - 97.3% FY - 100.0% HY - 100.0% LI - 99.3% SWD - 100.0% AA - 100.0% A - 100.0% H/L - 98.5% W - 98.8%	For the 2021-22 school year: 100% of students will have an active parent portal account.
1J Participation & Engagement in Parent/Family Workshops: Percentage of family participation and positive responses from feedback forms.	Approximately 15 parents participated in the "7 Habits of Highly Effective Families" workshop series, all with positive survey feedback.	Desired outcome will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Survey		
1K Parent Input in Decision Making: School Site representation on District English Learner Advisory Committee (DELAC) Percentage of parent/guardian seats filled on District LCAP Advisory Committee Source: Local Survey	100% of School Site Council positions are filled.	2021-22: 100% participation.
1L Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	95% staff participation in Instructional Technology Professional Development	Desired outcome will be established after baseline data is collected.
1M School Connectedness/Elementary Visual and Performing Arts Enrollment: Percentage of students participating in Elementary Visual and Performing Arts. Source: District Analysis	2021-2022 ALL - 9.6% EL - 6.8% FY - 0.0% HY - 8.5% LI - 57.6% SWD - 8.5% AA - 3.4% A - 23.7% H/L - 39.0% W - 20.3%	Maintain during the 2021-22 school year: ALL = 100/671 = 14.9% EL = 7% FY = 1% HY = 5% LI = 37% SWD = 10% AA = 5% A = 24% H/L = 32% W = 17%

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

1. Provide support for a positive, safe and supportive learning environment through:
a. continued implementation of the Leader in Me system, including but not limited to consultants, materials and supplies for training, campus improvements, student incentives, student leadership materials & supplies, conference registrations, mileage, on-site collaboration, etc. This system, which supplements the base program, is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader. The effectiveness of this action will be measured by an increase in favorability in school climate surveys, a decrease in chronic absenteeism rate, and an increase in 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)
9,928	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Annual consumable Student Leadership Guides for all students, grades K-5, and teacher editions/guides. Materials & supplies for students to create and maintain Student Leadership Binders where they will track goals, including but not limited to attendance and academics.
5,500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplies to maintain and further a positive campus environment and culture including but not limited to paint & supplies, banners/posters/signage/bulletin board materials and supplies, printing, and other resources to continue development of the Leader in Me system presence on campus.

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

2. Provide support for a positive, safe and supportive learning environment through:
a. continued support for the school counseling program, including but not limited to all materials, supplies, resources, registrations, licenses, consultants, books, etc. The effectiveness of this action will be measured by an increase in favorability in school climate surveys, a decrease in chronic absenteeism rate, and an increase in 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)
1,800	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Any and all costs and related materials associated with implementation of the counseling program.

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

3. Provide support for a positive, safe and supportive learning environment through:
a. substitutes for staff in order to continue staff development in Leader in Me, counseling, on-site SEL training, collaboration, conference registrations, mileage, etc. Ongoing PD in the aforementioned system and/or programs will allow staff to continue supporting students with supplemental activities, intervention during inappropriate student behaviors/choices, to further student leadership and SEL growth, and to promote greater student engagement with the school staff. The effectiveness of this action will be measured by an increase in favorability in school climate surveys, a decrease in chronic absenteeism rate, an increase in positive student attendance, and increases in school connectedness.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Certificated substitutes for continued professional development opportunities including but not limited to Leader in Me, Second Step (Lighthouse Team), etc. Continued PD in these areas will equip staff with language and skills to improve student behavior in classrooms, at lunch, during recesses, and during transit to areas in and around campus (eg cafeteria, restrooms, library, etc), and to reduce instances of inappropriate behaviors and/or choices.
1,700	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for classified instructional staff for continued professional development for opportunities including but not limited to Leader in Me, Second Step, other SEL training on-site and off-site, etc. Continued PD in these areas will equip staff with language and skills to improve student behavior at lunch, during recesses, and during transit to areas in and around campus (eg cafeteria, restrooms, library, etc), and to reduce instances of inappropriate behaviors and/or choices.
7,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for staff involved in providing a variety of clubs and activities to promote a healthy and positive school culture before, during and/or after school for students and/or their families. (broadcast 1,500, extended learning opportunity 650/12 weeks, 7 Habits Families 1,250 x 2)

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

4. Provide support for a positive, safe and supportive learning environment through:
a. Opportunities for parents and school staff to engage in activities including but not limited to site committees, meetings, family events, etc. As administrators and staff work to grow a leadership culture at school, parents and guardians can reinforce what is being taught through the Leader in Me system, that supplements the base program, at home with shared paradigms and principles. The result of a partnership between home and school will be students who are prepared for college, career, and life. The effectiveness of this action will be measured by an increase in favorability in school climate surveys and parent feedback forms.

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)
1,824	Title I Parent Involvement Non-Personnel (4000-7439) Any and all costs involved in providing Leader in Me "7 Habits of Highly Effective Families" with families monthly or bi-monthly during the 2022-23 school year. The Leader in Me system that supplements the base program is designed in part to create parent/family connectedness to the school, engaging parents/families as partners in developing leadership skills in students, resulting in greater student attendance and engagement with school staff and learning.
2,500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Any and all costs associated with translation services to ensure communication and engagement with all families (eg Language Line).

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

5. Provide support for a positive, safe and supportive learning environment through:
a. Staff will provide incentives, awards, recognitions, materials & supplies to students to promote leadership in every student, create a culture of student empowerment, and align systems to drive results in academics. The effectiveness of this action will be measured by an increase in favorability in school climate surveys, a decrease in chronic absenteeism rate, and an increase in 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)
1,908	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Student incentives including but not limited to certificates and incentives for monthly awards, trimester awards, attendance incentives, & Habits of Effective Families, student leadership and other awards and incentives as applicable to Leader in Me and 7 Habits.
8,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Any and all costs associated with celebrations and/or recognitions of student achievement, leadership and success (eg trimester awards, end of year awards, AR or attendance celebrations or award items).

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Staff will set high academic expectations for ALL students and provide high quality, research-based learning opportunities and tiered supports and services to support student success.

Identified Need

The STAR Proficiency rate is defined as the percent of students estimated to score at or above the state benchmark on the STAR assessment. Scores are based on only the most recent score in the given district screening window. For the final STAR assessments during the 2020-21 school year, the proficiency rate in STAR Reading (grades 1-5) was 56.2%, in STAR Math (grades 1-5) it was 40.7%, and in STAR Early Literacy (grades K-3) it was 71.6%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	Data pending	Increase percentage of students from baseline during the 2021-2022 school year: ALL - 25.5 pts above standard EL - 5.6 pts below standard FY - N/A HY - 16.1 pts below standard LI - 0.8 pts below standard SWD - 82.4 pts below standard AA - N/A A - +83 pts above standard H/L - +3.6 pts below standard W - +20.5 pts above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	Data pending	Increase percentage of students from baseline during the 2021-2022 school year: ALL + 0.8 pts above standard EL - 26.9 pts below standard FY - N/A HY- -21.3 pts below standard LI - 21.2 pts below standard SWD - 84.3 pts below standard AA -N/A A - +50.8 pts above standard H/L - 22 pts below standard W +0.8 pts above standard
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	Data pending	Increase percentage of students from baseline during the 2021-2022 school year: ALL - 45.95% EL - N/A FY - N/A HY - 29.16% LI - 39.73% SWD - 15.79% AA - N/A A - 86.36% H/L - 30.77% W - 53.84%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	Data pending	Increase percentage of students from baseline during the 2021-2022 school year: ALL - 32.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2E Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP). Source: CDE Dataquest Reporting	2021-2022 RFEP Students = 9 EL Students = 84 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 10.7%	Maintain for the 2021-2022 school year: ALL - At least 23.9%
2F Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years. Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 0 EL Students = 75 LTEL % = 0.0%	Maintain for the 2021-2022 school year: 0 LTEL students
2G GATE Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group. Source: RUSD Internal Dashboard	Data pending	Desired Outcome will be established after baseline data is collected.
2H STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 STAR Reading Assessment ALL - 53.1% African American - 46.5% American Indian - 100.0% Asian - 69.0 % Filipino - 73.9% Hispanic - 40.1% Pacific Islander – 83.3%	Increase percentage of students from baseline during the 2021-2022 school year: ALL = 53.9% are estimated to score at or above the proficiency benchmark on the Reading state test A = 78.8% W = 67.5% H/L = 38.8% AA = 38.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Two or More Races - 45.1% White - 69.0% Uncoded - 50.0% EL - 29.8% FY - 50.0% HY - 41.6% SES - 44.8% SWD - 18.0%	EL = 46.6%
2I STAR Assessment (Mathematics) Source: Internal District Reporting	2021-2022 STAR Math Assessment: ALL = 39.6% African American - 21.2% American Indian - 0 Asian - 70.1% Filipino - 60.0% Hispanic - 24.7% Pacific Islander – 66.7% Two or More Races - 36.6% White - 50.0% Uncoded - 50.0% EL - 30.0% FY - 50.0% HY - 18.9% SES - 30.3% SWD - 12.5%	Increase percentage of students from baseline during the 2021-2022 school year: ALL = 40.2% are estimated to score at or above the proficiency benchmark on the Math state test A = 67.9% W = 50% H/L = 25.7% AA = 20.4% EL = 37.9%
2J Student Marks/C- or better (English/Reading) in grades 4-5 (3rd trimester) Source: Internal District Reporting	2021-2022 ALL - 86.8% EL - 86.7% FY 0.0% HY - 75.0%	Increase percentage of students from baseline during the 2021-2022 school year: ALL = 67.5% (212) FY = 0% (3)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LI - 82.1% SWD - 81.1% AA - 71.4% A - 96.6% H/L - 86.0% W - 90.9%	HY = 59.3% (27) LI = 60.5% (157) SWD = 46.5% (43) AA = 36.8% (19) A = 89.7% (39) H/L = 54.8% (84) W = 86.1% (36)
2K Student Marks/C- or better (Mathematics) in grades 4-5 (3rd trimester) Source: Internal District Reporting	2021-2022 ALL - 90.7% EL - 86.7% FY - 0.0% HY - 85.0% LI - 87.1% SWD - 89.2% AA - 81.0% A - 96.6% H/L - 89.2% W - 93.9%	Increase percentage of students from baseline during the 2021-2022 school year: ALL = 67% (212) FY = 0% (3) HY = 59.3% (27) LI = 59.2% (157) SWD = 44.2% (43) AA = 47.4% (19) A = 87.2% (39) H/L = 50% (84) W = 86.1% (36)

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)

Students scoring below grade level on benchmark assessments including but not limited to STAR assessments, district benchmark assessments, and others.

Strategy/Activity

1. Support student academic success through:
a. Staff that will provide tiered academic supports and services to students in the areas of Reading/Language Arts and math both during and after school hours. The effectiveness of this action will be measured by an increase in State ELA assessments, STAR

Reading assessments, an increase in the percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC), and an increase in the percentage of English Learners reclassified to Fluent English Proficient (RFEP).

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)
125,600	Title I Personnel (1000-3999) Compensation to provide for one certificated Reading Intervention teacher, using supplemental targeted reading intervention curriculum, to work with students in small groups in classrooms, 5 hours per day during the 2021-22 school year. Additionally, provide all teachers in grades 1-5 with, and one math intervention teacher implementing C-STEM math (7,700+2,210=9.910), 2 hours per week of supplemental learning time to work with small groups of students after school for a duration of no more than 24 weeks during the 2021-22 school year (46+114=160/hr). All teachers will also be provided 1 hour of preparation per week to prepare for small group work for no more than 24 weeks (41+51=92/hr).
10,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for staff to conduct meetings providing intervention and support for students with academic, behavioral, or other needs.
972	District Funded – Title III Non-Personnel (4000-7439) Any and all costs associated with monitoring of students (eg Ellevation) in subgroups that struggle academically (eg EL, foster youth, low income, etc).
1,700	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

	Compensation for staff to monitor students in subgroups that struggle academically (eg EL, foster youth, low income, etc).

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

2. Support student academic success through:
a. Professional development opportunities for staff, including but not limited to attendance at conferences, on-site or district training opportunities, mileage, registration fees, etc., in order to provide students with supplemental intervention support in the areas of reading/language arts and math. Training opportunities for staff in supplemental intervention support will be provided throughout the course of the 2022-23 school year. Effectiveness will be measured by an increase in STAR assessment scores in reading and math, and an increase in the number of students receiving marks of C- or better on their report cards in reading and math.

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	Title I Personnel (1000-3999) Substitutes for certificated staff to attend professional development in supplemental intervention instructional strategies in core content areas, or other related training to support student academic success.
6,300	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Provide professional development opportunities for staff to support student academic success, including but not limited to registration fees, materials & supplies, mileage, and all other costs related to professional development opportunities attended.
15,500	Title I

	Non-Personnel (4000-7439) Annual Leader in Me contract including the school's annual membership fee, coaching subscription, and consultant(s) for professional development. This system is a supplement to the base program with the goals of helping students develop a data notebook that empowers them and establishes ownership over their learning. It provides a solid understanding for students about how to monitor their learning goals, their status in mastering those learning goals, and ways to meet those goals. It also prepares and supports teachers to create goal-centered, student-led classrooms that empower students to lead their own learning.
3,600	District Funded – Title III Personnel (1000-3999) Compensation associated with teacher attendance at conferences or training opportunities focused on developing instructional strategies that will support students in subgroups that are underperforming (eg English Learners, Foster Youth, Students with Disabilities, etc).
4,919	District Funded – Title III Non-Personnel (4000-7439) Any and all costs and related materials associated with teacher attendance at conferences or training opportunities focused on developing instructional strategies that will support students in subgroups that are underperforming (eg English Learners, Foster Youth, Students with Disabilities, etc).

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

3. Support student academic success through:
a. Staff to provide supplemental materials & supplies for students in order to ensure equity in access to materials needed for academic achievement, including but not limited to supplemental printed materials,

b. Provide access to online resources to support learning.
c. Provide supplemental reading resources and materials
The effectiveness of this action will be measured by an increase in STAR assessment scores in reading and math, and an increase in the number of students receiving marks of C- or better on their report cards in reading and math.

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

Amount(s)	Source(s)
2,500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase new supplemental books for school libraries to support student access to quality fiction & non-fiction reading material.
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Provide site licenses to online supplemental learning programs (eg. SeeSaw, Goose Chase, math intervention and/or reading intervention, etc).
14,920	Title I Non-Personnel (4000-7439) Provide site licenses to allow students access to supplemental programs including but not limited to Accelerated Reader, Mystery Science, etc. to ensure equitable student access to interactive learning programs and resources to support learning and academic success.
5,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Provide for printing of supplemental materials for students to support learning and academic success.
11,519	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Provide for supplemental materials & supplies for students including but not limited to items such as white boards, markers, composition books, etc.

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	$255,690.00

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	$161,020.00
Title I Parent Involvement	$1,824.00

Subtotal of additional federal funds included for this school: $162,844.00

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 ($)
District Funded – Title III	$9,491.00
LCAP – Character Education (CHED)	$11,836.00
LCAP – Supplemental & Concentration Grant (SSP)	$71,519.00

Subtotal of state or local funds included for this school: $92,846.00

Total of federal, state, and/or local funds for this school: $255,690.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$14,952
General Fund	$48,972
State Lottery Funds	$7,956
Technology	$23,180

Total:	95,060

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:

Rick Aleksak School Principal

Kendra Salazar, Kathleen Alexander, Amber Rosales Classroom Teachers

Lupe Martinez Other School Staff

Jernine McBride, Meigan Karraker, Dominic P. Woods, Pedro Medina, Theodore Odabe Parent or Community Members

Name of Members	Role
Rick Aleksak	Principal
Kendra Salazar	Classroom Teacher
Kathleen Alexander	Classroom Teacher
Amber Rosales	Classroom Teacher
Lupe Martinez	Other School Staff
Jernine McBride	Parent or Community Member
Dominic P. Woods	Parent or Community Member
Meigan Karraker	Parent or Community Member
Pedro Medina	Parent or Community Member
Theodore Odabe	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 26, 2022.

Attested:

	Principal, Rick Aleksak on May 26, 2022
	SSC Chairperson, Jernine McBride on May 26, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin Elementary School	36-67843-6036503	May 19, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Create a safe and supportive school environment to support students' progress towards meeting standards in behavior and social emotional learning through tiered supports and service.

Identified Need

All students will be provided with a multi-tired system of support that includes enhanced behavior supports though PBIS, SEL, and Character Education Programs. Franklin Elementary will also work to increase student attendance while decreasing chronic absenteeism.

Goal 1 - Analysis of stakeholder feedback on local climate survey for Franklin indicates that 84% of students, 88% of staff, and 89% of families provided an overall favorable rating as it relates to feeling connected and/or belonging to the school community. On the parent survey in the Spring of 2021 families shared a 91% favorability rating when asked if they felt their students belonged to the Franklin school community. Additionally, when asked about safety (both physical and emotional) while at school 84% physical/87% emotional of students, 100% physical/87% emotional of staff, and 96% physical/93% emotional of family responded favorably. While the perception data is strong school-wide, further breakdown by ethnicity and other demographics was unavailable during the 2020-21 school year. However, baseline data will be collected and monitored using a Kelvin Pulse Survey at the beginning of the 2021-22 school year in order to analyze data specifically tied to English learners, foster youth, students experiencing homelessness, low income, students with disabilities, and other student groups whose outcomes indicate the greatest need. The following areas will be a focus for monitoring: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management.

Although local data is unavailable at this time, a growing body of research has made it increasingly apparent that Adverse Childhood Experiences (ACEs), which are traumatic experiences and events, affect student groups differently, especially the most vulnerable. Recent research shows that nearly half of children ages 6-17 have experienced at least one ACE. Because of potential negative impacts of ACEs on students' well-being and academics, the school will intentionally and proactively focus on all students, and, in particular, student groups most adversely affected by ACEs. Citrus Valley will provide appropriate and necessary tiered supports to positively affect student outcomes and remediate the effects of Adverse Childhood Experiences.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicate the need to operationalize a strategic tiered system of support in the areas of academics, behavior, and social emotional learning. Franklin plans to improve student connectedness and behavioral and social emotional competencies through actions that support and improve student learning and will measure progress toward meeting the goal using the metrics identified below.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Percentage of students who were present by student group Source: District Analysis	2021-2022 ALL - 91.6% EL - 91.9% FY - 87.5% HY - 92.5% LI - 91.1% SWD - 91.6% AA - 91.1% A - 96.1% H/L - 91.3% W - 92.6%	2021-22 Attendance Rate: ALL - 97.6% EL-98.3% FY- 99.3% HY-97.1% LI-97.2% SWD-96.5% AA-95.8% A-99.4% H/L-97.4% W-98.0%
Chronic Absenteeism Rate Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard	2021-2022 ALL - 29.2% EL - 37.0% FY - 60.0% HY - 25.0% LI - 31.7% SWD - 26.7%	2020-2021 Chronically Absent ALL- 23.6% EL- 25% FY- 48% HM- 30.3% LI- 25.4% SWD- 20.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA - 31.4% A - 6.3% H/L - 30.0% W - 29.0%	AA- 45.2% A- 4.7% H- 24.9% W- 13.3%
Suspension Rate Percentage of students suspended 1 or more times during the school year by student groups Source: California School Dashboard	2021-2022 ALL - 0.7% EL - 1.2% FY - 0.0% HY - 2.1% LI - 0.8% SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0.7% W - 0.0%	Maintain.
Expulsion Rate Percentage of students expelled during the school year by student groups Source: CDE Dataquest	0.0%	Maintain.
School Climate Survey Percentage of positive responses in the areas of: Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management	2021-2022 Student Responses - 164 (62%) Student Favorability - 72% EL Favorability - 71 % EL Responses (% of Student Group) - 18 (49%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 63%	Students - 86% Staff - 90% Parents/Families: 91%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD Responses (% of Student Group) - 30 (58%) AA Favorability - 71% AA Responses (% of Student Group) - 19 (70%) A Favorability - 61% A Responses (% of Student Group) - 7 (64%) H/L Favorability - 70% H/L Responses (% of Student Group) - 123 (60%) W Favorability - 71 % W Responses (% of Student Group) - 116 (60%) Family Responses - 130 (23%) Family Favorability - 88% Staff Responses - 40 (69%) Staff Favorability - 93%	
SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation	2021-2022 Completed 5/16: 10 School Wide Implementation % - 5/20 - 90%	The desired Outcomes will be established after baseline data is collected.
SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status of system implementation as determined by an external evaluator Source: Local Survey	2021-2022 5/3/2022 Tier 1 % Implementation - 93% Tier 2 % Implementation - 88% Tier 3 % Implementation - No data Recognition - Gold Submitted 5/5 – JJ	The desired Outcomes will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	The desired Outcomes will be established after baseline data is collected.
Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 ALL - 97.3% EL - 86.4% FY - 100.0% HY - 100.0% LI - 97.7% SWD - 98.9% AA - 94.3% A - 93.8% H/L - 97.4% W - 98.4%	2020-2021 Parent Portal Accounts Created ALL- 100% EL- 100% FY- 100% HM- 100% LI- 100% SWD- 100% AA- 100% A- 100% H- 100% W- 100%
Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	Data pending	The desired Outcomes will be established after baseline data is collected.
Parent Input in Decision Making School Site representation on District English Learner Advisory Committee (DELAC) Percentage of parent/guardian	Data pending	The desired Outcomes will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
seats filled on District LCAP Advisory Committee Source: Local Survey		
Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Data pending	Desired outcome will be established after baseline data is collected
School Connectedness/Elementary Visual and Performing Arts Enrollment Percentage of students participating in Elementary Visual and Performing Arts Source: District Analysis	2021-2022 ALL - 12.5% EL - 14.7% FY - 0.0% HY - 14.7% LI - 92.0% SWD 18.7% AA - 0.0% A - 1.3% H/L - 85.3% W - 9.3%	2021-2022 - 4th/5th Grade Students ALL = 11.0% (56) EL-1.8% FY-0.0% HY-10.7% LI-67.9% SWD-7.1% AA-5.4% A-5.4% H/L-64.3% W-19.6%

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

Activity 1 (Learning in Safe and Secure Environments)
(What)
Franklin will support the Social and Emotional Behaviors (SEB) of all students and staff. All stakeholders will build competency in self-management, self-awareness, responsibility decision-making, relationship skills, social awareness to help in learning communities that are safe, positive, inclusive, and welcoming. Our school counselor, administration and P.B.I.S. team will collaborate in the development and coordination of tiered supports including, but not limited to, access to mental health support for students, staff and the community. Franklin will promote a positive and safe school climate that fosters a culture of open-mindness, self-awareness, compassion and inclusiveness in the classroom and on the playground through a tiered behavior framework.

(How & what's needed)
Franklin will provide materials, supplies and curriculum to support SEB, P.B.I.S., social skills/conflict resolution and small group counseling opportunities; professional development opportunities for the implementation of SEB programs within every classroom setting as well as tiered supports (i.e. Second Step and other supplemental resources) as a means to continuously review, analyze and enhance school safety protocols. The school will also provide Social Emotional Learning for staff and students, PD for staff, personnel support, materials, supplies, incentives, recognition, field trips, transportation, reprographics, murals and signage for common school expectations, equipment and gear in order to build a positive school climate, support common school expectations, culture and a sense of community. In addition, hourly compensation for tiered support team (i.e. Leadership, P.B.I.S.) meetings in support of campus climate, culture, P.B.I.S., and SEL, safety, staff participating/offering additional activities to support students during lunch and after school will be available. Franklin will support positive learning environments, provide behavior/school-wide expectation incentives, principal rewards/incentives, and attendance incentives.

(How will it be measured)
This activity will be directly related to and measured through comprehensive school counseling implementation, Tiered Fidelity Inventory (TFI) and P.B.I.S. Self-Assessment Survey, suspensions, expulsions, attendance, chronic absenteeism and stakeholder feedback. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance while decreasing discipline infractions.

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

Amount(s)	Source(s)
6,827.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

1,010.00	Title I Parent Involvement Non-Personnel (4000-7439)
14,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
20,000.00	Title I Non-Personnel (4000-7439)
15,000.00	Title I Personnel (1000-3999)
5,000.00	LCAP – Character Education (CHED) Personnel (1000-3999)
6,788.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

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

Activity 2 (Collaborative Community and Parent Partnerships)

(What)
Franklin administration and staff will build a welcoming environment with increased collaborative parent and community partnerships. Opportunities for families to participate in various school events will be available including student recognition, PTA, SSC, ELAC, Coffee with the Principal, Kindergarten Orientation, Back-to-School Night, and Open House.

(How & what's needed)

Franklin will have access to refreshments, materials, books, reprographics, supplies, guest speakers, outside vendors, event costs, translation services, child care, parent communication tools, including postage and subscriptions.

(How will it be measured)
This activity will be directly related to and measured through Parent Involvement, participation and engagement in parent/family workshops, parent input in decision making, attendance, and chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
1,301.00	Title I Parent Involvement Non-Personnel (4000-7439)
1,750.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
5,000.00	Title I Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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.

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Students will be provided Tiered Academic Supports in all Core Academic Subjects.

Identified Need

Students will be provided intensive intervention in reading, and math and other core academics. Students will be provided research-based instructional strategies that include best first instruction with engagement strategies for English Language Learners, STEAM Practices, and project-based learning.

Analysis of student performance on local progress monitoring assessments shows that only 34.8% of 2nd-5th grade students, are predicted to meet or exceeded grade-level standards in ELA. In mathematics, 29.6% of 2nd-5th grade students are predicted to meet or exceed proficiency. This is a decrease of 10.3% from 45.1% respectively in ELA and 14.3% from 43.9% in math as a result of the interruption of in-person learning due to COVID-19. While this is a concern school-wide, the following student groups were disproportionately impacted by this interruption: English learners (ELs), Foster Youth (FY), students experiencing homelessness (HY), Student with Disabilities (SWD), and Low Income (LI) students and demonstrated a greater decreases across the two year window.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicates a desire to operationalize a strategic tiered system of support for academics. RUSD plans to improve ELA and math performance, as well increase graduation rates and students meeting the College and Career Indicator, through actions that support and improve student learning. Additionally, RUSD will measure progress toward meeting the goal using the metrics identified below.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	Data pending	Improve by 2%.
Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	Data pending	Improve by 2%.
2C California Science Test (CAST) Percentage of Students Meeting or Exceeding Standards on CAST (Grades 5) student group Source: CDE Dataquest Reporting	Data pending	2021-2022 (Improve by 2%) ALL - 28.92% EL - 9.69% FY - 31.9% HY - 20.18% LI - 35.9% SWD - 6.55% AA - N/A A - N/A H/L - 31.7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		W - 32.77%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	Data pending	2021-2022 level 4-well developed 42.5% Level 3- moderately developed 31.7% Level 2- somewhat developed 25% Level 1- beginning stage 0.7%
Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2021-2022 RFEP Students = 1 EL Students = 82 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 1.2%	1 student to be reclassified.
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 0 EL Students = 81 LTEL % = 0.0%	Maintain
GATE Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group	GATE Testing will resume in the 2022-23 school year.	This goal will be established.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: RUSD Internal Dashboard		
STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 STAR Reading Assessment ALL - 34.0% African American - 30.0% American Indian - 0% Asian - 60.0% Filipino - 66.7% Hispanic - 29.1% Pacific Islander – 100.0% Two or More Races - 45.5% White - 57.7% Uncoded - 50.0% EL - 8.5% FY - 0.0% HY - 34.0% SES - 30.8% SWD - 14.5%	ALL = 51.9% are estimated to score at or above the proficiency benchmark on the Reading star assessment A = 70.3% W = 73.1% H/L= 42.4% AA= 39.8% EL= 31.2% Multiple= 59.1%
STAR Assessment (Mathematics) Source: Internal District Reporting	2021-2022 STAR Math Assessment ALL - 22.1% African American - 17.3% American Indian - 0 Asian - 54.6% Filipino - 33.3 Hispanic - 19.1% Pacific Islander – 100.0% Two or More Races - 15.4% White - 38.3% Uncoded - 50.0%	ALL=50.8 % are estimated to score at or above the proficiency benchmark on the Math star assessment W= 69.1% H/L= 41.8 % AA=32.8 % EL= 32.9% A=63.1% Multiple=58.4%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL - 5.8% FY - 0 HY - 18.8% SES - 19.5% SWD - 11.1%	
Student Marks/C or better (English/Reading) in grades 4-5 (ES - 3tri) Source: Internal District Reporting	2021-2022 ALL - 87.7% EL - 85.7% FY - 0.0% HY - 86.4% LI - 86.5% SWD - 81.8% AA - 57.1% A - 100.0% H/L - 87.7% W. - 93.3%	ALL = 60.7% EL=40.1% FY=2.0% HY=49.6% LI=58.1% SWD=52.0% AA=35.3% A=82% H/L=54.4% W=87.2%
Student Marks/C or better (Mathematics) in grades 4-5 (ES - 3tri) Source: Internal District Reporting	2021-2022 ALL - 85.9% EL - 81.0% FY - 0.0% HY - 86.4% LI - 84.5% SWD - 81.8% AA - 85.7% A - 83.3% H/L 84.6% W - 93.3%	ALL = 63.7% EL=40.1% FY=2.0% HM=56.8% LI=60.9% SWD=52% AA=43.7% A=82% H/L=57.2% W=90.9%

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

Activity 1 (Excellence in Academics)

(What)
All students will progress towards meeting standards in the core curriculum (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies). Staff will provide the best first instruction with a focus on instructional strategies and materials that support all students. All students identified for academic intervention will receive a strategic system of support. Additionally, students will have access to enrichment opportunities including visual and performing arts.

(How & what's needed)
This will be accomplished by purchasing supplemental Math, English Language Arts (ELA), Science and Social Studies instructional materials, resources, licenses, subscriptions, manipulatives, books, reprographics, ink, outside printing, supplies, professional development, conferences, workshops, consultants, technology, equipment, transportation, field trips and flexible seating or furniture for small groups. Franklin will provide personnel or compensation for release time, data analysis, planning, observations, curriculum dialogue, student work analysis, tiered supports and any other identified academic need.

(How will it be measured)
As a result of the implementation of the goal, students will demonstrate increased student achievement in Math and English Language Arts as measured by local and state assessments and student grades.

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)
33,301.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
58,578.00	Title I

	Non-Personnel (4000-7439)
85,380.00	Title I Personnel (1000-3999)

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

Activity 2 (Enhanced Learning Through Innovation)

(What)
Franklin administration and staff will enhance learning through the use of cutting-edge technology, providing opportunities in classrooms, the library or other innovation spaces that promote student engagement while practicing digital citizenship. The Franklin community will also provide professional development and training opportunities to support 21st century learning through innovation.

(How & what's needed)
Students and staff will have opportunities to engage in professional development, field trips, guest speakers as well as have access to STEAM activities, resources, materials, subscriptions, equipment, devices, machines, flexible seating, furniture and supplies.

(How will it be measured)
The activity will be directly related to and measured through Instructional technology professional development. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
2,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

2,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
6,330.00	Title I Non-Personnel (4000-7439)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Multilingual Learners

Strategy/Activity

Activity 3 (Equality Through Equity)

(What)
Increase educational opportunities and support for Multilingual Learners (ML) and their families.

(How & what's needed)
This will be accomplished by the purchase of materials, supplies, resources, conferences for staff and parents, professional development, collaboration opportunities, and the ELLevation Data Software. Our school site will provide personnel for students K-5 who are identified as ML. We will provide compensation for being the ML representative.

(How will it be measured)
Effectiveness of this strategy will be measured by English Learning Progress Indicator (ELPI), reclassification rates, and Long Term English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,800.00	Title I Personnel (1000-3999)

950.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
7,000.00	Title I Non-Personnel (4000-7439)
1,500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
7,382.00	District Funded – Title III Non-Personnel (4000-7439)
400	District Funded – Title III Personnel (1000-3999)

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

2.4 Funds to assist tutors from Redlands High School with transportation costs (bus passes). As a result of the implementation of this strategy, students will demonstrate increased student achievement in math and English language arts as measured by local assessments (STAR).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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.

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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	$289,797.00

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	$204,088.00
Title I Parent Involvement	$2,311.00

Subtotal of additional federal funds included for this school: $206,399.00

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 ($)
District Funded – Title III	$7,782.00
LCAP – Character Education (CHED)	$11,788.00
LCAP – Supplemental & Concentration Grant (SSP)	$63,828.00

Subtotal of state or local funds included for this school: $83,398.00

Total of federal, state, and/or local funds for this school: $289,797.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$18,753
General Fund	$40,473
State Lottery Funds	$7,670
Technology	$19,795

Total:	86,691

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rebecca Acosta, Ed.D.	Principal
Alisha Morff	Parent or Community Member
Anthony Kaiser	Other School Staff
Michelle Murray	Parent or Community Member
Stacy Kaiser	Parent or Community Member
Nancy Corona	Parent or Community Member
Stacy Kaiser	Classroom Teacher
Carolyn Brooks	Classroom Teacher
	Classroom Teacher
	Parent or Community Member
	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 Oct. 28, 2021.

Attested:

	Principal, Rebecca Acosta, Ed.D. on May 19, 2022
	SSC Chairperson, Alisha Morff on May 19, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kingsbury Elementary School	36-67843-6036537		

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Kingsbury will promote the District's efforts to secure positive, safe, and inclusive schools that promote Social Emotional Learning (SEL) and Behavior supports by providing a program that promotes a positive school culture and a place where the entire student body will want to attend and feel safe, and parents will feel comfortable becoming involved; with a specialized focus on EL, FY, Homeless, LI, and SWD and their families.

Identified Need

The Kingsbury Community believes students at Kingsbury Elementary will be ensured an education in a safe, and secure learning environment by highly qualified teachers who implement SEL and PBIS in their daily instruction.

Students within the Low Income, Homeless, English Learner, Foster Youth and special education groups are performing in the low and very low achievement levels on the CAASPP. EL students overall often make progress at a slower rate than other grade level peers.

Students that are homeless, foster, and special education make up a large portion of our Chronic Absentee students.

PBIS and positive culture activities has led to a decrease in discipline referrals and suspensions.

LCFF State Priorities 1 - Basic Services, 3 - Parent Involvement, 5 - Student Engagement, 6 - School Climate, 7 - Course Access, 8 - Student Outcomes and 10-Foster Youth

Note: In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate: Percentage of students present Source: District Analysis	2021-2022 ALL - 90.1% EL - 88.6% FY - 97.2% HY - 87.6% LI - 88.8% SWD - 87.7% AA - 88.7% A - 93.7% H/L - 89.3% W - 92.2%	Kingsbury's attendance rate and student group rates should at minimum increase 1% OR be at or above the District's average attendance rate.
1B Chronic Absenteeism Rate: Percentage of students in grades K-8 who were absent more than 10% of total instructional days Source: District Analysis/CA School Dashboard	2021-2022 ALL - 37.4% EL - 44.7% FY - 0.0% HY - 53.1% LI - 43.3% SWD - 45.2% AA - 40.9% A - 15.4% H/L - 39.7% W - 28.7%	Kingsbury's chronic absenteeism rate should at minimum decrease to 10% with a long term goal to be at or better than the District's average attendance rate. Student group rates will all show a decline.
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year. Source: CA School Dashboard	2021-2022 ALL - 2.1% EL - 0.0% FY - 14.3% HY - 2.0% LI - 2.8% SWD - 3.6% AA - 4.5% A - 0.0%	Kingsbury's suspension rate will decrease towards 0.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L - 2.4% W - 1.7%	
1D School Climate Survey: Percentage of families and students reporting "favorable" on the Kelvin Family and Student Pulse Surveys. Source: Kelvin Education	2021-2022 Student Responses - 167 (77%) Student Favorability - 71% EL Favorability - 76% EL Responses (% of Student Group) - 15 (71%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 69% SWD Responses (% of Student Group) - 30 (71%) AA Favorability - 71% AA Responses (% of Student Group) - 10 (71%) A Favorability - 80% A Responses (% of Student Group) - 6 (75%) H/L Favorability - 73% H/L Responses (% of Student Group) - 101 (78%) W Favorability - 71% W Responses (% of Student Group) - 119 (76%) Family Responses - 127 (30%) Family Favorability - 89% Staff Responses - 28 (67%) Staff Favorability - 96%	Kingsbury's "favorable" responses will at minimum be 3 out of 4 for families and students and maintain or increase as the year progresses.
1E SEL / PBIS Self Assessment Survey: Positive affect of PBIS and SEL lessons on attaining a positive school culture	2021-2022 Completed 5/16: 8	A minimum of 95% of teachers will report SEL AND PBIS has a positive impact on school culture.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Survey	School Wide Implementation % - 5/20 - 86%	
1F SEL/Positive Behavior Systems Tiered Fidelity Inventory (TFI): Percentage of growth in the current status of system implementation as determined by an external evaluator. Source: Local Survey	2021-2022 - 4/25/22 Tier 1 % Implementation - 53% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Bronze Submitted 5/5 – MD	Kingsbury will Increase Overall TFI Implementation
1G Parent Involvement: Parent accounts in Aeries Parent Portal/ Percentage of students with an active parent portal account Source: District analysis	2021-2022 ALL - 95.3% EL - 91.5% FY - 100.0% HY - 87.8% LI - 94.7% SWD - 88.1% AA - 86.4% A - 100.0% H/L - 94.2% W - 99.1%	Kingsbury will maintain a minimum 90.1% of parents with portal accounts or increase as the year progresses. All student groups percentages will increase.
1H Parent Involvement: Percentage of parents completing parent survey Source: Kelvin Education	Data pending	75% of families will complete a family pulse survey
1I School Connectedness Elementary Visual and Performing Arts Enrollment. Percentage of students participating in Visual and Performing Arts.	2021-2022 ALL - 13.5% EL - 6.3%	Kingsbury will increase percentage of students participating in Visual and Performing Arts.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: District Analysis	FY - 1.6% HY - 15.6% LI - 67.2% SWD - 12.5% AA - 4.7% A - 4.7% H/L - 60.9% W - 21.9%	
Comprehensive School Counseling Implementation	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed)	

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

Kingsbury will support students and staff in integrating Social Emotional Learning (SEL) into the typical classroom day. All students will participate daily in this curriculum. This will increase school connectedness. The development of this strategy will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)

2500	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Second Step or other supplemental SEL Materials***
2250	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Murals

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

Kingsbury will promote a positive school climate and encourage positive student behaviors. Our students will effectively implement our counselor's theme of "do the right thing at the right time-even when no one is watching" and be able to apply the four PBIS Standards: Respectful, Responsible, Safe, and Kind in positive and reflective ways regarding behavior. The development of this strategy will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance and decrease discipline referrals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) PBIS supplemental materials****

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Foster youth, homeless, tier 2, and tier 3 students

Strategy/Activity

Kingsbury will supply our counselor with supports to benefit all students in the area of school connectedness (ex. attendance, positive behaviors) The development of this tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
1618	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Counselor supplies, character assemblies***

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

Kingsbury will further the District's RUSD 2025 vision of Equality through Equity and Strong Parent & Community Partnerships. By reaching out to our families and making them feel that sense of connectedness, this will increase student engagement and have a positive impact on attendance and chronic absenteeism.

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	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Parent and Grandparent events***
1250	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Parent and Family Nights; Kinder Orientation****
800	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

	Translators****
2100	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) ELAC representative compensation***
200	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Child care for ELAC****
250	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Language Line*******
827	Title I Parent Involvement Non-Personnel (4000-7439) Parent night materials/Counselor led parent events materials****
500	Title I Parent Involvement Non-Personnel (4000-7439) Parent to attend Astro Camp / CABE****

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

Kingsbury will increase supports to the Visual and Performing arts through staff and materials/supplies to increase school connectedness. Research shows that increased participation and access to the programs helps improve school engagement and provides a sense of belonging for FY, LI, HY, SWD, and EL which will improve Kingsbury's overall 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)
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Musical Instrument Rentals/Supplies****

5606	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) After School Music / Choir Compensation****
250	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) After School Music supplies****

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Kingsbury will promote the District's efforts to secure academic achievement and overall student success by providing an environment that successfully implements State Standards, and provides increased academic opportunities, across all content areas in order that all students will attain 21st century learning skills and career/college readiness. Further, Kingsbury will implement intervention supports to increase academic achievement for students identified at risk and/or student groups to close the achievement gap.

Identified Need

The Kingsbury Community believes students at Kingsbury Elementary must be ensured an education in a safe, and secure learning environment by highly qualified teachers who implement the state adopted standards using the state adopted curriculum and individualize instruction to best meet the needs of every individual student.

In order to support the RUSD 2025 vision, it is the duty of each school site to ensure that all students participate in a high quality instructional program that will be reflected in an increase in the percentage of students that meet or exceed the standard as measured by the CAASPP administered each spring and/or District Benchmark testing. In addition, the percentage of students meeting or exceeding the standard on the CAASPP at Kingsbury will be competitive with RUSD and other similar schools within the District and the State.

Student groups and students identified at risk show the largest gaps in achievement/growth both historically, and during Distance Learning from the COVID-19 Pandemic.

LCFF State Priorities 1 - Basic Services, 2 - Implementation of State Standards, 4-Student Achievement, 5 - Student Engagement, 6 - School Climate, 7 - Course Access, 8 - Student Outcomes and 10-Foster Youth.State Priority 1. Basic - student access to standards - aligned instructional materials

Note: In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment: Percentage of students exceeding or meeting standards Source: STAR	Data pending	The total percentage of students exceeding or meeting standards will increase to 52.3%% All student groups will show growth.
2B Math State Assessment: Percentage of students exceeding or meeting standards Source: CA School Dashboard	Data pending	The total percentage of students exceeding or meeting standards will increase to 39.5%% All student groups will show growth.
2C California Science Test: Percentage of students exceeding or meeting standards Source: CA School Dashboard	Data pending	Kingsbury will score within 5 percentage points of the similar schools in Redlands demographically (Mission, Bryn Mawr and McKinley)
2D English Learner Progress Indicator (ELPI): Percentage of English Learners making progress toward proficiency on the ELPAC Source: CA School Dashboard	Data pending	Kingsbury will score within 5 percentage points of the similar schools in Redlands demographically (Mission, Bryn Mawr and McKinley)
2E Reclassification Rate: Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest	2021-2022 RFEP Students = 2 EL Students = 49 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 4.1%	Kingsbury will continue to exceed District and County reclassification rates.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2F Student Report Card Grades ELA: Students receiving a D or F or N or U in ELA Source: Student report cards	Data pending	The number of students receiving a D or F in ELA/Math should be 10% or below.
2G Student Report Card Grades Math: Students receiving a D or F or N or U in ELA Source: Student report cards	Data pending	The number of students receiving a D or F in ELA/Math should be 10% or below.
2H Steam Lab: All students will visit the STEAM lab a minimum of twice per month Source: Local Survey	Data pending	100% of teachers will report visiting the STEAM lab twice per month
2I Student Technology: All students grades TK-5 will have access to a personal, fully maintained, wireless laptop or device. Source: Local Survey	Data pending	100% of teachers will report all students have access to a wireless laptop or device.
2J Long-Term English Learners (LTEL)	2021-2022 LTEL Students = 0 EL Students = 47 LTEL % = 0.0%	
2K Student Mark/C- or better (English/Reading) in grades 4 and 5	2021-2022 ALL - 89.9% EL - 90.0%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY - 100.0% HY - 68.0% LI - 86.0% SWD - 96.2% AA - 85.7% A - 100.0% H/L - 84.5% W - 100.0%	
2L Student Mark/C- or better (Math) in grades 4 and 5	2021-2022 ALL - 90.6% EL - 90.0% FY - 100.0% HY - 80.0 LI - 88.0% SWD - 96.2% AA - 71.4% A - 100.0% H/L - 88.1% W - 97.1%	
GATE Identification Percentage of students identified for Gifted and Talented Education (GATE) program relative to overall student groups. Source: RUSD Internal Dashboard		
STAR MATH	2021-2022 - STAR Math Assessment ALL - 33.7% African American - 16.7% American Indian - 0	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Asian - 36.4% Filipino - 100.0% Hispanic - 26.9% Pacific Islander – 0 Two or More Races - 50.0% White - 50.0% Uncoded - 100.0% EL - 12.8% FY - 0 HY - 17.0% SES - 29.3% SWD - 11.3%	
STAR READING	2021-2022 - STAR Reading Assessment ALL - 47.0 African American - 53.4% American Indian - 0% Asian - 45.5% Filipino - 100.0% Hispanic - 36.6% Pacific Islander – 0% Two or More Races - 54.5% White - 69.2% Uncoded - 100.0% EL - 5.7% FY - 20.0% HY - 22.7% SES - 38.7% SWD - 25.5%	

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

Kingsbury will purchase supplemental instructional supplies for students, and compensate teachers who work outside the contracted work day, in order to enhance the base program to increase academic gains for students. As a result of the implementation of this strategy, students will demonstrate increased student achievement in Math and English Language Arts as measured by local assessments (STAR).

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)
17157	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental books and Instructional supplies; agendas*********
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) PBIS/Reading/Math/Science academic incentives**********
2000	Title I Non-Personnel (4000-7439) Supplemental Class novels, library books, classroom books and instructional supplies*********
2100	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Accelerated Reader Coordinator Compensation*******
5200	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

	Sub coverage for data centered meetings and/or other professional development opportunities*********
3000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Conference Fees/Professional Development**********
3000	Title I Non-Personnel (4000-7439) Conference Fees/Professional Development*********

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

Kingsbury will provide support for students, and professional development for teachers, in order to integrate the STEAM lab and STEAM activities into the classroom curriculum. STEAM is a pedagogy in which the application of knowledge and skills are integrated through projects and/or problems focused on learning objectives tied to the development of college and career readiness. This strategy is principally aimed toward meeting the needs of EL, FY, HY, LI, and SWD (but will impact all) students, to increase engagement and higher level understanding of mathematical standards as measured by growth on the Math Local assessments (STAR).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Steam Lab supplies********
8241	Title I Non-Personnel (4000-7439) Steam Lab 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

Kingsbury will support all students to continue to enhance their extended learning opportunities. As a result of the implementation of this strategy, students will demonstrate increased student achievement in Math and English Language Arts as measured by local assessments (STAR).

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)
3600	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) After School/ Extended Learning Teacher Compensation*********
750	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplies for this after school/extended opportunity learning program**********

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

Kingsbury will support teachers in the implementation of instructional technology and their professional development. Further, Kingsbury will support the students in providing technological resources that are research based and shown to increase academic achievement and/or close the achievement gap amongst the student groups. As a result of the implementation of this strategy, students will demonstrate increased student achievement in Math and English Language Arts as measured by local assessments (STAR).

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)
2572	Title I Non-Personnel (4000-7439) Site Licenses********

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Kingsbury students with a focus on EL, FY, HY, LI, and SWD

Strategy/Activity

Kingsbury will transport Redlands High School students to mentor and assist with targeted students and student groups; supporting their academic instruction in coordination with the classroom teacher for these targeted students and student groups thus increasing student achievement on Math and English Language Arts as measured by local assessments (STAR).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I Non-Personnel (4000-7439) Transportation to and from RHS**********

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

Kingsbury will support all students struggling with math, language arts, or behavior to increase achievement and engagement. Achievement scores show gaps in the learning of EL, FY, HY, LI, and SWD. Through this strategy, students, specifically those named, will demonstrate increased student achievement in Math and English Language Arts as measured by local assessments (STAR).

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)
6478	Title I Personnel (1000-3999) IST teachers********

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Kingsbury students with a focus on EL, FY, HY, LI, and SWD

Strategy/Activity

Kingsbury will support an intervention teacher in order to assist students and teachers in integrating the STEAM lab and STEAM activities into the classroom curriculum. This strategy is principally aimed toward meeting the needs of EL, FY, HY, LI, and SWD (but will impact all) students, to increase engagement and higher level understanding of mathematical standards as measured by growth on the Math Local assessments (STAR).

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)
27566	Title I Personnel (1000-3999) Intervention Teacher*********

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Kingsbury will support English Learners in order to improve the achievement and reclassification rates of English Learners. This strategy will result in an improvement in reclassification rates and increased student achievement for EL students in Math and English Language Arts as measured by local assessments (STAR).

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)
2532	District Funded – Title III Non-Personnel (4000-7439) EL Supplemental program/supplemental supplies *****
468	District Funded – Title III Non-Personnel (4000-7439) ELLevation Data Program ********
4000	District Funded – Title III Non-Personnel (4000-7439) Staff Conferences for EL similar to CABE*********

Strategy/Activity 9

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

English Learners

Strategy/Activity

Kingsbury will have an English Learner teacher in order to improve the achievement and reclassification rates of English Learners. This strategy will result in an improvement in reclassification rates and increased student achievement for EL students in Math and English Language Arts as measured by local assessments (STAR).

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)
27566	Title I Personnel (1000-3999) EL intervention Teacher********

Strategy/Activity 10

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

Targeted ELA and Math students; aimed toward meeting the needs of EL, FY, HY, LI, and SWD (but will impact all)

Strategy/Activity

Kingsbury will support an intervention teacher in order to assist targeted students to improve in the area of ELA and Math. This strategy is principally aimed toward meeting the needs of EL, FY, HY, LI, and SWD (but will impact all) students, to increase engagement and higher level understanding of English language arts and mathematical standards as measured by growth on the CA Assessment of Student Performance and Progress (CAASPP).

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

Amount(s)	Source(s)
36753	Title I Personnel (1000-3999) Intervention Teacher **********

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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$181,634.00

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	$117,176.00
Title I Parent Involvement	$1,327.00

Subtotal of additional federal funds included for this school: $118,503.00

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 ($)
District Funded – Title III	$7,000.00
LCAP – Character Education (CHED)	$11,368.00
LCAP – Supplemental & Concentration Grant (SSP)	$44,763.00

Subtotal of state or local funds included for this school: $63,131.00

Total of federal, state, and/or local funds for this school: $181,634.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$11,256
General Fund	$30,909
State Lottery Funds	$5,928
Technology	$14,267

Total:	62,360

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Todd Flowers	Principal
Rebecca Shields	Classroom Teacher
Debra Middendorf	Classroom Teacher
Rebekah Criswell	
Nicole Dildine	Other School Staff
Lissie Antos	Parent or Community Member
Yesenia Medina	Parent or Community Member
Linda Carreon	Parent or Community Member
Becky Newbry	Classroom Teacher
Jeremyha Lyle	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 10/25/21.

Attested:

	Principal, Todd Flowers on 10/25/21
	SSC Chairperson, Lizzie Antos on 10/25/21

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lugonia Elementary School	36-67843-6036537	June 6, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Lugonia students will receive an education that emphasizes health, safety, physical and emotional well-being and college and career readiness through a positive school culture.

Identified Need

Due to the pandemic, attendance was not easily enforced and data for the 2020-21 school year may seem inflated due to students being on Distance Learning (DL) from August 2020 to June 2021. Although students were allowed to return in April 2021, about 50% remained on DL and about 50% returned to in-person instruction with attendance rates monitored using temporary codes to track attendance rates. Lugonia is committed to increasing the overall student attendance rate with an emphasis on decreasing chronic absenteeism. We understand that in order to close the academic achievement gap, students must be in attendance to school regularly to ensure academic success.

Data for the 2020-21 school year indicates Lugonia had 0 suspensions in part to most students being on DL. A central focus for the Lugonia community will be to provide Social Emotional Learning (SEL) support daily and throughout the school year to all students. Supports will include: continued concentration on our character education program, positive behavior interventions and a culture building system to promote academic achievement for all students enrolled at Lugonia.

In this section below (Measuring and Report Results), abbreviations are used for students groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White Students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Attendance Rate	2021-2022 ALL - 92.4%	For the 21-22 school year, maintain attendance rate above 85%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL - 93.3% FY - 93.6% HY =- 92.8% LI - 92.3% SWD - 91.7% AA - 89.4% A - 94.8% H/L - 92.7% W - 91.8%	
Chronic Absenteeism	2021-2022 ALL - 27.6% EL - 16.1% FY - 33.3% HY - 32.1% LI - 29.0% SWD - 31.5% AA - 46.4% A - 17.6% H/L - 24.8% W - 36.1%	For the 21-22 school year, decrease by 5%
School Suspension Rate	2021-2022 ALL - 2.1% EL - 0.0% FY - 0.0% HY - 3.6% LI - 2.3% SWD - 1.4% AA - 7.1% A - 0.0% H/L 1.4% W - 5.6%	For the 21-22 school year, maintain suspensions below rate of 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate	For the 3rd reporting period, no students were recommended for expulsion.	For the 21-22 school year, maintain expulsion to below 1%.
School Climate Survey: Percentage of families and students reporting "favorable" on the Kelvin Family and Student Pulse Surveys. Source: Kelvin Education	2021-2022 Student Responses - 180 (63%) Student Favorability - 79% EL Favorability - 90% EL Responses (% of Student Group) - 18 (43%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 76% SWD Responses (% of Student Group) - 29 (63%) AA Favorability - 82% AA Responses (% of Student Group) - 22 (61%) A Favorability - 80% A Responses (% of Student Group) - 13 (52%) H/L Favorability - 78% H/L Responses (% of Student Group) - 136 (65%) W Favorability - 79% W Responses (% of Student Group) - 113 (61%) Family Responses - 105 (19%) Family Favorability - 92% Staff Responses - 39 (75%) Staff Favorability - 79%	The Kelvin Education pulse survey data goal for Spring of 2022 (average favorability) will include: • Students = 88% • Staff = 87% • Parents/Families = 89%
SEL/PBIS Self Assessment Survey: Percentage of growth in the current status of system implementation.	2021-2022 Completed 5/16: 6 School Wide Implementation % - 5/20 -	For the 21-22 school year, increase to 55%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Survey	93% Based on an overall review of the SEL program, we have concluded: • Caseload: 1 counselor to 299 students (ASCA recommends 1:250) • Class lessons: 296 (Second Step, College/Career, Harassment, etc) • Counselor/student contacts: 7145 (includes Mindful Mondays) • Counselor/parent contacts: 280 • Small group sessions: 80 (SEL, Social Skills, Anxiety) • Home visits: 4 • Suicide/self-harm assessments: 9 • Tier 3 Individual Counseling: 30 students • 110 contacts with foster/MV students (individual counseling, small groups, community events)	
SEL/Positive Behavior Systems Tiered Fidelity Inventory (TFI): Percentage of growth in the current status of system implementation as determined by an external evaluator. Source: Local Survey	2021-2022; 4-27-2022 Tier 1 % Implementation - 73% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Silver Submitted 5/5 – MD	For the 21-22 school year, increase to 45%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comprehensive School Counseling Implementation: Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed)	Desired outcome will be established after baseline data is collected
Parent Involvement: Parent Accounts in Aeries Parent Portal	2021-2022 ALL - 94.9% EL - 87.1% FY - 88.9% HY - 96.4% LI - 94.6% SWD - 100.0% AA - 96.4% A - 97.1% H/L - 94.0% W - 97.2%	Increase overall participation by 5%
Performing Arts Enrollment (VAPA)	2021-2022 ALL - 8.4% EL - 10.4% FY - 2.1% HY - 8.3% LI - 95.8% SWD - 12.5% AA - 6.3% A - 8.3% H/L - 75.0% W - 8.3%	Increase by 5% for each student group

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of AVID strategies	For the 3rd reporting period, all classes continued to implement the AVID strands of organization and collaboration.	28/28 classrooms
AVID Binder Checks	Overall, 100% of 4th & 5th graders used AVID binders and agendas.	All grades using designated "organizational" component
AVID Self Study	Although all classes participated in the AVID strands of collaboration and organization, we did not develop a survey since in-person support was limited due to COVID. However, it should be noted that Lugonia will be attending AVID Summer Institute in June.	Achieve a score of "1" or higher

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 Create 21st century learning spaces in order to foster a positive learning environment that supports academic achievement/SEL programs for all students. Funds are allocated to purchase supplemental materials for ELA, Math, SEL programs, and evidence-based materials/services directly related to increasing student achievement. Professional development opportunities provided in the area of 21st Century Learning/SEL to increase academic achievement 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)	Source(s)
565.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

	Purchase supplemental materials, provide professional development, subscribe to evidence-based online supplemental services to support SEL, PBIS/MTSS.
2500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Substitutes and/or Extra hourly pay to support professional development

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

1.2 Provide individual and group counseling opportunities as well as social skills classes to students to promote positive school. Funds are allocated for materials and supplies, curriculum, and college and career activities. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
1668.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Social Skills curriculum, copies, reprographics copies, and materials and supplies
1500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Provide social skills curriculum, copies, and materials 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

1.3 Provide support structures and interventions to students in grades TK-5 to foster school safety and student academic success which includes PBIS Behavior Intervention Personnel including PBIS Behavior Intervention Support Personnel and Admin Designee support for behavior interventions when needed. Purchase supplemental materials to assist with academic achievement in combination with social and behavioral success. Support equipment for structured recess play and intervention to increase positive interaction and communication between students; supplemental materials, supplies for PBIS. Hourly certificated pay for meetings, stipends, and support for Multi-Tiered Support Services (MTSS). The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
5000.00	Title I Personnel (1000-3999) IST Leader Stipends (Teacher Hourly) for academic emphasis
1500.00	Title I Personnel (1000-3999) IST Leader Stipends (Benefits) for academic emphasis
5000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Grade Level Leaders (AVID/PBIS/MTSS), PBIS Intervention Personnel/Intra-mural lunch time program (Teacher Hourly)
1500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Grade Level Leaders (PBIS/MTSS), PBIS Intervention Personnel/Intra-mural lunch time program (Benefits)
2000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Supplemental materials and supplies
	Title I

	Personnel (1000-3999) PBIS Intervention Personnel Support (ex: Check-in/Check-out) (Teacher Hourly)
4,500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Provide additional campus monitor support for structured recess play.
6038.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Coverage for Certificated/Classified Benefits
	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase materials, equipment to support needed for the Wellness Center (PBIS program).

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

1.4 Provide staff training and support on Positive Behavioral Interventions to reduce the number of student suspensions; provide training for positive behavioral interventions and addressing the needs of all students including but not limited to on-site trainings as well as off-site conferences and trainings. Maintain Positive Behavior Intervention Program including but not limited to reprographics orders, banners, posters, books, supplies and incentives and supports for our students. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance and a decrease in office discipline referrals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

	PBIS Banners
	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) PBIS/MTSS workshops/trainings and/or other behavior related conferences
	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase supplemental books to support staff involvement with PBIS/Staff Development
2,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for training certificated/classified personnel in PBIS (Hourly)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for training certificated/classified personnel in PBIS (Benefits)
2,500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Sub coverage for certificated/classified personnel when staff needs to attend training during regular work schedule
4,435.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase materials/equipment needed to help maintain PBIS program to included but not limited to: repro orders, banners, posters, books, supplies, incentives, etc.

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

1.5 Develop a sense of student connectedness through character education programs, staff training, mentoring and positive student recognition which includes Student Store incentives for positive behavior, Student incentives and rewards, certificates and student

recognition, academic awards and incentives for award assemblies. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance and a decrease in office discipline referrals.

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

Amount(s)	Source(s)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Student incentives, awards and supplies for academically based programs
5,000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) PBIS incentives for Lugonia Student Store

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

1.6 Lugnonia administration and staff will provide enhanced learning through VAPA and other student clubs/activities to prepare students for college and career readiness. These actions and strategies will be developed to principally support the needs of Foster Youth, English language learners, and low-income students. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance and an increase in VAPA participation.

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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.

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Close the achievement gap for underperforming subgroups

Goal 2

Lugonia Elementary teachers and staff will implement Common Core State Standards across all content areas to ensure academic success and college and career preparedness for all students.

Lugonia teachers and staff will implement evidence-based best practice interventions and programs in order to support academic achievement for at-risk student groups.

Identified Need

Research for the National Staff Development Council confirms that, "Sustained & intensive professional development for teachers is related to student achievement gains and teachers typically need substantial professional development in a given area (at least 50 hours) to demonstrate an increase in student achievement." Research supports the need for continual follow-up and coaching support to more readily transfer professional learning into classroom practice. State Standardized Test results for the initial CAASPP show that RUSD student are outperforming both State and County. However, all students are not Exceeding or Meeting expected mastery of the standards. Additionally, there is a clear achievement gap that remains between the performance of various student groups. Therefore, Lugonia recognizes the need to continually support strong first instruction through professional development as well as providing an innovation lab where all students can achieve additional learning opportunities in a hands-on learning environment. While Lugonia has recently increased reclassification rates for English Learners (EL), ELs continue to require support to reach proficiency on state and district assessments. All students, including English Learners, Foster Youth, and low-income students demonstrate significant needs for support to improve academic outcomes and increase in parent and community outreach & parent involvement opportunities for EL designated students.

In this section below (Measuring and Report Results), abbreviations are used for students groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White Students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 STAR Reading Assessment ALL - 26.4% African American - 17.1% American Indian - 0% Asian - 68% Filipino - 100.0% Hispanic - 23.8% Pacific Islander – 50.0% Two or More Races - 27.3% White - 29.6% Uncoded - 0 EL - 8.3% FY - 20.0% HY - 22.7% SES - 24.4% SWD - 11%	By June 2022, increase overall reading proficiency by 10-15%.
STAR Assessment (Mathematics) Source: Internal District Reporting	2021-2022 STAR Math Assessment ALL - 16.2% African American - 2.2% American Indian - 0 Asian - 46.2% Filipino - 100.0% Hispanic - 15.0% Pacific Islander – 0 Two or More Races - 35.7% White - 14.3% Uncoded - 0 EL - 6.0% FY - 0	By June 2022, increase overall math proficiency by 10-15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 15.1% SES - 14.3% SWD - 10.5%	
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	Data pending	All groups progress towards standard
Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	Data pending	All groups progress towards standard
English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	Data pending	Improve by 2%
Reclassification Rate	2021-2022	Increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	RFEP Students = 5 EL Students = 98 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 5.1%	
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 0 EL Students = 93 LTEL % = 0.0%	Maintain 0%
GATE Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group Source: RUSD Internal Dashboard		Goal will be established after baseline data is established.
Student Marks/C or better (English/Reading) in grades 4-5 (ES - 3tri, Sec - 2 Sem) Source: Internal District Reporting	2021-2022 ALL - 88.3% EL - 86.2% FY - 100.0% HY - 100.0% LI - 88.1% SWD - 85.7% AA - 80.0% A - 100.0%	Increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L - 88.1% W - 88.9%	
Student Marks/C or better (Mathematics) in grades 4-5 (ES - 3tri, Sec - 2 Sem) Source: Internal District Reporting	2021-2022 ALL - 89.4% EL - 89.7% FY - 100.0% HY - 93.9% LI - 89.3% SWD - 82.1% AA - 86.7% A - 100.0% H/L - 88.8% W - 88.9%	Increase by 5%

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

2.1 Increase parent and community outreach and parent involvement opportunities. Funds are allocated to support and encourage the use of Language Line for teachers to communicate with families that speak a different language; family nights and/or monthly meetings to address topics related to assist with increasing student achievement in a positive school culture and environment.The effectiveness of this strategy will be measured by an increase in parent participation in decision making opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2237.00	Title I Parent Involvement Non-Personnel (4000-7439) Informational materials, meeting materials, webpage information to support parents with academics
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Language Line

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

2.2 Provide mathematics and reading instructional support to increase math and ELA scores with a focus on curriculum, instructional strategies, technology, interventions, planning and student learning (specifically address the needs of English Learner and African American Subgroups). Funds are allocated for on-site and off-site instructional support and professional development that supports K-5 classrooms. This includes substitutes for teacher collaboration and/or colleague planning and visitation, materials and supplies for professional learning. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and English language arts as measured by local assessments (STAR).

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)
5,293.00	Title I Non-Personnel (4000-7439) Supplemental materials and supplies that support interventions
2,000.00	Title I Non-Personnel (4000-7439) Professional Development for Math/Reading to include but not limited to: Math Conference, CABE Conference, AVID, additional conference expenditures

500.00	Title I Non-Personnel (4000-7439) Supplemental materials supplies that support interventions (WHSE).

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

2.3 Integration of hands-on-learning opportunities to support the implementation of Common Core State Standards. Funds are allocated to provide substitutes for grade level collaboration and planning surrounding NGSS, STEM, STEAM, Innovation Lab; supplemental Next Generation Science Standards materials and support programs (including but not limited to online web-based programs) as well as technology/furniture. As a result of the implementation of the goal and providing professional development, students will demonstrate increased student achievement in math as measured by local assessments (STAR).

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)
153,435.00	Title I Personnel (1000-3999) Full-time categorical programs specialist to increase academic achievement - includes benefits
937.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Purchase necessary office supplies
10,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Capital Outlay: Furniture & Equipment
2,000.00	Title I Personnel (1000-3999)

	Provide substitutes for collaboration or professional development and training
5000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Capital Outlay: Computer Equipment
30,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental materials 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

2.4 Support supplemental comprehensive writing program to increase student proficiency in CCSS Genres and Literacy Standards across all content areas. Funds are allocated for collaboration planning days for grade levels to support the writing program and district writing trainings, materials and supplies needed to support writing program. As a result of the implementation of the goal and providing professional development, students will demonstrate increased student achievement English language arts as measured by local assessments (STAR).

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)
1,381.00	Title I Non-Personnel (4000-7439) Purchase materials, costs for duplicating and provide resources related to the writing training/implementation
2,000.00	Title I Personnel (1000-3999) Provide substitutes for collaboration and professional training on topics that related to our writing program

Strategy/Activity 5

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

English Learners, Socio-Economically Disadvantages Students, Students with Disabilities, Foster Youth, At-risk Students

Strategy/Activity

2.5 Provide increased educational opportunity and early intervention for K-5 students who are at-risk of not meeting grade level standards in ELA & Math. Funds are allocated for a Reading/Math Intervention program to support students who are not reading at grade level and/or working at grade level with math (hourly certificated pay, intervention support personnel, materials, and supplies, professional books and leveled readers, assessment materials and supplies, software subscriptions that support at-risk students: Renaissance Program, books and materials for reading resource room including but not limited to: leveled readers, AR books, literature circle books and class sets of novels, math supplies and materials for intervention supports. As a result of the implementation of the goal and providing professional development, students will demonstrate increased student achievement in math and English language arts as measured by local assessments (STAR).

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)
2,000.00	Title I Personnel (1000-3999) K-5 Intervention Teachers (Classified/Certificated Hourly)
6,383.00	Title I Personnel (1000-3999) K-5 Intervention Teachers (Classified/Certificated Benefits)
6,000.00	Title I Non-Personnel (4000-7439) Software subscriptions/Site Licenses/Online subscriptions

Strategy/Activity 6

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

English Language Learners

Strategy/Activity

2.6 Provide additional services for targeted EL Support that are not meeting core academic standards. Funds are allocated for an hourly EL Intervention Teacher/EL Representative, supplemental EL materials as needed for EL interventions, conference opportunities, home-school connections, and monitoring of progress. Effectiveness of these strategies will be measured by an increase in the reclassification rate and in the number of EL students receiving a C- or 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)
7,428.00	District Funded – Title III Personnel (1000-3999) EL Intervention Teacher (Classified/Certificated Hourly)
1,000.00	District Funded – Title III Personnel (1000-3999) EL Intervention Teacher (Classified/Certificated Benefits)
3,000.00	Title I Non-Personnel (4000-7439) EL Intervention materials, copy materials, reprogprahics orders, warehouse orders
1200.00	District Funded – Title III Non-Personnel (4000-7439) Ellevation Software
800	District Funded – Title III Non-Personnel (4000-7439) EL Conference and workshop expenses
7,000.00	Title I Non-Personnel (4000-7439) Data Software and other supplemental materials and supplies
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) EL Representative Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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.

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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	$301,800.00

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	$197,492.00
Title I Parent Involvement	$2,237.00

Subtotal of additional federal funds included for this school: $199,729.00

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 ($)
District Funded – Title III	$10,428.00
LCAP – Character Education (CHED)	$11,668.00
LCAP – Supplemental & Concentration Grant (SSP)	$79,975.00

Subtotal of state or local funds included for this school: $102,071.00

Total of federal, state, and/or local funds for this school: $301,800.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$15,666.00
General Fund	$53,564.00
State Lottery Funds	$7,228.00
Technology	$25,945.00

Total:	102,403

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
Marc Aponte	Principal
Genesis Guardado	Other School Staff
Jeremy Sauer	Other School Staff
Maria Martinez	Other School Staff
Amy McCormick	Classroom Teacher
Emily Marzullo	Parent or Community Member
Myrna Cardenas	Parent or Community Member
Blanca Guerrero	Parent or Community Member
Tiffany Jones	Parent or Community Member
Nicole Prasad	Parent or Community Member
Julia Avila	Parent or Community Member
Liza Mejia (Alternate)	Parent or Community Member
Lynn Calderon (Alternate)	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 10/25/2021.

Attested:

	Principal, Marc Aponte on 10/25/21
	SSC Chairperson, Julia Avila on 10/25/21

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary School School Site Council	36-67843-6036552	DRAFT Approval - 6-1-2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Provide all stakeholders of McKinley Elementary School with a positive learning environment by creating a safe, more inclusive school that promotes equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), students experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Identified Need

Data suggest that approximately 2% of families at McKinley Elementary School participate in parent education events.
Data shows that the chronic absentee rate has increased by 4.6 % between the 2020 and 2021 school years.
Data has not yet been measured in regards to behavior incidents on campus, data from Kelvin measurements, or Family Surveys. This Base Data will be gathered during the 21-22 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kelvin	2021-2022 Student Responses - 89 (50%) Student Favorability - 73% EL Favorability - 80% EL Responses (% of Student Group) - 5 (42%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 66% SWD Responses (% of Student Group) - 14 (37%) AA Favorability - 48%	90% or above in "responses" categories. 60% or above in "favorability" categories.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA Responses (% of Student Group) - 14 (58%) A Favorability - 89% A Responses (% of Student Group) - 4 (50%) H/L Favorability - 76% H/L Responses (% of Student Group) - 45 (42%) W Favorability - 74% W Responses (% of Student Group) - 59 (50%) Family Responses - 130 (34%) Family Favorability - 90% Staff Responses - 28 (57%) Staff Favorability - 97%	
Family Surveys	Obtained 10% involvement in completing family survey	Obtain 50% involvement in completing family survey
School Attendance Rate - Aeries Analytics	2021-2022 ALL - 93.1% EL - 93.5% FY - 88.7% HY - 93.1% LI - 92.4% SWD - 92.4% AA - 92.0% A - 95.4% H/L 92.8% W - 93.6%	90% or above in all groups: ALL EL FY HY LI SWD AA A H/L W
Chronic Absenteeism Rate - CA School Dashboard	2021-2022 ALL - 21.1% EL - 12.9%	Decrease to 10% in all groups: ALL EL

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY - 80.0% HY - 23.3% LI - 25.5% SWD - 25.0% AA - 31.4% A - 0.0% H/L - 23.4% W - 14.9%	FY HY LI SWD AA A H/L W
Suspension Rate - Aeries	2021-2022 ALL 3.8% EL - 6.5% FY - 0.0% HY - 3.3% LI - 4.9% SWD - 7.7% AA - 8.6% A - 0.0% H/L - 4.5% W - 1.4%	Decrease to at least 5% in all groups: ALL EL FY HY LI SWD AA A H/L W
PBIS Self Assessment Survey (Subscale Report)	2021-2022 Completed: 5/16 - 20 School Wide Implementation % - 5/20 - 82% Classroom Current Status - 95% (Part/In Place) Classroom Improvement Priority - 51% (Part/In Place) Individual Current Status - 68% (Part/In Place) Individual Improvement Priority - 70% (Part/In Place)	Maintain (or increase) the percentage in each sub-section to 80%: Classroom Current Status Classroom Improvement Priority Individual Current Status Individual Improvement Priority School-Wide Current Status School-Wide Improvement Priority Non-Classroom Current Status Non-Classroom Improvement Priority

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	School-Wide Current Status - 82% (Part/In Place) School-Wide Improvement Priority - 60% (Part/In Place) Non-Classroom Current Status - 92% (Part/In Place) Non-Classroom Improvement Priority - 51% (Part/In Place)	
PBIS Tiered Fidelity Inventory	2021-2022 4/25/2022 Tier 1 % Implementation - 53% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Bronze Submitted 5/5 – MD	Increase Tier 1 Implementation to 80%
Parent Involvement: Parent Accounts in Aeries Parent Portal	2021-2022 Total - 98.8% EL - 90.3% FY - 100.0% HY - 93.3% LI - 98.5% SWD - 96.2% AA - 100.0% A - 100.0% H/L - 98.0% W - 100.0%	Maintain Percentages at or above 90% for all groups: ALL EL FY HY LI SWD AA A H/L W
Counseling Implementation Plan	2021-2022	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	
Performing Arts Enrollment Percentage of students participating in Elementary Visual and Performing Arts	2021-2022 ALL - 16.1% EL - 1.8% FY - 0.0% HY - 10.9% LI - 63.6% SWD - 10.9% AA - 9.1% A - 0.0% H/L - 60.0% W- 21.8%	

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

1.1. Social Emotional Learning (SEL)
McKinley Elementary School will support students and staff to integrate Social Emotional Learning (SEL) into classrooms and school activities. Stakeholders will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help in learning communities that are safe, positive, inclusive, and welcoming.
SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal (Tier 1) of support for students. McKinley staff will also support the development of site-based Tier 2 supports and coordinate Tier 3. The development of

these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance
In order to support these strategies the following will be provided:
a) Provide Social Skills Curriculum & Social Skills, Games to be used in the classroom and/or on the playground.
b) Provide calming area settings
c) Provide supplies and materials needed for activities to teach proper social interactions.
d) Provide encouragement and school expectations to support positive campus culture.
The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
500.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) a) Provide Social Skills Curriculum & Social Skills Games to be used in the classroom and/or on the playground. b) Provide calming area settings c) Provide supplies and materials needed for activities to teach proper social interactions. d) Provide encouragement and school expectations.

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

1.2. Positive Behavior Supports
McKinley Elementary School will encourage positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors. Preventative actions and services, which will be directed principally toward unduplicated students, will include training, on-site coaching, and guidance with program fidelity assessment.

McKinley ES will implement a positive behavior program focused on proactively intervening with an emphasis on Universal (Tier 1) prevention and instruction rather than engaging in punitive or exclusionary discipline practices. Positive behavior systems are aligned to the Multi-Tiered System of Supports (MTSS) framework. McKinley ES will also support the development of Tier 2 and Tier 3 supports. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.
In order to support these strategies the following will be provided:
a) Provide supplies and materials needed for activities to teach proper social interactions.
b) Provide recognition and incentives for positive interaction, behaviors, academics and growth.
c) Provide Behavior Intervention/Support Personnel – certificated and classified (paraprofessional)- for intervention activities.
d) Provide behavior intervention and character/SEL related training and conference opportunities
The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance and a decrease of discipline entries.

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)
4000.00	LCAP – Character Education (CHED) Personnel (1000-3999) c) Provide Behavior Intervention/Support Personnel – certificated and classified (paraprofessional)- for intervention activities. d) Provide behavior intervention and character/SEL related training and conference opportunities
2000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) a) Provide supplies and materials needed for activities to teach proper social interactions. b) Provide recognition and incentives for positive interaction, behaviors, academics and growth. d) Provide behavior intervention and character/SEL related training and conference opportunities

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

1.3. Comprehensive School Counseling
McKinley Elementary School has received site-based counseling support to principally benefit unduplicated students with Tier 2 supports including at-risk conferencing, and focused social-emotional learning groups. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance. McKinley will provide individual and group counseling opportunities as well as social skills classes and calming areas to promote a positive school culture
To support these strategies, the following will be provided:
a) Provide Materials and Supplies for counseling and calming areas
b) Provide Social Skills Curriculum & Social Skills Strategies & Games to be used in the classroom and/or on the playground.
The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance. McKinley will provide individual and group counseling opportunities as well as social skills classes and calming areas to promote a positive school culture and decrease school suspensions.

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

Amount(s)	Source(s)
500	LCAP – Character Education (CHED) Non-Personnel (4000-7439) a) Provide Materials and Supplies for counseling and calming areas b) Provide Social Skills Curriculum & Social Skills Games to be used in the classroom and/or on the playground.

Strategy/Activity 4

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

Parents of all students

Strategy/Activity

1.4. Intervention Support Teams
McKinley Elementary School will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative stakeholder planning sessions in order to develop individual success plans. These plans will be unique to student need taking into account trauma and will be principally directed toward unduplicated students. Progress monitoring of plans will review student growth based local assessments (STAR). Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and progress on the local assessments.
To support these strategies, the following will be provided:
a). Provide release time for staff to share academic data regarding students with an IST plan.
b). Provide personnel (certificated or classified) to enter, track, analyze data, identify students in need of support, and conduct collaborative stakeholder planning sessions in order to develop individual success plans.
Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and progress on the local assessments.

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)
4000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) a). Provide release time for staff to share academic data regarding students with an IST plan. b). Provide personnel (certificated or classified) to enter, track, analyze data, identify students in need of support, and conduct collaborative stakeholder planning sessions in order to develop individual success plans.

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

1.5. Character Education

McKinley Elementary School will partner with all stakeholder groups, in developing a site-based plan to monitor student social-emotional learning and behavioral needs in order to identify and provide appropriate tiered supports and interventions to increase equity, attendance, and academic achievement, principally directed toward low income, foster youth, and students learning English. The effectiveness of this action will be evaluated based on decreased discipline entries and increased student attendance.
To support these strategies, the following will be provided:
a) Provide release time for staff to share data regarding students with social-emotional learning and behavioral needs.
b) Provide classified staff to monitor and track social emotional and behavioral data.
The effectiveness of this action will be evaluated based on decreased discipline entries and increased 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)
3000.00	LCAP – Character Education (CHED) Personnel (1000-3999) a) Provide release time for staff to share data regarding students with social-emotional learning and behavioral needs. b) Provide classified staff to monitor and track social emotional and behavioral data.

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

1.6. Parent & Community Involvement
McKinley Elementary School will continue family outreach to partner in increasing student engagement and reducing chronic absenteeism. The partnership between the McKinley ES and families of unduplicated students is incredibly important. Parental involvement in education has been shown to be a factor in improving students' social emotional development and learning outcomes (Young, Austin, & Growe, 2013). Additionally, building family and student resiliency helps to reduce harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014). These partnerships are principally directed toward providing support for unduplicated student group families to increase student attendance. Effectiveness of this action will be evaluated based on increased participation in Parent and community meetings and Family nights.

To support these strategies, the following will be provided:
a) Provide communications with families.
b) Provide informational meeting.
c) Provide materials, supplies, and reprographics for ELAC and other parent/community meetings.
d) Provide Parents and Students with resources and strategies to promote social, emotional, and academic growth through curriculum, training, programs, assemblies and academic fieldtrips.
e) Provide home strategies through curriculum, training, and assemblies.
f) Provide the materials, supplies, and tools necessary for all programs.
g) Provide postage for direct mailing (that is not included in base school functions)
h) Provide student/sibling supervision during parent meetings
i) Provide certificated hourly compensation for events outside of contract responsibilities
Effectiveness of this action will be evaluated based on increased participation in Parent and community meetings and Family Nights.

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)
242.00	Title I Parent Involvement Non-Personnel (4000-7439) a) Provide communications with families. b) Provide informational meeting. c) Provide materials, supplies, and reprographics for ELAC and other parent/community meetings. d) Provide Parents and Students with resources and strategies to promote social, emotional, and academic growth through curriculum, training, programs, assemblies and academic fieldtrips. e) Provide home strategies through curriculum, training, and assemblies. f) Provide the materials, supplies, and tools necessary for all programs. g) Provide postage for direct mailing (that is not included in base school functions)
900.00	Title I Parent Involvement

	Personnel (1000-3999) h) Provide student/sibling supervision during parent meetings i) Provide certificated hourly compensation for events outside of contract responsibilities
1500.00	Title I Non-Personnel (4000-7439) a) Provide communications with families. b) Provide informational meeting. c) Provide materials, supplies, and reprographics for ELAC and other parent/community meetings. d) Provide Parents and Students with resources and strategies to promote social, emotional, and academic growth through curriculum, training, programs, assemblies and academic fieldtrips. e) Provide home strategies through curriculum, training, and assemblies. f) Provide the materials, supplies, and tools necessary for all programs. g) Provide postage for direct mailing (that is not included in base school functions)

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

1.7. Language Assessment Center & Translation Services
McKinley Elementary School provides translation services to support a wide range of communication efforts between the school and families. McKinley ES also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of McKinley ES are augmented by external providers when unique language needs arise or available capacity is exceeded. The result of these actions and services will result in increased student attendance and an increase in the reclassification rate.
To support these strategies, the following will be provided:
a) Provide the use of Language Line for communication with families that speak a language other than English.

b) Provide an in-person interpreter (when necessary and available) for parent conferences and communications with families that speak a language other than English.
The result of these actions and services will result in increased student attendance and an increase in the reclassification rate.

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

Amount(s)	Source(s)
1000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) a) Provide the use of Language Line for communication with families that speak a language other than English. b) Provide an in-person interpreter (when necessary and available) for parent conferences and communications with families that speak a language other than English.

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

1.8. Instructional Technology and Innovation
McKinley Elementary School will support classrooms with innovative technology programs, professional development, and technology tools designed to provide students equitable access to college and career preparedness. Professional development offerings will be aligned with the principles of Universal Design for Learning to remove barriers to learning and give students equal opportunities to succeed specifically through the use of educational technology tools. These actions and strategies will be developed to principally support the needs of Foster Youth, English language learners, and low-income students. Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and progress on the local assessments.
To support these strategies, the following will be provided:
a) Provide extended learning opportunities including but not limited to: STEAM club, Girls Who Code, Visual Arts, Musical Arts, and Book Clubs.
b) Provide materials, tools, and supplies, software programs/licenses needed for the implementation of extended learning opportunities - to support students with increasing academic achievement

c) Provide release time for staff to share data regarding students participating in the extended learning classes.
d) Provide Staff to support extended learning opportunities to increase student academic achievement
Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and progress on the local assessments.

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)
14,000.00	Title I Non-Personnel (4000-7439) a) Provide extended learning opportunities including but not limited to: STEAM club, Girls Who Code, Visual Arts, Musical Arts, and Book Clubs. b) Provide materials, tools, and supplies, software programs/licenses needed for the implementation of extended learning opportunities - to support students with increasing academic achievement
3500.00	Title I Personnel (1000-3999) c) Provide release time for staff to share data regarding students participating in the extended learning classes. d) Provide Staff to support extended learning opportunities to increase student academic achievement

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

1.9. AVID

McKinley Elementary School will continue to scale up the AVID (Advancement Via Individual Determination) program across classrooms to help students develop the skills they need to be successful in college and increase the number of students meeting the College/Career Indicator. AVID programs provide targeted supports to unduplicated student groups to develop advanced writing, critical thinking, teamwork, organization and reading skills. Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on the state assessment, and progress on the local assessments.
To support these strategies, the following will be provided:
a) Provide supplemental supplies, instructional support, staff development opportunities and professional collaboration throughout the academic school year to establish and support.
b) Provide staff development opportunities and conference attendance opportunities.
c) Provide instructional support materials and supplies for the implementation of AVID goals.
d) Provide hourly pay for collaboration time outside of the teacher contract day
Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on the state assessment, and progress on the local assessments.

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)
30,000.00	Title I Non-Personnel (4000-7439) a) Provide supplemental supplies, instructional support, staff development opportunities and professional collaboration throughout the academic school year to establish and support. b) Provide staff development opportunities and conference attendance opportunities. c) Provide instructional support materials and supplies for the implementation of AVID goals.
2000.00	Title I Personnel (1000-3999) b) Provide staff development opportunities and conference attendance opportunities. d) Provide hourly pay for collaboration time outside of the teacher contract day

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

1.10 Visual and Performing Arts
McKinley Elementary School will increase Visual & Performing Arts (VAPA) supports. Materials and supplies will be provided to support ongoing participation. Increased participation and access to improve school engagement and provide a sense of belonging for foster youth, low-income students, and English learners which will lead to an increase in student attendance. Overall effectiveness of the plans will be evaluated based on increased attendance,
To support these strategies, the following will be provided:
a) Provide supplies needed for visual art opportunities and projects.
b) Provide music supplies needed for participation in music learning opportunities.
Overall effectiveness of the plans will be evaluated based on increased 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)
1000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) a) Provide supplies needed for visual art opportunities and projects. b) Provide music supplies needed for participation in music learning opportunities.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Counselor and Teachers jointly taught all the second step lessons this school year. McKinley School achieved a 92% implementation rate this year!!! 50% of our campus monitors to trained in conflict resolution this year. Absentee Rate is still elevated since the return to in person schooling during COVID-19 Pandemic. With students beginning to see the advantage of earning their beads and charms, undesirable behaviors are leveling out. Next school year we will have concrete Tier 1 & 2 behaviors defined as well as defined expectations in the classrooms, a schedule for all to follow in teaching these and our school wide assemblies and flag ceremonies.

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

Budget transfers were approved by the SSC in February and March between goals 1.1 & 1.2 to allow for use of these funds during the school year. Much of this movement was a result of a lack of substitutes for staff collaboration.

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.

Next school year we will have concrete Tier 1 & 2 behaviors defined as well as defined expectations in the classrooms, a schedule for all to follow in teaching these and our school wide assemblies and flag ceremonies. We will also be tracking behaviors using SWIS and the referral process. This will help us in giving us actually data to analyze.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

McKinley will support all students to ensure student growth and success by providing a comprehensive academic program and tiered supports and services for all students.

Identified Need

Analysis of student performance on local progress monitoring assessments show that approximately 50% (overall) of McKinley students are scoring at the 50th percentile in the areas of Reading and Math. This same data is not recorded by target subgroups: EL, SWD, LI, H/L.

Schoolwide, McKinley has 52% of students achieving at or above grade level on the STAR Reading assessment.
On STAR Math 47% of McKinley students are working at or above grade level.
Students active on Lexia have increased the percentage of those in grade-level material between 10 - 30%, except 5th grade which has maintained 41%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Lexia Core 5 - EL students	57 % of EL students are working at or above GLM	65% of EL students working In or Above GLM at the end of the year.
STAR Math Assessment	2021-2022 - STAR Math Assessment ALL - 37.4% African American - 44.4% American Indian - 50.0% Asian - 50.0% Filipino - 0	At least 50% of the groups below Scoring at the 50%ile or above: 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic - 29.1% Pacific Islander – 0 Two or More Races - 53.9% White - 52.5% Uncoded - 0 EL - 29.6% FY - 50.0% HY - 25.0% SES - 33.3% SWD - 13.4% 1st Grade - 71% of 1st-grade students scoring at or above the 50th%ile. 2nd Grade - 47% of 2nd-grade students scoring at or above the 50th%ile. 3rd Grade - 53% of 3rd-grade students scoring at or above the 50th%ile. 4th Grade - 49% of 4th-grade students scoring at or above the 50th%ile. 5th Grade - 50% of 5th-grade students scoring at or above the 50th%ile. English Learners (EL): 45% scoring at or above the 50th%ile. Students With Disabilities(SWD): 24% scoring at or above the 50th%ile. Hispanic/Latino Students (H/L): 44% scoring at or above the 50th%ile.	English Learners (EL) - 50% Students With Disabilities(SWD) - 40% Hispanic/Latino Students (H/L) - 48%
STAR Reading Assessment	2021 - 2022 STAR Reading Assessment ALL - 53.4% African American - 57.1% American Indian - 50.0%	At least 50% of the groups below Scoring at the 50%ile or above: 1st Grade 2nd Grade 3rd Grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Asian - 62.5% Filipino - 0.0% Hispanic - 42.0% Pacific Islander – 0.0% Two or More Races - 72.8% White - 77.2% Uncoded - 0.0% EL - 23.5% FY - 50.0% HY - 26.9% SES - 45.6% SWD - 18.4% 1st Grade - 68% of 1st-grade students scoring at or above the 50th%ile. 2nd Grade - 46% of 2nd-grade students scoring at or above the 50th%ile. 3rd Grade - 53% of 3rd-grade students scoring at or above the 50th%ile. 4th Grade - 47% of 4th-grade students scoring at or above the 50th%ile. 5th Grade - 42% of 5th-grade students scoring at or above the 50th%ile. English Learners (EL): 20% scoring at or above the 50th%ile. Students With Disabilities(SWD): 20% scoring at or above the 50th%ile. Hispanic/Latino Students (H/L): 41% scoring at or above the 50th%ile.	4th Grade 5th Grade English Learners (EL) - 25% Students With Disabilities(SWD): 25% Hispanic/Latino Students (H/L): 45%
Lexia Core 5	56% of students working at or above GLM. 35% of TK thru 5th-grade students achieved the required minutes.	60% of students working in or above GLM 95% of students achieving required minutes.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Accelerated Reader	1st Grade - Avg. % correct - 90% 2nd Grade - Avg. % correct - 81% 3rd Grade - Avg. % correct - 77% 4th Grade - Avg. % correct - 82% 5th Grade - Avg. % correct - 85%	Average % correct for each grade level at least 80%.
Running Records (TK-2)	33% of all Kindergarten students reading at level 5. 51%% of all first grade students reading at level 15. 33% of all second grade students reading at a level 24.	40% of all Kindergarten students reading at level 5. 40%% of all first grade students reading at level 15. 55% of all second grade students reading at a level 24.
AVID Elementary CCI.	Meets AVID Implementation Expectations in 40 AVID indicators.	Exceed AVID Implementation Expectations in at least 5 AVID Indicators.
Attendance in Extended Learning Activities and Enrichment Classes	Attendance Rate: 70%	80% attendance rate for students
Ellevation (ELPAC results)	Level 3 - 8 students Level 2 - 9 students Level 1 - 8 students	80% of EL students advance at least one ELPAC level
Reclassification Rate Percentage of English Learners; Reclassified to Fluent English Proficient (RFEP)	2021-2022 RFEP Students - 4 EL Students - 35 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 11.4%	RFEP % = 15%
Long-Term English Learners that have been classified or ELs for 6th year - LTEL	2021-2022	Maintain LTEL Students = 0 LTEL % = 0.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LTEL Students = 0 EL Students = 31 LTEL % = 0.0%	
Student Marks/C- or better (English/Reading) grades 4 - 5	2021-2022 ALL - 87.8% EL - 85.7% FY - 0.0% HY - 84.2% LI - 84.7% SWD - 76.0% AA - 75.0% A - 100.0% H/L - 88.9% W - 88.9%	ALL - 88% EL - 85% FY - 50.0% HY - 84% LI - 84% SWD - 78% AA - 80.0% A - 80.0% H/L - 85% W - 85%
Student Marks/C- or better (Math) grades 4 - 5	2021-2022 ALL - 84.3% EL - 71.4% FY - 0.0% HY - 68.4% LI - 81.2% SWD - 84.0% AA - 87.5% A - 100.0% H/L - 81.9% W - 88.9%	ALL - 85% EL - 80% FY - 50% HY - 70% LI - 80% SWD - 08% AA - 85% A - 80.0% H/L - 80% W - 8%
GATE Identification		School Wide Implementation % - 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students identified for Gifted and Talented Education (GATE) program relative to overall student groups. Source: RUSD Internal Dashboard		

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

2.1 Professional Development to Support Implementation of State Standards
McKinley Elementary School will support professional development and a wide range of supports for implementation of state standards to teachers and other instructional staff. Professional Learning will include guidance on the use of grade level scope and sequence plans focused on meeting the unique academic needs of unduplicated students; administration and analysis of the district's common assessments to find trends in learning needs of unduplicated students; and coaching for effective delivery of research-based, standards-aligned instruction principally focused on the needs of unduplicated students. Professional development is anchored in the district's implementation of Universal Design for Learning (UDL), which is a framework "to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2021). The three main principles - multiple means of engagement, expression and action, and representation - can guide teachers in meeting the needs of diverse learners, including unduplicated students. Priority support will be provided to unduplicated student groups. The effectiveness of this goal will be evaluated through increased student achievement in math and english language arts as measured by local assessments (STAR).

To support these strategies, the following will be provided:
a) Provide fees, supplies and materials needed for staff developments/trainings.
b) Provide staff development/conference attendance opportunities outside of contract time.
The effectiveness of this goal will be evaluated through increased student achievement in math and english language arts as measured by local assessments (STAR)

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)
5000.00	Title I Non-Personnel (4000-7439) a) Provide fees, supplies and materials needed for staff developments/trainings. b) Provide staff development/conference attendance opportunities outside of contract time.
2000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) b) Provide staff development/conference attendance opportunities.

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

2.2. Tiered Academic Support Staff
McKinley Elementary School will provide additional staffing, materials, and tools to provide targeted (Tier 2) support to students not meeting grade-level standards. Priority support will be provided to unduplicated student groups. McKinley Elementary School will develop a support model (push in, pull out, or hybrid), depending on specific data points, utilizing the Board adopted curriculum and supplemental material and monitors student progress in four to six-week increments. Data are reported and analyzed for the effectiveness of programs, and new goals and strategies are implemented based on need. Student progress and academic achievement based on STAR Reading and Math, as well as curriculum-embedded assessments, will be monitored to determine success and possible needed changes in support. Regular meetings aligned to the progress monitoring schedule will be held to discuss data, upcoming math topics and reading skills for each grade level, and areas needing additional support. The effectiveness of this goal will be measured through increased student achievement in math and English language arts as measured by local assessments.
To support these strategies, the following will be provided:
a) Provide staff to support Academic Extended Learning.

b) Provide release time for staff to share academic data regarding students participating in extended learning.
c) Provide staff development/conference attendance opportunities.
The effectiveness of this goal will be measured through increased student achievement in math and English language arts as measured by local assessments.

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)
31880.00	Title I Personnel (1000-3999) a) Provide staff to support Academic Extended Learning. b) Provide release time for staff to share academic data regarding students participating in extended learning.

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

2.3 Tiered Academic Support Plans
McKinley Elementary School will provide appropriate tiered supports, interventions, materials, and supplies to increase equity and academic success, principally directed toward low-income, English Learners, and foster youth. McKinley ES will review data to identify learning needs for unduplicated student groups in need of Tier 2 academic supports, and individual students in need of Tier 3 academic supports. Improvement plans will be monitored based on student performance data with local assessments (STAR) through a progress monitoring cycle and will be adjusted based on formative and summative data to ensure an increase in student achievement as measured by an increase in local assessments (STAR).

To support these strategies, the following will be provided:
a) Provide supplemental instructional material aligned to the content standards to supplement the core curriculum.
b) Provide supplemental fiction and non-fiction books of various interests and abilities for use in the classrooms.
c) Provide supplemental materials and supplies needed for the implementation of academic extended learning opportunities.

d) Provide supplemental material and resources to include, but not limited to: books, supplies, software programs/licenses to support students.
e) Provide student incentives for academic achievement and growth.
f) Provide educational assemblies for all students.
The effectiveness of this goal will be measured through increased student achievement in math and English language arts and Math as measured by local assessments.

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)
6000.00	Title I Non-Personnel (4000-7439) c) Provide supplemental materials and supplies needed for the implementation of academic extended learning opportunities.
21263.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) a) Provide supplemental instructional material aligned to the content standards to supplement the core curriculum. b) Provide supplemental fiction and non-fiction books of various interests and abilities for use in the classrooms. d) Provide supplemental material and resources to include, but not limited to: books, supplies, software programs/licenses to support students. e) Provide student incentives for academic achievement and growth. f) Provide educational assemblies for all students.

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

2.4 Tiered Academic Supports for Multilingual Students
McKinley Elementary School will implement programs to support language acquisition for Multilingual Students. Teachers will review ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for students not making adequate progress. McKinley Elementary School will develop a support model (push in, pull out, or hybrid), depending on specific data points, utilizing the Board adopted curriculum and supplemental material, and monitors student progress towards reclassification.
To support these strategies, the following will be provided:
a) Provide EL Support for student and their families.
b) Provide training and collaboration for staff in regards to EL Standards and strategies.
c) Provide books, materials, resources, and supplies to support EL students.
d) Provide software to Monitor EL Progress
e) Provide Extended Learning Support Teachers or paraprofessionals for EL students.
f) Provide EL stipend for site representative.

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

Amount(s)	Source(s)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) a) Provide EL Support for student and their families. b) Provide training and collaboration for staff in regards to EL Standards and strategies. c) Provide books, materials, resources, and supplies to support EL students.
3349.00	District Funded – Title III Personnel (1000-3999) e) Provide Extended Learning Support Teacher or paraprofessional for EL students. f) Provide EL stipend for site representative.
400.00	District Funded – Title III Non-Personnel (4000-7439)

	d) Provide software to Monitor EL Progress

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Special Education Students

Strategy/Activity

District and site-based staff will provide targeted Special Education supports to include: Integration of students in general education settings, preschool program, special day program, specialized academic instruction (SAI) program, extended school year (ESY), adult transition program, language and speech services, occupational therapy, physical therapy, adaptive physical education, and transportation to close the achievement gap.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6 Supplemental Online Instructional Programs
McKinley Elementary School will provide supplemental online instructional programs to identify students in need of additional academic opportunities. Data from supplemental assessment programs will be disaggregated by unduplicated student groups to monitor progress, identify academic needs, and provide tiered supports. McKinley ES will use the assessment data and instructional programs to support individual students with learning recovery, resulting in increased student achievement as measured by these programs and state and local assessments (STAR). The effectiveness of this goal will be measured through increased student achievement in math and English language arts as measured by local assessments.
To support these strategies, the following will be provided:
a) Provide supplemental site licenses & subscriptions for web-based programs to support learning.
The effectiveness of this goal will be measured through increased student achievement in math and English language arts as measured by local assessments.

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)
2000.00	Title I Non-Personnel (4000-7439) a) Provide supplemental site licenses & subscriptions for web-based programs to support learning.
3000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) a) Provide supplemental site licenses & subscriptions for web-based programs to support learning.

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

2.7 Targeted Math and Science Supports
The Elementary Education Departments, including math and science district staff, will provide staff development support with a focus on using Science Engineering Technology Math (STEM). STEM is an experiential learning pedagogy in which the application of knowledge and skills are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teaching Association. Additional supports include the development of STEAM Science Technology Engineering Art Math Extended learning opportunities which are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher-level understanding of mathematical standards as measured by growth on state and local assessments (STAR). The creative piece of the A - for Art is important to get elementary students engaged.
a) Provide supplemental instructional material aligned to the content standards to supplement the core curriculum.
b) Provide supplemental fiction and non-fiction books of various interests and abilities for use in the classrooms.
c) Provide supplemental materials and supplies needed for the implementation of academic extended learning opportunities.
d) Provide supplemental material and resources to include, but not limited to: books, supplies, software programs/licenses to support students.

e) Provide student incentives for academic achievement and growth.
f) Provide educational assemblies 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)
5000	Title I Non-Personnel (4000-7439) a) Provide supplemental instructional material aligned to the content standards to supplement the core curriculum. c) Provide supplemental materials and supplies needed for the implementation of academic extended learning opportunities. d) Provide supplemental material and resources to include, but not limited to: books, supplies, software programs/licenses to support students. e) Provide student incentives for academic achievement and growth. f) Provide educational assemblies for all students.
1500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) a) Provide supplemental instructional material aligned to the content standards to supplement the core curriculum. b) Provide supplemental fiction and non-fiction books of various interests and abilities for use in the classrooms. c) Provide supplemental materials and supplies needed for the implementation of academic extended learning opportunities. d) Provide supplemental material and resources to include, but not limited to: books, supplies, software programs/licenses to support students. e) Provide student incentives for academic achievement and growth. f) Provide educational assemblies for all students.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

STAR Math - 50% or more of all students in 1st, 2nd, 3rd, 5th Grades scored at the 50%ile or higher. 48% of 5th grade students scored at the 50%ile.
STAR Reading - 50% or more of all students in 1st and 3rd Grades scored at the 50%ile or higher. 46% of 2nd grade students scored at the 50%ile; 47% of 4th grade students scored at the 50%ile; 42% of 5th grade students scored at the 50%ile.
LEXIA Core 5 - OVer the school year, there was an increase of 33%. 56% of students that used Core 5 were working at or above GLM at the end of the year. 35% of students in TK - 5 reached the required minutes.
LEXIA Core5 - 57% of EL students using Core 5 are work at or above GLM.

The students that used Lexia Core5 as it was meant - with the required minutes - made the progress.
Students that were reading - and taking AR quizzes throughout the school year increased their STAR reading score.
AVID organizational supplies were provided to all students. Instructional Materials for Reading and Math intervention classes during school time and outside of the normal school day were provided. An `intervention Reading teacher for grades 1st thru 5th was provided from August thru December.  Math and Reading `intervention classes were provided before and after school by 4 teachers

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

Budget transfers were approved by SSC in February and March. These were due to being unable to use funds allocated for personnel due to the shortage in employees.

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 goals will not be changed. however, the actions to reach these goals, and the incentives and stressors that the school will do with students will change. These changes will include more staff to provide Extended Learning opportunities for students, more teacher collaborations, AVID strategy alignment throughout the school, and stricter timelines for achievement and skill development. These changes should help students to be motivated to reach academic goals.

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	$34,263.00
Total Federal Funds Provided to the School from the LEA for CSI	$100,880.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$150,034.00

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	$100,880.00
Title I Parent Involvement	$1,142.00

Subtotal of additional federal funds included for this school: $102,022.00

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 ($)
District Funded – Title III	$3,749.00
LCAP – Character Education (CHED)	$10,000.00
LCAP – Supplemental & Concentration Grant (SSP)	$34,263.00

Subtotal of state or local funds included for this school: $48,012.00

Total of federal, state, and/or local funds for this school: $150,034.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$8,841
General Fund	$23,465
State Lottery Funds	$4,407
Technology	$10,868

Total:	47,581

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
Jennifer Sherman	Principal
Georgia Sforza	Other School Staff
Jayne Miller	Parent or Community Member
Irene Coleman	Parent or Community Member
Peggy Porrier	Parent or Community Member
Caitlin Buscaglia	Parent or Community Member
Deb Menier	Parent or Community Member
Patrick Walker	Classroom Teacher
Lisa Myers	Classroom Teacher
Alicia Higuera-Barbo	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on Oct. 27, 2021.

Attested:

	Principal, Jennifer Sherman on Oct. 27, 2021
	SSC Chairperson, Debi Menard on Oct. 27, 2021

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mariposa Elementary School	36-67843-6036545	May 17, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Provide Mariposa students with a safe, equitable instructional program by implementing positive support systems that promote a positive school culture and enable students to achieve their highest potential by which social, emotional and academic needs are met.

Identified Need

There is a need to reconnect families and students to the school environment due to the disconnectedness brought on by the temporary school closure in Spring 2020, and distance learning for the majority of the 2020-21 school year. As students return to Mariposa for in-person instruction, we need to have systems in place to support the Social-Emotional needs of our students through tiered supports and services. Analysis of parent and student feedback on Kelvin surveys indicate that 92% of students and 91% of families provided an overall favorable rating as it relates to a safe and supportive environment. Although this data is strong, student groups disproportionally impacted by the interruption of in-person instruction include English learners (ELs), Foster Youth, students experiencing homelessness, students with disabilities, and low income students. There is a need to support students socio-emotionally and behaviorally as they transition back to full-day, on-campus learning and to engage them beyond core content through innovative and real-world activities. It is important to build the connectedness of our school community and to help students and families reengaged with Mariposa School and become involved in school activities and their academic learning.

Note:
In the section below (Annual Measurable Outcomes), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	2021-2022 ALL - 13.2%	ALL - 6% EL - 0% FY - 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL - 15.4% FY - 33.3% HY - 15.4% LI - 16.6% SWD - 20.2% AA - 33.3% A - 0.0% H/L - 27.8% W - 8.2%	HY - 0% LI - 10% SWD - 13% AA - 36% A - 0% H/L - 5% W - 3%
Suspension Rate	2021-2022 ALL - 0.0% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.0% SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0.0% W - 0.0%	ALL - 0% EL - 0% FY - 0% HY - 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L - 0% W - 0%
School Climate Survey	2021-2022 Student Responses - 193 (89%) Student Favorability - 75% EL Favorability - 69% EL Responses (% of Student Group) - 5 (100%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 69% SWD Responses (% of Student Group) - 33 (85%)	Maintain high favorability ratings based on Kelvin Education pulse survey Spring, 2022: Students - 90% Staff - 90% Parents/families - 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA Favorability - 48% AA Responses (% of Student Group) - 3 (100%) A Favorability - 73% A Responses (% of Student Group) - 24 (80%) H/L Favorability - 68% H/L Responses (% of Student Group) - 53 (93%) W Favorability - 76% W Responses (% of Student Group) - 150 (90%) Family Responses - 211 (50%) Family Favorability - 93% Staff Responses - 31 (89%) Staff Favorability - 97%	
SEL/Positive Behavior Systems Self-Assessment	2021-2022 Completed: 5/16 - 7 School Wide Implementation % - 5/20 - 74% For the 22-23 school year, the Mariposa SEL committee was not able to create or implement the self-assessment tool. It was determined that this would be best completed in the 22-23 school year, once school-wide behavior expectations were explained and enforced. Students would then have a better understanding of what the system is and would be better able to provide feedback through a self-assessment.	Expected Outcome will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL/Positive Behavior Systems Tiered Fidelity Inventory	2021-2022 Tier 1 % Implementation - No data Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition -	Expected Outcome will be established after baseline data is collected.
Comprehensive School Counseling Implementation	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed)	Expected Outcome will be established after baseline data is collected.
Parent Involvement: Parent Accounts in Aeries Parent Portal	2021-2022 ALL - 99.1% EL - 92.3% FY - 100.0% HY - 96.2% LI - 97.9% SWD - 98.8% AA - 100.0% A - 100.0% H/L - 98.5% W - 99.1%	100% of students will have an active parent portal account
Attendance Rate	2021-2022 ALL - 94.7% EL - 93.8% FY - 92.6% HY - 94.2% LI - 93.8% SWD - 93.8%	ALL - 98% EL - 95% FY - 97% HY - 98% LI - 98% SWD - 98% AA - 95% A - 99.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA - 95.1% A - 97.5% H/L - 92.5% W - 95.2%	H/L - 98% W - 99%
Participation & Engagement in Parent/Family Workshops	16 families participated in Summer Academic Enrichment parent meeting on 5/26/22. A total of 60 backpacks were distributed to T1 identified students; 29 "Preparing for Second Grade" backpacks- 27 in English; 2 in Spanish and 29 "Preparing for Third Grade" Backpacks were distributed in English.	Expected Outcome will be established after baseline data is collected.
Parent Input in Decision Making	100% of parent/guardian seats filled on SSC	100% of parent/guardian seats filled on SSC 20% of EL parents will attend ELAC meetings
Instructional Technology Professional Development	On 5/11/22, Mariposa Teachers participated in a volunteer, after school workshop to learn more about implementing LEGO Spike and LEGO WeDo technology. There were 12 teachers who attended. The original Professional Development scheduled for April 27, 2022, had to be canceled to give priority to training on our new Inspire Science Curriculum.	Expected Outcome will be established after baseline data is collected.
School Connectedness/Elementary Visual and Performing Arts (VAPA) Enrollment	2021-2022 ALL - 11.4% EL - 4.0%	2021-22 percentage of students participating in band, orchestra, and/or chorus: ALL - 51 (10.7%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY - 2.0% HY - 6.0% LI - 50.0% SWD - 10.0% AA - 2.0% A - 16.0% H/L - 22.0% W - 54.0%	EL - 3% FY - 3% HY - 8% LI - 45% SWD - 14% AA - 7% A - 2% H/L - 27% W - 53%
STEAM Program Implementation	STEAM lesson/projects by grade level: TK/Kinder: 1 1st Grade: 1 2nd Grade: 1 3rd Grade: 1 4th Grade: 1 5th Grade: 1	STEAM lesson/projects by grade level: TK/Kinder: 1 1st Grade: 1 2nd Grade: 1 3rd Grade: 1 4th Grade: 1 5th Grade: 1

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

The school will foster a positive culture by providing appropriate social, emotional, and behavioral supports that enable students to reach their maximum potential within the classroom and school community. Supports for this endeavor include but are not limited to continued integration of Social Emotional Learning into the classroom, student support during non-classroom time with the counselor, continued support for the Lunch Bunch program, Friendly Helper support during non-academic time, and continued implementation of a comprehensive school-wide counseling program. The effectiveness of this strategy will be measured by an increase in student

attendance, the school's favorability rating on the school climate survey, SEL/positive behavior systems, and the Comprehensive School Counseling Implementation.

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

Amount(s)	Source(s)
500	LCAP – Character Education (CHED) Non-Personnel (4000-7439) materials and supplies for social, emotional, behavioral supports

Strategy/Activity 2

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

All Students

Strategy/Activity

The school will create and promote a positive school culture for students and staff by fostering a sense of school-wide connectedness through events that include but are not limited to schoolwide themed spirit days, flag ceremonies, student clubs, trimester artists, composer of the month, Read Across America, One Book One School, Friendly Helper Program, reflections art show, assemblies, theatrical performances, and other schoolwide events. The effectiveness of this strategy will be measured by an increase in student attendance, School Connectedness/Elementary Performing Arts Enrollment, and the school's favorability rating on the school climate survey.

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)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) supplies, materials, and costs associated with promoting/creating positive school culture
1000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

	supplies, materials, and costs associated with promoting/creating a positive school culture

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

Mariposa will provide opportunities for parents and families to help build school community and increase parent involvement through schoolwide events including but not limited to visual and performing arts shows, Coffee with the Principal, hosting family nights, parent/family workshops, and by encouraging parent input in decision making on our Safety Committee and School Site Council.

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)
600	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) supplies, materials, fees, or costs associated with creating/hosting parent events
350	Title I Parent Involvement Non-Personnel (4000-7439) Refreshments for Coffee with the Principal, school meetings, and other parent functions/events
476	Title I Parent Involvement Non-Personnel (4000-7439) School Newsletter, School Calendar, Family Bulletin, reprographic orders, necessary materials that include but are not limited to copy paper and office supplies to support the distribution of information, postage

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

Mariposa will promote a positive and safe school climate by encouraging positive student behavior in the classroom and on the playground through a tiered system of positive behavior supports rooted in our 5 Keys to Success. The school will provide signs, materials, banners, posters, murals, gear and any other items needed to support common school expectations and positive school climate and culture; hourly compensation for Tiered support team meetings in support of campus climate, culture, and SEL, staff participating/offering additional activities to support students during lunch and after school. In support of positive learning environments, Mariposa will provide including but not limited to behavior/school-wide expectation incentives, principal rewards/incentives, and attendance incentives. This activity will be directly related to and measured through comprehensive school counseling implementation, suspensions, expulsions, attendance, and chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
7000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) supplies, materials, reprographics fees, vendor costs associated with schoolwide re-implementation of 5 Keys Core Values
2000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Student incentives for positive behavior and attendance
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) hourly compensation for members of the support team who meet outside the work day and for staff conducting student activities during lunch and after school

Strategy/Activity 5

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

All Students

Strategy/Activity

The school will provide Mental and Physical well-being activities that include but are not limited to Run Club, Tennis Club, Coordinated Running events, Red Ribbon Week Activities, and Intramural Activities. The effectiveness of this strategy will be measured by an increase in attendance, chronic absenteeism, school connectedness and the school's favorability rating on the school climate survey.

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)
817	LCAP – Character Education (CHED) Non-Personnel (4000-7439) supplies, materials and costs associated with these events

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

5th Grade Students

Strategy/Activity

Mariposa will continue to support the leadership growth of students through the Friendly Helper Program. The effectiveness of this strategy will be measured by SEL/positive behavior systems, school connectedness and the school climate survey.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) supplies, materials, costs associated with running the Friendly Helpers program including Leadership training/workshops for students

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

The school will increase the opportunities for students to participate in Visual and Performing Arts related activities within the school setting. The effectiveness of this strategy will be measured by an increase in attendance, parent involvement, parent participation and engagement, and the school's favorability rating on the school climate survey.

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)
650	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) supplies, materials, fees associated with VAPA activities

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

The site innovation team will facilitate the development and implementation of a STEAM program aligned to elementary innovation pathways and/or NGSS standards to support learner preparation in acquiring 21st century skills. The effectiveness of this strategy will be measured by innovation professional development participation and STEAM lesson/project implementation.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

	supplies, materials, and other costs associated with conducting lessons and/or projects for STEAM implementation
1500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Trainings, workshops, professional development relating to implementing STEAM instruction across the school

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

All students will participate in an equitable, high-quality standards based instructional program within a 21st Century learning environment where they are provided rigorous educational opportunities that support student achievement and promote college and career readiness.

Identified Need

There is a need to support all students with meeting their grade level Common Core State Standards. CAASPP scores fell schoolwide in 2019 compared to 2018, from 80% to 68% in English language arts and from 70% to 61% in math. Distance learning further impacted academic progress in 2020 and 2021, as evidenced by STAR achievement data which indicate a 60% reading proficiency rate and 49% math proficiency rate schoolwide at the end of the 2020-21 school year. Hispanic/Latino, Black, and Students with Disabilities were impacted disproportionally by the interruption of in-person learning due to COVID19.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L(Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	2021-2022 STAR Reading Assessment ALL - 66.6% African American - 100.0%	2021-22 Fall screening scores at or above proficiency benchmark: ALL - 77% A - 90% W - 77%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	American Indian - 100.0% Asian - 85.0% Filipino - 0% Hispanic - 52.1% Pacific Islander – 0% Two or More Races - 61.9% White - 70.9% Uncoded - 50.0% EL - 37.5% FY - 33.3% HY - 41.7% SES - 57.2% SWD - 34.8%	H/L -60% AA - 70% EL - 30%
STAR Math	2021-2022 STAR Math Assessment ALL - 56.8% African American - 66.7% American Indian - 100.0% Asian - 82.5% Filipino - 0 Hispanic - 38.8% Pacific Islander – 0 Two or More Races - 57.1% White - 60.5% Uncoded - 100.0% EL - 22.2% FY - 0 HY - 45.8% SES - 40.0% SWD - 32.0%	2021-22 Spring screening scores at or above proficiency benchmark: ALL - 67% A - 85% W - 65% H/L - 43% AA - 70% EL - 37%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math State Assessment	CAASPP testing for math took place in early May. 100% of our 3 - 5 grade students participated in the testing. Data is not yet available.	Average distance from "Standard Met" on 2021 CAASPP/SBAC: ALL - 24 above EL - 41 below FY - N/A HY - 21 below LI - 44 below SWD - 74 below AA - N/A A - 95 above H/L - 2 below W - 50 above
ELA State Assessment	CAASPP testing for ELA took place in early May. 100% of our 3rd and 5th grade students participated in the testing, while only 97.4% of our 4th graders participated. Data is not yet available.	Average distance from "Standard Met" on 2021 CAASPP/SBAC: ALL - 52 above EL - 25 below FY - N/A HY - 10 above LI - 16 below SWD - 60 below AA - N/A A - maintain H/L - 4 above W - 65 above
English Learner Progress Indicator (ELPI)	Data is not yet available.	Percentage of English Learners making progress toward proficiency on 2021 ELPAC ALL - 45%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
GATE Identification		Desired Outcome will be established after baseline data is collected.
California Science Test (CAST)	At the end of April 2022, 100% of our 5th grade students participated in the CAST. Data is not yet available.	Percentage of students Meeting or Exceeding Standards on 2019 CAST: ALL - 55% EL - N/A FY - N/A HY - N/A LI - 25% SWD - N/A AA - N/A A - 75% H/L - 38% W - 63%
EL Reclassification Rate	2021-2022 RFEP Students = 1 EL Students = 14 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 7.1%	Percentage reclassified RFEP in 2021-22 ALL - 7.1% (1 student)
ELPAC Data	Data is not yet available, however, there was 1 student redesignated.	Students will increase their ELPAC performance level by at least one band. Student who scored in level 4 will be reclassified.
Mystery Science	Student data is not available, however, teacher usage data showed that 9 staff members did not access the account or teach a lesson during this period.	80% of students will use the Mystery Science program in order to interact with NGSS through the variety of lessons provided.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	It has been determined that this program is not effective and will not be purchased for the 22-23 school year.	
Student Marks/C- or better (English/Reading) in grades 4 and 5	2021-2022 ALL - 94.2% EL - 66.7% FY - 100.0% HY - 87.5% LI - 89.2% SWD - 93.8% AA - 100.0% A - 100.0% H/L - 88.6% W - 95.2%	Semesters 1 & 2 of 2021-22: ALL - 90% EL - 55% FY - 55% HY - 93% LI - 87% SWD - 93% AA - 55% A - 97% H/L - 87% W - 93%
Student Marks/C- or better (Math) in grades 4 and 5	2021-2022 ALL - 97.4% EL - 83.3% FY - 100.0% HM - 93.8% LI - 94.6% SWD - 96.9% AA - 100.0% A - 100.0% H/L - 95.5% W - 97.6%	Semesters 1 & 2 of 2021-22: ALL - 88% EL - 55% FY - 69% HY - 89% LI - 82% SWD - 93% AA - 55% A - 96% H/L - 79% W - 95%
Long-Term English Learners (LTEL)	2021-2022 LTEL Students = 0 EL Students = 13	No data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LTEL % = 0.0%	

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

Mariposa will provide the necessary supplies and materials to support classroom instruction and promote the academic advancement of our learners.

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)
12920	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) supplemental instructional supplies and materials for students

Strategy/Activity 2

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

Targeted students

Strategy/Activity

Mariposa School will provide targeted assistance for struggling learners through the use of intervention teachers and additional curriculum resources to support at risk learners. The effectiveness of this strategy will be measured by an increase in state assessment scores, STAR Math, STAR Reading and student grade marks.

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)
53,911	Title I Personnel (1000-3999) Hourly Intervention Teachers
15532	Title I Personnel (1000-3999) Cost of benefits associated with hourly wages for intervention teachers

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

Mariposa School will provide professional development to support implementation of the state standards including but not limited to conferences, workshops, and consultants to support student achievement. Additional professional development to support student achievement. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

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

Amount(s)	Source(s)
1,500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) conferences, professional development

Strategy/Activity 4

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

English Learner Students

Strategy/Activity

Mariposa School will support English Learners (EL) to improve their ELPI levels to increase the number of re-classified students site-wide. Support for this endeavor include but are not limited to the purchase of supplemental books, resources, and materials for EL program, Technology (hardware and software) for EL program, hourly intervention support personnel for students K-5 who are identified EL, progress monitoring and provide translation support. The effectiveness of this strategy will be measured by an increase in state assessment scores, reclassification rates, ELPI, ELPAC data, LTEL data and student grade marks.

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)
180.00	District Funded – Title III Non-Personnel (4000-7439) Ellevation Data Software
1,578.00	District Funded – Title III Personnel (1000-3999) EL Planning, Collaboration, Intervention, Certificated hourly
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for EL Representative
50.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Language Line Translation services

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

Mariposa School will provide professional collaboration and sub release time for activities including but not limited to collaboration days, data team meetings, evaluation meetings, peer observations, curriculum dialog, data analysis and student work analysis. The effectiveness of this strategy will be measured by an increase in state assessment scores, STAR data and student grade marks.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) teacher hourly
0	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) benefits

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

Mariposa School will provide supplemental strategies for students within the classroom by providing materials, strategies, resources for teachers, along with professional development opportunities. The effectiveness of this strategy will be measured by an increase in state assessment scores, STAR Math, STAR Reading, and student grade marks.

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)
1,467.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) professional development
0	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

	classroom materials and supplies to supplement CCSS instruction

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

Mariposa will provide enrichment opportunities for students through GATE/ Advanced Learners seminars. The effectiveness of this strategy will be measured by an increase in state assessment scores STAR Math, STAR Reading and student grade marks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) supplies, materials for after school classes
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) compensation for teachers

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

Mariposa School will provide targeted support for students in core academic areas through the use of evidence based subscriptions including but not limited to Reading Eggs, Accelerated Reader and PBL Project. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) site licenses
3500	Title I Non-Personnel (4000-7439) Renaissance Licenses

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	$115,831.00

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	$72,943.00
Title I Parent Involvement	$826.00

Subtotal of additional federal funds included for this school: $73,769.00

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 ($)
District Funded – Title III	$1,758.00
LCAP – Character Education (CHED)	$11,317.00
LCAP – Supplemental & Concentration Grant (SSP)	$28,987.00

Subtotal of state or local funds included for this school: $42,062.00

Total of federal, state, and/or local funds for this school: $115,831.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$9,744
General Fund	$20,943
State Lottery Funds	$5,707
Technology	$8,989

Total:	45,383

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
Laraissa Gill	Principal
Cheryl D'Amico	Classroom Teacher
Keara Gonzales	Classroom Teacher
Kelly Hornung	Classroom Teacher
Mary Ambriz	Other School Staff
Kristy Walker	Parent or Community Member
Atishma Kant	Parent or Community Member
Mike Saifie	Parent or Community Member
Zach Steinmann	Parent or Community Member
Tammy Truitt	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
	Gifted and Talented Education Program 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 17, 2022.

Attested:

	Principal, Laraissa Gill on May 17, 2022
	SSC Chairperson, Kristy Walker on May 17, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Moore Middle School	36-67843-6061881	4-28-2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional, and Behavior supports. These supports will foster a sense of connectedness, especially for English learners (EL), Foster Youth (FY), a student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Provide all students with equitable access to programs within a positive and safe learning environment.

Identified Need

1. The suspension rates at Moore Middle School are declining. However, a continued focus on decreasing suspensions through positive behavior intervention and character education will help to develop a sense of student connectedness, and ultimately bolster positive school culture and increase student achievement.

2. School attendance is a critical component of student success. Therefore, Moore Middle School will work to increase student attendance by creating a tiered intervention system that incorporates the SART process (School Attendance Review Team).

3. Moore Middle School recognizes the importance of a safe school campus that meets the physical and social-emotional needs of students and staff. Therefore, staff will continue to support the physical and social-emotional learning of all through Character Strong education.

4. Moore Middle School recognizes the importance of parent and community involvement in the success of each student's academic and social-emotional success. Therefore, Moore Middle School staff and administration will continue to work on creating opportunities for parents and guardians to connect, volunteer, and get involved on campus.

5. To ensure that all student groups have access to enhanced, enriched, and advanced opportunities to learn, Moore Middle School will continue to build a multi-tiered system of support in behavior, academics, and social-emotional.

State Priorities:
A. Parent Involvement
B. Student Engagement
C. School Climate

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	2021-2022 Total - 93.1% EL - 91.0% FY 94.9% HY - 90.9% LI - 91.9% SWD - 91.5% AA - 92.2% A - 96.3% H/L - 92.3% W - 94.1%	2021-2022 Attendance Rates: ALL- 97.0% EL-95.0% FY- 98.0% HM-96.0% LI-96.0% SWD- 95.5% AA- 95.5% A- 98.5% H/L-96.0% W- 98.0%
1B - Chronic Absenteeism Rate Percentage of students in grades 6-8 who were absent for 10% or more of the total instructional days by student groups. Source: California School Dashboard	2021-2022 Total - 21.0% EL - 33.8% FY - 10.5% HY - 33.9% LI - 26.5% SWD - 26.2% AA - 22.8% A - 7.5% H/L - 25.7% W - 14.4%	2018-2019 Chronic Absenteeism Rates: ALL- 16.7% EL- 17.1% FY- 26.7% HM- 23.5% LI- 22.6% SWD- 28.9% AA- 29.5% A- 4.4% H/L- 19.2% W- 13.2%
1D - Middle School Drop-Out Rate Percentage of students in grades 7 and 8 who dropped out of school by student group.	Data pending	2019-2020 Drop Out Rates: ALL-.35% EL- 0% FY- 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: CALPADS Reporting		HM- 75% LI- 55% SWD- 0% AA- 15% A- 0% H/L- 35% W- 35%
1E - Suspension Rate Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2021-2022 Total - 5.5% EL - 4.1% FY - 21.1% HY - 4.8% LI - 7.7% SWD - 7.7% AA - 8.8% A - 0.0-% H/L - 6.6% W - 3.3%	2018-2019 Suspension Rates: ALL- 9% EL- 9.1% FY- 20.1% HM- 13.5% LI- 12.5% SWD-25.2% AA- 21.0% A- 1.0% H/L- 10.9% W- 6.9%
1F - Expulsion Rate Percentage of students expelled during the school year by student group. Source: CDE Dataquest	2021-2022 Total - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.3% SWD - 0.0% AA - 0.0% A - 0.0 H/L - 0.3% W - 0.0%	2019-2020 Expulsion Rates: ALL- 0% EL- 0% FY- 0% HM- 0% LI- 0% SWD-0% AA- 0% A- 0% H/L- 0% W- 0%
1G - School Climate	2021-2022	2021-2022 School Climate Data:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey (Kelvin)	Student Responses - 785 (84%) Student Favorability - 72% EL Favorability - 72% EL Responses (% of Student Group) - 54 (78%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 71% SWD Responses (% of Student Group) - 95 (67%) AA Favorability - 76% AA Responses (% of Student Group) - 54 (89%) A Favorability - 71% A Responses (% of Student Group) - 51 (78%) H/L Favorability - 74% H/L Responses (% of Student Group) - 412 (82%) W Favorability - 72% W Responses (% of Student Group) - 582 (84%) Family Responses - 280 (31%) Family Favorability - 82% Staff Responses - 58 (75%) Staff Favorability - 73%	Student - 75% Staff - 90% Family - 86%
1H - SEL/Positive Behavior Systems Self-Assessment Survey Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Completed 5/16: 12 School Wide Implementation % - 5/20 - 59%	Desired Outcome will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1I - SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status system implementation as determined by an external evaluator. Source: Local Survey	2021-2022 - 4/27/2022 Tier 1 % Implementation - 47% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Bronze Submitted 5/5 – MD	Desired Outcome will be established after baseline data is collected.
1J - Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 88% (7/8 number of tasks completed) Missing Elements: Annual Calendar	Desired Outcome will be established after baseline data is collected.
1K - Parent Involvement: Parent Account in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 Total - 97.5% EL - 90.5% FY - 100.0% HY - 96.0% LI - 97.2% SWD - 97.0% AA - 94.7% A - 88.7% H/L - 97.8% W - 98.5%	2021-2022 Parent Portal: ALL- 97.0% EL- 89.0% FY- 100% HM- 94.0% LI- 96.0% SWD-98.0% AA- 96.4% A- 89.0% H/L- 97.0% W- 99.0%
1L - Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms. Source: Local Survey	Data pending	Desired Outcome will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1N - Instructional Technology & Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Data pending	Desired Outcome will be established after baseline data is collected.
1P - AVID Enrollment/Demographics Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled. Source: District Analysis	2021-2022 Total - 13.4% EL - 2.0% FY - 2.0% HY - 14.8% LI - 59.7% SWD - 8.1% AA - 4.7% A - 9.4% H/L - 55.0% W - 24.8%	2019-2020 AVID Data: ALL-17.2% EL- 14.4% FY- 1.0% HM- 22.8% LI- 63.9% SWD- 8.9% AA- 4.0% A- 4.0% H/L- 68.8% W- 23.3%
1Q - AVID Coaching & Certification Instrument Percentage of growth on the AVID Coaching and Certification Instrument Source: District Analysis	Data pending	Desired Outcome will be established after baseline data is collected.
1U - School Connectedness/MS Redlands Connections League Participation Percentage of students participating in the Redlands Connections League Source: District Analysis	Data pending	Desired Outcome will be established after baseline data is collected.

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

1.1 Moore Middle School will continue to provide professional learning opportunities to teachers and staff members through Moore Middle School PBIS, MTSS, and SEL efforts. Moore Middle School will continue to support students in building competency in self-management, self-awareness, responsible decision making, relationship skills, social awareness, and growth mindset in a learning environment that is safe, positive, and inclusive. These supports may include: lunchtime, before school and after school activities, assemblies, School-wide/SEL Days, counseling groups, community-based interventions (Saturday Intervention and Enrichment Camps & Micah House tutoring) and other student center supports. The development of these tiered supports will focus on meeting the needs of unduplicated students groups and increasing student connectedness and attendance in the following ways:

a. Hourly pay for Tiered Interventions and supports (PBIS, SEL & Counseling supports)
b. Professional Development, Planning time, Collaboration, Conferences, Consulting, Training, Workshops for students and staff (Classified and Certificated)
c. Materials and resources (i.e. Yondr Pouches): Library, PBIS, ASB, WEB, Yearbook for student/staff and clubs/activities
d. Fees for Guest Speakers
e. Student recognition, incentives, rewards, and field trips (i.e. yearbooks for 8th graders, students with Cs or better or positive behavior and/or attendance)

The effectiveness of this strategy will be measured by a decrease in both the chronic absentee and suspension data as well as an increase in student connectedness data on the Kelvin survey, especially for students with disabilities, Foster Youth, and African American student subgroups.

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)

25000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Professional Development, Consulting, Collaboration, Salaries, Benefits & Extra Duty Pay
30000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental Materials
13321	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Incentives & Guest Speakers
14000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) 8th grade yearbooks (incentive and reward)

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

1.2 In support of the District's Redlands 2025 vision of Equality through Equity, Moore Middle School will continue to work to increase parent involvement by offering unique and empowering ways for parents and guardians to support students and staff.

a. parent nights (speakers, refreshments, materials, printing)
b. home mailings
c. literature (i.e. books)
d. guest speakers
e. hour pay for translation
f. hourly pay for staff to run Parent Workshop

The effectiveness of this strategy will be measured by an increase in student attendance rates due to higher parent involvement in school programs. These partnerships are principally directed towards providing support for unduplicated student groups and their families by increasing students' sense of belonging and safety, especially for students with disabilities, Foster Youth, Hispanic and African American student subgroups.

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)
3199	Title I Parent Involvement Non-Personnel (4000-7439) Parent Workshops, Supplies and Materials
8459	Title I Non-Personnel (4000-7439) Supplies and Materials
8000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Translation & Extra Duty Pay

Strategy/Activity 3

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

All students, principally directed toward unduplicated student groups

Strategy/Activity

1.3 Redlands Connection League (RSCL) - With the support of the RUSD Student Services Department, Moore Middle School will provide a middle school sports program - RSCL and an RSCL Sports Coordinator and supporting staff to support a successful program. The program consists of four sports: volleyball, soccer, basketball, and softball. The RSCL Sports program focuses on character building by fostering a sense of connectedness which encourages school pride and uplifts school culture. The RSCL teams compete against the other three middle schools in RUSD, which fosters sportsmanship, teamwork, cooperation, and an opportunity for students to participate in school-related athletic activities.

In addition to the RSCL Sports program, Moore Middle School will also implement intramural lunchtime sports run by a staff member. Intramural sports will further engage students in athletic experiences and improve school connectedness. The RSCL and Intramural programs at Moore will be supported through guest speakers, workshops, equipment, uniforms, awards, recognition, and banners as well as substitute coverage for coaches and compensation. The effectiveness of this strategy will foster an increased sense of connectedness leading to increased attendance for unduplicated student groups in the RSCL Sports program.

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)
6131	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra Duty Pay and Overtime Pay (OT)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplies & Materials
5000	LCAP – Supplemental & Concentration Grant (SSP) None Specified fees for guest speaker

Strategy/Activity 4

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

All student, principally directed toward unduplicated student groups

Strategy/Activity

1.4 AVID - With the support from the Educational Services Division, Moore Middle School will provide continued implementing the AVID program (Advancement Via Individual Determination) school-wide to support students in developing the skills necessary to advance to high school and beyond. Staff will attend professional development and workshops focused on AVID strategies and an emphasis will be placed on implementing AVID strategies schoolwide. Areas of focus will include school-wide use of an essential question, focused note-taking strategies, note processing strategies, and continued support with the organization via the proper use of an agenda. Materials, supports, equipment, and supplies will be purchased to support the AVID school-wide vision.

Moore Middle School will further support staff and students through the AVID program organizational materials and supplies, college visitation field trips, college tutors, professional development, and additional materials for AVID-focused learning and events. The effectiveness of this strategy will be measured by an increase of "C" or better grades for AVID students and ongoing growth of the implementation of the program as measured by the AVID Certification and Coaching Instrument (CCI).

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)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) college visits, admissions, transportation, copies, instructional materials, professional development, fees
7500	Title I Personnel (1000-3999) additional tutorial hours, sub coverage (chaperones, collaboration, professional development)
6000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Academic Agendas
4000	Title I Non-Personnel (4000-7439)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, principally directed toward unduplicated student groups

Strategy/Activity

1.5 Instructional Technology and Innovation - With support from the Instructional Technology and Accountability Department Moore will support teachers with innovative technology and technology programs, professional development, and technology materials and tools designed to provide students equitable access to college and career preparedness.

Instructional Technology and Innovation Programs at Moore Include:
1. STEAM and Innovation Labs/Opportunities (Z-Space, C-STEM, 21st-century learning spaces, and Computer Science/Coding electives).
2. Digital Story Telling
3. ROP College and Career Exploratory
4. Classroom Innovation (iPad, laptops, speakers, ELMOs, cameras, etc.)
5. Intro to STEM & Advance STEM Elective

These opportunities provide students with engaging/interactive learning environments focused on technology and connections to future high school and career pathways. The effectiveness of this action/strategy will be measured through attendance and participation in these electives.

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)
10000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Instructional materials/technology & support

Strategy/Activity 6

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

All students, principally directed toward unduplicated student groups

Strategy/Activity

1.6 Visual and Performing Arts (VAPA) - With the support of RUSD Educational Services, Moore Middle School will provide expanded course access for all students. Moore will look for ways to support staff in offering clubs, enrichment activities at lunch and outside of the school day to provide opportunities for all students to engage in VAPA enrichment.

VAPA enrichment field trips, as well as transportation for RUSD performances and festivals, will be supported, and site-level shows and concerts will be emphasized throughout the year. Connection activities between middle school and feeder elementary schools will also be explored and encouraged to provide recruitment opportunities for all students. Materials, supplies, equipment, uniforms, and instructional resources will be purchased to support the VAPA program at Moore. Additionally, equipment and technology needed to support VAPA include iPads, speakers, lighting, sound system, and cameras.

Increased participation and access to VAPA programs help improve school engagement and provide a sense of belonging for foster youth, low-income students, and English Learners which will lead to an increase in student attendance as well as increased participation in elective enrollment.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra Duty Pay
2500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Additionally supported by music budget
3000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Equipment and Technology

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2021-2022 implementation goals will occur in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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

Analysis of the 2021-2022 implementation goals will occur in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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.

Analysis of the 2021-2022 implementation goals will occur in conjunction with School Site Council (SSC) and Moore's Instructional/Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

All students will progress towards meeting standards in academics.

Identified Need

Due to school closures from COVID throughout the 2019-2020 and 2020-2020 school years, the CAASPP data for the 2021-2022 school year will help in creating a baseline. Previous to school closures, Moore's CAASPP data revealed that 56.77% of students met or exceeded ELA standards, and 43.49% of students met or exceeded math standards.

Although the CAASPP data has yet to come in, RUSD has conducted regular monitoring of student performance and progress utilizing STAR. STAR Data for Reading revealed that in the fall of 2020, 50.9% of students were meeting or exceeding state reading standards. That number in fall 2021 fell to 43.2%. STAR Data for Math revealed that in the fall of 2020, 37.7% of students were meeting or exceeding state math standards. That percentage declined to 25.5% in the fall of 2021. These assessment results reveal learning loss throughout the COVID pandemic. It will be important for staff to address the learning loss through the implementation of UDL and MTSS for academics.

In alignment with the RUSD Board-adopted RUSD 2025: Excellence for all vision, the strategies outlined throughout this goal specifically address the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will support staff in setting high expectations for all students, providing high-quality, standards/research-based learning opportunities for all students.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A - ELA State Assessment Average Distance from "Standard Met" on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 6-8 by student group. Source: California Dashboard	Data pending	Expected outcomes will be established for the 2022-23 school year.
2B - Math State Assessment Average Distance from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for grades 6-8 by student group. Source: California Dashboard	Data pending	Expected outcomes will be established for the 2022-23 school year.
2C - California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) by student group. Source: CDE Dataquest Reporting	Data pending	Expected outcomes will be established for the 2022-23 school year.
2D - English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELAPC) Source: California School Dashboard	Data pending	Level 4- Well Developed - 47.7% Level 3- Moderately Developed - 35.6% Level 2- Somewhat Developed - 12.2% Level 1 - Beginning Stage - 8.5%
2E - Reclassification Rate	2021-2022 RFEP Students - 9	2021-2022 Reclassification Data: 10 of 94 (11.3%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	EL Students - 83 (Includes RFEP Students as they were EL at one point in the year.) RFEP % - 10.8%	
2F - Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years. Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 39 EL Students - 74 LTEL % - 52.7%	2021-2022 LTEL Data: 30 of 88 students (34%)
2U - STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 Star Reading Spring Assessment ALL - 46.0% African American - 16.6% American Indian - 100.0% Asian - 77.5% Filipino - 57.1% Hispanic - 35.4% Pacific Islander – 0.0% Two or More Races - 55.3% White - 61.1% Uncoded - 25.0% EL - 3.8% FY - 36.4% HY - 27.5% SES - 35.1% SWD - 15.1%	2021-2022 STAR English Data: 6th grade: At/Above Benchmark: 44% On Watch: 24% Intervention: 26% Urgent Intervention: 28% 7th grade: At/Above Benchmark:47% On Watch: 24% Intervention:22% Urgent Intervention: 28% 8th grade: At/Above Benchmark:45% On Watch: 25% Intervention: 24% Urgent Intervention: 27%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2V - STAR Assessment (Mathematics) Source: Internal District Reporting	2021-2022 Star Math Spring Assessment ALL - 30.3% African American - 10.6% American Indian - 0.0% Asian - 60.5% Filipino - 50.0% Hispanic - 20.6% Pacific Islander – 0.0% Two or More Races - 42.3% White - 66.7% Uncoded - 43.1% EL - 2.0% FY - 6.7% HY - 16.7% SES - 20.5% SWD - 7.2%	6th grade: At/Above Benchmark: Level 4: 14% Level 3: 21% Below Benchmark:: Level 2: 35% Level 1: 50% 7th grade: At/Above Benchmark: Level 4:17% Level 3: 23% Below Benchmark:: Level 2: 27% Level 1: 45% 8th grade: At/Above Benchmark: Level 4:17% Level 3:17% Below Benchmark:: Level 2: 29% Level 1: 58%
2W - Student Marks - C- or better (English/Reading) in grades 6-8 (2nd semester) Source: Internal District Reporting	2021-2022 Total - 80.5% EL - 84.3% FY - 88.2%	2020-2021 C- or above in ELA/Reading Data: ALL- 58.1% EL- 26.9% FY- 42.7%%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LY - 81.1% LI - 75.5% SWD - 78.6% AA - 55.8% A - 96.0% H/L 75.6% W - 89.7%	HM- 45.7% LI- 48.9% SWD- 47.6% AA- 42.1% A- 69.7% H/L- 48.5% W- 72.5%
2W - Student Marks - C- or better (English/Reading) in grades 6-8 (2nd semester) Source: Internal District Reporting	2021 - 2022 Total - 79.1% EL - 71.4% FY - 64.7% HY - 79.5% LI - 72.8% SWD - 70.5% AA - 53.8% A - 94.0% H/L - 74.0% W - 89.7%	2020-2021 C- or above Math Data: ALL- 55.1% EL- 25.7% FY- 51.0%% HM- 45.7% LI- 45.3% SWD- 46.4% AA- 31.4% A- 66.7% H/L- 46.4% W- 70.3%
2X - Percentage of Students in an Honor's Class	2021-2022 Total - 15.4% EL - 1.4% FY - 5.3% HY - 8.1% LI - 11.0% SWD - 1.2% AA - 12.3% A - 39.6% H/L - 9.5% W - 21.3%	

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

2.1 To support and encourage all students' learning, minimize distraction and encourage the acquisition of the CCSS, supplemental instructional supplies will be purchased to support classroom instruction, before and after school intervention (i.e. Yondr Pouches).

As a result of the implementation of this goal, students, especially at-promise students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by the district exam, (such as STAR and benchmark test), ELPAC exam and CAASPP.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000	Title I Non-Personnel (4000-7439) Supplemental Materials
15000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
15000	Title I Personnel (1000-3999) Academic Tutoring and Support

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

2.2 In an effort to support all students in preparing for college and career readiness, supplemental academic field trips, PSAT, and College Awareness Tests will be implemented.

As a result of the implementation of this goal, students, especially our at-promise students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by district exams, (such as STAR and benchmark test), ELPAC exam, and CAASPP.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I Non-Personnel (4000-7439) College awareness test & academic field trips
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
5141	Title I Personnel (1000-3999) Extra Duty Pay

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

2.3 Conferences, training, professional development/workshops, collaboration time, book studies, guest speakers will be provided to teachers and staff to assist them with the implementation of rigorous, first-best instruction.

As a result of the implementation of this goal, students, especially our at-promise students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by district exams, (such as STAR and benchmark test), ELPAC exam, and CAASPP.

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

Amount(s)	Source(s)
22000	Title I Non-Personnel (4000-7439) Conference, Training Fees (etc.)
15000	Title I Personnel (1000-3999) Substitutes & Extra Duty Pay

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

2.4 To close the achievement gap for all students, after-tutoring, Saturday School intervention, enrichment classes, and other extended learning activities will be provided to support at-promise students with acquiring the skills necessary to be successful in middle school. In addition, teachers and staff will receive the necessary training and collaboration time to plan lessons and conduct peer observations. Lastly, funds will continue to be allocated for staff compensation, hourly pay and/or overtime, substitutes, and other supplemental support as needed.

As a result of the implementation of this goal, students, especially our at-promise students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by district exams, (such as STAR and benchmark test), ELPAC exam, and CAASPP.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I Non-Personnel (4000-7439) Materials & Supplies
45000	Title I Personnel (1000-3999) Extra Duty Pay

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

2.5 To close the achievement gap and offer students a well-rounded middle school experience, Moore Middle School will allocate funds for extended learning opportunities that work to support students in their CORE classes.

As a result of the implementation of this goal, students, especially our at-promise students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by district exams, (such as STAR and benchmark test), ELPAC exam, and CAASPP.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24000	Title I Non-Personnel (4000-7439) Materials & Supplies
14914	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

	Extra Duty Pay
11487	District Funded – Title III Personnel (1000-3999) Extra Duty Pay

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Multilingual Students

Strategy/Activity

2.6 Tiered Academic Supports for Multilingual Students - Moore staff will implement programs to support language acquisition for English Learners. Professional development will be provided to increase the implementation of the ELD standards across all grade levels and content areas. English Learners will be "clustered" among designated English teachers and elective ELD instruction will be provided in our ELD classes with ELD I, ELD II, and ELD III being offered. Materials, supplies, and equipment will be purchased, staff will be hired to support students not achieving at grade level in the ELD classes as well as the "clustered" English classes and conference/professional development opportunities will be offered. Additionally, Moore Middle School will continue to pay para-professionals for both EL and after-school intervention to support students not achieving at grade level.

The effectiveness of this study will be monitored through ELPAC and STAR scores as well as reclassification rates.

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)
5000	Title I Non-Personnel (4000-7439) Materials & Supplies / Conference & Training Fees for at-risk EL students
5000	Title I Personnel (1000-3999) Salary & Benefits
5000	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439) ELD
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) ELD / EL Representative Compensation

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2021-2022 implementation goals will occur in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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

Analysis of the 2021-2022 implementation goals will occur in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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.

Analysis of the 2021-2022 implementation goals will occur in conjunction with School Site Council (SSC) and Moore's Instructional/Leadership Team throughout the 2022-2023 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

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	$383,152.00

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	$191,100.00
Title I Parent Involvement	$3,199.00

Subtotal of additional federal funds included for this school: $194,299.00

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 ($)
District Funded – Title III	$11,487.00
LCAP – Character Education (CHED)	$13,321.00
LCAP – Supplemental & Concentration Grant (SSP)	$164,045.00

Subtotal of state or local funds included for this school: $188,853.00

Total of federal, state, and/or local funds for this school: $383,152.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$24,129
General Fund	$122,733
Instructional Media/Library	$1,946
State Lottery Funds	$13,897
Music	$3,560
Technology	$54,529
Transportation	$2,400

Total:	223,194

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

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Temika Morris	Principal
Jordan Hope	Classroom Teacher
Paul Bush	Classroom Teacher
Daniel Sanchez	Classroom Teacher
Sara Wasko	Other School Staff
Beth Hoecher-Martinez	Parent or Community Member
Elizabeth Pepe	Parent or Community Member
Nicholle Andrews	Parent or Community Member
Cecilia Luk	Parent or Community Member
Noah Cordes	Secondary Student
Maren Andrews	Secondary Student
Jennifer Janiskee	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

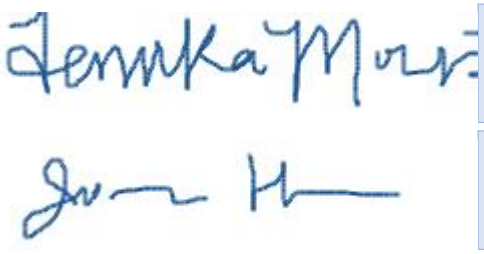
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4-28-2022.

Attested:



Principal, Temika Morris on 4-28-2022

SSC Chairperson, Jordan Hope on 4-28-2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orangewood High School	36-67843-3634995	June 1, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Foster and support a school climate that promotes safety, equity, inclusiveness, kindness, character building, physical and mental health and a positive school culture while extending multiple points of access and inclusion for all students and education partners.

Identified Need

Student surveys and needs assessments continue to show the need for mental health supports, character education, self-awareness, behavioral supports, decision making, and school connectedness. Students also need additional supports in creating and maintaining post-secondary college/career goals.
Education partner participation at OHS continues to be extremely low. Overall student chronic absenteeism is a barrier to student achievement and academic advancement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate: Percentage of students who were present by student group	2021-2022 ALL - 82.6% EL - 84.0% FY - 79.1% HY - 83.4% LI - 82.7% SWD - 76.2% AA - 86.8% A - 91.1% H/L 82.1% W - 80.8%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
1B Chronic Absenteeism Rate	Data pending	2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard		ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
1C High School Dropout Rate: Dropout Rate Percentage of students in the 4- year adjusted cohort who drop out of high school by student group Source: CDE Dataquest Reporting	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
IE Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	2021-2022 ALL - 18.1% EL - 11.4% FY - 20.0% HY - 17.8% LI - 17.9% SWD - 27.3% AA - 25.0% A - 0.0% H/L - 15.3% W - 25.0%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1F Expulsion Rate: Percentage of students expelled during the school year by student group	2021-2022 ALL - 1.1% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.8% SWD -0.0% AA - 3.4% A - 0.0% H/L - 0.5% W - 0.0%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
1G School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	2021-2022 Student Responses - 46 (19%) Student Favorability - 74% EL Favorability - 100% EL Responses (% of Student Group) - 1 (3%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - No response SWD Responses (% of Student Group) - No response AA Favorability - 73% AA Responses (% of Student Group) - 6 (19%) A Favorability - No response A Responses (% of Student Group) - No response H/L Favorability - 77% H/L Responses (% of Student Group) - 32 (19%) W Favorability - 74%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	W Responses (% of Student Group) - 33 (20%) Family Responses - 40 (18%) Family Favorability - 88% Staff Responses - 24 (63%) Staff Favorability - 65%	
1H SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Completed 5/16: 8 School Wide Implementation % - 5/20 - 36%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
1I SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status of system implementation as determined by an external evaluator.	2021-2022 - 4-26-2022 Tier 1 % Implementation - 33% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Submitted	
IJ Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 75% (6/8 number of tasks completed)	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Missing Elements: Annual Calendar/Flashlight	
1K Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 ALL - 99.3% EL - 100.0% FY - 100.0% HY - 100.0% LI - 99.2% SWD - 100.0% AA - 96.4% A - 100.0% H/L - 100.0% W - 97.2%	100% of students will have an active parent portal
1L Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	Data pending	
1M Parent Input in Decision Making School Site representation on District English Learner Advisory Committee (DELAC) Percentage of parent/guardian seats filled on District LCAP Advisory Committee Source: Local Survey	Data pending	
1N Instructional Technology Professional Development	Data pending	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of staff participation and positive responses from feedback forms Source: Local Survey		
1O AVID College and Career Indicator Percentage of AVID Students that are "prepared" on the CCI indicator by student group compared to the total number of students prepared. Source: District Analysis	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
1P AVID Enrollment/Demographics Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled. Source: District Analysis	2021-2022 ALL - 11.0% EL - 19.4% FY - 3.2% HY - 16.1% LI - 96.8% SWD - 0.0% AA - 9.7% A - 6.5% H/L - 61.3% W - 12.9%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
1Q AVID Coaching & Certification Instrument Percentage of growth on the AVID Coaching & Certification Instrument	Data pending	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: District Analysis		
1R Career Technical Ed (CTE) Course Enrollment Percentage of 9-12 students enrolled in a CTE pathway compared to the total number of students enrolled. Source: District Analysis	2021-2022 ALL - 29.8% EL - 10.7% FY - 4.8% HY - 25.0% LI - 95.2% SWD 1.2% AA - 7.1% A - 0.0% H/L - 69.0% W- 16.7%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
1S Career Technical Ed (CTE) Pathway Completion Percentage of 9 -12 students completing a CTE pathway by student group. Source: District Analysis	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
1T School connectedness/HS elective and or Activity Participation Percentage of students participating in an elective, club or activity Source: Local Survey	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		H/L - W -

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

1.1 Continue implementation of the MTSS program, including staff development, conferences, release time, instructional materials, murals, guest presenters, student incentives and rewards program to increase safety, inclusiveness, and attendance. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
3500.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
3500.00	LCAP – Character Education (CHED) Personnel (1000-3999)

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

1.2 Provide support to the OHS Athletics program through purchase of equipment and supplies, athletic director stipend, substitutes for coaching assistance to increase student participation and maintain extra-curricular opportunities for all students, therefore improving the school culture and increasing our graduation and attendance rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

1.3 Provide support to all students by providing a general education paraprofessional. This position will assist all students with academic and behavioral supports and post-secondary planning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27,035.00	Title I Personnel (1000-3999)

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

1.4 Provide Staff Development opportunities for teachers and other staff focused on alternative and continuation education, providing SEB activities, mindfulness, and culturally responsive teaching to emphasize equity and inclusivity in the Alternative Education setting thereby increasing the graduation and attendance rates.

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)
2000.00	Title I Non-Personnel (4000-7439)

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

1.5 Provide software, mentors, guest speakers, incentives and planning opportunities for all students to complete college applications, FAFSA, and create post-secondary plans. These plans will increase student involvement in school activities, connections to the local community and guidance for post secondary college and career options leading to increased graduation and attendance rates.

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)
1500.00	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439)
2500.00	LCAP – College & Career Non-Personnel (4000-7439)

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

1.6 Support the implementation of strategies to increase parent involvement at the school site. The planning will focus on increasing involvement with all educational partners within the local community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
765.00	Title I Parent Involvement Non-Personnel (4000-7439)

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

1.7 Provide support, equipment, materials, personnel, incentives, and transportation to clubs and activities on campus. The development of these supports will focus on meeting the needs of the unduplicated student groups and increase student connectedness 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)
3000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.8 Support the continued growth of the AVID schoolwide program, including release time and staff development for all teachers, miscellaneous instructional materials, post secondary planning, and field trip expenses to improve skills leading to post-high school 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)	Source(s)
3,000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
603.00	LCAP – Character Education (CHED) Personnel (1000-3999)

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Provide a rigorous and comprehensive instructional program that aligns lessons and activities with common core state standards, UDL, and culturally relevant teaching practices while providing the necessary supports and services to enhance student achievement.

Identified Need

85.48 % of all students did not meet standards in ELA in 2019. 0% of all students met standards in Math in 2019. 91% of OHS students qualify for free or reduced lunch. The 2021-2022 OHS graduation rate is ??%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group Source: California School Dashboard	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced	Data pending	2022-2023 ALL - EL - FY -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Assessment for grade 11 by student group Source: California School Dashboard		HY - LI - SWD - AA - A - H/L - W -
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grade 12) student group Source: CDE Dataquest Reporting	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	Data pending	Proficient - Level 4 - Well Developed - Level 3 - Somewhat Developed - Level 2 - Minimally Developed - Level 1 -
2E Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2021-2022 RFEP Students = 1 EL Students = 36 (Includes RFEP Students as they were EL at one point in the year.)	ALL = EL = RFEP =

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	RFEP % = 2.8%	
2F Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 29 EL Students = 35 LTEL % = 82.9%	ALL = EL = LTEL =
2G Advanced Placement (AP) Course Offerings	Data pending	
2H Advanced Placement (AP) Pass Rate Percentage of students in grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or more by student group. Source: CALPADS Reporting (District Analysis)	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2I Dual Enrollment (DE) Enrollment Number of Dual Enrollment (DE) participants Source: SIS	Data pending	
2J Dual Enrollment (DE) Pathway Pass Rate	No students enrolled in DE	2022-2023 ALL - EL - FY -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in grades 10-12 enrolled in 1 or more Dual Enrollment (DE) classes who pass with a "C" or better by student group compared to the total number of student who passed. Source: District Analysis		HY - LI - SWD - AA - A - H/L - W -
2K Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: California School Dashboard	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2L Certificate of Completion Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) or Certificate of Completion (CC) Source: CDE Dataquest Reporting	2021-2022 Diploma: Certificate of Completion:	2021-2022 Diploma: All Certificate of Completion: All
2M On-Track Graduation Status Percentage of 9th12th grade students on track for graduation considering course completion and current course enrollment student group	2021-2022 ALL - 26.2% EL - 17.1% FY - 10.0% HY - 17.8%	2022-2023 ALL - EL - FY - HY -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: RUSD Internal Dashboard	LI - 26.6% SWD - 27,3% AA - 28.6% A - 50.0% H/L - 25.6% W - 25.0%	LI - SWD - AA - A - H/L - W -
2N College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: California School Dashboard	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2O A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	Data pending	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2P On-Track A-G Status Percentage of 9th12th grade students on track for A-G considering course	2021-2022 ALL - EL - FY -	2022-2023 ALL - EL - FY -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
completion (does not include courses in progress) Source: RUSD Internal Dashboard	HY - LI - SWD - AA - A - H/L - W -	HY - LI - SWD - AA - A - H/L - W -
2Q State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting	2021-2022 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2R FAFSA Completion Percentage of 12th-grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting	2021-2022 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2S Early Assessment Program (EAP) Percentage of 11th-grade students	2021-2022 ALL - EL -	2022-2023 ALL - EL -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Exceeding Standard on the English Language Arts (ELA) State Assessment Program (EAP) student group Percentage of 11th-grade students Exceeding Standard on the Mathematics State Assessment Program (EAP) student group Source: CAASPP Reporting	FY - HY - LI - SWD - AA - A - H/L - W -	FY - HY - LI - SWD - AA - A - H/L - W -
2W Student Marks/C or better (English/Reading) in grades 10-12, both sem) Source: Internal District Reporting	2021-2022 - ELA ALL - 94.3% EL - 100.0% FY - 100.0% HY - 85.7% LI - 94.8% SWD - 100.0% AA - 100.0% A - 100.0% H/L - 95.2% W - 84.6%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
2X Student Marks/C or better (Mathematics) in grades 10-12, 2 Sem) Source: Internal District Reporting	2021-2022 - MATH ALL - 89.0% EL - 100.0% FY - 100.0% HY - 100.0% LI - 89.2% SWD - 100.0% AA - 66.7% A - 100.0% H/L - 91.5% W - 87.5%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -

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

2.1 Provide various supplemental instructional materials, equipment, site licenses and supplies necessary to enhance the educational program and promote course completion. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments.

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)
2500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students.

Strategy/Activity

2.2 Support the ongoing infusion of instructional technology for students and teachers, into daily lessons in all content areas, including equipment, instructional materials and staff professional development. Student access to new and engaging instructional technology will increase student engagement, student attendance, course completion and graduation rate.

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)
789.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
2000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students not at grade level

Strategy/Activity

2.3 Increased educational opportunity and support for English Learners. Including EL academic interventions, ELLevation software, and EL Representative allocation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	District Funded – Title III Personnel (1000-3999)
350.00	District Funded – Title III Non-Personnel (4000-7439)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

2.4 Implement evidence-based school-wide strategies in teaching EL Standards through integrated and designated EL instruction.

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

Amount(s)	Source(s)
509.00	District Funded – Title III Non-Personnel (4000-7439)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) EL Site Representative

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

2.5 Provide professional development to implement UDL and other instructional strategies to increase student engagement within the classroom, thus increasing credit completion and increasing the attendance and graduation rates.

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

Amount(s)	Source(s)
1000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

2.6 Continue to expand CTE Pathway opportunities for all students to increase completer rates and to graduate students prepared for post-secondary 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)	Source(s)
3500.00	LCAP – College & Career Non-Personnel (4000-7439)

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

2.7 Continue to support the expansion of electives, vocational classes, career exploration and post secondary planning.

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

Amount(s)	Source(s)
500.00	LCAP – College & Career Personnel (1000-3999)
3500.00	LCAP – College & Career Non-Personnel (4000-7439)

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

2.8 Provide collaboration time, and professional development for certificated staff to provide support for all students in their academics. Effectiveness of this strategy will be measured by student grades, graduation rate, and CCI rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Data Coordinator
1000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) substitute teachers for collaboration opportunities
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) WASC Coordinator for non-WASC year
1000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra duty for collaboration team leads

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	$68,728.00
Total Federal Funds Provided to the School from the LEA for CSI	$170,283.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$70,051.00

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	$29,035.00
Title I Parent Involvement	$765.00

Subtotal of additional federal funds included for this school: $29,800.00

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 ($)
District Funded – Title III	$1,359.00
LCAP – Character Education (CHED)	$10,603.00
LCAP – College & Career	$10,000.00
LCAP – Supplemental & Concentration Grant (SSP)	$18,289.00

Subtotal of state or local funds included for this school: $40,251.00

Total of federal, state, and/or local funds for this school: $70,051.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Other Grant Funding	$17,082
Custodial	$16,548
State Lottery Funds	$2,613
Technology	$3,757
Transportation	$3,000

Total:	43,000

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

5 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

4 Secondary Students

Name of Members	Role
Carli Norris	Principal
Karen Wilson	Classroom Teacher
Norma Beckwith	Classroom Teacher
	Classroom Teacher
Lou Ann Perry	Classroom Teacher
Matt Stewart	Classroom Teacher
Regina Carlin	Other School Staff
	Parent or Community Member
Jon MacDonald	Parent or Community Member
John Chaves Sousa	Parent or Community Member
Mark Hattar	Secondary Student
Rohan Khan	Secondary Student
Matthew Mendes	Secondary Student
Carolina Cadena	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
	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 June 1, 2022.

Attested:

	Principal, Carli Norris on June 1, 2022
	SSC Chairperson, Norma Beckwith on June 1, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redlands East Valley High School	36-67843-3630779	5/18/2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Redlands East Valley High School believes that supporting programs that engage students in school will increase their desire to actively participate in their own learning and reduce student behaviors rates and increase student attendance.

Identified Need

With the school closures due to COVID, students will need to be supported as they return physically to our campus. Research tells us that students who are engaged in school have better outcomes. The following abbreviations are used in the matrices below:EL (English Learners), FY (Foster Youth), HY (Homeless Youth) LI (Limited Income), SWD (Students With Disabilities), AA (African American), A (Asian), H/L (Hispanic/Latino Students), W (White), 2+ (Two or more Races

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Percentage of students who were present by student group. Source: Aeries Analytics	2021-22: All - 92.0% EL - 89.4% FY - 85.6% HY - 91.8% LI - 91.1% SWD - 87.9% AA - 89.9% A - 95.3% H/L - 91.1% W - 93.6%	TBD
Chronic Absenteeism Rate	No data provided	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students absent 10% or more of the instructional days by student groups Source: Aeries Analytics		
Drop-out Rate Percentage of students in the four-year cohort who drop out of high school by student group. Source: CDE Dataquest reporting	No data provided	TBD
Suspension Rate Percentage of students suspended 1 or more times during the school year. Source: California School Dashboard	2021-22: All - 4.2% EL - 2.0% FY - 13.0% HY - 2.7% LI - 5.0% SWD - 9.4% AA - 11.5% A - 0.0% H/L - 4.7% W - 2.8%	TBD
Expulsion Rate Percentage of students expelled during the school year by student group Source: CDE Dataquest	2021-22 All - 0.2% EL - 1.0% FY - 0.0% HY - 0.5% LI - 0.3% SWD - 0.0% AA - 1.0% A - 0.0%	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L - 0.2% W - 0.0%	
School Climate Survey Percentage of positive responses in the areas of: >Relationships >Sense of Belonging >School Adult Support >Growth Mindset >Emotional and Physical Safety >Climate of Support for Academic Learning. >Self Management Source: Local Climate Survey	2021-2022 Student Responses - 623 (37%) Student Favorability - 54% EL Favorability - 58% EL Responses (% of Student Group) - 31 (33%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 56% SWD Responses (% of Student Group) - 80 (31%) AA Favorability - 61% AA Responses (% of Student Group) - 44 (34 %) A Favorability - 63% A Responses (% of Student Group) - 58 (49%) H/L Favorability - 54% H/L Responses (% of Student Group) - 310 (34%) W Favorability - 53% W Responses (% of Student Group) - 448 (36%) Family Responses - 478 (30%) Family Favorability - 75% Staff Responses - 97 (63%) Staff Favorability - 72%	TBD
SEL/Behavior Systems Self Assessment Survey	2021-2022	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of growth in the current status of system implementation Source: Local Survey	Completed 5/16: 17 School Wide Implementation % - 5/20 - 54%	
SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current system implementation as determined by an external evaluator. Source: Local Survey	2021-2022; 5-26-2022 Tier 1 % Implementation - 37% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Submitted:	TBD
Comprehensive School Counseling Implementation Percentage of growth in the current status system implementation Source: Local Survey	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	TBD
Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: Site Analysis	2021-22 Total Students = 98.9% (1763/1783) EL - 97.0% FY - 91.3% HY - 99.5% LI - 98.7% SWD 97.7% AA - 99.0% A - 97.3% H/L - 99.1% W - 98.9%	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID - College and Career Indicator Percentage of AVID students that are "prepared" on the CCI Indicator by student group compared to the total number of students prepared Source: District Analysis	2021-22: All - 2.8% EL - 0.0% FY - 0.0% HY - 5.4% LI - 2.2% SWD - 0.0% AA - 9.5% A - 0.0% H/L - 1.5% W - 6.5%	TBD
AVID - Enrollment/Demographics Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled Source: Site Analysis	2021-22: All - 15.9% EL - 1.8% FY - 0.4% HY - 13.0% LI - 80.3% SWD - 4.9% AA - 7.4% A - 3.5% H/L - 69.0% W - 16.2%	TBD
AVID - Coaching and Certification Instrument Percentage of growth on the AVID Coaching & Certification Instrument Source: District Analysis	Data pending	TBD
CTE - Course enrollment	2021-22: All - 33.0%	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 9-12 students enrolled in a pathway compared to total number of students enrolled. Source: District Analysis	EL - 6.3% FY - 1.2% HY - 12.1% LI - 75.7% SWD - 15.9% AA - 5.4% A - 1.6% H/L - 55.6% W - 32.5%	
CTE - Pathway completion Percentage of 9-12 students completing a CTE pathway by student group Source: District Analysis	Data pending	TBD
School connectedness Percentage of students participating in an elective, club, or activity (including athletics). Source: Site Survey	Data pending	TBD

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

Performing Arts - Supplemental support in the areas of instructional materials, Professional Development, Field Trips, hourly pay, and other department needs to assist with decreasing student behavior and increase 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)
17,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and other department needs.
5,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Hourly compensation for special projects including but not limited to set-building, tech support, and choreography

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

Fine Arts - Supplemental support in the areas of instructional materials, Professional Development, Field Trips, hourly pay, and other department needs to assist with decreasing student behavioral issues and increasing 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)
15,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

	Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and other department needs.
5,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Hourly pay for special projects including but not limited to set-up/take-down of Art Gallery and other special projects

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

Academic Teams - Supplemental support in the areas of instructional materials, Professional Development, and Field Trips to decrease student behavioral issues and increase 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)
10,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and other department needs.

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

AVID - Supplemental support in the areas of instructional materials, Professional Development, Field Trips, hourly pay, and other program 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)
5,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and other program needs.
10,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Hourly pay for planning sessions and professional development provided outside of the school day

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

CTE - Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and other department needs. REV currently has pathways in PLTW Pre-Engineering Design and Athletic Training. Supplemental support to increase student completion data and to provide work-based learning opportunities.

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

Amount(s)	Source(s)
10,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental Support for instructional materials
10,000	LCAP – College & Career Non-Personnel (4000-7439)

	District funded - $5000 per pathway

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

Career Center - Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and other program needs to increase attendance and CCI Indicator

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)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental support in the areas of instructional materials, student incentives, Professional Development, Field Trips, and other program needs.

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

REVWAY/Link Crew - Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and Student Incentives to reduce behavioral issues and increase 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)

10,000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and Student Incentives
10,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental support in the areas of instructional materials, Professional Development, Field Trips, and Student Incentives
5,742	LCAP – Character Education (CHED) Personnel (1000-3999) Hourly pay and compensation for needed planning and activities occurring outside off school hours

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

Supplemental support for Experiential Learning Opportunities (Field Trips) in all subject areas to reduce behavioral issues (connectedness) and increase 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)
15415	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental support for Experiential Learning Opportunities (Field Trips) in all subject areas

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

Wellness - REV will open a Wellness Center to support student/adult social-emotional learning needs. Effectiveness of this activity will be measured by an increase in favorability ratings on student climate surveys.

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)
15000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Hourly pay and compensation as needed to support all aspects of program
15000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) instructional materials and professional development

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies within this goal are designed to support those student programs that enhance the learning experience. While not all the strategies could be completed this year due to COVID restrictions the SSC still feels these are viable programs that should be supported. Major expenditures were made to support our performing and fine arts programs. We no longer ask students for "donations" to participate in our fine arts classes. Our academic team were fully supported financially and we are pleased to have fielded two Mock Trial teams after not having a program for several years. Our AVID program continues to be among the top in the County and State. Our two RUSD CTE pathways are moving forward and funds were provided in excess of the original amount. We sent several teachers to Link Crew training so this program can grow. Funds were used to support various field trips. Our Wellness Center is still in discussions with our RCSS team.

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

Funds were transfered based on specific needs during this school year. SSC still supports the strategies moving forward.

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.

Specific changes will be discussed once current data is available.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Redlands East Valley will provide opportunities for support to all students in order to increase student achievement as measured through the AMO's listed below.

Identified Need

Student support systems are needed to help students meet their academic potential

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment Average distance from "Standard Met" on ELA Smarter Balanced State Assessment for grade 11 student groups. Source: California School Dashboard	Data pending	TBD
Math State Assessment Average distance from "Standard Met" on Math Smarter Balanced State Assessment for grade 11 student groups. Source: California School Dashboard	Data pending	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Science Test (CAST) Percentage of students meeting or exceeding standards on CAST (12th grade) by student group Source: CDE Dataquest Reporting	Data pending	TBD
English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: School Dashboard	Data pending	TBD
Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest	2021-22 RFEP Students = 8 EL Students = 107 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 7.5%	TBD
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as EL's for 6+ years Source: CDE Dataquest Reporting	2021-22 LTEL Students = 76 EL Students = 99 LTEL % = 76.8%	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Advanced Placement (AP) Enrollment Percentage of students in grades 10-12 enrolled in 1 or more AP classes by student group compared to total number of students enrolled. Source: CALPADS Reporting (Site Analysis)	2021-22 All - 23.5% EL - 0.3% FY - 0.0% HY - 7.5% LI - 54.1% SWD - 1.3% AA - 6.9% A - 10.5% H/L - 35.7% W - 38.4%	TBD
Advanced Placement (AP) Passing Rate Percentage of students in grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or better by student group Source: CALPADS Reporting (Site analysis)	Data pending	TBD
Dual Enrollment (DE) Enrollment Number of DE courses offered Source: District DE Course Catalog	Data pending	TBD
Dual Enrollment (DE) Pathway Pass Rate Percentage of students in grades 10-12 enrolled in 1 or more DE classes who pass with a "C" or better by student group	2021-22 All - 100.0% EL - 0.0% FY - 0.0% HY - 10.7%	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
compared to the total number of students who passed. Source: Site Analysis	LI - 51.8% SWD - 0.0% AA - 3.6% A - 8.9% H/L - 44.6% W - 39.3%	
Graduation Rate Percentage of students who received a HS diploma within 4 or 5 years of entering 9th grade by student group Source: School Dashboard	Data pending	TBD
Certificate of Completion Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) or a Certificate of Completion (CC) Source CDE Dataquest Reporting	Data pending	TBD
On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion and current course enrollment by student group Source: RUSD Internal Dashboard	2021-22 All - 82.4% EL - 57.6% FY - 52.2% HY - 82.2% LI - 79.0% SWD - 74.0% AA - 75.0% A - 97.3% H/L - 76.9%	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	W - 90.1%	
College/Career Indicator (CCI) Percentage of graduates who are placed in the "Prepared" level on the Dashboard by student group Source: California School Dashboard	2021-22 All - 14.7% EL - 6.1% FY - 0.0% HY - 11.4% LI - 12.1% SWD - 4.2% AA - 13.5% A - 34.2% H/L - 12.2% W - 16.7%	TBD
A-G Completion Percentage of graduating cohort who meets UC/CSU requirements Source" CDE Dataquest reporting (Four-year Adjusted Cohort Grad Rate)	Data pending	TBD
State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting (Four-year Adjusted Cohort Grad Rate)	Data pending	TBD
FAFSA Completion	Data pending	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting		
Early Assessment Program (EAP) Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment Program (EAP) by Student Group. Source: CAASPP Reporting	Data pending	TBD
Early Assessment Program (EAP) Percentage of 11th grade students Exceeding Standard on the mathematics State Assessment Program (EAP) by Student Group. Source: CAASPP Reporting	Data pending	TBD
English - Student marks of C- or better by student group Both Semesters Source: District Reporting	2021-22 All - 80.0% EL - 50.6% FY - 78.6% HY - 78.5% LI - 76.6% SWD - 66.8% AA - 69.9% A - 94.0% H/L - 73.7%	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	W - 89.1%	
Mathematics - Student marks of C- or better by student group Both Semesters Source: District Reporting	2021-22 All - 76.8% EL - 54.4% FY - 76.9% HY - 66.0% LI - 73.3% SWD - 74.6% AA - 67.9% A - 92.3% H/L - 70.2% W - 85.1%	TBD

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

Tutoring - after school tutoring will be provided in the library until 5:00 each school day. Effectiveness of this activity will be measured by an increase an increase in student C- or better grades, and an increase in grad rate and the CCI.

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)
13000	LCAP – Supplemental & Concentration Grant (SSP)

	Personnel (1000-3999) hourly rate for teachers involved in after school tutoring

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

REV will provide hourly extended learning opportunities for English Learners. Effectiveness of this activity will be measured by an increase in reclassification rates.

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)
13337	District Funded – Title III Personnel (1000-3999) Hourly staff support for EL students
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) EL Coordinator compensation
1320	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Ellevate program

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

Supplemental Math Support for students at-risk of failing mathematics. Effectiveness of this activity will be measured by an increase in C- or better math grades, and an increase A-G and grad rates.

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)
3500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental Instructional materials and online programs

Strategy/Activity 4

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

All students

Strategy/Activity

Common Assessments/Professional Learning Communities to assist with identifying academic achievement gaps. Effectiveness of this activity will be measured by an increase in state assessment scores, grad rates, CCI, and A-G eligibility.

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)
3600	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Substitute teacher support for building Common Assessments and Data Analysis

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

AP Program - Supplemental support in the areas of instructional materials, Professional Development, and Increased Learning Opportunities to assist with increasing AP test scores and number of students accessing AP courses. Effectiveness of this activity will be measured by an increase in AP passing rates.

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)
3600	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Substitute Teacher support for professional development/Increased Learning Opportunities/funding for Academic Recognition Coordinator
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies in this goal are specific to supporting students academic achievement. State result are unavailable at this time. The tutoring program in the library has been well received with approximately 15-20 students staying until 5:00 each day. We will look to expand the subjects available for support. Final reclassification numbers for our EL students are not yet available but we have celebrated several students attaining English Proficiency status. Our math review program continues to support our most struggling students with the classroom link between initial instruction and the support class. Data Teams did not meet as often as hoped due to COVID restraints but we anticipate this will increase as data becomes more available. We will continue to push for more students to be involved and find success in our AP classes. We have several teachers attending AP conferences this summer.

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 biggest obstacle was due to COVID restrictions. The strategies are still valid for the upcoming school year

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

new outcomes will be established when current data is available. Matrices will remain the same as they reflect the district LCAP.

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	$207,514.00

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 ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$13,337.00
LCAP – Character Education (CHED)	$15,742.00
LCAP – College & Career	$10,000.00
LCAP – Supplemental & Concentration Grant (SSP)	$168,435.00

Subtotal of state or local funds included for this school: $207,514.00

Total of federal, state, and/or local funds for this school: $207,514.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$45,936
General Fund	$179,911
Instructional Media/Library	$3,956
State Lottery Funds	$24,882
Security	$13,772
Technology	$53,306
Transportation	$127,400

Total:	449,163

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Robert Clarey	Principal
Andrew Hoch	Classroom Teacher
Bryan Ducey	Classroom Teacher
Erik Dahnke	Classroom Teacher
Becky Buyak	Classroom Teacher
Vanessa Fairbanks	Other School Staff
Yolanda Colunga	Other School Staff
Melissa Bohannon	Parent or Community Member
Amanda Merryweather	Parent or Community Member
Michelle Mewes	Parent or Community Member
Andrea Blatchley	Parent or Community Member
open	Secondary Student
open	Secondary Student
open	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
	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 5/18/2022.

Attested:

	Principal, Robert Clarey on 5/18/2022
	SSC Chairperson, Yolanda Colunga on 5/18/2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redlands Senior High School	36-67843-3635042	April 27, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Close the behavior gaps for all student groups by providing a safe and welcoming environment through tiered supports and services.

Identified Need

Data highlights the need to change behavior among the Black student group, the Hispanic student group, and the SES student group. In the Annual Measurable Outcomes section, abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income Students), SWD (Students with Disabilities), AA (African American students), A (Asian students), (H (HIspanic students) and W (white students)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate Percentage of students who were present by student group	2021-2022 ALL - 93.8% EL - 91.9% FY - 91.9% HY - 92.1% LI - 92.8% SWD - 89.1% AA - 91.6% A - 96.9 % H/L - 92.3% W- 94.4%	
1B Suspension Rates	2021-2022 ALL - 3.8% EL - 3.8%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY - 10.0% HY - 5.3% LI - 4.9% SWD - 4.9% AA - 6.5% A - 0.9% H/L - 5.5% W - 3.2%	
1C Expulsion Rates	2021-2022 ALL - 0.1% EL - 0.8% FY - 0.0% HY - 0.0% LI - 0.1% SWD - 0.3% AA - 0.0% A - 0.0% H/L - 0.1% W - 0.0%	
1D School Climate Survey RHS Kelvin Survey Data	2021-2022 Student Responses - 755 (37%) Student Favorability - 54% EL Favorability - 67% EL Responses (% of Student Group) - 40 (31%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 65% SWD Responses (% of Student Group) - 68 (26%) AA Favorability - 61% AA Responses (% of Student Group) - 51 (30%)	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A Favorability - 57% A Responses (% of Student Group) - 161 (37%) H/L Favorability - 53% H/L Responses (% of Student Group) - 283 (34%) W Favorability - 51% W Responses (% of Student Group) - 442 (38%) Family Responses - 596 (31%) Family Favorability - 80% Staff Responses - 109 (72%) Staff Favorability - 73%	
1E SEL/Positive Behavior Systems Self-Assessment Survey	2021-2022 Completed: 5/16 - 21 School Wide Implementation % - 5/20 - 60%.	
1F SEL/Positive Behavior Systems Tiered Fidelity Inventory	2021-2022 Tier 1 % Implementation - No data Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Submitted:	
1G Comprehensive School Counseling Implementation	2021-2022	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	
1H Parent Involvement: Parent Accounts in Aeries Parent Portal	2021-2022 ALL - 99.7% EL - 100.0% FY - 100.0% HY - 99.6% LI - 99.6% SWD - 100.0% AA - 100.0% A - 99.7% H/L - 99.8% W - 99.4%	
1I - Participation and Engagement in Parent/Family Workshops	Desired Outcome will be established after baseline data is collected.	
1J - Parent Input in Decision Making School Site representation on DELAC Committee School Site representation on LCAP Committee	Desired Outcome will be established after baseline data is collected.	
1K - Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms	Desired Outcome will be established after baseline data is collected.	
1L - AVID College and Career Indicator	2021-2022	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of AVID Students that are "prepared" on the CCI indicator by student group compared to the total number of students prepared	ALL - 3.9% (9/233) EL - 0.0% FY - 0.0% HY - 4.0% LI - 4.5% SWD - 0.0% AA - 2.9% A - 6.7% H/L - 3.1% W - 5.9%	
1M - AVID Enrollment/Demographics	2021-2022 ALL - 10.9% EL - 3.4% FY - 0.0% HY - 10.7% LI - 76.0% SWD - 7.3% AA - 14.6% A - 6.4% H/L - 55.8% W - 14.6%	
1N - AVID Coaching and Certification Instrument	2021-2022 Data pending	
1O - Career Technical Ed (CTE) Course Enrollment Percentage of 9-12 students enrolled in a CTE pathway compared to the total number of students enrolled.	2021-2022 ALL - 40.9% (646/1580) EL - 5.6% FY - 0.3% HY - 12.2% LI - 73.1% SWD - 16.1% AA - 8.4% A - 11.1% H/L - 47.7%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	W - 23.1%	
1P - Career Technical Ed (CTE) pathway completion Percentage of 9-12 students completing a CTE pathway by student group.	2021-2022 - Data pending	
1Q - School Connectedness/HS Athletic or Activity Participation Percentage of students participating in a sport, club, or activity Students will be surveyed in October, 2021 and again in February, 2022 to self-report participation data in athletics, activities, or clubs at RHS. The survey in October was based upon grade level only, and did not request demographic data. Data collected in February 2022 will include both grade level and demographic data.	Desired Outcome will be established after baseline data is collected.	

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

Provide comprehensive Link Crew program to facilitate success for 9th grade students and students new to Redlands High School. Effectiveness of this strategy will be measured by 9th grade student participation survey data, 9th grade F rates, 9th grade suspension data and 9th grade attendance rates.

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	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Transportation for 8th graders to Becoming A Terrier Day
3,000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Food and supplies for Link Leader Training Days, Freshman Orientation and Becoming a Terrier Day
3,000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Instructional materials for Link Crew and materials for Link Crew Activities
2,500	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Link Leader Shirts
4,500	LCAP – Character Education (CHED) Personnel (1000-3999) Extra Duty for five Link Crew Advisors for summer preparation days
2699	LCAP – Character Education (CHED) Personnel (1000-3999) Substitute coverage for Link Crew and SEL School Activity, collaboration and prep time

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

Provide a comprehensive Social and Emotional Learning (SEL) program for the students of Redlands High School. Effectiveness of this strategy will be measured by Kelvin survey data, student attendance rates and student suspension rates.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra Duty for RHS SEL Coordinator
1,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra Duty for Assistant RHS SEL Coordinator
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Provide tacos to 50 students monthly for "Lets Taco 'Bout It" student forums

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

Facilitate Parent Engagement to provide rich connection between the home and the school's tiered support programs. Effectiveness of this strategy will be measured by Kelvin data.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Language Line Services

Strategy/Activity 4

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

All students

Strategy/Activity

Provide supplemental behavioral and academic guidance counseling services to the students of Redlands High School. Effectiveness of this strategy will be measured by A-G rates, CCI prepared data, graduation rates, attendance rates, and Kelvin survey data.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplies and refreshments for parent education nights

Strategy/Activity 5

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

9th grade students

Strategy/Activity

Provide 9th Grade Teams to support the transition for students to 9th grade to assist with behavioral issues. Effectiveness of this strategy will be measured by 9th grade attendance rates, suspension rates, F rates and 9th grade participation survey data.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra duty for 9th Grade Team Leads

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

Provide a comprehensive AVID Program to assist students with student engagement. Effectiveness of this strategy will be measured by AVID A-G rates, AVID CCI Prepared data, AVID enrollment data and AVID graduation rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra Duty for AVID Co-Coordinator
8,950	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) AVID Junior College Overnight Trip

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

Provide competitive co-curricular and academic activities/departments including but not limited to: Mock Trial, Speech and Debate, Academic Decathlon, California Scholarship Federation, Visual Arts, Performing Arts, and AFJROTC. Effectiveness of this strategy will be measured by AFJROTC enrollment data, and student participation survey data.

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	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra duty for each AFJROTC instructor for extracurricular AFJROTC events
1,500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra duty for CSF Advisor
2,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra duty for site-based department chairs.
4,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra duty for Art Teachers to provide Clay Dawgs once-weekly evening Open Studio

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

Provide supplemental materials to CTE Pathways to assist with student retention and completion. Effectiveness of this strategy will be measured by CTE pathway completion rates, increase in nationally recognized certifications, increase in work-based learning opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCAP – College & Career

	Non-Personnel (4000-7439) Supplemental instructional materials for Culinary Arts Pathway
5,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Culinary Arts Pathway
5,000	LCAP – College & Career Non-Personnel (4000-7439) Supplemental instructional materials for Digital Arts Pathway
5,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Digital Arts Pathway

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

All students will progress toward meeting standards in academics and being prepared for college and/or career by their graduation, through tiered supports and services.

Identified Need

Among all student groups, F rates increased and grade point averages decreased in the 20-21 school year, due to Distance Learning and the pandemic. This defines the need for multiple levels of intervention at all grade levels. In addition, there is a large gap in the A-G completion rates between student groups, as shown by the data below. There is a need to increase the number of students in the Black student group, the Hispanic student group, and the SES student group who complete A-G requirements. In the Annual Measurable Outcomes section, abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income Students), SWD (Students with Disabilities), AA (African American students), A (Asian students), (H (HIspanic students) and W (white students)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A - ELA State Assessment	Data pending	
2B - Math State Assessment	Data pending	
2C - California Science Test (CAST)	Data pending	
2D - English Learner Progress Indicator (ELPI)	Data pending	
2E - Reclassification Rate	2021-2022 RFEP Students = 16	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL Students = 147 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 10.9%	
2F - Long Term English Learners (LTELs)	2021-2022 LTEL Students = 86 EL Students = 131 LTEL % = 65.6%	
2G - Advanced Placement (AP) Enrollment	2021-2022 ALL - 34.4% EL - 0.6% FY - 0.2 % HY - 7.2% LI - 49.9% SWD - 1.3% AA - 4.6% A - 29.7% H/L - 23.4% W - 29.3%	
2H - Advanced Placement Pass Rate	Data pending	
2I - Dual Enrollment Pathway Pass Rate	2021-2022 ALL - 100.0% EL - 0.0% FY - 0.0% HY - 10.5%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LI - 50.9% SWD - 0.0% AA - 5.3% A - 28.1% H/L - 22.8% W - 24.6%	
2J - Dual Enrollment Pathway Classes Offered	Data pending	
2K - Graduation Rate	Data pending	
2L - Students with Disabilities Graduating with a Diploma/Certificate of Completion	Data pending	
2M - On Track Graduation Status	2021-2022 ALL - 86.3% EL - 71.8% FY - 70.0% HY - 82.2% LI - 82.1% SWD - 68.9% AA - 81.9% A - 94.3% H/L - 80.0% W - 90.5%	
2N - College/Career Indicator Percentage of graduates who are on track to be placed in the "Prepared" level on the Dashboard by student group	2021-2022 ALL - 21.2 EL - 6.9% FY - 0.0% HY - 18.7% LI - 18.6% SWD - 5.2% AA - 13.5% A - 32.7%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L - 16.5% W - 22.8%	
2O - A-G Completion Percentage of graduating cohort who met UC/CSU Requirements	Data pending	
2P - State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy	Data pending	
2Q - FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid	Data pending	
2R - CCI Graduates	Data pending	
2S - Student Grades: C- or better for both semesters in English	2021-2022 ALL - 83.7% EL - 75.2% FY - 50.0% HY - 78.6% LI - 79.8% SWD - 73.9% AA - 79.3% A - 93.9% H/L 76.7% W - 88.6%	
2T - Student Grades: C- or better for both semesters in Math	2021-2022 ALL - 77.8%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL - 65.8% FY - 50.0% HY - 72.0% LI - 71.2% SWD - 71.6% AA - 69.9% A - 92.0% H/L - 67.8% W - 83.1%	

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

Provide collaboration time, professional development, and team grading time for certificated staff to provide support for all students in their academics. Effectiveness of this strategy will be measured by student grades, graduation rate, CAASPP testing data in ELA and math, and CCI rates.

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)
13,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra Duty for Data Team Leads
4,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

	registration and associated fees for teacher conferences surrounding academics, academic support and athletics
6,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) subs for collaboration, professional development and school business
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra duty for WASC coordinator during non-visit year, for data review with staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

historically disadvantaged Student Groups

Strategy/Activity

Support equitable access to all students for all supports, programs, assessments and resources at Redlands High School. Effectiveness of this strategy will be measured by A-G completion rates, FAFSA completion rates, graduation rates, student grades, attendance rates and suspension rates.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) continue to develop a catalog of library materials that reflect the demographics of the students of Redlands High School
6,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) materials, supplies, incentives and refreshments for 100% FAFSA completion goal for seniors in class of 2023
3,000	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439) Provide a college day-visit for Black Student Union and Mecha

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

Provide supplemental support for EL students with tiered supports for all English Learners. Effectiveness of this strategy will be measured by ELPAC data, reclassification data, EL graduation rates, EL student grades, EL attendance rates, EL A-G completion rates, EL CCI rates.

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	District Funded – Title III Personnel (1000-3999) Five additional days for EL Teacher to meet with students and counselors to develop appropriate schedules and monitor 4-year plans and language progress
54,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Salary and benefits for English Learner paraprofessional
1,500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) EL Rep Compensation
4000	District Funded – Title III Non-Personnel (4000-7439) Professional Development for English Learner teachers, registration and expenses
2,300	District Funded – Title III Non-Personnel (4000-7439)

	Ellevation software
2500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) supplemental instructional materials for English Learners

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

Increase course enrollment and successful AP exam completion in the Advanced Placement Program. Effectiveness of this program will be measured by AP course enrollment data, AP test pass rate.

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)
4,500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) salary and benefits for AP exam proctors
1,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) subs for AP collaboration, AP planning, and AP proctoring

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

Provide intervention and other support structures for students who are struggling academically including EL students. Effectiveness of this strategy will be measured by F rates, student grades, graduation rates, A-G completion rates, CCI rates, CAASP test results

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) salary and benefits for After School tutoring coordinator and teachers providing tutoring for all-school after-school tutoring program
11384	District Funded – Title III Personnel (1000-3999) salary and benefits for EL tutors for push-in classroom support

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

Provide supplemental academic materials for each department to provide tiered supports and services to all students in all classes. Effectiveness of this strategy will be measured by student grades, A-G completion rate, CAASPP results, CCI rate, CTE pathway completion rate.

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Math Department
3,500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for PE Department
6,000	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439) Supplemental instructional materials for Instrumental Music Program
2,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Theater Arts Department
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for English Department
9,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Fine Arts Department
1,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Moderate/Severe SAI Department
9,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Science Department
3,500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for World Languages Department
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Social Studies Department

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

Provide supplemental academic materials for each department to provide tiered supports and services to all students in all classes. Effectiveness of this strategy will be measured by student grades, A-G completion rate, CAASPP results, CCI rate, CTE pathway completion rate. (continuation of goal 2.6, there were not enough lines for each department)

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	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for AFJROTC Department
800	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for AVID Department
600	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for CTE Department
1,500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Mild/Moderate SAI Department
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Vocal Music Department
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for AP Department
1,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental instructional materials for Speech and Debate

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

Provide transportation for the Careers in Service classes to the elementary schools to fulfill the curriculum of the 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)
4,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) transportation for Careers in Service classes to three elementary sites

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	$250,933.00

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 ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$19,684.00
LCAP – Character Education (CHED)	$16,699.00
LCAP – College & Career	$10,000.00
LCAP – Supplemental & Concentration Grant (SSP)	$204,550.00

Subtotal of state or local funds included for this school: $250,933.00

Total of federal, state, and/or local funds for this school: $250,933.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	57,592
General Fund	$208,657
Other Grant Funding	$81,000
Instructional Media/Library	$3,956
State Lottery Funds	$29,029
Technology	$64,305
Transportation	$127,400

Total:	571,939

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

5 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Kate Van Luven	Principal
Benjamin Bartlett	Secondary Student
Catherine Duan	Secondary Student
Clarissa Juarez	Secondary Student
Madeline Pearne	Secondary Student
Jennifer Schmitt	Parent or Community Member
Deepika Srivastava	Parent or Community Member
Zachary Tucker	Parent or Community Member
Ling Zhang	Parent or Community Member
Katie Baker	Classroom Teacher
Ionne Barnes-Joshua	Classroom Teacher
Mackensey Farmer	Classroom Teacher
Pam Kettering	Classroom Teacher
Jason Walker	Classroom Teacher
Kathy Butt	Other School Staff
Kent Hayworth	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 October 20, 2021.

Attested:

	Principal, Kate Van Luven on 10/20/21
	SSC Chairperson, Zachary Tucker on 10/29/21

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mentone Elementary	36-67843-6036560	May 24, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Mentone Elementary will provide supports for our students by creating supportive environments where opportunities for social and emotional learning are emphasized through meeting our behavior standards. We will continue to focus on the implementation of PBIS and systems to enhance SEL, PBIS, and mental health opportunities.

Identified Need

1. The suspension rate at Mentone Elementary has been maintained through the past year. However students have been at home for the past year, with the return to full in-person instruction there is a need to provide SEL supports through a character education program, positive behavior interventions, and culture-building systems to develop a sense of student connectedness with school and community to reduce the possibility of an increase as well as support student achievement areas.
2. School attendance is a critical component of student success. During this past year of the pandemic, attendance had a very loose structure and could not be enforced. Mentone will work to increase overall student attendance by decreasing chronic absenteeism. As students return to in-person attendance requirements, it will be important to closely monitor data and intervene early on to ensure students are connected to school and academically successful.
3. STEM is an experimental learning pedagogy in which the application of knowledge and skill are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teach Association. Additionally, supports are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher-level understanding of mathematical standards.
4. Due to the pandemic, student progress on grade-level standards suffered as seen in report card grades students in 3rd - 5th grade for the 2020-2021 school year.
5. Many students during the last year struggled with understanding how to complete assignments that meet proficiency level based on teacher observations and parent requests for support during the 2020-2021 school year.
6. Student academic success has been linked to school climate; therefore, school facilities will be kept in good repair. State Priority 1. Basic - student access to standard-aligned instructional materials Priority 2 state standards implemented for all students.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates: Performance of Students who were present by student group.	2021-2022 ALL - 92.7% EL - 94.2% FY - 100.0% HY - 93.6% LI - 92.4% SWD - 92.1% AA - 94.0% A - 93.0% H/L - 92.5% W - 93.7%	2021-22 Decrease by 1% Attendance Rate: ALL -96.41% EL -96.4% FY -99.1% HM-96% LI -96% SWD -96% AA-96% A-99% H/L-94% White-96%
Chronic Absenteeism Rate	2021-2022 ALL - 25.8% EL - 20.0% FY - 0.0% HY - 14.3% LI - 27.3% SWD - 32.5% AA - 40.0% A - 25.0% H/L - 27.7% W - 17.2%	2021-22 Decrease by 1% District Chronic Absenteeism ALL -9.1% EL -9% FY -0% HM-8% LI -11% SWD -14% AA-0% A-8% H/L-8% White-11%
Suspension Rate Percentage of students suspended 1 or more times during the school year by student group.	2021-2022 ALL - 0.7% EL - 0.0% FY - 0.0%	2020-21 Suspension Rate Growth not to exceed 1% ALL -0% EL -0% FY -0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 0.0% LI -0.8% SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0.3% W - 2.2%	HM-0% LI -0% SWD -0% AA-0% A-0% H/L-0% White-0%
Expulsion Rate Percentage of students expelled during the school year by student group	No Data Available.	2020-21 Expulsion Rate Maintain at 0.0% ALL -0% EL -0% FY -0% HM-0% LI -0% SWD -0% AA-0% A-0% H/L-0% White-0%
Percentage of positive responses in the areas of Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management	2021-2022 Student Responses - 113 (54%) Student Favorability - 78% EL Favorability - 73% EL Responses (% of Student Group) - 7 (39%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 64% SWD Responses (% of Student Group) - 10 (42%) AA Favorability -69% AA Responses (% of Student Group) - 7 (70%) A Favorability - No response	The Kelvin Education pulse survey data goal for Spring of 20211 average favorability will be increased by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A Responses (% of Student Group) - No response H/L Favorability - 75% H/L Responses (% of Student Group) - 68 (52%) W Favorability - 79% W Responses (% of Student Group) - 91 (53%) Family Responses - 128 (34%) Family Favorability - 92% Staff Responses - 28 (82%) Staff Favorability - 95%	
SEL/Positive Behavior Systems Self Assessment & Tiered Fidelity Inventory	2021-2022 - 4/13/2022 Tier 1 % Implementation - 60% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Bronze Submitted 5/5 – MD	PBIS Tiered Fidelity Inventory Growth Data Tier I-100% Tier II-90%
Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account	2021-2022 ALL - 99.5% EL - 100.0% FY - 100.0% HY - 100.0% LI - 99.5% SWD - 100.0% AA - 80.0% A - 100.0% H/L - 100.0% W - 100.0%	2021-22 Maintain at 100% ALL -100% EL -100% FY -100% HM-100% LI -100% SWD -100% AA-100% A-100% H/L-100% White-100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms	Data pending	Desired Outcome will be established after baseline data is collected.
Parent Input in Decision Making School Site representation on District English Learner Advisory Committee (ELAC)	Data pending	2021-22 Maintain 100% Parent Representation 100% of parentes represented on ELAC 100% of parents represented on SSC
Instructional Technology Professional Development	Data pending	Desired Outcome will be established after baseline data is collected.
AVID College and Career Indicator Percentage of AVID Students that are "prepared" on the CCI indicator by student group compared to the total number of students prepared.	Data pending	2021-22 Maintain 100% Participation ALL -100% EL -100% FY -100% HM-100% LI -100% SWD -100% AA-100% A-100% H/L-100% White-100%
Connectedness/ HS Elective and or Activity Participation Percentage of students participating in an elective, club or activity	Data pending	Desired Outcome will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connectedness/Elementary Visual and Performing Arts Enrollment Percentage of students participating in Elementary Visual and Performing Arts	2021-2022 ALL- 13.1% EL - 8.8% FY - 0.0% HY - 3.5% LI - 93.0 SWD - 8.8% AA - 3.5% A - 1.8% H/L - 59.6% W - 28.1%	2021-22 maintain or increase the participation of our FY and EL students by 10%.
Comprehensive School Counseling Implementation: Percentage of growth in the current status of system implementation.	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Maintain Year 1 implementation Complete all year 2 implementation tasks.
SEL/Positive Behavior Systems Self Assessment Survey: Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Completed: 5/16 - 8 School Wide Implementation % - 5/20 - 94%	Maintain school wide implementation. 60% on Tier 2 supports.

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

Activity 1 (Learning in Safe and Secure Environments)

(What)
Mentone will support the Social and Emotional Behaviors (SEB), P.B.I.S., Safety, and AVID of all students and staff. All stakeholders will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness to help in learning communities that are safe, positive, inclusive, and welcoming. Our school counselor, administration, and P.B.I.S. team will collaborate in the development and coordination of tiered supports including, but not limited to, access to mental health support for students, staff, and the community. Mentone will promote a positive and safe school climate that fosters a culture of open-mindedness, self-awareness, compassion, and inclusiveness in the classroom and on the playground through a tiered behavior framework.

(How & what's needed)
Mentone will provide materials, supplies, and curriculum to support SEB, P.B.I.S., A.V.I.D., social skills/conflict resolution, safety, and small group counseling opportunities; professional development opportunities for the implementation of SEB programs within every classroom setting as well as tiered supports (i.e. Second Step and other supplemental resources) as a means to continuously review, analyze and enhance school safety protocols. The school will also provide Social Emotional Learning for staff and students, PD for staff, personnel support, materials, supplies, incentives, recognition, field trips, transportation, reprographics, murals, and signage for common school expectations, equipment, and gear in order to build a positive school climate, support common school expectations, culture and a sense of community. In addition, hourly compensation for tiered support team (i.e. Leadership, P.B.I.S.) meetings in support of campus climate, culture, P.B.I.S., and SEL, safety, staff participating/offering additional activities to support students during lunch and after school will be available. Mentone will support positive learning environments, and provide behavior/school-wide expectation incentives, principal rewards/incentives, and attendance incentives.

(How will it be measured)
This activity will be directly related to and measured through comprehensive school counseling implementation, the Tiered Fidelity Inventory (TFI), and P.B.I.S. Self-Assessment Survey, suspensions, expulsions, attendance, chronic absenteeism, and stakeholder feedback. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance while decreasing discipline infractions.

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)
5521	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
3934	LCAP – Character Education (CHED) Personnel (1000-3999)
23811	Title I Non-Personnel (4000-7439)
3000	Title I Personnel (1000-3999)
5250	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
0	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
0	LCAP – College & Career Non-Personnel (4000-7439)

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

Activity 2 (Collaborative Community and Parent Partnerships)

(What)

Mentone administration and staff will build a welcoming environment with increased collaborative parent and community partnerships. Opportunities for families to participate in various school events will be available including student recognition, PTA, SSC, ELAC, Coffee with the Principal, Kindergarten Orientation, Back-to-School Night, and Open House.

(How & what's needed)
Mentone will have access to refreshments, materials, books, reprographics, supplies, guest speakers, outside vendors, event costs, translation services, child care, parent communication tools, including postage and subscriptions.

(How will it be measured)
This activity will be directly related to and measured through Parent Involvement, participation and engagement in parent/family workshops, parent input in decision making, attendance, and chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness 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)
500.00	Title I Parent Involvement Personnel (1000-3999)
1,288.00	Title I Parent Involvement Non-Personnel (4000-7439)
1,850.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
650.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Mentone will continue to work on providing opportunities to make progress towards meeting standards in academics through tiered supports and services. Significant groups will also make reasonable progress towards proficiency through enrichment opportunities in the areas of math and literacy.

Identified Need

1. The End of year STAR district assessment shows the students did not meet the previous goal. The pandemic has had a negative impact on student progress.
2. Research from the National Staff Development Council confirms that "sustained and intensive professional development for teachers is related to student achievement gains and teacher typically need substantial professional development in a given area to demonstrate an increase in student achievement. Research supports the need for continual follow-up and coaching support to more readily transfer professional learning into classroom practice.
3. Research by Kavita Reo from the author states that The Universal Design for Learning (UDL) framework can be used to proactively design lessons that address learner variability. Using UDL guidelines, teachers can integrate flexible options and supports that ensure that standards-based lessons are accessible to a range of learners in their classrooms.
4. Due to the pandemic students had limited access to teachers and materials which had a negative on student grade-level standards development as viewed in the student report cards for 2020-2021
5. English Learners demonstrate a significant need for support to improve academic outcomes.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment - CA Dashboard Data	Data pending	Students receiving ELA and Math intervention will increase their scores by 4%
Math State Assessment - CA Dashboard Data	Data pending	Students receiving ELA and Math intervention will increase their scores by 4%
English Learner Progress Indicator (ELPI)	Data pending	We will increase 4% performance level for EL students. These scores will be examined in the fall of 2022.
STAR Early Literacy ESGI	Data pending	Increase ESGI Data by 5%
STAR Reading	2021-2022 STAR Reading Assessment ALL - 39.9% African American - 57.2% American Indian - 50.0% Asian - 50.0% Filipino - 100.0% Hispanic - 37.0% Pacific Islander – 0.0% Two or More Races - 42.8% White - 43.9% Uncoded - 100.0% EL - 9.1% FY - 66.7% HY - 42.4% SES - 37.7% SWD - 16.7%	Increase STAR data by 5%
STAR Math	2021-2022 STAR Math Assessment	Increase STAR data by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ALL - 25.8% African American - 12.5% American Indian - 0 Asian - 50.0% Filipino - 100.0% Hispanic - 23.7% Pacific Islander – 0 Two or More Races - 36.4% White - 30.0% Uncoded - 100.0% EL - 9.4% FY - 100.0% HY - 6.7% SES - 24.0% SWD - 13.9%	
Reclassification Rate	2021-2022 RFEP Students = 2 EL Students = 47 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 4.3%	Maintain or increase by 2%.
GATE Identification	GATE testing will resume in the 2022-23 school year.	Maintain or increase by 3% for all groups.
ELA Grades students marks C- or Better Grades 4 and 5	2021-2022 ALL - 81.7% EL - 72.7% FY - 0.0% HY - 92.3%	Maintain or increase by 3% for all groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LI - 81.5% SWD - 78.6% AA - 100.0% A - 100.0% H/L - 82.4% W - 78.8%	
Math Grades students marks C- or Better Grades 4 and 5	2021-2022 ALL - 86.3% EL - 72.7% FY - 0.0% HY - 84.6% LI - 85.5% SWD - 85.7% AA - 100.0% A - 100.0% H/L - 83.5% W - 87.9%	Maintain or increase by 3% for all groups.
California Science Test (CAST)	Data pending	Maintain or increase by 3% for all groups.
Long-term English Learners that have been classified as ELs for 6th year	2021-2022 LTEL Students = 0 EL Students = 45 LTEL % = 0.0%	N/A
Implementation of State Standards Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain	Data pending	Implementation (5) ELD - Initial Implementation (3) Math - Full Implementation (5) NGSS - Initial Implementation (3) History/SS - Initial Implementation (3)

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)

All students

Strategy/Activity

Activity 1 (Enhanced Learning Through Innovation)

(What)
Mentone administration and staff will enhance learning through the use of cutting-edge technology, providing opportunities in classrooms, the library, or other innovation spaces that promote student engagement while practicing digital citizenship. The Mentone community will also provide professional development and training opportunities to support 21st century learning through innovation.

(How & what's needed)
Students and staff will have opportunities to engage in professional development, field trips, guest speakers as well as have access to STEAM activities, resources, materials, subscriptions, equipment, devices, machines, flexible seating, furniture, and supplies.

(How will it be measured)
The activity will be directly related to and measured through Instructional technology professional development. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness 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)
5750.00	LCAP – Supplemental & Concentration Grant (SSP)

	Personnel (1000-3999)
3102	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
30,604.00	Title I Non-Personnel (4000-7439)
11,000.00	Title I Personnel (1000-3999)
3000	District Funded – Title III Personnel (1000-3999)
2311	District Funded – Title III Non-Personnel (4000-7439)

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

Activity 2 (Excellence in Academics)

(What)
All students will progress towards meeting standards in the core curriculum (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies). All students will be equipped for College and Career Readiness, through participation in A.V.I.D. Elementary. Staff will provide the best first instruction with a focus on instructional strategies and materials that support all students. All students identified for academic intervention will receive a strategic system of support. Additionally, students will have access to enrichment opportunities including visual and performing arts.

(How & what's needed)

This will be accomplished by purchasing supplemental Math, English Language Arts (ELA), Science, Social Studies, and AVID materials, resources, licenses, subscriptions, manipulatives, books, reprographics, ink, outside printing, signage, supplies, professional development, conferences, workshops, consultants, technology, equipment, transportation, field trips, and flexible seating or furniture for small groups. Mentone will provide personnel or compensation for release time, data analysis, planning, observations, curriculum dialogue, AVID strategies, student work analysis, tiered supports, and any other identified academic need.

(How will it be measured)
As a result of the implementation of the goal, students will demonstrate increased student achievement in Math and English Language Arts as measured by local and state assessments and student grades.

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)
41,000.00	Title I Personnel (1000-3999)
48500	Title I Non-Personnel (4000-7439)
32349	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 3

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

ML Learners

Strategy/Activity

Activity 3 (Equality Through Equity)

(What)

Increase educational opportunities and support for Multilingual Learners (ML) and their families.

(How & what's needed)
This will be accomplished by the purchase of materials, supplies, resources, conferences for staff and parents, professional development, collaboration opportunities, and the ELLevation Data Software. Our school site will provide personnel for students K-5 who are identified as ML. We will provide compensation for being the ML representative.

(How will it be measured)
Effectiveness of this strategy will be measured by English Learning Progress Indicator (ELPI), reclassification rates, and Long Term English Learners.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$223,420.00

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	$157,915.00
Title I Parent Involvement	$1,788.00

Subtotal of additional federal funds included for this school: $159,703.00

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 ($)
District Funded – Title III	$5,311.00
LCAP – Character Education (CHED)	$11,305.00
LCAP – College & Career	$0.00
LCAP – Supplemental & Concentration Grant (SSP)	$47,101.00

Subtotal of state or local funds included for this school: $63,717.00

Total of federal, state, and/or local funds for this school: $223,420.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
General Fund	$31,700
State Lottery Funds	$5,655
Technology	$14,802
Custodial	$12,726

Total:	64,883

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

N/A Secondary Students

Name of Members	Role
Veronica Ramirez	Parent or Community Member
Melissa Bohannon	Parent or Community Member
Lindsey Ash	Parent or Community Member
Claudia Lira	Parent or Community Member
Jessica Soriano	Parent or Community Member
Kristen Mariani	Classroom Teacher
Pichara Oung	Classroom Teacher
Miriam Mejia	Classroom Teacher
Crystal Mayo	Other School Staff
Mollee O'Day	Principal
Miriam Mejia	

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 24, 2022.

Attested:

	Principal, Mollee O'Day on May 24, 2022
	SSC Chairperson, Veronica Ramirez on May 24, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mission Elementray School	36-67843-0123851	June 1, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Provide all students with a positive learning environment by creating a safe, more inclusive school that promotes equitable access to programs, college and career readiness and tiered Social Emotional and Behavioral supports. These supports will foster a sense of connectedness, especially for English Leaner, Foster Youth, students experiencing homelessness, low income, students with disabilities, and other student groups whose outcomes indicate the greatest need.

Identified Need

School attendance is necessary for student success. Due to the pandemic, attendance was a challenge, especially the first two trimesters of the school year. Mission is committed to increasing overall student attendance by decreasing chronic absenteeism. The more students attend school the more conected they will be to the school community which in turn will contribute to academic success.

Mission had a 0.7% suspension rate this past year. Due to the lingering social/emotional effects of the pandemic, it will be necessary to continue to provide SEL supports through a character education program, positive behavior interventions, and a culture building systems to develop a sense of student connectedness with school and community to reduce the possibility of an increase as well as support student achievement areas. Our school-wide PBIS expecations will guide students' behaviors and actions to ensure a safe learning environment for all. The end goal is academic achievement which will be met with these basic supports in place.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups.These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities),AA (African American students), A (Asian
students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2021-22: This school year presented unconventional attendance chgalleneges due to Omnicron (COVID 19) surge required health protocaols and fear of illness. ALL - 91.5% EL - 92.7% FY - 85.2% HY - 89.4% LI - 91.1% SWD - 90.8% AA - 90.6% A - 93.5% H/L - 90.7% W - 93.2%	Above 94% attendance rate ALL - 96.2% EL - 97.8% FY - 93.8% HY - 96.5% LI - 95.8% SWD - 96.1% AA - 94.9% A - 98.8% H/L - 95.4% W - 97.1%
Chronic Absenteeism Rate:	2021-2022: This school year presented unconventional attendance chgalleneges due to Omnicron (COVID 19) surge required health protocaols and fear of illness. % Will be updated in May ALL - 31.2% EL - 22.2% FY - 14.3% HY - 51.9% LI - 33.8% SWD - 30.2% AA - 32.8% A - 20.9% H/L - 37.2% W - 20.2%	Decrease rate by 1% ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -
Suspension Rate	2021-2022: ALL - 0.7% EL - 0.0%	0 % suspensions ALL - 0% EL - 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY - 0.0% HY - 0.0% LI - 0.7% SWD - 0.0% AA - 1.6% A - 0.0% H/L - 0.3% W - 1.1%	FY - 0% HY - 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L - 0% W - 0%
Expulsion Rate	2021-2022: 0% students expelled	ALL Maintain at 0% expelled
School Climate Survey	2021-2022 The Kelvin Education pulse survey: Student Responses - 115 (46%) Student Favorability - 72% EL Favorability - 57% EL Responses (% of Student Group) - 11 (39%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 83% SWD Responses (% of Student Group) - 7 (29%) AA Favorability - 75% AA Responses (% of Student Group) - 16 (47%) A Favorability - 88% A Responses (% of Student Group) - 18 (43%) H/L Favorability - 73% H/L Responses (% of Student Group) - 59 (42%) W Favorability - 69%	The Kelvin Education pulse survey: Student Responses - 200 Student Favorability - 80% EL Favorability - 60% EL Responses (% of Student Group) - 20 FY - 100% HY - 100% LI -80% SWD Favorability - 85% SWD Responses (% of Student Group) - (50%) AA Favorability - 75% AA Responses (% of Student Group) - (50%) A Favorability - 88% A Responses (% of Student Group) - (50%) H/L Favorability - 73% H/L Responses (% of Student Group) - (50%) W Favorability - 69% W Responses (% of Student Group) - (60%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	W Responses (% of Student Group) - 70 (51%) Family Responses - 178 (35%) Family Favorability - 93% Staff Responses - 30 (75%) Staff Favorability - 97%	Family Responses - (50%) Family Favorability - 95% Staff Responses - (100%) Staff Favorability - 100%
SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 10/7/2018: 64% 12/13/2019: 75% 1/23/2020: 84% May: Our SAS survey was not completed before it closed	90%
SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status of system implementation as determined by an external evaluator. Source: Local Survey	2021-2022 • 4/25/2022 Tier 1 % Implementation - 97% Tier 2 % Implementation - 92% Tier 3 % Implementation - 91% Recognition - Gold	Tier 1 100% Tier 2 100% Tier 3 100% Recognition - Platinum
Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022: Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Desired Outcome will be established after baseline data is collected.
Parent Involvement: Parent Accounts in Aeries Parent Portal	2021-2022: ALL - 100.0% EL - 100.0% FY - 100.0%	100% of students will have an active parent portal account.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 100.0% LI - 100.0% SWD - 100.0% AA - 100.0% A - 100.0% H/L - 100.0% W - 100.0%	
Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	2021-2022 Survey not conducted. No parent workshops to date.	Desired Outcome will be established after baseline data is collected.
Parent Input in Decision Making, representation on School Site Council (SSC) and English Learner Advosory Committee (ELAC)	2021-2022 100% SSC seats remianed filled Less than 10% of EL parents aqttending ELAC meetings however, last meeting in May, 20% off EL parents attended	100% of parent/guardian seats filled on SSC 10% of EL parents will attend ELAC meetings
Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	2020-2021 100% of teachers participated in STEAM Training on site in April: Grades K-1 Osmos Grades 2-3 Dash Grades 4/5 Z-Space	100% of teachers will participate in continued Instructional Technolgy PD
No Excuses University	2021-2022 100% of classrooms promoting NEU	Maintain
Performing Arts Enrollment (VAPA)	2021-2022 LL - 8.8% EL - 12.0%	All student groups to increase by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY- 0.0% HY - 12.0% LI - 70.0% SWD - 0.0% AA - 10.0% A - 10.0% H/L - 56.0% W - 18.0%	

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

1 Promote a positive school culture and environment through Social Emotional Learning support, Positive Behavior Intervention Supports, and schoolwide climate/expectations supports. Provide para support in class to support student behaviors and social/emotional. Provide supplemental SEL materials, resources along with professional development and training opportunities for tiered supports/services SEL. Provide Student Counci/Leadership materials/resources, Signage/flags/ materials/ murals needed to support common school expectations and positive school climate and culture; hourly pay for Leadership meetings in support of campus climate, culture and SEL; hourly compensation for staff participating/offering additional activities to support students during lunch and after school; behavior/school-wide expectation incentives/rewards. Substitute teachers to push into kindergarten classrooms the first two weeks of school and additional classrooms throughout the year as needed to support students with behaviors and social emotional needs and to assess At-Risk behaviors. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)

86,208.00	Title I Personnel (1000-3999) 2 hourly para professional to support Tier 2 and 3 student behaviors and social emotional 7 hours per day (193 days) (Includes benefits)
10,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) hourly para professional to support Tier 1 student behaviors and social emotional 1-hours per day (193 days) (Includes benefits)
25,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental resources and materials
5680.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Supplemental resources and materials such as Signage/flags/ materials/ murals incentives and awards.
5,003.00	Title I Personnel (1000-3999) Supplemental /extra duty, hourly, substitute teacher to push in and support students behaviors, and compensation (Includes benefits)

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

2 College/career focus; hourly pay/stipends for clubs/activities/opportunities that foster and promote student engagement and college and career readines; materials/resources, to support college and career readiness; field trips, assemblies, activities that support college and career readiness and enhanced learning; Choir; College T-shirts for students to support their connection to the school culture and our College/Career focus; No Excuses University network membership fee and professional development costs to include registration fees/lodging; Materials, resources and supports needed for annual college/career fair. Increased participation and access helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English Learners, which will lead to increase in student conectedness and in 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)
9,350.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
3,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensation for leading clubs/activities
8,000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Student College T-Shirts

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

3 Collaborative community and parent partnerships;One School One Book Family Reading materials/Resources; compensation to regularly maintain/update school website to ensure timely and informative communiavtion to families; family events (refreshments, materials, supplies, guest speakers,outside vendors, event costs); host parent university on campus and in the community; newsletters, home-school connection, outside printing, reprographics; meeting refreshments/resources PTA/SSC/ELAC/Coffee with the Principal; hourly pay for childcare for parent meetings; Supplemental mailings/postage; Language Line. Increased participation and access helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English Learners, which will lead to increase in student conectedness 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)
1416.00	Title I Parent Involvement

	Non-Personnel (4000-7439) Supplemental materials and duplicating to support parent trainings
500.00	Title I Parent Involvement Personnel (1000-3999) Hourly pay for child care
1,000.00	LCAP – Supplemental & Concentration Grant (SSP) Language Line

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

4 Enhanced learning through innovation STEM/STEAM resources and materials for Maker Space and classrooms; hourly compensation for extended day STEAM opportunites offered to students; professional development and training opportunities to support learning through innovation. This strategy will be developed to principally support the needs of out Foster Youth, English Language Learners, and Low-Income Students as they work towards college and career readiness through STEAM opportunities. This activity will be directly related to and measured through Instructional technology professional development. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
8,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
4861.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Implementation and effectiveness will be monitored during the 2022-2023 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.

Differences will be addressed as needed during the 2022-2023 school year.

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

Any necessary changes will be made during the 2022-2023 school year based on SSC evaluation and monitoring of the plan.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in core academics through tiered supports and services.

Goal 2

Tiered supports and services will be utilized to provide deliberate instruction and extended learning opportunities that accelerate students in meeting and exceeding academic standards.

Identified Need

Our Spring 2021 Star Reading and Math Data was as follows:
STAR Reading: As of May, 2022, 47.3% of students are At/Above standard in Reading
STAR Math: As of May, 2022, 42.7% of students are At/Above standard in Math.
Due to the lingering effects of the pandemic and students having been out of the typical school environment, and as evidenced by the STAR data, our students are in need of deliberate instruction and interventions necessary to accelerate learning. The STAR reading for this school year, as a whole, was lower than the previous year. The math data was slightly higher, but still indicative of needed deliberate instruction and interventions necessary to accelerate learning.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups.These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessments	2021-2022 Data not yet available...will add when available ALL - pts above standard EL - pts below standard FY - Not Applicable HY - pts below standard	ALL - pts above standard EL - pts below standard FY - Not Applicable HY - pts below standard LI - pts below standard SWD - pts below standard AA - pts below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LI - pts below standard SWD - pts below standard AA - pts below standard A - pts above standard H/L - pts below standard W - pts above standard	A - pts above standard H/L - pts below standard W - pts above standard
Math State Assessments	2021-2022 Data not yet available...will add when available ALL - pts above standard EL - pts below standard FY - Not Applicable HY - pts below standard LI - pts below standard SWD - pts below standard AA - pts below standard A - pts above standard H/L - pts below standard W - pts above standard	ALL - pts above standard EL - pts below standard FY - Not Applicable HY - pts below standard LI - pts below standard SWD - pts below standard AA - pts below standard A - pts above standard H/L - pts below standard W - pts above standard
California Science Test (CAST)	2021-2022 Data not yet available...will add when available ALL - pts above standard EL - pts below standard FY - Not Applicable HY - pts below standard LI - pts below standard SWD - pts below standard AA - pts below standard A - pts above standard H/L - pts below standard W - pts above standard	ALL - pts above standard EL - pts below standard FY - Not Applicable HY - pts below standard LI - pts below standard SWD - pts below standard AA - pts below standard A - pts above standard H/L - pts below standard W - pts above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator (ELPI)	2021-2022 ALL -	ALL -
Reclassification rates	2021-2022 RFEP Students = 12 EL Students = 75 (Includes RFEP Students as they were EL at one point in the year) RFEP % = 16.0%	To be decided at August enrollment RFEP Students = EL Students = RFEP % =
Long Term English Learners	2021-2022 LTEL Students = 0 EL Students = 63 LTEL % = 0.0%	LTEL Students = 0 EL Students = to be determined at August enrollment LTEL % = 0.0%
GATE Identification	2021-2022 Completed 5/16: 8 School Wide Implementation % - 5/20 - 98%	Desired Outcome will be established after baseline data is collected.
STAR Assessment (English/Reading)	At or above proficiency 2021-2022 End of Year ALL = 47.3% A =66.9 % W =60.9% H/L = 38.5% AA = 37.3% PI = 62.2% EL = 18%	At or above proficiency A = W = H/L = AA = PI = EL = SWD =

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD = 23.8	
STAR Assessment (Mathematics)	At or above proficiency 2021-2022 End of Year ALL = 42.7% A = 68.4% W = 58% H/L = 32.8% AA = 27.7% PI = 55.8% EL = 19.8% SWD = 26.8	At or above proficiency A = W = H/L = AA = PI = EL = SWD =
Student Marks/C- or better(English/Reading) in grades 4th and 5th (ES - 3tri)	2021-2022 ALL - 91.6% EL - 100.0% FY - 100.0% HY - 100.0% LI - 91.1% SWD - 75.0% AA - 87.5% A - 100.0% H/L - 87.5% W - 100.0%	ALL - 95% EL - 100.0% FY - 100.0% HY - 100.0% LI - 95% SWD - 80.0% AA - 90% A - 100.0% H/L - 90% W - 100.0%
Student Marks/C- or better (Mathematics) in grades 4th and 5th (ES - 3tri)	2021-2022 ALL - 89.7% EL - 100.0% FY - 100.0% HY - 92.3% LI - 88.6% SWD - 83.3% AA - 62.5%	ALL - 95% EL - 100.0% FY - 100.0% HY - 95% LI - 90% SWD - 85% AA - 70% A - 100.0% H/L - 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A - 100.0% H/L - 89.8% W - 96.0%	W - 100%

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

1 Provide supplemental instructional materials and resources to support students with academic achievement in the area of math, ELA. writing, and science. Increased academic performance is the intended outcome. Effectiveness of this strategy will be measured by individual student growth on assessments and grades.

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)
16,632.00	Title I Non-Personnel (4000-7439) Supplemental materials for all core academic subjects

Strategy/Activity 2

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

All students working to achieve grade-level standards

Strategy/Activity

2 Increased educational opportunity and support for extended learning opportunities for students to meet or exceed grade level standards in math, ELA, Writing and Science by providing hourly support personnel for students K-5 who are not achieving grade level
standards;Insturctional Para to support students' academics in small groups. Increased academic performance is the intended outcome. Effectiveness of this strategy will be measured by individual student growth on assessments and grades.

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)
42,630.00	Title I Personnel (1000-3999) Instructional Para to support students' academics in small groups 7 hours per day (193 days)
5,696.00	Title I Non-Personnel (4000-7439)
	Title I Non-Personnel (4000-7439)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-Promise students working to achieve grade-level standards

Strategy/Activity

3 Professional Development opportunities to support teachers with instrctional startegies needed to cliose acievement gap; provide teacher release time for peer observation, grade level team meetings, data analysis, and/or professional development. offer on-site/off-site professional development opportunities that support instructional strategies, best first instruction and best practice approaches. Increased academic performance is the intended outcome. Effectiveness of this strategy will be measured by individual student growth on assessments and grades.

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	Title I Non-Personnel (4000-7439) Professional Development opportunities, registration, consultant, lodging, transportation
3,000.00	Title I Personnel (1000-3999) Hourly compensation and substitute pay for teacher Student Support Time/Data planning and preparation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All EL students

Strategy/Activity

4 Increased academic opportunities to support for English Learners; hourly after school intervention support personnel for all EL students; Supplmental materials, supplies and resources to support EL intervention and/or ELPAC preparation; EL Representative allocation; Ellevation Data Software. Effectiveness of this strategy will be measured by English Learning Progress Indicator (ELPI) and Reclassification rates, Long Term English Learners.

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)
3500.00	District Funded – Title III Personnel (1000-3999) Extra duty hourly intervenetion (Includes benefits)
3702.00	District Funded – Title III Non-Personnel (4000-7439) Supplemental materials and supplies and/or CABE conference registration, lodging, transportation

6,750.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) EL Representative allocation + ELPAC Assessment Hourly Pay
1000.00	District Funded – Title III Non-Personnel (4000-7439) Ellevation Software

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Implementation and effectiveness will be monitored during the 2022-2023 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.

Differences will be addressed as needed during the 2022-2023 school year.

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

Any necessary changes will be made during the 2022-2023 school year based on SSC evaluation and monitoring of the plan.

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	$260,928.00

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	$169,169.00
Title I Parent Involvement	$1,916.00

Subtotal of additional federal funds included for this school: $171,085.00

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 ($)
District Funded – Title III	$8,202.00
LCAP – Character Education (CHED)	$13,680.00
LCAP – Supplemental & Concentration Grant (SSP)	$67,961.00

Subtotal of state or local funds included for this school: $89,843.00

Total of federal, state, and/or local funds for this school: $260,928.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$12,222
General Fund	$46,923
State Lottery Funds	$7,280
Technology	$22,348

Total:	88,773

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Denise Fee	Principal
Janel Kieninger	Classroom Teacher
Dawn Busi	Classroom Teacher
Jennifer Naef	Classroom Teacher
Sandy Logan	Other School Staff
Jeanine Meza	Parent or Community Member
Jade Robles Carias	Parent or Community Member
Breanna Juden-Pytel	Parent or Community Member
Yuliette Makalew	Parent or Community Member
Ryan Schavrien	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 October 27, 2021.

Attested:

	Principal, Denise Fee on June 6, 2022
	SSC Chairperson, Janel Kieninger on June 6, 2022

WHAT IS A SCHOOL-PARENT COMPACT?

Our annual school-parent compact offers ways we can work together to help our students succeed. This compact provides strategies to help connect learning at school and home.

Jointly Developed

The Mission staff, parents and students of the Mission community, agree that our compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

Building Better Futures….

NO EXCUSES!

RUSD 2025

EXCELLENCE for ALL Students

Enhanced Learning Through Innovation
EXcellence in Academics
Collaborative Community/Parent Partnerships
Equality Through Equity
Learning in Safe/Secure Environments

School Vision Statement

The parents, teachers, administrators and support staff of Mission Elementary School support the above RUSD 2025: Excellence for ALL Students.

School Mission Statement

The total Mission Elementary Community will provide a curriculum aligned to Common Core State Standards through challenging and meaningful learning opportunities to our diverse student population so they achieve grade level academic standards, are college and career ready, and become lifelong learners.

School-Parent
COMPACT FOR SUCCESS

2020-2021

School Goals

Mission's school goals are aligned with our district's LCAP goals. They are designed to help all students, including our English Language Learners, under-performing sub groups, and GATE students, achieve academic and behavioral success.

10568 CALIFORNIA ST.
REDLANDS, CA 92373
PHONE: 909-307-2480
FAX: 909-307-2481
WEBSITE:
WWW.REDLANDSUSD.NET/MISSION
@MISSION_RUSD

SCHOOL

THE MISSION STAFF WILL:

- Provide a safe, risk-free learning environment
- Provide high-quality curriculum and instruction
- Provide differentiation to meet the needs of all students
- Provide College and Career preparation
- Communicate frequently with parents about student achievement, needs and successes
- Set high expectations for students, staff and parents
- Collaborate with colleagues to improve teaching and learning
- Celebrate student successes

PARENT

We as parents, will support our children's learning in the following ways:

Establish routines to support our child's success in school

- Ensure my child attends school on a regular basis and arrives at school on time
- Provide a quiet place for my child to study
- Motivate my child to spend at least 30 minutes reading per day
- Encourage my child to complete his/her homework each day
- Participate in regular communication with teacher
- Communicate to my child the significance of success at school & the relationship with success at life
- Support my child by practicing PBIS expectations at home with being Respectful, Responsible, Safe and Kind

STUDENT

As a student, I will share the responsibility to improve my academic achievement. Specifically, I will:

- Attend school regularly and on time
- Follow PBIS expectations of being Respectful. Responsible, Safe and Kind
- Do my best effort to complete and turn in classwork and homework
- Read 30 minutes everyday to improve my literacy skills
- Act like a scholar
- Ask an adult for help when I need it

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Victoria Elementary School	36-67843-6036594	May 25, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Victoria Elementary students will be educated in a safe and supportive environment that focuses on their social and emotional well being, physical well-being, safety, and college and career readiness. This will be done through a tiered support system and in a positive school culture.

Identified Need

1. The suspension rate at Victoria has been maintained. Because of the pandemic, there is a need to provide increased SEL supports through a character education program, positive behavior interventions, and a culture-building systems to develop a sense of student connectedness with school and community to reduce the possibility of an increase as well as support student achievement areas.
2. School attendance is a critical component of student success. During this past year of the pandemic, attendance had a very loose structure and could not be fully enforced. Victoria ES will work to increase overall student attendance by decreasing chronic absenteeism. It will be important to closely monitor data and intervene early on to ensure students are connected to school and academically successful.
3. STEAM is an experimental learning pedagogy in which the application of knowledge and skill are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teach Association. Additionally, supports are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher level understanding of mathematical standards.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	2021-2022 ALL - 91.6%	Maintain/Increase all student groups at a minimum of 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who were present by student group Source: District Analysis	EL - 93.2% FY - 96.9% HY - 91.9% LI - 91.6% SWD - 91.5% AA - 84.0% A - 94.9% H/L - 91.3% W - 93.8%	
Chronic Absenteeism Rate Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard	2021-2022 ALL - 28.1% EL - 21.8% FY 0.0% HY - 37.2% LI - 28.0% SWD - 29.3% AA - 43.8% A - 19.0% H/L - 30.1% W - 11.5%	Maintain/Decrease all student groups to 5% or less
Suspension Rate Percentage of students suspended 1 or more times during the school year by student groups Source: California School Dashboard	2021-2022 ALL - 0.7% EL - 0.0% FY - 0.0% HY - 2.3% LI - 0.5% SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0.9% W - 0.0%	Maintain/Decrease all student groups to 3% or less
Expulsion Rate	No student expelled.	Maintain 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students expelled during the school year by student groups Source: CDE Dataquest		
School Climate Survey Percentage of positive responses in the areas of: Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Survey	2021-2022 Student Responses - 118 (53%) Student Favorability - 78% EL Favorability - 81% EL Responses (% of Student Group) - 39 (60%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 60% SWD Responses (% of Student Group) - 8 (29%) AA Favorability - 68% AA Responses (% of Student Group) - 2 (33%) A Favorability - 80% A Responses (% of Student Group) - 16 (60%) H/L Favorability - 77 % H/L Responses (% of Student Group) - 89 (52%) W Favorability - 78% W Responses (% of Student Group) - 81(51%) Family Responses - 123 (28%) Family Favorability - 87% Staff Responses - 26 (60%) Staff Favorability - 86%	Family - 95% Students - 92% Staff - 87%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL/Positive Behavior Systems Self Assessment Survey Percentage of growth in the current status of system implementation Source: Local Survey	2021-2022 Completed 5/16: 6 School Wide Implementation % - 5/20 - 69%	Desired outcome will be established after baseline data is collected
SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status of system implementation as determined by an external evaluator Source: Local Survey	2021-2022 4-22-2022 Tier 1 % Implementation - 40% Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition - Bronze Submitted 5/5 – MD	Desired outcome will be established after baseline data is collected
Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Desired outcome will be established after baseline data is collected
Parent Involvement: Parent Accounts in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2021-2022 ALL - 96.9% EL - 96.2% FY - 100.0% HY - 100.0% LI - 96.7% SWD - 97.6% AA - 93.8% A - 97.6%	All student groups at 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L - 97.0% W - 100.0%	
Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	Due to COVID restrictions and guidelines, parent participation and engagement for in-person meetings were put on hold and/or limited at the beginning of the school year. SSC were both held in-person with only a limited number of people when held in-person and virtually depending on the comfort level of our families. ELAC was held virtually as well the first two trimesters of the school year than moved to in-person. Both in-person and virtual meetings gave parents a choice of preference during these difficult times. During the last trimester of the school year, opportunities for family engagement such as the school's annual Jog-a-thon, trimester II awards, Muffins for mom were well attended as evidenced by sign-in sheets and use of visitor system. There were a few other events and were successfully attended as these events were held outdoors.	Desired outcome will be established after baseline data is collected
Parent Input in Decision Making Parent participation in English Learner Advisory Committee (ELAC) Source: Local Survey	Due to COVID restrictions and guidelines during the first and middle part of the school year, parent meetings were held virtually or in-person but limited in the number of attendees. However, during the last trimester, our last ELAC meeting was held in-person.	Desired outcome will be established after baseline data is collected

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Virtual meetings were offered as a means for parent participation and input in decision making in SSC, ELAC, and School Safety Committees.	
Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Due to limited in-person training no reasonable benchmark was set.	Desired outcome will be established after baseline data is collected
School Connectedness/Elementary Visual and Performing Arts Enrollment Percentage of students participating in Elementary Visual and Performing Arts Source: District Analysis	2021-2022 ALL - 2.4% EL - 27.3% FY - 9.1% HY - 0.0% LI - 90.9% SWD - 9.1% AA - 0.0% A - 0.0% H/L - 81.8% W - 0.0%	Increase EL and SWD student groups to 20%
Implementation of AVID strategies Source: Local data	Due to the pandemic, limited in-person AVID trainings were offered to teachers on-site and off campus. However, classroom walk-throughs was our primary means of data collection. Victoria's new AVID committee is scheduled to attend the 2022 summer institute.	50% of classrooms implementing AVID strategies based on data collected on classrooms walks including but not limited to lesson plans and/or student work samples
Certification of AVID Elementary Source: Local data	Maintain certification	Maintain certification

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)

All Students

Strategy/Activity

1.1 Provide tiered Social Emotional Learning and Behavior support for students by providing a strong focus on self-management, self-awareness, responsible decision making, relationship skills and social awareness. Moreover, site leadership and the school counseling team will implement MTSS for behavior and SEL supports for students to improve behavior outcomes. We will provide extra support for identified students as needed in SEL and provide PD for all staff. Site Leadership, personnel, EL Coordinator, Counselors will meet throughout the school year to collaborate to analyze behavior and academic data.

a. Provide SEL support for individual and groups of students through positive social interactions, including social skills classes, lessons, and physical activities
b. Purchase incentives to support and motivate students with this activity
c. Purchase all supplies, materials, equipment, and resources necessary to support this activity
e. Contract services with San Bernardino County Superintendent of Schools for staff development
f. Leadership team compensation of $500.00

This activity will be directly related to and measured through comprehensive school counseling implementation, suspensions, expulsions, attendance, chronic absenteeism and Kelvin survey data. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness 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)
1500.00	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439) Costs associated with the purchase of supplies, materials, equipment. and resources necessary for this strategy
10,000.00	Title I Non-Personnel (4000-7439) Consultants
1,500	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Supplies and Materials
2,0000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Leadership Team Compensation of $500.00 Compensate teachers and staff at the hourly rate for SEL support

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

1.2 Character building to foster a sense of connectedness, resiliency, and build social emotional learning competencies that promote student connectedness, positive school culture and instill school pride.

a. Provide resources, materials, supplies and equipment to implement this activity/strategy
b. Compensate teachers and staff at the hourly rate of pay for collaboration and planning to create this program
c. Purchase student incentives and prizes
d. Staff school-wide book study/professional development on how to increase student engagement and promote positive behavior
e. Commission and purchase school signage, including: banners, posters, murals and flags
f. Purchase character building resources and materials to positively impact students behavior rooted in Tiger Traits and PeaceBuilder values
g. Purchase student incentives to reinforce and celebrate positive behaviors including but not limited to school pride, citizenship and academic achievement

h. Conduct regular assemblies to recognize student achievement in academics, behavior, and citizenship
i. Empower each student to be a leader by participating in school organized clubs that take place either before, during, or after school hours
j. Launch student led broadcasting program and compensate teacher leader of this program $500.00
k. Purchase games and equipment that promote positive outdoor student interactions
l. Compensation teacher leader in charge of the positive behavior supports program $500.00
m. Create a wellness garden to support students social, emotional, intellectual, and environmental awareness and wellness
n. Compensate teachers and staff at the hourly rate pay, including benefits, to foster a sense of connectedness, positive school culture and instill school pride after-school and collaboration
o. Compensate staff at the hourly pay rate, including benefits, to implement STEAM activities to foster a sense of connectedness, resiliency, and school pride
p. Purchase two-way radios (walkie-talkies) and relevant equipment to create a safe and supportive environment and create a positive school culture

Effectiveness of this strategy will be measured by an increase in student attendance and a decrease in office discipline referrals/suspensions.

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

Amount(s)	Source(s)
4,000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Murals to promote school pride School spirit and/or materials and supplies
1,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
10,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
4,000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

	Student Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 The Intervention Support Team (IST) will provide student support services through an inclusive and collaborative process with stakeholders in order to meet the identified needs of students.

a. Identify students in need of support and conduct collaborative planning sessions to develop individual success plans
b. Compensate IST teachers at the hourly rate of pay, including benefits, to conduct these planning sessions

Effectiveness of this strategy will be measured by progress monitoring individual student support plans to see an increase in student achievement and expected 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)
5,000.00	Title I Personnel (1000-3999)
1,000.00	Title I Non-Personnel (4000-7439)

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

1.4 Provide tiered Social Emotional Learning and Behavior support for students through the continued employment of a general education paraprofessional.

a. Provide for the ongoing costs of salary and benefits associated with the employment of a general education elementary paraprofessional to provide social and emotional support in the classroom, at recess and the lunch hours.
b. Purchase all materials, supplies, equipment and technology relating to the employment and sustainment of such a person and program at Victoria School
c. Provide professional development opportunities for this paraprofessional to support ongoing SEL needs of students

Effectiveness of this strategy will be measured by an increase in student attendance, surveys such as Kelvin Education, and a decrease in office discipline referrals/suspensions.

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

Amount(s)	Source(s)
5,564.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
11,389.00	Title I Non-Personnel (4000-7439)

Strategy/Activity 5

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

EL Students

Strategy/Activity

1.5 Provide translation services to support a wide range of communication efforts between the school and families. Also, provide interpretation support during meetings and directly respond to parents/guardians in their home language.

a. Extra duty pay and release time for staff to provide oral and written translation services at meetings
b. Pay for Language Line Services

Effectiveness of this strategy will be measured by year end expense report from Language Line (Provided by EL Department), increase in family communication such as school involvement and written/oral correspondence.

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)
1500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
1,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.6 Support the visual and performing arts through productions, plays, clubs, choirs and any other program relating to this endeavor.

a. Maintain visual and performing arts programs and purchase materials and supplies related to this endeavor
b. Compensate respective directors
c. Purchase materials, supplies, services and equipment to update multi-purpose room to support opportunities for student performances
d. Provide all necessary supplies, materials, services and equipment to conduct/facilitate student performances, including but not limited to additional seating to accommodate an audience and field trips.
e. Pay for ongoing maintenance of (2) school pianos to support this endeavor
f. Compensate certificated and classified support staff hourly rate plus benefits

Effectiveness of this strategy will be measured by an increase in student attendance, decrease in office discipline referrals/suspensions, family involvement, surveys such as Kelvin Education, student participation in extra-curricular activities and by attendance of these events by our families.

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)
2,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) * Directors stipend
1,500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1,000.00	Title I Non-Personnel (4000-7439) Family engagement supplies and materials Family communication and outreach support
1,000.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Field trips
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Certificated & Classified Support Staff hourly rate plus benefits

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

1.8 Develop, implement, and maintain a comprehensive attendance improvement plan to promote a positive school culture and reduce chronic absenteeism.

a. Develop, implement and sustain an Attendance Improvement plan with additional support from the elementary school counseling team
b. Professional development, workshops, and training for staff relating attendance & monitoring attendance
c. Implement a school-wide attendance recognition program including, but not limited to, weekly grade level and individual monthly awards incentives
d. Opportunities for families to participate in different school events such as parent workshops that will focus on enhancing family participation in the education of their child(ren) who meet academic and behavior expectations.

Effectiveness of this strategy will be measured by an increase in student attendance, decrease in office discipline referrals/suspensions, family involvement, surveys such as Kelvin Education, student participation in extra-curricular activities, and family attendance at school events related to this endeavor. .

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

Amount(s)	Source(s)
4,000.00	Title I Non-Personnel (4000-7439) • Supplies and materials • Incentives for students • Refreshments for family event meetings
3,500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Hourly rate plus benefits • Childcare • Parent/family Workshop Planning/events

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

1.9 Continued implementation of the AVID (Advancement Via Individual Determination) Program across all grade levels to foster students' development of the necessary skills for academic success. Provide targeted support to advance writing, critical thinking, teamwork, organization and reading skills. Victoria will provide all staff and students with AVID high-impact strategies that prepare our students for college and career readiness. As we implement AVID instructional and organizational activities, teachers will be able to collaborate on data analysis and instruction to create strategic instruction with a focus on AVID at the hourly rate. Additionally, attend AVID PD including the summer institute.

a. Provide staff training and support through conferences, training, and workshops
b. Provide substitutes at an hourly rate of pay for teacher release time
c. Provide release time for AVID site leader team
d. Purchase materials and supplies needed to support and sustain implementation of site goals
e. Use site data as feedback measures to determine school progress
f. Provide a teacher leader stipend for the AVID program
g. Compensate teachers at the hourly rate plus benefits to collaborate

Effectiveness of this strategy will be measured by an increase in student attendance, decrease in office discipline referrals/suspensions, family involvement, student participation in extra-curricular activities student growth on the STAR ELA and Math, CAASPP assessment, and ELPAC. .

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	Title I Non-Personnel (4000-7439) Teacher professional development related to improving students academic achievement • Conference fees, workshop, travel expenses
5,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Materials and supplies to support AVID implementation

4,000	Title I Personnel (1000-3999) • Release time to attend conferences for AVID includes substitute teacher coverage • Certificated staff to collaborate • Classified support
750.00	Title I Personnel (1000-3999) Compensation for AVID site teacher lead

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

1.10 Support and increase student and parent engagement by fostering and building a strong connection between the school and community.

a. Provide all necessary resources, materials, supplies, equipment, in addition to contracting with vendors for specialized services for SSC, ELAC, PTA and Coffee with the Principal meetings, as well as any other school sponsored activities or functions
b. Provide childcare for parent meetings and family functions
c. Provide refreshments for parent meetings and family functions
d. Educate families on the importance of attendance and the risk factors associated with chronic absenteeism through school events including, but not limited to, Back to School night, Coffee with the Principal, family school events, monthly newsletters, and other notifications
e. Provide after school math, reading, STEAM, and EL support/workshops for families
f. Compensation for teachers' hourly rate of pay and benefits, for those who plan and provide these after school services
g. Create a system of volunteers for stakeholders to work within these designated after school programs
h. Provide opportunities for parents and guardians to attend workshops, trainings, and conferences related to this endeavor
i. Provide a stipend for the teacher leader in charge of the Parent and Community Engagement Committee
j. Increase and support strong communication between the school and home via Aeries, U.S. Mail, student communication tools, teacher communication tools, principal newsletter, school website and any other identified resource to support this endeavor
k. Compensate teacher SEB/MTSS Leaders for those who are part of this endeavor

Effectiveness of this strategy will be measured by an increase in student attendance, decrease in office discipline referrals/suspensions, family involvement, surveys such as Kelvin Education, and student participation in extra-curricular 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)
3000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) • Costs associated with supplemental communication between the school and the home • supplies and materials • guest speaker
5,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) • Hourly compensation for certificated staff plus benefits • Compensate teacher SEB/MTSS Leaders
2000.00	Title I Non-Personnel (4000-7439) Conference fees and travel expenses
1288.00	Title I Parent Involvement Non-Personnel (4000-7439) workshop expenses for parents/guardians refreshments, materials, and supplies
500.00	Title I Personnel (1000-3999) Childcare
500.00	Title I Parent Involvement

	Personnel (1000-3999) Parent and Community Engagement Teacher Leader compensation of $500.00

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

Conduct family nights that include but are not limited to literacy, math, science/STEAM in an effort to support students' academic learning and enhance parent involvement.

a. Purchase or rent equipment, materials, supplies, or contract services needed to support these events to increase parent and community involvement
b. Purchase and upgrade equipment for the multipurpose room and front office
c. Provide refreshments at all parent events
d. Author/consultant visits

Effectiveness of this strategy will be measured by an increase in student attendance, decrease in office discipline referrals/suspensions, family involvement, surveys such as Kelvin Education, and student participation in extra-curricular 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)
2500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensate certificated and classified staff at the hourly rate plus benefits
8018.00	Title I Non-Personnel (4000-7439)
3,000.00	LCAP – Supplemental & Concentration Grant (SSP)

	Non-Personnel (4000-7439) Purchase screen for MPR and upgrade projector Purchase of banners and motivational posters, etc.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.12 Plan and implement college and career activities to promote student and family engagement.

a. Provide opportunities for student participation in college and career-based activities and assemblies
b. Invite guest consultants and speakers to engage students to contemplate their futures and instill hope
c. Arrange "Career Day" Fair
d. Organize College and Career Family Night
e. College visits for families and students
f. Pay for transportation costs for academic and college field trips relating to this strategy
g. Purchase materials and supplies that encourage, promote, and motivate students and families to positive action for this strategy

Effectiveness of this strategy will be measured by an increase in student attendance, decrease in office discipline referrals/suspensions, family involvement, surveys such as Kelvin Education, and student participation in extra-curricular 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)
2750.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Costs associated with conducting College and Career Family Night, Career day fair etc.
500	Title I Non-Personnel (4000-7439)

	Supplies and materials
1,799.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Field trips
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Compensate teachers/staff at the hourly rate of pay plus benefits

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

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.

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School School Plan monitoring cycle.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

All students will participate in an equitable, high-quality standards based instructional program within a 21st Century learning environment where they are provided rigorous educational opportunities that support student achievement and promote college and career readiness.

Identified Need

1. The End-of-year STAR district assessment shows that students did not meet the previous goal. The pandemic has had a negative impact on students' academic progress.
2. Research form the National Staff Development Council confirms that "sustained and intensive professional development for teachers is related to student achievement gains and teacher typically need substantial professional development in a given area to demonstrate an increase in student achievement. Research supports the need for continual follow-up and coaching support to more readily transfer professional learning into classroom practice.
3. Due to the pandemic students had limited access to teachers and materials which had a negative on student grade level standards development as viewed in the student report cards for 2020-2021
4. English Learners demonstrate significant need for support to improve academic outcomes.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter	Data pending	75% of students will increase reading level by one grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard		Students receiving reading intervention will increase their reading level by one grade level
Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	Data pending	75% of students will increase math level by one grade level Students receiving math intervention will increase their math level by one grade level
2C California Science Test (CAST) Percentage of Students Meeting or Exceeding Standards on CAST (Grades 5) student group Source: CDE Dataquest Reporting	Data pending	
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	Data pending	Students receiving EL intervention will increase their English competency by improving their ELPAC score by one level in one or more of the domains.
Reclassification Rate	2021-2022	Increase RFEP rates by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	RFEP Students = 8 EL Students = 141 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 5.7%	
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021-2022 LTEL Students = 0 EL Students = 133 LTEL % = 0.0%	
GATE Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group Source: RUSD Internal Dashboard		Baseline data will be used to establish expected outcomes for the following school year.
STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 Star Reading Assessment ALL - 26.1% African American - 25.0% American Indian - 100.0% Asian - 28.1% Filipino - 50.0% Hispanic - 22.5% Pacific Islander – 0.0% Two or More Races - 28.5% White - 47.3%	Baseline data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Uncoded - 0.0% EL - 9.9% FY - 50.0% HY - 25.7% SES - 25.7% SWD - 13.9%	
STAR Assessment (Mathematics) Source: Internal District Reporting	2021- 2022 Star Math Assessment ALL - 21.1% African American - 33.3% American Indian - 100.0% Asian - 39.4% Filipino - 42.9% Hispanic - 14.9% Pacific Islander – 0 Two or More Races - 42.8% White - 33.4% Uncoded - 0 EL - 13.7% FY - 20.0% HY - 17.6% SES - 21.1% SWD - 7.7%	Baseline data
Student Marks/C or better (English/Reading) in grades 4-5 (3tri) Source: Internal District Reporting	2021-2022 ALL - 89.9% EL - 88.9% FY - 50.0% HY - 88.0% LI - 89.7%	2021-2022 an increase of 5% for all subgroups not achieving marks of C or better in ELA/Reading

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD - 75.0% AA - 0.0% A - 100.0% H/L - 89.7% W - 84.6%	
Student Marks/C or better (Mathematics) in grades 4-5 (3tri) Source: Internal District Reporting	2021-2022 ALL - 85.2% EL - 82.2% FY - 100.0% HY - 88.0% LI - 84.8% SWD - 65.0% AA - 0.0% A - 100.0% H/L - 83.6% W- 84.6%	2021-2022 an increase of 5% for all subgroups not achieving marks of C or better in mathematics

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

2.1 Provide standards-based instructional materials for all students.

a. Purchase all necessary standards-based instructional materials to support student learning in the classroom
b. For ELA and Math, purchase or replace materials/supplies that support ALL Common Core State Standards
c. For Science, purchase and update materials, supplies, subscriptions, equipment that support the NGSS standards

Effectiveness of this strategy will be measured by data as demonstrated on students' academic report card, district-wide assessments such as STAR and benchmarks, and State Assessments.

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)
7000.00	Title I Non-Personnel (4000-7439)
13,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

2.2 Victoria Elementary will provide a range of supports to teachers for implementation of state standards, including but not limited to materials, personnel, collaboration opportunities to analyze data, conferences, and professional development. Moreover, Provide professional development training and workshops to support and enhance the instructional program at Victoria School in order to ensure students' equitable access to the core elements of a robust, high-quality education.

a. Professional development to build teachers' capacity and understanding of rigor and state standards
b. Professional development to build teachers' leadership capacity
c. Support teachers' implementation and sustainment of the CCSS by providing opportunities for professional development that include but are not limited to teacher collaboration, lesson design, and lesson planning.
d. Professional development for site administrators to sustain/enhance ongoing efforts to develop and focus on equitable access to learning for all Victoria students
e. Contract the services to fulfill this endeavor for professional development
f. Provide substitutes for teacher release time to attend these PD offerings
g. Provide teacher release time to observe other classes; meet in grade level teams to focus on improved instructional strategies learned from these PD opportunities

Effectiveness of this strategy will be measured by staff participation in professional learning, trainings, and collaborations. Along with student data as demonstrated on students' academic report card, district-wide assessments such as STAR and benchmarks, and State Assessments.

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	Title I Non-Personnel (4000-7439)
5,000.00	Title I Personnel (1000-3999) Substitute teachers for teacher release time

Strategy/Activity 3

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

All students

Strategy/Activity

2.3 Provide library and media resources to enhance implementation of Common Core State Standards.

a. Purchase appropriate grade level reading materials and resource materials that support standards based classroom instruction
b. Purchase appropriate technology, materials, supplies, services, and equipment, including software and hardware, as well as licensing to enhance STEAM and innovation in the library/Tech Center

Effectiveness of this strategy will be measured by data as demonstrated on students' academic report card, district-wide assessments such as STAR and benchmarks, and State Assessments.

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

Amount(s)	Source(s)
6,000.00	Title I Non-Personnel (4000-7439) Purchase grade level reading materials that supports standards based classroom instruction Purchase technology, materials, supplies, and equipment to enhance STEAM and the Innovation library/tech center

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

2.4 Provide increased educational opportunity and support for English Learners

a. Provide hourly intervention support personnel for students K-5 who are identified as EL and working below grade level
b. Purchase all equipment materials, supplies, computer software, hardware and programs to support EL intervention
c. Provide extra duty allocation for EL site representative
d. Provide for the ongoing costs of Ellevation Data Software
e. Professional development opportunities for certificated and classified staff

Effectiveness of this strategy will be measured by EL student data as demonstrated on students' academic report card, district-wide assessments such as STAR and benchmarks, and SBAC and ELPAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) EL Site Representative extra duty

8,000.00	District Funded – Title III Non-Personnel (4000-7439) Conference and workshop expenses including travel Release time for data meetings and professional development Substitute teacher for PD
3,000.00	District Funded – Title III Personnel (1000-3999) Hourly Intervention for EL
1,550.00	District Funded – Title III Non-Personnel (4000-7439) Ellevation Data Software
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
3000.00	District Funded – Title III Non-Personnel (4000-7439) Materials and Supplies to support EL students

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

2.5 Teachers will meet in data teams to analyze student performance using all identified sources of data to create action plans for remediation and for upcoming units of study.

a. Provide teacher release time to facilitate EL monitoring, assessment data review - district benchmark assessments, IABs, unit tests; planning for reteaching and intervention, and remedial instruction
b. Provide substitutes for teacher release time to meet this endeavor
c. Compensate teachers at the hourly rate, including benefits, to meet in grade level teams to analyze student performance after school and plan intervention based on student data performance

Effectiveness of this strategy will be measured by individual student growth on assessments and grades in ELA/Reading and math. Also, student data as demonstrated on students' district-wide assessments such as STAR and benchmarks, and SBAC and ELPAC.

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

Amount(s)	Source(s)
500.00	Title I Personnel (1000-3999) Costs associated with teacher hourly rate plus benefits

Strategy/Activity 6

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

Identified English Learners

Strategy/Activity

2.6 Support of English Language Learners to improve EL students' ELPI levels and to increase the number of re-classified students site-wide

a. Provide necessary instructional materials
b. Provide translations services; staff hourly pay, Language Line
c. Software licenses and equipment
d. Provide professional development and opportunities to attend conferences

Effectiveness of this strategy will be measured by an increase number of ELs reclassified and increase of language proficiency levels.

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

Amount(s)	Source(s)
500.00	Title I Non-Personnel (4000-7439)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

2.7 Teachers will utilize targeted instructional materials and focused instructional strategies aligned to the CCSS to provide academic support to students below grade level.

a. Purchase materials and supplies to supplement the math curriculum and teachers' math instructional programs through the purchase of manipulatives, virtual manipulatives, representational models, software, online programs, subscriptions
b. Purchase materials and supplies to supplement the ELA curriculum and teachers' ELA instructional programs including, but not limited to, supplemental teaching materials, software, subscriptions and programs such as Accelerated Reader
c. Purchase materials and supplies to supplement the science curriculum and teachers' science instructional programs including, but not limited to, software, online programs, subscriptions
d. Purchase intervention materials to support reading and math literacy acquisition
e. Provide supplies, software, materials and equipment to promote hands-on, engaged learning experiences for all students in the Learning Center
f. Update and bring current the leveled readers and books in the Learning Center to enhance student engagement and positively impact student learning

Effectiveness of this strategy will be measured by student data as demonstrated on students' academic report card, district-wide assessments such as STAR and benchmarks, and State Assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Title I Non-Personnel (4000-7439)
5,000.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

2.8 Provide intervention teachers, at hourly rate of pay, to remediate students who not meet district standards or teacher assessments

a. Provide reading intervention teachers to support students identified via State, District, and teacher assessments as in need of academic intervention
b. Provide for the costs associated with hourly rates of pay and benefits for the employment of such staff
c. Purchase materials and supplies to support intervention instruction
d. Provide intervention, at the hourly rate plus benefits to support students in need of intense academic intervention support
e. Provide a general education paraprofessional, at the hourly rate plus benefits, to support unduplicated students

Effectiveness of this strategy will be measured by data as demonstrated on students' academic report card, running records, district-wide assessments such as STAR and benchmarks, and State Assessments.

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)
69,759.00	Title I Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School Plan monitoring cycle.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School Plan monitoring cycle.

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.

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2021-2022 School Plan monitoring cycle.

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	$283,367.00

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	$157,916.00
Title I Parent Involvement	$1,788.00

Subtotal of additional federal funds included for this school: $159,704.00

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 ($)
District Funded – Title III	$15,550.00
LCAP – Character Education (CHED)	$12,299.00
LCAP – Supplemental & Concentration Grant (SSP)	$95,814.00

Subtotal of state or local funds included for this school: $123,663.00

Total of federal, state, and/or local funds for this school: $283,367.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$12,306
General Fund	$63,476
State Lottery Funds	$5,629
Technology	$31,923

Total:	113,334

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
B. Estella Patel	Principal
Zach Pendley	Classroom Teacher
Samantha Keary	Classroom Teacher
Maressa Walters	Classroom Teacher
Norma Viveros	Other School Staff
Yolanda Langley	Parent or Community Member
Rose Hart	Parent or Community Member
Maribel Guzman	Parent or Community Member
Brenda Ramirez	Parent or Community Member
Patricia Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2022.

Attested:

Principal, B. Estella Patel on May 25, 2022

SSC Chairperson, Zachary Pendley on May 25, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Smiley Elementary School	36-67843-6036586	June 1, 2022	

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Smiley Elementary students will be provided an equitable education that provides all students a safe and supportive environment that focuses on their social and emotional well being, physical well- being, safety, and college and career readiness. This will be done through a tiered support system and in a positive school culture.

Identified Need

Smiley will provide data that will identify the need for this goal. This will be done through making strong parent connections and providing opportunities for parents and community involvement. We will also provide clear standards for behavior expectations as well as tiered support through Equity, PBIS and MTSS to help support both the behavior and social and emotional needs of our students, staff, and parents. The area of focus for supporting and monitoring this goal will be relationships, sense of belonging, emotional and physical safety, climate of support and academic learning, and self-management. In alignment with the board-adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of learning in safe and secure environments, enhanced learning through innovation, collaboration community and parent partnerships, and access through equity. The actions and services in this goal will support high expectations for all students and creating opportunities for connection and involvement.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates (Percentage of students who were present by student group)	2021-22 Attendance Rate: ALL -91.7% EL -91.3% FY -96% HY -92.1%	Maintain attendance rate of 95% during the 2022-2023 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LI - 90.5% SWD - 87.8% AA - 92% A - 94.6% H/L -90.1% W -94.2%	
Chronic Absenteeism Rate (Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days by student groups).	ALL- 30.7% ELL-39.3% FY - 25% HY - 26.8% LI - 39.3% SWD - 49.5% AA -30.2% A - 20.8% H/L - 39.2% W -14.5%	For the 22-23 school year, decrease by 5%
Suspension Rate (Percentage of students suspended 1 or more times during the school year by student group).	2021-2022 ALL- 0.3% ELL- 0% FY -0% HY -0% LI - 0.6% SWD -0% AA - 1.9% A - 0% H/L - 0.3% W -0%	For the 22-23 school year, decrease by 1%
Expulsion Rate (Percentage of students expelled during the school year by student groups	2021-2022 ALL-0% ELL-0%	By June 2023 Smiley expects to maintain all student groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY -0% HY -0% LI - 0% SWD -0% AA -0% A - 0% H/L - 0% W -0%	
School Climate Survey (Percent of positive responses in the areas of: Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management).	Kelvin Survey Student participants 46% and Favorable 81% Staff participants 67% and Favorable 90% Parent participants 37% and Favorable 96%	By the end of the 2022-23 school year increase student and family survey participation as well as student favorability rating.
SEL/Positive Behavior Systems Self Assessment Survey and Tiered Fidelity Implementation survey (Percentage of growth in the current status of system implementation).	2021-22: Tier 1 27% Tier 2 0% Tier 3 0%	Increase Overall Implementation by the end of 2022-23 school year. Tier 1 70% Tier 2 50%
Parent Involvement: Parent Accounts in Aeries Parent Portal.	2021-22 ALL -96% EL -100% FY -91% HY-88% LI -100% SWD -92% AA-100% A-100%	100% of students will have an active parent portal account.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L-97% White-100%	
Parent Involvement Survey, Engagement Workshops.	100% of parent/guardian seats filled on SSC 5% of EL parents attend ELAC meetings	By June 2023 10% of our ELAC parents will attend meetings
Instructional Technology and professional development.	Baseline data collected in May 2022 100% certificated staff were trained in Legos, and Ozobots. One teacher per grade level developed STEAM progression chart. 100% of teachers will be trained in their grade levels STEAM/NGSS platform.	By June 2023 80% of students will use the SAMR model to create an innovative project.
Social Emotional Learning, Positive Reward Systems.	All students, staff and parents will informed of Tier I supports for behaviors.	90% of students, staff and parents will know the school-wide expectations for Tier I supports by May 2023
School Connectedness through Program Participation Visual/Performing Arts, After School Clubs Coding Opportunities.	Baseline in May 2022. 96 students in grades 1st-5th participated in our afterschool Tech Club. 36 students in grades 4th-5th participated in our afterschool Audio Visual Club. 125 students in grades 4th-5th participated in orchestra/band during the school day.	Continue to maintain high levels of student involvement in after school clubs and performing arts.

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

Social Emotional Learning (SEL)- The site Climate and Culture team and counselor will coordinate a school-wide tiered SEL program implemented by all staff that will support students and staff to integrate Social Emotional Learning (SEL) into classroom and activities. Supports may include Tier I instruction during the school day and activities to reinforce support through assemblies, counselor classroom visits, small group meetings, character strong lessons and restorative practices. Staff will participate in District/site professional learning opportunities to support implementation of Tier I SEL programs and support. Staff will collaborate to develop Tier II supports such as small group counseling/support, restorative circle groups, and others as identified. Counselor will attend professional development to support and lead these efforts. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance. Effectiveness of this strategy will be measured by student surveys and attendance rate.
a. supplemental materials, supplies, and curriculum to support social skills/conflict resolution, and small group counseling opportunities
b. supplemental materials, supplies, and curriculum to support student council and student body in building school climate, culture, and sense of community
c. rewards and incentives to promote SEL and Tier I behavior supports
d. professional development, sub coverage and consultant/training opportunities for Tier I supports and services and SEL

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

Amount(s)	Source(s)
2500	Title I Personnel (1000-3999)
1500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
2501	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

Smiley staff will promote a positive and safe school climate by encouraging positive student behaviors in the classroom and on the playground through a proactive universal Tier 1 behavior framework. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance. Effectiveness of this strategy will be measured by student surveys and attendance.
a. signs, materials, banners, posters, murals needed to support common school expectations and positive school climate and culture
b. hourly pay for MTSS meetings in support of campus climate, culture, SEL, and tier 1 and 2 supports the needs of at-promise students.
c. hourly pay for staff participating/offering additional activities to support students during lunch and after school.
d. behavior/school-wide expectation incentives/instruction and token economy system
e. student rewards/incentives
f. student attendance 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)
9221	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
4056	Title I Personnel (1000-3999)

2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

Smiley staff will build collaborative community and parent partnerships. The partnership between Smiley and families of unduplicated students is incredibly important. Parental involvement in education has been shown to be a factor in improving students' social emotional development and learning outcomes (Young, Austin, & Growe, 2013). Additionally, building family and student resiliency helps to reduce harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014).
These partnerships are principally directed toward providing support for unduplicated student group families to increase student attendance. Effectiveness of this strategy will be measured by parent surveys and attendance.
a. Language Line
b. family nights (refreshments, materials, supplies, guest speakers, outside vendors, event costs)
c. newsletters and home-school connection
d. meeting refreshments PTA/SSC/ELAC/Coffee with the Principal
e. meeting supplies PTA/SSC/ELAC/Coffee with the Principal/Kindergarten Orientation
f. childcare for parent meetings
g. Workshops for 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)
1485	Title I Parent Involvement Non-Personnel (4000-7439)
3088	Title I Non-Personnel (4000-7439)

2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

Smiley staff will provide enhanced learning through innovation. Site staffing will be provided to further advance innovation projects. These actions and strategies will be developed to principally support the needs of Foster Youth, English language learners, and low-income students which will result in increased attendance and academic and behavior outcomes. Effectiveness of this strategy will be measured by student surveys and STAR reading and Math data points.
a. purchase robotics, coding, and other STEM/STEAM resources and materials
b. equipment, hardware, software, supplies, materials, resources, and curriculum needed to support enhanced learning and innovation
c. hourly pay/stipends for clubs/activities/opportunities that foster and promote student engagement, innovation, and college, and career readiness
d. materials, supplies, resources, curriculum to support college and career readiness
e. field trips, assemblies, activities that enhanced learning and college and career readiness
f. professional development opportunities and training that support enhanced learning and innovation

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)
9000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
12000	Title I Non-Personnel (4000-7439)
19200	Title I

	Personnel (1000-3999)

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

Smiley administration and staff will provide enhanced learning through visual and preforming arts. Effectiveness of this strategy will be measured by student surveys and an increase in student group participation in the VAPA programs.
a. purchase supplies and materials

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

Amount(s)	Source(s)
300	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2022-2023 School School Plan monitoring cycle.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2022-2023 School School Plan monitoring cycle.

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.

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2022-2023 School School Plan monitoring cycle.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Provide students with high quality standards-based instructional program utilizing tiered systems supports systems to ensure all students achieve at high levels.

Identified Need

In alignment with the RUSD Board-adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff sets high expectations for all students, and they will provide high-quality, standards/research-based learning opportunities to support student success.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	To be updated in June 2021-2022 ALL = +33.8 EL= +20.7 FY= N/A HM= +13.7 SWD= -62.5 AA=+12.2 A=+23.9 H/L= +14.7	Academic achievement scores will show an increase of no less than 3% in all student groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	W= +57.1	
Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	To be updated in June 2021-2022 ALL = +12.7 EL= +6 FY= N/A HM= -16.5 SWD= -8.5 AA= -19.6 A= +4.5 H/L= -5.5 W= +36.5	Academic achievement scores will show an increase of no less than 3% in all student groups.
2C California Science Test (CAST) Percentage of Students Meeting or Exceeding Standards on CAST (Grades 5) student group Source: CDE Dataquest Reporting	To be updated in June 2021-2022 ALL = 30% EL= 2.9 FY= N/A HM= 14.8% SWD= 8.1% AA=13.6% A= 58.8% H/L= 18.8% W= 44.2%	Academic achievement scores will show an increase of no less than 3% in all student groups.
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	To be updated in June 2021-2022 level 4 - well developed = 8 Level 3- moderately developed = 14 Level 2- somewhat developed = 10 Level 1- beginning stage = 9	Students will move up one level by June 2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	To be updated in June 2021-2022 ALL - 51 25.4%	By June 2023 will see a 6% increase in students being reclassified.
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2021-2022 0 LTEL students 56 EL students ALL = 0%	Our goal is to continue to have students move to reclassification.
STAR Assessment (English/Reading) Source: Internal District Reporting	2021-2022 Star Reading Spring Screening, grades 2-5 (Baseline data) ALL = 74.5% are estimated to score at or above the proficiency benchmark on the Math star assessment W = 86% H/L = 82% AA =75% EL = 63% A= 88% *not all student groups are available due to data privacy agreements with 3rd party vendors	Academic achievement scores will show an increase of no less than 3% in all student groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Assessment (Mathematics) Source: Internal District Reporting	2021-2022 Star Math Spring Screening, grades 2-5 (Baseline data) ALL = 65% are estimated to score at or above the proficiency benchmark on the Math star assessment W = 71% H/L = 68% AA = 63% EL = 56% A= 83% *not all student groups are available due to data privacy agreements with 3rd party vendors	Academic achievement scores will show an increase of no less than 3% in all student groups.
Student Marks/C or better (English/Reading) in grades 4-5 (3tri) Source: Internal District Reporting	2021-2022 ALL = 89.4% EL= 91.3% FY= 50% HM= 89.2% LI= 85.4% SWD= 65.8% AA= 78.6% A= 100% H/L= 86.6% W= 94.6%	Academic achievement scores will show an increase of no less than 3% in all student groups.
Student Marks/C or better (Mathematics) in grades 4-5 (3tri) Source: Internal District Reporting	2021-2022 ALL = 89.4% EL=83.3% FY=100% HM=94.4% LI=84.2% SWD=75%	Academic achievement scores will show an increase of no less than 3% in all student groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA=85.2% A= 97.1% H/L= 86.5% W= 92.6%	

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

Provide best first instruction with a focus on instructional strategies and materials that support all students. This will be done by purchasing supplemental math and ELA materials resources including but not limited to instructional materials, math manipulatives, books, software subscriptions and math supplies, level books to support ELA instruction, software subscriptions ELA supplies; the purchase of Science materials and resources including but not limited to instructional materials, science manipulatives and kits, software subscriptions, Scholastic News, Science Spin ELA supplies. In addition by not limited to the purchase writing materials and resources to support writing instruction, resources that support instructional and the core curriculum.

Smiley will provide substitutes for teacher release time for peer observation, grade-level team meetings, data analysis and/or professional development that supports best first instruction and best practice along with any materials and resources needed for the professional development. This activity will support curriculum with reprographic orders that support core curriculum best practices instruction. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and English Language Arts as measured by local assessments (STAR). Ensure best first instruction with a focus on instructional strategies and materials that support "best practices" and tiered supports. In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide supplemental research-based learning opportunities to support student success. Effectiveness of this strategy will be measured by student work samples, academic progress on CFAs, Lexia, Dreambox, meeting of IEP goals, and language proficiency progress based on LCAP.

a. purchase math materials and resources including but not limited to instructional materials, math manipulatives, books, software subscriptions and math supplies

b. purchase ELA materials and resources including but not limited to instructional materials, level books to support ELA instruction, software subscriptions, ELA supplies
c. purchase science materials and resources including but not limited to instructional materials, science manipulatives and kits, software subscriptions, science supplies
d. purchase writing materials, consultant fee and resources to support writing instruction, Tier 1 supports and supplemental
e. purchase materials, supplies and resources that support instruction and the core curriculum
f. provide teacher release time for peer observation, grade-level team meetings, data analysis, and/or professional development/and conferences.
g. offer on-site/off-site professional development opportunities that support instructional strategies, best first instruction and best practice approaches
h. materials, resources and supplies for professional development
i. fund reprographics orders that support core curriculum and supplemental for best practices instruction

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

Amount(s)	Source(s)
21500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2978	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
6000	Title I Non-Personnel (4000-7439)

Strategy/Activity 2

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

All student

Strategy/Activity

Targeted Math and Science Support- With support from Elementary Education Department, teachers will receive professional development focused on using STEM (Science, Engineering, Technology and Math). C-STEM will be provided supplemental access to project based learning focused on coding, robotics, and to further develop their college and career competencies. Additionally, C-STEM math will be coupled with grade level instruction in a more engaging, problem-based real world experiences. Effectiveness of this strategy will be measured by student work samples, and academic progress.

a. purchase robotics, coding, and other STEM/STEAM resources and materials
b. equipment, hardware, software, supplies, materials, resources, and curriculum needed to support enhanced learning and innovation
c. hourly pay/stipends for clubs/activities/opportunities that foster and promote student engagement, innovation, and college, and career readiness
d. materials, supplies, resources, curriculum to support college and career readiness
e. field trips, assemblies, activities that enhanced learning and college and career readiness/and conferences.
f. professional development opportunities and training that support enhanced learning and innovation

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)
15500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
3000	Title I Personnel (1000-3999)

Strategy/Activity 3

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

At- promise groups

Strategy/Activity

Increased educational opportunity and support for at-promise students to meet or exceed grade-level standards. Data are reported and analyzed for effectiveness of programs, and new goals and strategies are implemented based on need. Student progress and academic achievement based on STAR Reading and Math, as well as curriculum-embedded assessments, will be monitored to

determine success and possible needed changes in supports. Smiley will increase the educational opportunity and support for at-promise students to meet or exceed grade-level ELA standards. Priority support will be provided to unduplicated student groups.

Smiley will provide hourly intervention support personnel for students K-5; provide materials and resources to support ELA enrichment to include but not limited to books, licenses, and subscriptions. Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades. Monthly meetings and professional development are held at the site level to discuss data, upcoming math topics for each grade level, and areas needing additional support.
a. compensation for support personnel for students K-5
b. materials, supplies, resources to support and conferences
c. after school tutoring for students K-5

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)
75000	Title I Personnel (1000-3999)
5000	Title I Non-Personnel (4000-7439)

Strategy/Activity 4

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

English Learners not at grade level in ELA and Math

Strategy/Activity

Increase educational opportunity and support for English Learners. Effectiveness of this strategy will be measured by reclassification rate and ELL student group performance on STAR Reading and Math.
a. hourly intervention support personnel for students K-5 who are identified as EL
b. materials, supplies, and resources to support EL intervention and/or ELPAC preparation
c. Ellevation Data Software
d. EL representative allocation

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)
1300	Title I Non-Personnel (4000-7439)
1930	District Funded – Title III Non-Personnel (4000-7439)
4493	District Funded – Title III Personnel (1000-3999)
750	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2022-2023 School School Plan monitoring cycle.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2022-2023 School School Plan monitoring cycle.

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.

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2022-2023 School School Plan monitoring cycle.

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	$208,302.00

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	$131,144.00
Title I Parent Involvement	$1,485.00

Subtotal of additional federal funds included for this school: $132,629.00

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 ($)
District Funded – Title III	$6,423.00
LCAP – Character Education (CHED)	$11,722.00
LCAP – Supplemental & Concentration Grant (SSP)	$57,528.00

Subtotal of state or local funds included for this school: $75,673.00

Total of federal, state, and/or local funds for this school: $208,302.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	$12,789
General Fund	$40,125
State Lottery Funds	$7,462
Technology	$18,614

Total:	78,990

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
Danita Slaughter	Principal
Becky Tasch	Classroom Teacher
Mary Love	Classroom Teacher
Maura Riguis	Classroom Teacher
Ofelia Gomez	Other School Staff
Melissa Albers	Parent or Community Member
Deborah Arroyo	Parent or Community Member
Gregory Harrington	Parent or Community Member
Kawa Shwaish	Parent or Community Member
Norah Sarsour	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 6-1-22.

Attested:

Principal, Danita Slaughter on June 1, 2022

SSC Chairperson, Melissa Albers on June 1, 2022

2022-2023 NEW CERTIFICATED BARGAINING UNIT PERSONNEL

LN	FN	Mo	%	Class-Step	Ratio	Sp Ed	Dr	Effective	Other
Bodnar	Karen	12 MT		D-1				07/01/22	Probationary
Position: Teacher - MS Location: Clement Middle School									
Carlisle	Hannah	12 MT		C-1				07/01/22-06/30/22	Temporary
Position: Teacher - ELEM Location: Mentone Elementary School									
Collins	Ashley	12 MT		D-1				07/01/22-06/30/22	Temporary
Position: Teacher - ELOP Location: Mentone Elementary School									
Darm	Kayla	12 MT		B-1				07/01/22-06/30/22	Temporary
Position: Teacher - ELEM Location: Bryn Mawr Elementary School									
Duncan	Emily	12 MT		C-1				07/01/22-06/30/22	Temporary
Position: Teacher - ELOP Location: Lugonia Elementary School									
Espiritu	Alexis	12 MT		C-4				07/01/22	Probationary
Position: Teacher - ELEM Location: Franklin Elementary School									
Farley	Laura	12 MT		B-1				07/01/22	Probationary
Position: Teacher - MS Location: Clement Middle School									
Feduska	Tiffany	12 MT		C-1				07/01/22-06/30/22	Temporary
Position: Teacher - ELOP Location: Mentone Elementary School									
Fowles	Cynthia	12 MT		F-4				07/01/22	Probationary
Position: Teacher - MS Location: Clement Middle School									
Henderson	Cassidy	12 MT		B-1				07/01/22-06/30/22	Temporary
Position: Teacher - ELOP Location: Franklin Elementary School									

LN	FN	Mo	%	Class-Step	Ratio	Sp Ed	Dr	Effective	Other
Langford	Candice	12 MT		C-4				07/01/22-06/30/22	Temporary
Position: Teacher - ELOP Location: Franklin Elementary School									
Matus	Cindy	12 MT		C-1		$3000		07/01/22	Probationary
Position: Teacher - SPED Location: Kingsbury Elementary School									
Miller	Stuart	12 MT		C-3				07/01/22-06/30/22	Temporary
Position: Middle School Teacher Location: Clement Middle School									
Nylund	Amanda	12 MT		C-1				07/01/22-06/30/22	Temporary
Position: Middle School Teacher Location: Beattie Middle School									
Parreco	Randi	12 MT		F-1				07/01/22-06/30/22	Temporary
Position: Teacher - ELEM Location: Mentone Elementary School									
Ramirez	Alexandria	12 MT		C-3				07/01/22-06/30/22	Temporary
Position: Teacher - ELOP Location: Victoria Elementary School									
Ramirez	Alexis	12 MT		D-3				07/01/22-06/30/22	Temporary
Position: Teacher - ELOP Location: Mentone Elementary School									
Rodriguez	Alexis	12 MT		E-1	1.12			07/01/22-06/30/2022	Temporary
Position: Counselor Location: Victoria Elementary School									
Ruelas	Stephanie	12 MT		C-1		$2000		07/01/22	Probationary
Position: Teacher - SPED Location: Redlands East Valley High School									
Sobaszek	Delaney	12 MT		D-1				07/01/22	Probationary
Position: Teacher - ELEM Location: Smiley Elementary School									

LN	FN	Mo	%	Class-Step	Ratio	Sp Ed	Dr	Effective	Other
Stangel	Savannah	12 MT		C-2		$2000		07/01/22	Probationary
Position: Teacher - SPED Location: Redlands High School									
Syrko	Nadia	12 MT		E-1	1.15			07/01/22	Probationary
Position: SLP Location: Special Services									
Valverde	Kellie	12 MT		B-1				07/01/22	Probationary
Position: Teacher - MS Location: Beattie Middle School									
Vazquez	Prisma	12 MT		C-4				07/01/22-06/30/22	Temporary
Position: Teacher -ELEM - Intervention Location: Mentone Elementary School									

2022-2023 RETURNING CERTIFICATED BARGAINING UNIT PERSONNEL

LN	FN	Mo	%	Class-Step	Ratio	Sp Ed	Dr	Other
Alvarez	Casey	12 MT		D-4		$2,000		
Position: Teacher- SPED								
Location: Kimberly Elementary Teacher								
Banales	Allison	12 MT		B-3				Temporary
Position: Teacher-ELEM								
Location: Mariposa Elementary School								
Flak	Shannon	12 MT		C-5				Temporary
Position: Teacher-HS								
Location: Citrus Valley High School								
Foulston	Monica	12 MT		D-5				Temporary
Position: Teacher-ELEM								
Location: Kimberly Elementary School								
Hernandez	Mercy	12 MT		C-2				**Probationary**
Position: Teacher _MS								
Location: Cope Middle School								
Howard	Stephen	12 MT		B-5				Temporary
Position: Teacher-HS								
Location: Citrus Valley High School								
Kaishershot	Katherine	12 MT	50%	C-3				Temporary
Position: Teacher-ELEM								
Location: Mission Elementary School								
Mitchell	Andrew J.	12 MT		C-3				Temporary
Position: Teacher-HS								
Location: Citrus Valley High School								
Nielsen	Kymberly	12 MT		F-13	1.15			
Position: SLP								
Location: Special Services								
Ortega	Christian	12 MT		C-1				Probationary 1st Year
Position: Teacher - MS								
Location: Moore Middle School								

LN	FN	Mo	%	Class-Step	Ratio	Sp Ed	Dr	Other
Quesada	Miranda	12 MT		C-2				Probationary
Position: Teacher - MS								
Location: Cope Middle School								
Perez	Lawrence	12 MT		B-2				Temporary
Position: Teacher-ELOP								
Location: Victoria Elementary School								
Richards	Jill	12 MT		E-2				Temporary
Position: Teacher-ELOP								
Location: Victoria Elementary School								
Sanchez	Ashlie	12 MT		C-2				Temporary
Position: Teacher- ELEM								
Location: Victoria Elementary Teacher								
Slepski	Catherine	12 MT		F-10		$2,000		Temporary
Position: Teacher- SPED								
Location: Special Education								
Walker	Trevor	12 MT		C-1				Probationary
Position: Teacher - MS								
Location: Moore Middle School								

2021-2022 Certificated Adult Education Hourly Personnel

NAME	POSITION	EFFECTIVE DATE
Troncoza, Arline	Counselor/$51.06 per hour – NTE 40 hours/week	06/10/22-06/30/22

2021-2022 Certificated Home Hospital Hourly Personnel

NAME	POSITION	EFFECTIVE DATE
Fox, Franklin	Teacher/$48.85 per hour – NTE 25 hours/week	04/01/22-06/09/22

Certificated – Ratify/Approve employment of hourly/daily certificated personnel

NAME	POSITION	LOCATION	SALARY	EFFECTIVE
Bearden, Linda	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
Borkgren, Willem	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
DePuyt, Christina	Substitute Teacher	District	$160.00 per day	05/18/22-06/09/22
DiMatteo, Erin	Substitute Teacher	Summer School	$22.85 per hr	06/20/22-06/30/22
DiMatteo, Erin	Substitute Teacher	Summer School	$22.85 per hr	07/01/22-07/28/22
Ernst, Andrew	Substitute Teacher	Summer School	$22.85 per hr	06/20/22-06/30/22
Ernst, Andrew	Substitute Teacher	Summer School	$22.85 per hr	07/01/22-07/28/22
Fairman, Glenn	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
Flores, Angelica	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
Garcia, Antonia	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
May, Kyle	Summer School Teacher	Citrus Valley	$65.00 per hr	06/20/22-06/30/22
May, Kyle	Summer School Teacher	Citrus Valley	$65.00 per hr	07/01/22/07/28/22
Meiners, Veronica	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
Michel, Tiffany	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
Moore, Michael	Substitute Teacher	Summer School	$22.85 per hr	06/20/22-06/30/22
Moore, Michael	Substitute Teacher	Summer School	$22.85 per hr	07/01/22-07/28/22
Moreno, Robert	Substitute Teacher	District	$160.00 per day	12/01/21-06/09/22
Pereria, Livia	Substitute Teacher	Summer School	$22.85 per hr	06/20/22-06/30/22
Pereria, Livia	Substitute Teacher	Summer School	$22.85 per hr	07/01/22-07/28/22

Certificated – Ratify/Approve employment of hourly/daily certificated personnel

NAME	POSITION	LOCATION	SALARY	EFFECTIVE
Perkins, Erica	Substitute Teacher	Summer School	$22.85 per hr	06/20/22-06/30/22
Perkins, Erica	Substitute Teacher	Summer School	$22.85 per hr	07/01/22-07/28/22
Parham, Maria	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
Price, Curtonia	Summer School Teacher	Redlands East Valley	$65.00 per hr	06/20/22-06/30/22
Price, Curtonia	Summer School Teacher	Redlands East Valley	$65.00 per hr	07/01/22/07/28/22
Rawls, Teralynne	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
Stoner-Stewart, Christopher	Summer School Teacher	Redlands High	$65.00 per hr	06/20/22-06/30/22
Stoner-Stewart, Christopher	Summer School Teacher	Redlands High	$65.00 per hr	07/01/22-07/28/22
Stoner-Stewart, Christopher	Substitute Teacher	District	$160.00 per day	06/08/22-06/30/22
Vargas-Bucher, Lynette	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/23
Werthman, Jennifer	Substitute Teacher	District	$160.00 per day	07/01/22-06/30/22

Revised Salary Placements/Assignments For Certificated Bargaining Unit Personnel

Last	First	MI	Months	Class-Step	%	Ratio	Sp Ed	Dr	Effective	
Arakawa	Caitlin		12 MT	**D** - 2					07/01/22	Probationary
Position: Teacher - ELEM Location: Bryn Mawr Elementary School										
Beal	Alisha		12 MT	**F** - 20					07/01/22	
Position: Teacher - HS Location: Redlands High School										
Bills	Kimberly		12 MT	**F** -9		1.15			07/01/22	
Position: SLP Location: Special Services										
Blankenship	Alicia Barton		12 MT	B - 5					07/01/22 -06/30/22	Temporary
Position: Teacher - ELOP **Location: Lugonia Elementary School**										
Brown	Austin		12 MT	**F** - 22					07/01/22	Probationary
Position: Teacher - HS Location: Redlands East Valley High School										
Bruner	Iveth		12 MT	D -**4**		1.12			07/01/22	Probationary
Position: Counselor Location: Moore Middle School										
Camarena	Rosemary		12 MT	D - 10					07/01/22	
Position: Teacher - HS **Location: Citrus Valley High School**										
Carlos	Alexandra		12 MT	B - 2			$2,000		07/01/22	
Position: Teacher – SPED **Location: Lugonia Elementary School**										
Devoe	Aaron		12 MT	**D** - 2					06/01/22	Probationary
Position: Teacher - HS Location: Redlands High School										
Devoe	Aaron		12 MT	**D** - 3					07/01/22	Probationary
Position: Teacher - HS Location: Redlands High School										

Revised Salary Placements/Assignments For Certificated Bargaining Unit Personnel

Last	First	MI	Months	Class-Step	%	Ratio	Sp Ed	Dr	Effective	
Diaz	Shelley		12 MT	**D** - 4					07/01/22	
Position: Teacher – ELEM Location: Mission Elementary School										
Doolittle	Jeffrey		12 MT	F - 13					07/01/22	
Position: Teacher - ELEM **Location: Crafton Elementary School**										
Flowers	Roger		12 MT	**F** - 5					07/01/22	Probationary
Position: Teacher -RISE/Eacademy Location: RISE/eAcademy										
Ganther	Hannah		12 MT	**E** - 5					07/01/22	
Position: Teacher - ELEM Location: Mission Elementary School										
Gonzales	Robin		12 MT	F -**24**		1.12			07/01/22	
Position: Counselor Location: Redlands High School										
Gutierrez	Mirella		12 MT	**F** - 4			$2,000		07/01/22	
Position: Teacher - SPED Location: McKinley Elementary School										
Herlihy	Samantha		12 MT	C - 8			$2,000		07/01/22	
Position: Teacher – SPED-Itinerant **Location: Special Services**										
Hoffman	Amiee		12 MT	B- 2					07/01/22	**Probationary**
Position: Teacher - ELEM Location: Lugonia Elementary School										
Hope	Jordan		12 MT	**F** - 5					06/01/22	
Position: Teacher - MS Location: Moore Middle School										
Hope	Jordan		12 MT	**F** - 6					07/01/22	
Position: Teacher - MS Location: Moore Middle School										

Revised Salary Placements/Assignments For Certificated Bargaining Unit Personnel

Last	First	MI	Months	Class-Step	%	Ratio	Sp Ed	Dr	Effective	
Jablonski	Elisa		12 MT	**E** - 9					04/01/22	
Position: Teacher - ELEM Location: Crafton Elementary School										
Jablonski	Elisa		12 MT	E - 10	**50%**				07/01/22	
Position: Teacher - ELEM Location: Crafton Elementary School										
Jackson	Karyn		12 MT	F -9	**60%**	1.15			07/01/22	
Position: SLP Location: Special Services										
Kettering	Pamela		12 MT	**F** - 32					07/01/22	Probationary
Position: Teacher - HS Location: Redlands High School										
Knipscheer	Sarah		12 MT	F -16	**80%**	1.20			07/01/22	
Position: Psychologist Location: Special Services										
Lohr	Jeanette		12 MT	**F** -9	**80%**	1.20		3.5%	07/01/22	
Position: Psychologist Location: Special Services										
Mackenzie	Kathryn		12 MT	E - 19	**80%**				07/01/22	
Position: Teacher - HS Location: Citrus Valley High School										
Maizares	Agustin		12 MT	C - 3					07/01/22	Probationary
Position: Teacher – RISE/Eacademy Location: RISE/eAcademy										
Maloney	Kevin		12 MT	**F**- 8					07/01/22	
Position: Teacher - ELEM Location: Victoria Elementary School										
Marquis	Amy		12 MT	E - 25					07/01/22	
Position: Teacher - HS **Location: Citrus Valley High School**										

Revised Salary Placements/Assignments For Certificated Bargaining Unit Personnel

Last	First	MI	Months	Class-Step	%	Ratio	Sp Ed	Dr	Effective	
Mendoza	Caroline		12 MT	**D** - 2					07/01/22	Probationary
Position: Teacher - ELEM Location: Mission Elementary School										
Murillo	Heather		12 MT	**E** - 11					07/01/22	
Position: Teacher – RISE/Eacademy Location: RISE/eAcademy										
Norberto	Kristen		12 MT	F - 11	**50%**				07/01/22	
Position: Teacher - ELEM Location: Crafton Elementary School										
Perry	Lisa		12 MT	F - 19		1.05		3.5%	07/01/22	
Position: Teacher – SPED-TOA Location: Special Services										
Purcell	Megan		12 MT	**D** - 2					07/01/22 -06/30/22	Temporary
Position: Teacher - ELEM Location: Crafton Elementary School										
Rehage	Rachel		12 MT	F - 24		1.05			07/01/22	
Position: TOA-Secondary Education Location: Educational Services										
Reichmuth	Amanda		12 MT	C - 6	**80%**				07/01/22	Probationary
Position: Teacher – RISE/eAcademy Location: RISE/eAcademy										
Robbins	Charis		12 MT	**D** - 5			$2,000		07/01/22	
Position: Teacher - SPED Location: Clement Middle School										
Stiff	Jordyn		12 MT	**C** - 2					07/01/22	Probationary
Position: Teacher – RISE/Eacademy Location: RISE/eAcademy										
Toth	Dawn		12 MT	**F** - 21	**80%**				07/01/22	
Position: Teacher - HS Location: Redlands East Valley High School										

Revised Salary Placements/Assignments For Certificated Bargaining Unit Personnel

Last	First	MI	Months	Class-Step	%	Ratio	Sp Ed	Dr	Effective	
Vadnais	Jennifer		12 MT	F - 24		1.05			07/01/22	
Position: TOA-Technology Location: Educational Services										
Van Gorp	Janice		12 MT	C - 2	**60%**				07/01/22	Probationary
Position: Teacher – RISE/eAcademy Location: RISE/eAcademy										
Vasquez	Erica		12 MT	**F** - 8					01/01/22	
Position: Teacher - ELEM Location: Franklin Elementary School										
Villalobes	Emily		12 MT	F -9	**80%**	1.15			07/01/22	
Position: SLP Location: Special Services										
Westwick	Laurel		12 MT	D - 7	**80%**				07/01/22	
Position: Teacher – RISE/eAcademy Location: RISE/eAcademy										
Williams	Charlene		12 MT	**E** - 8					07/01/22	
Position: Teacher - MS Location: Moore Middle School										
Wicks	Peter		12 MT	E - 16					07/01/22	
Position: Teacher – PAR/Induction Coach Location: Human Resources										
Wierenga	Samanatha		12 MT	**D** - 2			$3,000		07/01/22	Probationary
Position: Teacher - SPED Location: Redlands East Valley High School										

Extra Assignments For Certificated Personnel
2021-2022

ARROYO VERDE ELEMENTARY SCHOOL

$41.25 per hour, NTE 1 hour, for room arrangement 04/21/22
Hannon, Lara

BRYN MAWR ELEMENTARY SCHOOL

$41.25 per hour, NTE 20 hours/each, for completion of online training 12/20/21-06/09/22
Guerra, Sara
Thomas, Nancy

CRAFTON ELEMENTARY SCHOOL

$41.25 per hour, NTE 6 hours total, for AVID planning and implementation 08/02/21-06/09/22
Cherry, Heidi
Feierfeil, Chelsey
Grothe-Kearns, Xochitl
Nickell, Clarice
Parker, Stephanie
Purcell, Megan
Reynolds, Kristine
Williamson, Wendy
Woodruff, Brian

$41.25 per hour, NTE 6 hours total, to attend meetings and/or prepare materials for PAL Team 08/02/21-06/09/22
Bascom, Lora
Bennett, Jennifer
Caskey-Lamb, Tiphanie
Grothe-Kearns, Xochitl
Nickell, Clarice
Parker, Stephanie
Reynolds, Kristine
Vansant, Tricia

$500.00 stipend, NTE $400, to serve as Site Technology Support for updating school website and online educational software 08/12/21-06/09/22
Morgan, Kari

CRAM ELEMENTARY SCHOOL

$805.00 stipend, NTE $402.50/each, to serve as Teacher in Charge for the 2021-2022 school year 08/11/21-06/09/22
Cook, Tamara
Keane, Keely

ELEMENTARY EDUCATION

$65.00 per hour, NTE 50 hours/each, to teach Summer Bridge Band 06/01/22-06/30/22
Chaplo, Susan
Glass, Adelle
Otis, Courtney

HUMAN RESOURCES

$350.00 stipend, NTE $350/each, to be a Master Teacher with University of Redlands 08/01/21-12/15/21
Allen, Curtis
Buyak, Becky
Camarena, Rosemary
Campbell, Megan
Cawthon, Azure
Colbert, Crystal
Fonken-Stryker, Katheryn
Hollett, Brian
Love, Mary
Lunsford, Richard
May, Candace
McLean, Hilary
Meiners, Austin
Mesa, Elaine
Pendley, Anne
Regalado, Sean
Rooney, Shannon
Sells, Christopher
Shields, Rebecca
Taggart, Heather
Vermillion, Vanessa
Villarreal, Justina

$100.00 stipend, NTE $100/each, for completion of Risk Management required trainings 01/01/22-06/30/22

Arient-Esparza, Rosa
Bramer, Rachel
Bruner, Iveth
Cruz, Arelie
Felix, Diana
Haddad, Michael
Henry, Jacquelyn
Madero, Alicia
Padilla, Alexis
Swney, Sidney
Zaragoza, Eligio

INSTRUCTIONAL IT & ACCOUNTABILITY

$260.00 per day, NTE 4 days/each, to attend the ISTE Conference 06/26/22-06/29/22

Cowles, Dwayne
Davison, Olivia
Howes, Nicole
Rothe, Caleb
Sapp, Carly
Vadnais, Jennifer

ORANGEWOOD HIGH SCHOOL

$65.00 per hour, NTE 30 hours/week, to provide counseling services and lead teacher duties during summer school 06/17/22-07/28/22

Knight, Jason

$65.00 per hour, NTE 35 hours/week, to teach during summer school 06/17/22-07/28/22

Aranda, Vanessa
Blanck, Robert
Costakes, Constantine
Gonzales, Louise
Lozoya, Phyliss

SPECIAL SERVICES

$41.25 per hour, NTE 20 hours, to work outside of contract hours for inclusion planning 03/21/22-06/24/22

Perry, Lisa

$41.25 per hour, NTE 2 hours, to work outside of contract hours for approved hours for report writing 05/04/22

Cabuhut, Rachel

$41.25 per hour, NTE 10 hours, to work outside of contract hours providing caseload support 05/09/22-05/25/22

Flowers, Camilla

$41.25 per hour, NTE 18 hours, to work outside of contract hours to attend Hanen Training 05/24/22-06/02/22

Lea, Brandi

$46.65 per hour, NTE 5 hours/week, to work outside of contract hours to provide tutoring 06/01/22-06/09/22

Block, Heather

$41.25 per hour, NTE 3 hours/day, to work outside of contract hours to prepare and support Moderate/Severe Certificate of Completions Ceremony 06/01/22-06/02/22

White, Judy

$41.25 per hour, NTE 2 hours, to work outside of contract hours preparing transition graduation 06/02/22

Dillow, Jennifer

$65.00 per hour, NTE 5 hours/day, to work outside of contract hours to support ESY 06/15/22-06/30/22

Brazley, Nyisha
Cabuhut, Rachel
Davis, Kalvin
Espinoza, Norma
Herbert, Erin
Irineo, Carl
Jewett, Trisha
Lesondak, Karen
Lopez, Eden
Perez, Nehemiah

White, Judy Wierenga, Samantha

$65.00 per hour, NTE 5 hours/day/each, to provide Home Hospital support for ESY 06/15/22-06/30/22

Diggs, Laura Ramirez, Magdalena

VICTORIA ELEMENTARY SCHOOL

$41.25 per hour, NTE 2 hours/week/each, for After School Teacher Collaboration 04/01/22-06/30/22

Homan, Albert Roque-Rivera, Josefina

Maloney, Kevin

Extra Assignments For Certificated Personnel
2022-2023

ELEMENTARY EDUCATION

$65.00 per hour, NTE 4 hours/each, to teach Summer Bridge Band 07/01/22-07/31/22

Chaplo, Susan
Glass, Adelle
Otis, Courtney

MOORE MIDDLE SCHOOL

$41.25 per hour, NTE 24 hours/each, for attending Summer Leadership Meeting to discuss implementation of First Best Instruction 07/01/22-08/31/22

Bush, Paul
Daigneault, Nicole
Duncan, Colleen
Favela, Miguel
Fox-Corradino, Rachel
Freeman, Denise
Hope, Jordan
Marquis, Amy
Martin, Jonathan
Paine, Teri
Sanchez, Daniel
Shea, Laura
Simmons, Kevin
Smith, Brandi

SPECIAL SERVICES

$65.00 per hour, NTE 5 hours/day/each, to support ESY 07/01/22-07/14/22

Brazley, Nyisha
Cabuhut, Rachel
Davis, Kalvin
Espinoza, Norma
Herbert, Erin
Irineo, Carl
Jewett, Trisha
Lesondak, Karen
Lopez, Eden
Perez, Nehemiah
White, Judy
Wierenga, Samantha

$41.25 per hour, NTE 60 hours, to prep for ESY at Totally Kids 07/01/22-07/14/22

Petersen, Aarika

$65.00 per hour, NTE 60 hours, to provide Totally Kids Home Hospital support for ESY 07/01/22-07/14/22

Petersen, Aarika

$65.00 per hour, NTE 5 hours/day/each, to provide Home Hospital support for ESY 07/01/22-07/14/22

Diggs, Laura
Ramirez, Magdalena

$41.25 per hour, NTE 1 hour/week/each, to prep for Home Hospital ESY 07/01/22-07/14/22

Diggs, Laura
Ramirez, Magdalena

$65.00 per hour, NTE 5 hours/day/each, for Summer School Boot Camp 07/01/22-07/14/22

Carlos, Alexandra
Dangelo, Shawna
Mariner, Megan
Mello, Brittany
Thomas, Erica

Accept Resignations/Separations From Certificated Bargaining Personnel 2021-2022

Bechel, Kristin Resignation	Citrus Valley High School	06/27/22
Ceja, Jennifer Resignation	Mariposa Elementary School	06/24/22
Covington, James Resignation	Redlands East Valley High School	06/30/22
Davis, Kelsie Resignation	Mentone Elementary School	06/22/22
DeFord, Emily Resignation	Kimberly Elementary School	06/11/22
Smith, Michael Resignation	RISE/eAcademy	06/11/22

Accept Resignations/Separations From Certificated Bargaining Personnel 2022-2023

Langford, Candice Resignation	Franklin Elementary School	07/05/22
Pfeiffer, Michael Resignation	Cope Middle School	07/05/22

Certificated – Ratify/Accept resignations/separations from certificated hourly/daily personnel

NAME	POSITION	REASON	EFFECTIVE
Collins, Ashley	Substitute Teacher	Contract	06/20/2022
Duncan, Emily	Substitute Teacher	Contract	06/09/2022
Farley, Laura	Substitute Teacher	Contract	06/24/2022
Overholt, Hollie	Substitute Teacher	Contract	06/30/2022
Skaggs, Kimberly	Substitute Teacher	Contract	06/10/2022

Ratify/Approve New Classified Contract Personnel

Last	First	MI	Months	Range	Step	Hours	Effective Date
Bouchard	Matthew	C	12 MO	19	A	8.0	06/14/2022
Position: Grounds Maintenance Worker I Location: Redlands High School							
Garcia	Michael	A	12 MO	19	A	8.0	06/14/2022
Position: Custodian I Location: Arroyo Verde/Crafton Elementary Schools							
Ghabour	Patrick	R	12 MO	25	A	8.0	06/27/2022
Position: Temporary Help Desk Technician Location: Technology Services							
Grimm	Jennifer	E	12 MO	27	F	8.0	06/23/2022
Position: Secretary III Location: Educational Services							
Ruiz	Ryan	U	12 MO	19	A	8.0	06/21/2022
Position: Custodian I Location: Clement Middle Schools							

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Alamilla	Tania	10 MO D	15	A	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Mc Kinley Elementary School					
Alves	Jessica	10 MO D	15	C	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Citrus Valley High School					
Ambriz	Daniel	10 MO D	15	F	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Smiley Elementary School					
Andrade	Alejandra	10 MO D	15	F	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Citrus Valley High School					
Arroyo Jr	Johnnie	10 MO D	15	C	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Redlands East Valley School					
Awad	Mary	10 MO D	15	A	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Moore Middle School					
Bartlett	Brenda	10 MO D	15	C	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Citrus Valley High School					
Beckum	Paige	10 MO D	15	A	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Bryn Mawr Elementary School					
Beckwith	Maximillian	10 MO D	15	E	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Redlands High School					

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Bicondova	Lisa	10 MO D	15	F, A-3	6.5	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Cope Middle School						
Blaylock	Caitlin	10 MO D	15	A	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Cram Elementary School						
Camberos	Nijaley	10 MO D	15	A	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Citrus Valley High School						
Cardenas	Judith	10 MO D	15	C	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Redlands High School						
Chavez	Anthony	10 MO D	15	F	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Citrus Valley High School						
Delgadillo	Ashley	10 MO D	15	B	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Redlands High School						
Demers	Alexandra	10 MO D	15	C	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Citrus Valley High School						
Dogra	Anamika	10 MO D	15	A	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Cram Elementary School						
Gama	Saul	10 MO D	15	E	6.5	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Moore Middle School						

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Gendy	Haidy	10 MO D	15	A	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Smiley Elementary School					
Gomez	Priscilla	10 MO D	15	A	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Franklin Elementary School					
Gonzales	Lysette	10 MO D	15	B	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Redlands East Valley School					
Gonzalez	Cynthia	10 MO D	15	A	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Arroyo Verde Elementary School					
Guerrero	Salina	10 MO D	15	F	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Citrus Valley High School					
Habib	Meryana	10 MO D	15	F, A-1	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Redlands High School					
Hernandez	Dominic	10 MO D	15	A	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Lugonia Elementary School					
Holladay	Julia	10 MO D	15	E	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Lugonia Elementary School					
Holyfield	Ryan	10 MO D	15	D	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Cram Elementary School					

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Hudson	Jamie	10 MO D	15	B	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Moore Middle School					
Jones	Caitlin	10 MO D	15	B	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Mc Kinley Elementary School					
Kereakes	Faten	10 MO D	15	D	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Moore Middle School					
Klausner	Nicholas	10 MO D	15	F	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Redlands High School					
Kucherer	Zachary	10 MO D	15	A	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Cope Middle School					
Lara	Teresa	10 MO D	15	C	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Bryn Mawr Elementary School					
Leon Zerbe	Rachel	10 MO D	15	F	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Redlands East Valley School					
Lopez	Angela	10 MO D	15	F	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Smiley Elementary School					
Loy	Mia	10 MO D	15	F	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Clement Middle School					

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Majumder	Sweta	10 MO D	15	A	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Mentone Elementary School						
Manocha	Nidhi	10 MO D	15	C	6.5	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Clement Middle School						
Martin	Calley	10 MO D	15	A	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Kingsbury Elementary School						
Mayo	Matthew	10 MO D	15	C	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Lugonia Elementary School						
Milam	Matty	10 MO D	15	A	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: McKinley Elementary School						
Miller	Troy	10 MO D	15	F	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Redlands East Valley School						
Munoz	Miranda	10 MO D	15	B	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Crafton Elementary School						
Noll	Marni	10 MO D	15	A	6.5	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Moore Middle School						
Odom	Anntoinette	10 MO D	15	B	6.5	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Moore Middle School						

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Olguin	Patricia	10 MO D	15	F	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Redlands East Valley School						
Ortega	Brianna	10 MO D	15	D	6.5	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Cope Middle School						
Ortiz	Anthony	10 MO D	15	C	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Moore Middle School						
Pacheco	Patrick	10 MO D	15	B	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Kimberly Elementary School						
Patnam	Vaheeda	10 MO D	15	D	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Smiley Elementary School						
Poirier	Mariah	10 MO D	15	B	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Mentone Elementary School						
Prado	Maria	10 MO D	15	C	6.75	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Redlands East Valley School						
Ramirez	Priscilla	10 MO D	15	A	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Judson & Brown Elementary School						
Reidhammer	Cheryl	10 MO D	15	B	6.25	08/10/2022
Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Kimberly Elementary School						

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Rhodes	Robin	10 MO D	15	C	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Redlands East Valley School					
Rizk	Maura	10 MO D	15	F	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Beattie Middle School					
Robinson	Jessica	10 MO D	15	F	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Kimberly Elementary School					
Salinas	Jeannine	10 MO D	15	B	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Special Services					
Sheta	Arig	10 MO D	15	D	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Kimberly Elementary School					
Shink	Brianna	10 MO D	15	C	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Judson & Brown Elementary School					
Silva	Josselyn	10 MO D	15	A	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Kimberly Elementary School					
Simpson	Jamey	10 MO D	15	B	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Cope Middle School					
Smith	Kewana	10 MO D	15	B	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Clement Middle School					

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Smith	Ted	10 MO D	15	F	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Cope Middle School					
Sultzbaugh	Jessica	10 MO D	15	E	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Redlands High School					
Teague	Tamara	10 MO D	15	F	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Moore Middle School					
Thorig	Julie	10 MO D	15	A	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Moore Middle School					
Van Sice	Kristeen	10 MO D	15	F, A-1	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Cope Middle School					
Vasquez	Sabrina	10 MO D	15	F	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Citrus Valley High School					
Vasquez	Alexis	10 MO D	15	A	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Cope Middle School					
Ventura	Teresa	10 MO D	15	E	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Kimberly Elementary School					
Vizarro	Beatriz	10 MO D	15	F	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant					
	Location: Cope Middle School					

Approve New Classified Contract Instructional Paraprofessional - Special Education Personnel

Last	First	Months	Range	Step	Hours	Effective Date
Vogt	Monika	10 MO D	15	F, A-3	6.75	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Redlands East Valley High School					
Wilson	Kimberly	10 MO D	15	D	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Moore Middle School					
Wong	Leh	10 MO D	15	F	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Cope Middle School					
Wood	Darrell	10 MO D	15	A	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Moore Middle School					
Yanes	Irma Olivia	10 MO D	15	D	6.5	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Cope Middle School					
Yogi	Neha	10 MO D	15	A	6.25	08/10/2022
	Position: 1:1 Instructional Paraprofessional II- Itinerant Location: Lugonia Elementary School					

Classified – Ratify/Approve employment of classified substitute/short-term personnel

NAME	POSITION	EFFECTIVE
Acosta, Florence	Substitute Clerical/Additional Support/Human Resources/$16.00 per hour (NTE 8 hours per day)	06/01/22-06/30/22
Alamillo, Jessica	Substitute Health Care Technician/Additional Support/Student Services/$17.00 per hour (NTE 8 hours per day)	01/21/22-06/30/22
Amador, Angelina	Summer School Substitute Instructional Paraprofessional/$16.00 + 25% per hour	06/09/22-07/29/22
Amador, Yesica	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Blankenship, Paulina	Substitute Clerical/$16.00 per hour Substitute Clerical/Additional Support/Transportation/$16.00 per hour (NTE 8 hours per day)	06/15/22-06/30/22 06/15/22-06/30/22
Blomquist, Daley	Substitute Health Care Technician/Additional Support/Student Services/$17.00 per hour (NTE 8 hours per day)	01/21/22-06/30/22
Borbon, Jesus	Substitute Campus Monitor/$15.00-$16.00 per hour	08/10/22-06/09/23
Brannen, Laura	Summer School Substitute Instructional Paraprofessional/$16.00 per hour	07/01/22-07/29/22
Burke, Scott	Substitute Disinfecting Custodian/Additional Support/Franklin/$18.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Chakma, Paprhi	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Chavez, Lauren	Summer School Substitute Custodial/$18.00 per hour	06/09/22-07/29/22
De La Hoya, Rena	Summer School Substitute Clerical/$16.00 per hour	06/09/22-07/29/22
Edwards, Latona	Substitute Clerical/Additional Support/Enrollment Center/$16.00 per hour (NTE 300 hours)	07/01/22-06/30/23
Espinoza, Veronica	Summer School Substitute Campus Monitor/$15.00-$16.00 per hour	06/09/22-07/29/22
Fitch, Mary	Substitute Clerical/Additional Support/Enrollment Center/$16.00 per hour (NTE 400 hours)	07/01/22-06/30/23
Gracia, Jesse	Substitute Custodial/$18.00 per hour	07/01/22-06/30/23
Garcia, Korinne	Substitute Instructional Paraprofessional/Additional Support/Cope/$16.00 per hour (NTE 6 hours per day)	05/24/22-05/25/22
Garica, Richard	Substitute Custodial/Additional Support/Mariposa/$18.00 per hour (NTE $2,300.00)	06/13/22-06/30/22
Gomez, Debbi	Returning Substitute Clerical/$16.00 per hour Substitute Clerical/Additional Support/Enrollment Center/$16.00 per hour (NTE 300 hours)	07/01/22-06/30/23 07/01/22-06/30/23
Hernandez, Maria	Summer School Substitute Campus Monitor/$15.00-$16.00 per hour	06/09/22-07/29/22

Classified – Ratify/Approve employment of classified substitute/short-term personnel

NAME	POSITION	EFFECTIVE
Higuera, Cindy	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Holcombe, Ronald	Substitute Custodial/Additional Support/Crafton/$18.00 per hour (NTE 8 hours per day)	06/13/22-06/27/22
Holley, Jessica	Summer School Substitute Instructional Paraprofessional/$16.00 + 25% per hour	06/09/22-07/29/22
Lopez, Luis	Substitute Child Nutrition Services Worker/$15.00 per hour	07/01/22-06/30/23
Lough, Janie	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Martinez, Edward	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Martinez, Juventina	Summer School Substitute Clerical/$16.00 + 25% per hour	06/09/22-07/29/22
McNamara, Natalie	Music Assistant/Summer Bridge Band/Elementary Education/$18.00 per hour (NTE 50 hours) Music Assistant/Summer Bridge Band/Elementary Education/$18.00 per hour (NTE 4 hours)	06/01/22-06/30/22 07/01/22-07/31/22
Melton, Maria	Substitute Clerical/Additional Support/Data Center/$16.00 per hour (NTE 8 hours per day)	06/13/22-06/30/22
Nunez Garcia, Luis	Substitute Custodial/Additional Support/Mission/$18.00 per hour (NTE 2 hours)	06/20/22-06/20/22
Otis, Dakota	Music Assistant/Summer Bridge Band/Elementary Education/$18.00 per hour (NTE 50 hours) Music Assistant/Summer Bridge Band/Elementary Education/$18.00 per hour (NTE 4 hours)	06/01/22-06/30/22 07/01/22-07/31/22
Perez Jr., Jose	Substitute Custodial/Additional Support/CVHS/$18.00 per hour (NTE 5 hours)	05/21/22-05/21/22
Ramirez, Frank	Substitute Custodial/Additional Support/Victoria/$18.00 per hour (NTE 8 hours per day and $720.00 per week)	06/01/22-06/30/22
Redden, Kassidy-Lynn	Substitute Instructional Paraprofessional/Additional Support/Special Services/$16.00 per hour (NTE 3 hours)	06/01/22-06/02/22
Ruiz, Sylvia	Substitute Clerical/Additional Support/Enrollment Center/$16.00 per hour (NTE 350 hours) Substitute Clerical/Additional Support/Enrollment Center/$16.00 per hour (NTE 350 hours)	07/01/22-09/30/22 06/13/22-06/30/22
Salama, Marcel	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Sanchez, Carlee	Substitute Instructional Paraprofessional/$16.00 per hour	07/01/22-06/30/23
Schweizer, Andrew	Short-Term Disinfecting Custodian/Smiley/$18.00 per hour (NTE 8 hours per day)	05/25/22-06/30/22
Soria-Burgueno, Teresa	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Valverde, Hector	Summer School Substitute Custodial/$18.00 per hour	06/09/22-07/29/22

Classified – Ratify/Approve employment of classified substitute/short-term personnel

NAME	POSITION	EFFECTIVE
Wade, Draynesha	Summer School Substitute Instructional Paraprofessional/$16.00 + 25% per hour	06/09/22-07/29/22
Webb Jr., Reginald	Summer School Substitute Instructional Paraprofessional/$16.00 + 25% per hour	06/09/22-07/29/22
Williams, Derek	Summer School Substitute Bus Aide/$16.00 per hour	06/09/22-07/29/23
Zamani, Wahwah	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22
Zepeda, Deborah	Substitute Child Nutrition Services Worker/Additional Support/CNS/$15.00 per hour (NTE 8 hours per day)	06/10/22-06/30/22

Ratify/Approve Revised Salary Placements/Assignments For Classified Contract Personnel

Last	First	MI	Months	Range	Step	Hours	Effective Date
Best	Julius	A	10 MO A	**23**	F	8.0	08/01/2022
Position: **Safety Officer I**							
Location: Moore Middle School							
Camarena	Joseph	M	12 MO	**29**	F, A-1	8.0	07/01/2022-06/30/2023
Position: **Acting Lead Custodian III**							
Location: **Service Center**							
Casas	Corene		10 MO D	**14**	D	**8.0**	08/10/2022
Position: **Child Nutrition Services Assistant II**							
Location: **Clement Middle School**							
Castaneda	Jose	A	12 MO	35	**F, A-3**	8.0	06/01/2022
Position: Mechanic III							
Location: Transportation							
Diaz	Alexis	M	10 MO B	30	A	**4.0**	08/08/2022-06/09/2023
Position: Speech and Language Pathologist Assistant							
Location: Special Services							
Diaz	Shannon	R	**10 MO A**	**20**	**E, A-2**	**4.0**	08/01/2022
Position: **Typist Clerk II**							
Location: Bryn Mawr Elementary School							
Diaz Bernabe	Maria	G	10 MO D	12	A	**3.75**	08/10/2022
Position: Campus Monitor I							
Location: Franklin Elementary School							
Dunlap	Scott	A	10 MO A	23	**C**	8.0	05/17/2022
Position: Safety Officer I							
Location: Redlands East Valley High School							
Flint	Tammy	J	12 MO	**23**	F, A-2	8.0	07/01/2022
Position: Account Clerk II							
Location: Child Nutrition Services							

Ratify/Approve Revised Salary Placements/Assignments For Classified Contract Personnel

Last	First	MI	Months	Range	Step	Hours	Effective Date
Garcia	Jessica	E	10 MO D	**14**	E	**8.0**	08/10/2022
Position: **Child Nutrition Services Assistant II**							
Location: Redlands High School							
Garcia	Jose	L	12 MO	19	D	8.0	06/13/2022
Position: **Grounds Maintenance Worker I**							
Location: Citrus Valley High School							
Garcia	Nicholas	A	12 MO	**29**	**E, A-2**	8.0	07/01/2022-06/30/2023
Position: **Acting Lead Custodian III**							
Location: **Service Center**							
Hayden Jr.	Michael	B	10 MO A	**23**	A	8.0	08/01/2022
Position: **Safety Officer I**							
Location: Redlands High School							
Laskowicz	David	E	10 MO D	15	F	**4.0**	08/10/2022
Position: Campus Monitor II							
Location: **Orangewood High School**							
Lee	Sean	A	12 MO	25	**F, A-1**	8.0	05/01/2022
Position: Grounds Maintenance Worker III							
Location: Service Center							
Lopez	Seth		12 MO	19	**B**	8.0	02/24/2022
Position: Grounds Maintenance Worker I							
Location: Redlands High School							
Luna	Christopher		12 MO	25	E	8.0	06/27/2022
Position: Lead Custodian II							
Location: **Moore Middle School**							
Maldonado	Liana	N	10 MO D	**14**	E	**8.0**	08/10/2022
Position: **Child Nutrition Services Assistant II**							
Location: **Redlands East Valley High School**							

Ratify/Approve Revised Salary Placements/Assignments For Classified Contract Personnel

Last	First	MI	Months	Range	Step	Hours	Effective Date
McClellan	Larisa	R	**10 MO A**	**21**	A	8.0	08/01/2022
Position: **Counseling Center Clerk**							
Location: **Redlands High School**							
Perez	Jessica		10 MO D	**14**	A	**8.0**	08/10/2022
Position: **Child Nutrition Services Assistant II**							
Location: Cope Middle School							
Perry	James	E	12 MO	**24**	**F, A-2**	8.0	07/01/2022-06/30/2023
Position: **Acting Lead Custodian I**							
Location: **Service Center**							
Ravello	Alberto		12 MO	**24**	**E**	8.0	07/01/2022-06/30/2023
Position: **Acting Lead Custodian I**							
Location: Mission Elementary School							
Reyes	Glenda	R	10 MO C	14	**F, A-3**	6.25	05/01/2022
Position: School Bus Driver							
Location: Transportation							
Saldana Jr.	Anthony	V	10 MO D	**14**	E	**8.0**	08/10/2022
Position: **Child Nutrition Services Assistant II**							
Location: **Citrus Valley High School**							
Vasquez	Jenice		**10 MO A**	**20**	**A**	**4.0**	08/01/2022
Position: **Typist Clerk II**							
Location: **Smiley Elementary School**							

Revised Salary Placements/Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Last	First	MI	Months	Range	Step	Hours	Effective Date
Hooker	Jennifer		10 D MO	15	C	**6.0**	08/10/2022
Position: **Instructional Paraprofessional II- Special Education**							
Location: **Cram Elementary School**							
Quadri	Samina		10 D MO	15	F	**6.0**	08/10/2022
Position: **Instructional Paraprofessional II- Special Education**							
Location: Redlands East Valley High School							
Wollam	Courtney		10 D MO	15	**B**	5.0	**02/15/2022**
Position: Instructional Paraprofessional II- Special Education							
Location: Cram Elementary School							

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Aboytes, Olga	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$21.99 per hour + 40%	06/10/2022- 08/09/2022
Adair, Brian	Spilt Shift Differential	Arroyo Verde Elementary	2% Differential	08/11/2021- 06/09/2022
Aguilar, Rosa	Staff Safety Training NTE 4.0 hours	Student Services	$21.10 per hour	06/13/2022- 06/13/2022
Arias, Estefania	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Arriaga, Michelle	Summer Meal Program, CNS Lead III NTE 8.0 hours per day	Child Nutrition Services	$20.12 per hour + 40%	06/10/2022- 08/09/2022
Baeza, Andres	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$21.07 per hour + 40%	06/10/2022- 08/09/2022
Barrientos, Winny	Summer Meal Program, CNS Lead II NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022- 08/09/2022
Baskerville, Rosa	ESY Bus Driver NTE 8.0 hours per day	Special Services	$27.72 per hour + 40%	06/16/2022- 07/15/2022
Belcher, Mary Jo	Summer Meal Program, CNS Lead II NTE 8.0 hours per day	Child Nutrition Services	$27.46 per hour + 40%	06/10/2022- 08/09/2022
Beltran, Cynthia	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Bernal, Anthony	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Best, Julius	Supervision at Graduation NTE 100.0 hours	Citrus Valley High	$25.75 per hour	06/06/2022- 06/10/2022
Blaine, Danielle	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Brazzel, Jennifer	Summer School Bus Driver NTE 8.0 hours per day	Transportation	$26.33 per hour + 40%	06/16/2022- 07/15/2022
Casas, Corene	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$18.66 per hour + 40%	06/10/2022- 08/09/2022
Chavez de Madrigal, Liliana	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.99 per hour + 40%	06/10/2022- 08/09/2022
Crawford, Maritza	ESY Bus Driver NTE 8.0 hours per day	Special Services	$27.27 per hour + 40%	06/16/2022- 07/15/2022
Cuellar, Blanca	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$19.61 per hour + 40%	06/10/2022- 08/09/2022
Dai, Lili	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$18.66 per hour + 40%	06/10/2022- 08/09/2022
Daoud, Hanadi	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Daoud, Sanaa	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Daoud, Sanaa	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022- 08/09/2022
Day, Ryan	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
De La Garza, Regina	Summer School Bus Driver NTE 8.0 hours per day	Transportation	$26.33 per hour + 40%	06/16/2022- 07/15/2022
Deloera Talavera, Cruz	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Devilliers, Erika	Bilingual Differential Stipend	Educational Services	$56.00 per month	07/01/2022- 06/30/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Diaz Bernabe, Maria	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Diazen, Sevanna	Spilt Shift Differential	Arroyo Verde Elementary	2% Differential	08/11/2021-06/09/2022
Duran, Jessica	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Eang, Tanaree	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Emilio, Maribel	Summer School Bus Driver NTE 8.0 hours per day	Transportation	$27.27 per hour + 40%	06/16/2022-07/15/2022
Enderica, Lisa	Summer Meal Program, CNS Lead II NTE 8.0 hours per day	Child Nutrition Services	$19.62 per hour + 40%	06/10/2022-08/09/2022
Enriquez Jr, Raymond	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Escobar, Javier	Staff Safety Training NTE 4.0 hours	Student Services	$20.10 per hour	06/13/2022-06/13/2022
Figueras, April	Spilt Shift Differential	Arroyo Verde Elementary	2% Differential	08/11/2021-06/09/2022
Flint, Amber	Summer Meal Program, CNS Lead II NTE 8.0 hours per day	Child Nutrition Services	$25.50 per hour + 40%	06/10/2022-08/09/2022
Foshee, Richard	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Foster, Janene	ESY Bus Driver NTE 8.0 hours per day	Special Services	$26.33 per hour + 40%	06/16/2022-07/15/2022
Gaona, Monique	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Gaona, Monique	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022- 08/09/2022
Garcia, Jessica	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Garcia, Jessica E.	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$19.61 per hour + 40%	06/10/2022- 08/09/2022
Gonzalez, Marisela	Supervision at Graduation NTE 100.0 hours	Citrus Valley High	$22.20 per hour	06/06/2022- 06/10/2022
Gonzalez, Marisela	Staff Safety Training NTE 4.0 hours	Student Services	$22.20 per hour	06/13/2022- 06/13/2022
Gonzalez, Marisela	Support in Reprographics NTE 750.0 hours	Reprographics	$16.00 per hour + 25%	07/01/2022- 08/11/2022
Guzman, Herlinda	ESY Bus Driver NTE 8.0 hours per day	Special Services	$27.27 per hour + 40%	06/16/2022- 07/15/2022
Hale, Patricia	ESY Bus Driver NTE 8.0 hours per day	Special Services	$27.72 per hour + 40%	06/16/2022- 07/15/2022
Harrison, Pamela	Spilt Shift Differential	Arroyo Verde Elementary	2% Differential	08/11/2021- 06/09/2022
Hernandez, Alexandra	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022- 08/09/2022
Hernandez-Guerrero, Arely	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$17.79 per hour + 40%	06/10/2022- 08/09/2022
Hobbs, Susan	Summer School Bus Driver NTE 8.0 hours per day	Transportation	$21.67 per hour + 40%	06/16/2022- 07/15/2022
Hoon, Sydney	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Hunt, Jonathan	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Kaur, Karamjit	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$20.62 per hour + 40%	06/10/2022-08/09/2022
Kendrick, Carlette	ESY Bus Driver NTE 8.0 hours per day	Special Services	$28.22 per hour + 40%	06/16/2022-07/15/2022
Kim, Soyeon	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Krampe Branch, Alysha	Supervision at Graduation NTE 100.0 hours	Citrus Valley High	$19.16 per hour	06/06/2022-06/10/2022
Latscha, Desire	Supervision at Graduation NTE 100.0 hours	Citrus Valley High	$18.22 per hour	06/06/2022-06/10/2022
Leathers, Angela	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Special Services	$16.89 per hour + 40%	06/10/2022-08/09/2022
Leon-Cupersmith, Lisa	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Lopez, Alexandria	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Lopez, Seth	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Lopez, Veronica	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$19.61 per hour + 40%	06/10/2022-08/09/2022
Luna, Ana	Bilingual Differential Stipend	Educational Services	$56.00 per month	07/01/2022-06/30/2022
Marquez, Jacqueline	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
McClellan, Larisa	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Medina, Guadalupe	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Meyers, Adriana	Staff Safety Training NTE 4.0 hours	Student Services	$20.10 per hour	06/13/2022-06/13/2022
Miramontes, Barbara	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$21.99 per hour + 40%	06/10/2022-08/09/2022
Mireles, Jose	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Moody, Sandra	Summer Meal Program, CNS Lead II NTE 8.0 hours per day	Child Nutrition Services	$25.50 per hour + 40%	06/10/2022-08/09/2022
Moore, Deborah	Clerical Support as Needed NTE 1.0 hour per day	Student Services	$16.00 per hour + 25%	06/13/2022-06/22/2022
Moreno, Vanessa	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Special Services	$16.89 per hour + 40%	06/10/2022-08/09/2022
Natividad, Nathan	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Navarro, Rachelle	Summer Meal Program, CNS Lead III NTE 8.0 hours per day	Child Nutrition Services	$20.12 per hour + 40%	06/10/2022-08/09/2022
Novinec, Tina	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Novinec, Tina	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022-08/09/2022
Orozco Vitela, Marcos	Supervision at Graduation NTE 100.0 hours	Citrus Valley High	$21.10 per hour	06/06/2022-06/10/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Orozco Vitela, Marcos	Staff Safety Training NTE 4.0 hours	Student Services	$21.10 per hour	06/13/2022- 06/13/2022
Parenteau, Rebekah	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Pennington, Alexis	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Pennington, Alexis	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022- 08/09/2022
Perez, Jessica	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Petersen, Michelle	STEAM Cohort Meeting NTE 1.5 hours	Instr. IT & Accountability	$20.10 per hour	05/25/2022- 05/25/2022
Quintero, Evelyn	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$20.62 per hour + 40%	06/10/2022- 08/09/2022
Ramirez, Edmund	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Rangel, Christine	Summer School Bus Driver NTE 8.0 hours per day	Transportation	$27.27 per hour + 40%	06/16/2022- 07/15/2022
Rangel, Guillermina	Supervision at Graduation NTE 100.0 hours	Citrus Valley High	$22.20 per hour	06/06/2022- 06/10/2022
Rangel, Guillermina	Staff Safety Training NTE 4.0 hours	Student Services	$22.10 per hour	06/13/2022- 06/13/2022
Ravelo, Maria	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$21.07 per hour + 40%	06/10/2022- 08/09/2022
Resendez, Christina	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Reyes, Glenda	ESY Bus Driver NTE 8.0 hours per day	Special Services	$27.72 per hour + 40%	06/16/2022- 07/15/2022
Robinson, Omari	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Special Services	$16.89 per hour + 40%	06/10/2022- 08/09/2022
Rodriguez, de Mireles, Maria	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022- 08/09/2022
Russell, Jennifer	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Saenz, Sylvia	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$17.79 per hour + 40%	06/10/2022- 08/09/2022
Saldana Jr, Anthony	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$19.61 per hour + 40%	06/10/2022- 08/09/2022
Salisbury, Marie	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Sanchez, Guadalupe	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$20.62 per hour + 40%	06/10/2022- 08/09/2022
Sanchez, Jorge	ESY Bus Driver NTE 8.0 hours per day	Special Services	$27.72 per hour + 40%	06/16/2022- 07/15/2022
Sanchez Tapia, Nancy	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Sandoval, Michelle	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Shepard, Amy	Summer Meal Program, CNS Lead III NTE 8.0 hours per day	Child Nutrition Services	$25.75 per hour + 40%	06/10/2022- 08/09/2022
Sierra, David	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Sierra, Isabel	Bilingual Differential Stipend	Enrollment Center	$56.00 per month	07/01/2022-06/30/2022
Sigmon, Rebecca	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Silver, Angela	ESY Bus Driver NTE 8.0 hours per day	Special Services	$26.33 per hour + 40%	06/16/2022-07/15/2022
Soria-Burgueno, Teresa	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Sunny, Dana	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$19.61 per hour + 40%	06/10/2022-08/09/2022
Swanson, Christina	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Tanyous, Mona	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022-08/09/2022
Torres Barraza, Yecenia	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.14 per hour + 40%	06/10/2022-08/09/2022
Triana, Margaret	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Triana, Margaret	Summer School Bus Driver NTE 8.0 hours per day	Transportation	$20.65 per hour + 40%	06/16/2022-07/15/2022
Valdez Jr, Miguel	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022-06/30/2022
Velasquez, Alyssa	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Child Nutrition Services	$16.99 per hour + 40%	06/10/2022-08/09/2022
Velasquez, Yvonne	Bilingual Differential Stipend	Human Resources	$56.00 per hour	07/01/2022-06/30/2022

Classified - Extra Assignments Classified Contract Personnel

Name	Position	Location	Salary	Effective
Verduzco, Sandra	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Special Services	$16.89 per hour + 40%	06/10/2022- 08/09/2022
Villarreal, Jesse	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Villegas, Rachel	ESY Bus Driver NTE 8.0 hours per day	Special Services	$27.72 per hour + 40%	06/16/2022- 07/15/2022
Wagner, Dianna	Spilt Shift Differential	Arroyo Verde Elementary	2% Differential	08/11/2021- 06/09/2022
Wasko, Sarah	New Employee Keenan Stipend	Human Resources	$100 stipend	01/01/2022- 06/30/2022
Zander, Carol	Summer Meal Program, CNS Asst. I NTE 8.0 hours per day	Special Services	$16.89 per hour + 40%	06/10/2022- 08/09/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Abdelsaid, Sally	Paraprofessional Training NTE 2.5 hours per day	Smiley Elementary	$21.10 per hour	06/03/2022 06/09/2022
Alamilla, Tania	Paraprofessional Training NTE 2.5 hours per day	McKinley Elementary	$17.38 per hour	06/03/2022 06/09/2022
Alamilla, Tania	New Employee Keenan Stipend	McKinley Elementary	$100.00	01/01/2022 06/30/2022
Alvarez, Marcellina	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$21.10 per hour	06/03/2022 06/09/2022
Arias, Anyssa	Paraprofessional Training NTE 2.5 hours per day	Bryn Mawr Elementary	$19.16 per hour	06/03/2022 06/09/2022
Awad, Mary	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$17.38 per hour	06/03/2022 06/09/2022
Axtell, Laurie	PCM Training NTE 2.5 hours per day	Redlands East Valley High	$22.64 per hour	06/03/2022 06/09/2022
Baeza, Pedro	Paraprofessional Training NTE 2.5 hours per day	Cram Elementary	$19.16 per hour	06/03/2022 06/09/2022
Baisden, Britney	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$18.22 per hour	06/03/2022 06/09/2022
Barrios, Monique	4^{th}/ 5^{th} Bootcamp Support NTE 5.5 hours	Kimberly Elementary	$19.16 per hour + 40%	06/15/2022 07/14/2022
Beckum, Paige	New Employee Keenan Stipend	Bryn Mawr Elementary	$100.00	01/01/2022 06/30/2022
Beckum, Paige	Paraprofessional Training NTE 2.5 hours per day	Bryn Mawr Elementary	$17.38 per hour	06/03/2022 06/09/2022
Beckum, Renee	Job Fair Support NTE 3.0 hours	District Office	$23.26 per hour + 40%	06/21/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Beckum, Renee	Paraprofessional Training NTE 2.5 hours per day	Special Services	$23.26 per hour	06/03/2022 06/09/2022
Beckum, Renee	Bus Aide NTE 4.0 hours per day	Special Services	$23.26 per hour	05/25/2022 06/09/2022
Billings, Carla	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$22.20 per hour	06/03/2022 06/09/2022
Camarena, Sandrea	Paraprofessional Training NTE 2.5 hours per day	Judson & Brown Elementary	$22.20 per hour	06/03/2022 06/09/2022
Camberos, Nijaley	New Employee Keenan Stipend	Citrus Valley High School	$100.00	01/01/2022 06/30/2022
Cevallos Medina, Maria	Paraprofessional Training NTE 2.5 hours per day	Bryn Mawr Elementary	$22.20 per hour	06/03/2022 06/09/2022
Comstock, Janelle	Paraprofessional Training NTE 2.5 hours per day	Crafton Elementary	$17.38 per hour	06/03/2022 06/09/2022
Crandall, Fonda	4th/ 5th Bootcamp Support NTE 5.5 hours	Kimberly Elementary	$23.55 per hour + 40%	06/15/2022 07/14/2022
Day, Jennifer	Paraprofessional Training NTE 2.5 hours per day	Crafton Elementary	$17.38 per hour	06/03/2022 06/09/2022
Delgadillo, Ashley	Extra hours- Graduation Support NTE 2.5 hours per day	Redlands East Valley High	$18.22 per hour	06/07/2022
Diana, Anna	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$22.20 per hour	06/03/2022 06/09/2022
Diaz, Shannon	Paraprofessional Training NTE 2.5 hours per day	Bryn Mawr Elementary	$23.10 per hour	06/03/2022 06/09/2022
Diazen, Tifini	4th/ 5th Bootcamp Support NTE 5.5 hours	Kimberly Elementary	$22.64 per hour + 40%	06/15/2022 07/14/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Diazen, Tifini	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$23.10 per hour	06/03/2022 06/09/2022
Dogra, Anamika	Paraprofessional Training NTE 2.5 hours per day	Cram Elementary	$17.38 per hour	06/03/2022 06/09/2022
Duran, Crystal	Paraprofessional Training NTE 2.5 hours per day	Bryn Mawr Elementary	$19.16 per hour	06/03/2022 06/09/2022
Durazo, Amber	Paraprofessional Training NTE 2.5 hours per day	Victoria Elementary	$19.16 per hour	06/03/2022 06/09/2022
Eyre, Michelle	Paraprofessional Training NTE 2.5 hours per day	Mariposa Elementary	$19.16 per hour	06/03/2022 06/09/2022
Flowers, Sarah	New Employee Keenan Stipend	Arroyo Verde Elementary	$100.00	01/01/2022 06/30/2022
Flowers, Sarah	Paraprofessional Training NTE 2.5 hours per day	Arroyo Verde Elementary	$17.38 per hour	06/03/2022 06/09/2022
Frederick – Sullivan, Kristy	New Employee Keenan Stipend	Clement Middle	$100.00	01/01/2022 06/30/2022
Gadea, Lida	Paraprofessional Training NTE 2.5 hours per day	Smiley Elementary	$22.20 per hour	06/03/2022 06/09/2022
Gama, Mishell	New Employee Keenan Stipend	Arroyo Verde Elementary	$100.00	01/01/2022 06/30/2022
Gama, Mishell	Paraprofessional Training NTE 2.5 hours per day	Arroyo Verde Elementary	$17.38 per hour	06/03/2022 06/09/2022
Gama, Saul	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$21.10 per hour	06/03/2022 06/09/2022
Garcia, Larena	Graduation Help NTE 10 hours per day	District Office	$22.20 per hour	05/01/2022 05/31/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Garcia, Larena	Extra hours- Graduation Support NTE 2.5 hours per day	Redlands East Valley High	$22.20 per hour	06/07/2022
Gilkey, Jayla	New Employee Keenan Stipend	Moore Middle	$100.00	01/01/2022 06/30/2022
Gilkey, Jayla	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$17.38 per hour	06/03/2022 06/09/2022
Gomez, Priscilla	New Employee Keenan Stipend	Franklin Elementary	$100.00	01/01/2022 06/30/2022
Gonzales, Jordyn	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$19.16 per hour	06/03/2022 06/09/2022
Gonzales, Brooke	Paraprofessional Training NTE 2.5 hours per day	Franklin Elementary	$22.20 per hour	06/03/2022 06/09/2022
Gonzalez, Carla	New Employee Keenan Stipend	Clement Middle	$100.00	01/01/2022 06/30/2022
Gonzalez, Cynthia	New Employee Keenan Stipend	Arroyo Verde Elementary	$100.00	01/01/2022 06/30/2022
Gonzalez, Cynthia	Paraprofessional Training NTE 2.5 hours per day	Arroyo Verde Elementary	$17.38 per hour	06/03/2022 06/09/2022
Green, Krista	Extra Hours- Ceremony Support NTE 3 hours per day	Redlands High School	$18.22 per hour	06/01/2022 06/02/2022
Gutierrez, Aidee	Paraprofessional Training NTE 2.5 hours per day	Mariposa Elementary	$18.22 per hour	06/03/2022 06/09/2022
Gutierrez, John	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$20.10 per hour	06/03/2022 06/09/2022
Hannoun, Nadia	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$17.38 per hour	06/03/2022 06/09/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Hazra Choudhury, Sutapa	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$21.10 per hour	06/03/2022 06/09/2022
Hernandez, Dominic	Paraprofessional Training NTE 2.5 hours per day	Mariposa Elementary	$17.38 per hour	06/03/2022 06/09/2022
Hernandez, Nancy	New Employee Keenan Stipend	Arroyo Verde Elementary	$100.00	01/01/2022 06/30/2022
Hidalgo, Tanya	New Employee Keenan Stipend	Kingsbury Elementary	$100.00	01/01/2022 06/30/2022
Hidalgo, Tanya	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$17.38 per hour	06/03/2022 06/09/2022
Holladay, Julia	Paraprofessional Training NTE 2.5 hours per day	Mariposa Elementary	$21.10 per hour	06/03/2022 06/09/2022
Hooker, Jennifer	Paraprofessional Training NTE 2.5 hours per day	Lugonia Elementary	$19.16 per hour	06/03/2022 06/09/2022
Houston, Joshua	Paraprofessional Training NTE 2.5 hours per day	Special Services	$19.16 per hour	06/03/2022 06/09/2022
Holyfield, Ryan	Paraprofessional Training NTE 2.5 hours	Cram Elementary	$20.10 per hour	06/03/2022 06/09/2022
Hudson, Jamie	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$18.22 per hour	06/03/2022 06/09/2022
Huerta-Brewster, Sharon	Paraprofessional Training NTE 2.5 hours per day	Mariposa Elementary	$22.20 per hour	06/03/2022 06/09/2022
Jenkins, Margaret	Paraprofessional Training NTE 2.5 hours per day	Smiley Elementary	$19.16 per hour	06/03/2022 06/09/2022
Jimenez Madeo, Venita	Paraprofessional Training NTE 2.5 hours per day	Judson & Brown Elementary	$22.20 per hour	06/03/2022 06/09/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Johnson, Jamie	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$21.10 per hour	06/03/2022 06/09/2022
Johnson, Michelle	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$19.16 per hour	06/03/2022 06/09/2022
Kereakes, Faten	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$20.10 per hour	06/03/2022 06/09/2022
Kheir, Remonda	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$22.20 per hour	06/03/2022 06/09/2022
Kronbeck, Corine	4th/ 5th Bootcamp Support NTE 5.5 hours	Kimberly Elementary	$22.64 per hour + 40%	06/15/2022 07/14/2022
Kronbeck, Corine	Paraprofessional Training NTE 2.5 hours per day	Arroyo Verde Elementary	$22.64 per hour	06/03/2022 06/09/2022
Kucherer, Zachary	New Employee Keenan Stipend	Kingsbury Elementary	$100.00	01/01/2022 06/30/2022
Lake, Christin	Paraprofessional Training NTE 2.5 hours per day	Mission Elementary	$17.38 per hour	06/03/2022 06/09/2022
Lara, Teresa	Paraprofessional Training NTE 2.5 hours per day	Bryn Mawr Elementary	$19.16 per hour	06/03/2022 06/09/2022
Laue, Laura	Paraprofessional Training NTE 2.5 hours per day	Mariposa Elementary	$23.55 per hour	06/03/2022 06/09/2022
Layton, Heather	Paraprofessional Training NTE 2.5 hours per day	Mission Elementary	$22.64 per hour	06/03/2022 06/09/2022
Lino, Gisela	New Employee Keenan Stipend	Cram Elementary	$100.00	01/01/2022 06/30/2022
Lino, Gisela	Paraprofessional Training NTE 2.5 hours per day	Cram Elementary	$17.38 per hour	06/03/2022 06/09/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Lopez, Angela	Paraprofessional Training NTE 2.5 hours per day	Smiley Elementary	$22.20 per hour	06/03/2022 06/09/2022
Luis, Sarai	Extra hours- Graduation Support NTE 2.5 hours per day	Redlands East Valley High	$17.38 per hour	06/07/2022
Lujan, Cynthia	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$24.60 per hour	06/03/2022 06/09/2022
Majumder, Sweta	Paraprofessional Training NTE 2.5 hours per day	Mentone Elementary	$17.38 per hour	06/03/2022 06/09/2022
Marcial, Arcelia	New Employee Keenan Stipend	Victoria Elementary	$100.00	01/01/2022 06/30/2022
Martin, Calley	New Employee Keenan Stipend	Kingsbury Elementary	$100.00	01/01/2022 06/30/2022
Martin, Calley	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$17.38 per hour	06/03/2022 06/09/2022
Martinez, Daniel	Paraprofessional Training NTE 2.5 hours per day	Special Services	$20.10 per hour	06/03/2022 06/09/2022
Martinez, Daniel	Job Fair Support NTE 3.0 hours	District Office	$20.10 per hour + 40%	06/21/2022
Martinez-Jimenez, Vanessa	Paraprofessional Training NTE 2.5 hours per day	Arroyo Verde Elementary	$18.22 per hour	06/03/2022 06/09/2022
Mayo, Matthew	Paraprofessional Training NTE 2.5 hours per day	Lugonia Elementary	$19.16 per hour	06/03/2022 06/09/2022
McConico, Linda	Paraprofessional Training NTE 2.5 hours per day	Crafton Elementary	$23.10 per hour	06/03/2022 06/09/2022
Mejia, Elizabeth	Paraprofessional Training NTE 2.5 hours per day	Highland Grove Elementary	$22.20 per hour	06/03/2022 06/09/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Milam, Matty	Paraprofessional Training NTE 2.5 hours per day	McKinley Elementary	$17.38 per hour	06/03/2022 06/09/2022
More, Marilyn	Paraprofessional Training NTE 2.5 hours per day	Mentone Elementary	$24.60 per hour	06/03/2022 06/09/2022
Moore Padilla, Michelle	Paraprofessional Training NTE 2.5 hours per day	Smiley Elementary	$22.20 per hour	06/03/2022 06/09/2022
Munoz, Miranda	Paraprofessional Training NTE 2.5 hours per day	Crafton Elementary	$18.22 per hour	06/03/2022 06/09/2022
Nadreau, Tara	Paraprofessional Training NTE 2.5 hours per day	Crafton Elementary	$17.38 per hour	06/03/2022 06/09/2022
Nayak, Sasmita	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$17.38 per hour	06/03/2022 06/09/2022
Noll, Marni	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$17.38 per hour	06/03/2022 06/09/2022
Noll, Marni	Extra Hours- Field Trip NTE 4.5 hours	Moore Middle	$17.38 per hour	06/08/2022
Odom, Anntoinette	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$17.38 per hour	06/03/2022 06/09/2022
Olalde, Raylene	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$17.38 per hour	06/03/2022 06/09/2022
Ordaz-Turbill, , Kim	Paraprofessional Training NTE 6.0 hours per day	Kingsbury Elementary	$20.10 per hour	05/24/2022 05/25/2022
Osorio Valdez, Melissa	New Employee Keenan Stipend	Cram Elementary	$100.00	01/01/2022 06/30/2022
Ortega, Brianna	Extra Hours- Choir Support NTE 2.5 hours per day	Cope Middle School	$20.10 per hour	06/03/2022 06/09/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Pacheco, Patrick	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$18.22 per hour	06/03/2022 06/09/2022
Parson, Ryan	New Employee Keenan Stipend	Redlands East Valley High	$100.00	01/01/2022 06/30/2022
Patnam, Vaheeda	Paraprofessional Training NTE 2.5 hours per day	Smiley Elementary	$20.10 per hour	06/03/2022 06/09/2022
Perugini, Cheryl	Paraprofessional Training NTE 2.5 hours per day	Crafton Elementary	$17.38 per hour	06/03/2022 06/09/2022
Poirier, Mariah	Paraprofessional Training NTE 2.5 hours per day	Mission Elementary	$18.22 per hour	06/03/2022 06/09/2022
Poston, Kahadda	Paraprofessional Training NTE 2.5 hours per day	Special Services	$19.16 per hour	06/03/2022 06/09/2022
Ramirez, Priscilla	New Employee Keenan Stipend	Judson & Brown Elementary	$100.00	01/01/2022 06/30/2022
Rangel, Sylvia	Paraprofessional Training NTE 2.5 hours per day	Mission Elementary	$20.10 per hour	06/03/2022 06/09/2022
Reidhammer, Cheryl	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$18.22 per hour	06/03/2022 06/09/2022
Reyna, Samuel	Paraprofessional Training NTE 2.5 hours per day	McKinley Elementary	$24.04 per hour	06/03/2022 06/09/2022
Reynoso, Nicole	Paraprofessional Training NTE 2.5 hours per day	Special Services	$21.10 per hour	06/03/2022 06/09/2022
Rizk, Jaklin	Paraprofessional Training NTE 2.5 hours per day	Lugonia Elementary	$22.20 per hour	06/03/2022 06/09/2022
Rizk, Jaklin	Intervention Support NTE 2 hours per day	Lugonia Elementary	$22.20 per hour	01/31/2022 06/09/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Roces, Natasha	Paraprofessional Training NTE 2.5 hours per day	Mission Elementary	$20.10 per hour	06/03/2022 06/09/2022
Robinson, Jessica	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$22.20 per hour	06/03/2022 06/09/2022
Rowland, Victoria	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$18.22 per hour	06/03/2022 06/09/2022
Rueda, Joseline	Job Fair Support NTE 3.0 hours	District Office	$18.22 per hour + 40%	06/21/2022
Rueda, Joseline	Paraprofessional Training NTE 2.5 hours per day	Special Services	$18.22 per hour	06/03/2022 06/09/2022
Salinas, Jeannine	New Employee Keenan Stipend	Special Services	$100.00	01/01/2022 06/30/2022
Sanchez Barquero, Claudia	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$19.16 per hour	06/03/2022 06/09/2022
Sanjuan, Joel	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$18.22 per hour	06/03/2022 06/09/2022
Shink, Brianna	Paraprofessional Training NTE 2.5 hours per day	Judson & Brown Elementary	$19.16 per hour	06/03/2022 06/09/2022
Silva, Josselyn	New Employee Keenan Stipend	Kimberly Elementary	$100.00	01/01/2022 06/30/2022
Silva, Josselyn	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$17.38 per hour	06/03/2022 06/09/2022
Simmons, Jason	Graduation Help NTE 10 hours per day	District Office	$18.22 per hour	05/01/2022 05/31/2022
Smith, Ann Marie	New Employee Keenan Stipend	Orangewood High	$100.00	01/01/2022 06/30/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Smith, Shaneah	Graduation Help NTE 10 hours per day	District Office	$17.38 per hour	05/01/2022 05/31/2022
Snavely, Rebecca	Paraprofessional Training NTE 2.5 hours per day	Special Services	$19.16 per hour	06/03/2022 06/09/2022
Stephey, Susan	Paraprofessional Training NTE 2.5 hours per day	Kingsbury Elementary	$17.38 per hour	06/03/2022 06/09/2022
Stiles, Christopher	New Employee Keenan Stipend	Redlands East Valley High	$100.00	01/01/2022 06/30/2022
Teague, Tamara	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$22.20 per hour	06/03/2022 06/09/2022
Thorig, Julie	Paraprofessional Training NTE 2.5 hours per day	Moore Middle	$17.38 per hour	06/03/2022 06/09/2022
Trammell, Taryn	Paraprofessional Training NTE 2.5 hours per day	Bryn Mawr Elementary	$23.55 per hour	06/03/2022 06/09/2022
Vasquez, Carol	Paraprofessional Training NTE 2.5 hours per day	Crafton Elementary	$22.20 per hour	06/03/2022 06/09/2022
Vega, Claudia	Extra Hours- RSeed Support NTE 2.0 hours per day	McKinley Elementary	$18.22 per hour	05/01/2022 06/09/2022
Ventura, Keila	Paraprofessional Training NTE 2.5 hours per day	Smiley Elementary	$22.20 per hour	06/03/2022 06/09/2022
Ventura, Teresa	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$21.10 per hour	06/03/2022 06/09/2022
Wade, Draynesha	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$18.22 per hour	06/03/2022 06/09/2022
Webb, Reginald	Graduation Help NTE 10 hours per day	District Office	$21.10 per hour	05/01/2022 05/31/2022

Classified - Extra Assignments For Classified Contract Instructional Paraprofessional – Special Education Personnel

Name	Position	Location	Salary	Effective
Webb, Reginald	Extra hours- Graduation Support NTE 2.5 hours per day	Redlands East Valley High	$21.10 per hour	06/07/2022
White, Maya	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$19.16 per hour	06/03/2022 06/09/2022
Whipple, Anabel	Extra Hours- Ceremony Support NTE 3 hours per day	Redlands High School	$24.60 per hour	06/01/2022 06/02/2022
Wilshire, Linda	Extra Hours- Ceremony Support NTE 3 hours per day	Redlands High School	$24.60 per hour	06/01/2022 06/02/2022
Wilson, Kimberly	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$20.10 per hour	06/03/2022 06/09/2022
Wood, Darrel	Paraprofessional Training NTE 2.5 hours per day	Moore Middle School	$17.38 per hour	06/03/2022 06/09/2022
Yakuob, Carolin	Paraprofessional Training NTE 2.5 hours per day	Kimberly Elementary	$20.10 per hour	06/03/2022 06/09/2022
Yogi, Neha	Paraprofessional Training NTE 2.5 hours per day	Mariposa Elementary	$17.38 per hour	06/03/2022 06/09/2022

Classified Instructional Paraprofessional II- Special Education – Extended School Year Citrus Valley High School

NAME	POSITION	SALARY	EFFECTIVE
Ackerman, Kevin	Instructional Paraprofessional II- Sped 5.0 hours per day	$23.10 per hour + 40%	06/15/22-07/14/22
Alves, Jessica	Instructional Paraprofessional II- Sped 5.0 hours per day	$19.16 per hour + 40%	06/15/22-07/14/22
Arroyo Jr, Johnny	Instructional Paraprofessional II- Sped 5.0 hours per day	$19.16 per hour + 40%	06/15/22-07/14/22
Axtell, Laurie	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.64 per hour + 40%	06/15/22-07/14/22
Barrios, Monique	Instructional Paraprofessional II- Sped 5.0 hours per day	$19.16 per hour + 40%	06/15/22-07/14/22
Blanco, Candace	Instructional Paraprofessional II- Sped 5.0 hours per day	$20.10 per hour + 40%	06/15/22-07/14/22
Budde, Stacy	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Davis, Eric	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.64 per hour + 40%	06/15/22-07/14/22
Demers, Alexandria	Instructional Paraprofessional II- Sped 5.0 hours per day	$19.16 per hour + 40%	06/15/22-07/14/22
Diaz, Shannon	Instructional Paraprofessional II- Sped 5.0 hours per day	$23.10 per hour + 40%	06/15/22-07/14/22
Gilkey, Jayla	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Holley, Jessica	Instructional Paraprofessional II- Sped 5.0 hours per day	$20.10 per hour + 40%	06/15/22-07/14/22
Hudson, Jamie	Instructional Paraprofessional II- Sped 5.0 hours per day	$23.10 per hour + 40%	06/15/22-07/14/22

Classified Instructional Paraprofessional II- Special Education – Extended School Year Citrus Valley High School

NAME	POSITION	SALARY	EFFECTIVE
Klausner, Nicholas	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22
Kucherer, Zachary	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Jimenez-Madeo, Venita	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22
Jones, Caitlin	Instructional Paraprofessional II- Sped 5.0 hours per day	$18.22 per hour + 40%	06/15/22-07/14/22
Kheir, Remonda	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22
Lara, Teresa	Instructional Paraprofessional II- Sped 5.0 hours per day	$19.16 per hour + 40%	06/15/22-07/14/22
Leon Zerbe, Rachel	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22
Loy, Mia	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22
Luis, Sarai	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Miller, Troy	Instructional Paraprofessional III- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22
Moreno, Vanessa	Instructional Paraprofessional III- Sped 5.0 hours per day	$23.73 per hour + 40%	06/15/22-07/14/22
Poirier, Mariah	Instructional Paraprofessional II- Sped 5.0 hours per day	$18.22 per hour + 40%	06/15/22-07/14/22
Sanchez, Iliana	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.64 per hour + 40%	06/15/22-07/14/22

Classified Instructional Paraprofessional II- Special Education – Extended School Year Citrus Valley High School

NAME	POSITION	SALARY	EFFECTIVE
Shink, Brianna	Instructional Paraprofessional II- Sped 5.0 hours per day	$19.16 per hour + 40%	06/15/22-07/14/22
Simmons, Jason	Instructional Paraprofessional II- Sped 5.0 hours per day	$18.22 per hour + 40%	06/15/22-07/14/22
Sultzbaugh, Jessica	Instructional Paraprofessional II- Sped 5.0 hours per day	$21.10 per hour + 40%	06/15/22-07/14/22
Vogt, Monika	Instructional Paraprofessional II- Sped 5.0 hours per day	$23.55 per hour + 40%	06/15/22-07/14/22
Wong, Leh	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22

Classified Instructional Paraprofessional II- Special Education – Extended School Year Kimberly Elementary

NAME	POSITION	SALARY	EFFECTIVE
Abdelsaid, Sally	Instructional Paraprofessional II- Sped 5.0 hours per day	$21.10 per hour + 40%	06/15/22-07/14/22
Alvarez, Lilliana	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22
Beckum, Paige	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Beckum, Renee	Instructional Paraprofessional III- Sped 5.0 hours per day	$23.26 per hour + 40%	06/15/22-07/14/22
Dogra, Anamika	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Holyfield, Ryan	Instructional Paraprofessional II- Sped 5.0 hours per day	$20.10 per hour + 40%	06/15/22-07/14/22
Martinez, Daniel	Instructional Paraprofessional III- Sped 5.0 hours per day	$20.10 per hour + 40%	06/15/22-07/14/22
Meza, Karina	Instructional Paraprofessional II- Sped 5.0 hours per day	$21.10 per hour + 40%	06/15/22-07/14/22
Olalde, Raylene	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Osorio Valdez, Melissa	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Ramirez, Priscilla	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Reidhammer, Cheryl	Instructional Paraprofessional II- Sped 5.0 hours per day	$18.22 per hour + 40%	06/15/22-07/14/22
Rizk, Jaklin	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22

Classified Instructional Paraprofessional II- Special Education – Extended School Year Kimberly Elementary

NAME	POSITION	SALARY	EFFECTIVE
Rowland, Victoria	Instructional Paraprofessional II- Sped 5.0 hours per day	$18.22 per hour + 40%	06/15/22-07/14/22
Ventura, Teresa	Instructional Paraprofessional II- Sped 5.0 hours per day	$21.10 per hour + 40%	06/15/22-07/14/22
Verduzco, Sandra	Instructional Paraprofessional II- Sped 5.0 hours per day	$21.10 per hour + 40%	06/15/22-07/14/22
Younan, Maha	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22

Classified – Extended School Year Redlands High School

NAME	POSITION	SALARY	EFFECTIVE
Gonzalez, Eloisea	Health Care Technician I 5.0 hours per day	$21.11 per hour + 40%	06/15/22-07/14/22

Classified Instructional Paraprofessional II- Special Education – Extended School Year Redlands High School

NAME	POSITION	SALARY	EFFECTIVE
Beckwith, Maximillian	Instructional Paraprofessional II- Sped 5.0 hours per day	$21.10 per hour + 40%	06/15/22-07/14/22
Camberos, Nijaley	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Gama, Mishell	Instructional Paraprofessional II- Sped 5.0 hours per day	$17.38 per hour + 40%	06/15/22-07/14/22
Guerrero, Salina	Instructional Paraprofessional II- Sped 5.0 hours per day	$22.20 per hour + 40%	06/15/22-07/14/22
Rueda, Joseline	Instructional Paraprofessional III- Sped 5.0 hours per day	$18.22 per hour + 40%	06/15/22-07/14/22
Whipple, Anabel	Instructional Paraprofessional II- Sped 5.0 hours per day	$24.60 per hour + 40%	06/15/22-07/14/22
Wilshire, Linda	Instructional Paraprofessional II- Sped 5.0 hours per day	$24.60 per hour + 40%	06/15/22-07/14/22

Classified – Summer School Beattie Middle School

NAME	POSITION	SALARY	EFFECTIVE
Chavez, Diane	Typist Clerk II 6.0 hours per day	$19.62 per hour + 40%	07/08/22-07/22/22
Escontrias, Ernesto	Safety Officer I 6.0 hours per day	$27.00 per hour + 40%	07/08/22-07/22/22
Elliott, Donna	Health Care Technician II 6.0 hours per day	$32.06 per hour + 40%	07/08/22-07/22/22

Classified – Summer School Beattie Middle School

NAME	POSITION	SALARY	EFFECTIVE
Chavez, Diane	Typist Clerk II 6.0 hours per day	$19.62 per hour + 40%	07/08/22-07/22/22
Hernandez, Leonard	Safety Officer II 6.0 hours per day	$30.01 per hour + 40%	07/08/22-07/22/22
Elliott, Donna	Health Care Technician II 6.0 hours per day	$32.06 per hour + 40%	07/08/22-07/22/22
Villarreal, Jesse	Custodian I 6.0 hours per day	$19.19 per hour + 40%	07/08/22-07/22/22

Classified – Summer School Cope Middle School

NAME	POSITION	SALARY	EFFECTIVE
Blaine, Danielle	Typist Clerk II 6.0 hours per day	$19.62 per hour + 40%	07/08/22-07/22/22
Edwards, Kaprice	Custodian I 6.0 hours per day	$19.19 per hour + 40%	07/08/22-07/22/22

Classified – Summer School Orangewood High School

NAME	POSITION	SALARY	EFFECTIVE
Duran, Cynthia	Typist Clerk II 5.0 hours per day	$19.62 per hour + 40%	06/17/22-07/28/22
Harshman, Carol	Safety Officer II 6.0 hours per day	$30.46 per hour + 40%	06/17/22-07/28/22
Ili, Stacey	Health Care Technician II 6.0 hours per day	$25.76 per hour + 40%	06/17/22-07/28/22

Classified Requests for Leave of Absence – 2022-2023

Last	First	Position	Leave of Absence	Effective Dates
Castro Clement Middle School	Christopher	Custodian I	Personal Leave	06/20/22-06/19/23
Goyal Kingsbury Elementary	Anjulata	Campus Monitor	Personal Leave	08/10/22-09/10/22
McCabe Information Services	Nolan	Help Desk Technician	Military Leave	08/15/22-06/30/23

Ratify/Accept Resignations/Separations From Classified Contract Personnel

Last	First	Site	Reason	Effective Date
Sierra Safety Officer Trainee	David	Citrus Valley High School	Resignation	06/23/2022
Soto School Bus Driver	Sandra	Transportation	Resignation	06/11/2022

Classified – Ratify/Accept resignations/separations from classified contract Instructional Paraprofessional – Special Education Personnel

Last	First	Site	Reason	Effective Date
Caringella	Samantha	Arroyo Verde Elementary School	Resignation	06/11/2022
Instructional Paraprofessional II - Special Education				
Cloutier	Jeri	Smiley Elementary School	Retirement	06/10/2022
Instructional Paraprofessional II - Special Education			14 years of service	
Stearns	Brittney	Bryn Mawr Elementary School	Resignation	06/10/2022
Instructional Paraprofessional II - Special Education				

Classified – Ratify/Accept resignations of classified substitute/short term personnel

NAME	POSITION	REASON	EFFECTIVE
Bouchard, Matthew	Substitute Custodial	Other	06/14/2022
Duran, Eva	Substitute Campus Monitor	Other	06/04/2022
Garcia, Michael	Substitute Custodial	Other	06/14/2022
Gendy, Haidy	Substitute Instructional Paraprofessional	Other	06/10/2022

Redlands Unified School District

REPROGRAPHIC TECHNICIAN I
REVISED

DEFINITION
Under general supervision, perform a variety of bindery and duplicating functions in the District Reprographic Services department; set up and operate digital copiers, duplicators, bindery and other equipment for the high volume, quality production of printed materials in a timely manner; design basic graphics and spreadsheets; and do other related work as required.

ESSENTIAL FUNCTIONS
Setup, adjust, and operate bindery, duplicating, digital copiers, and other related equipment in the reproduction of ~~such~~ materials **such** as bulletins, booklets, forms, letterhead, manuals, tests, and other work; clean and maintain equipment in good working order; perform a variety of ~~other~~ **bindery and finishing** duties ~~which are~~ associated with **assigned projects and** printing work~~,~~**;** ~~such as use of~~ **utilize a** computer **and assigned software** for basic spreadsheet and graphic design **to design page layouts; set up and adjust artwork for print jobs;** mak~~eing~~ simple pasteups; collate, staple, drill, pad, fold, cut, and ~~otherwise~~ finish a wide variety of print orders; check printed jobs for quantity, quality, and completeness of order; package, wrap, box, and label completed orders for delivery; operate various bindery equipment including power paper cutter, power paper drill, power staplers and stitchers, folder, collaters, and other equipment as required; answer telephones, assist customers, file various materials, inventory and stock supplies; assist with or perform routine clean-up; log and sort mail and work orders; receive money and issue receipts.

EMPLOYMENT STANDARDS

KNOWLEDGE AND ABILITIES
Knowledge of:
Modern methods, techniques, and procedures for high volume, quality print reproduction;
Ink, toner, chemicals, paper, and bindery stocks and their proper usage in the printing process;
Bindery procedures and equipment;
Basic computer skills;
Safe working methods and procedures.

Ability to:
Set up, adjust, operate, and maintain various power and manual bindery equipment;
Set up, adjust, operate, and maintain digital copiers, duplicating machines and other equipment used for reprographics;
Use various design software, including Adobe Creative Suite;
Understand and carry out oral and written directions;
Establish and maintain an effective working relationship with those contacted in the course of work;
Relate effectively with racially and ethnically diverse staff, students, and community.

EDUCATION AND EXPERIENCE
Education:
Equivalent to the completion of the twelfth grade. Coursework or training in the printing industry is highly desirable.

Experience:
One year of paid experience working in a print shop or bindery, preferably in a public or private school environment.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

Strength:
Physical demands involve lifting, carrying, pushing, and/or pulling of equipment and supplies up to 50 pounds; standing for long periods of time while operating equipment; physical dexterity in limbs and digits to operate printing and duplicating equipment commonly used in the printing department; ability to bend, stoop, grasp and lift.

Work Schedule:
Workdays and/or work hours may vary or rotate.

Pre-placement Physical: Class I

Redlands Unified School District

~~LEAD~~ CHILD NUTRITION SERVICES ~~WORKER~~ CENTRAL KITCHEN **LEAD**
REVISED

DEFINITION

Under general supervision, plan, organize, schedule, lead, control, and participate in the daily activities of the central kitchen, and on-site school cafeteria; requisition, receive, prepare, serve, and store food and supplies; **lead, train, and coordinate food service staff to ensure quality controls and food safety measures are taken;** maintain **facilities in a sanitary condition and monitor and/or assist assigned food service staff in food preparation; maintain** records and prepare reports concerning the child nutrition services operation; **comply with mandated health and school nutrition regulatory requirements**; ~~and do~~ **perform** other related work as **assigned and/or** required.

ESSENTIAL FUNCTIONS

Plan, organize, schedule, lead, control, and participate in the preparation, cooking, baking, and serving of a variety of foods being transported to multiple receiving kitchens and for on-site use; **review, inspect, and taste foods to determine quality, appearance, and edibility; inspect and review the food preparation areas to ensure that appropriate cleanliness and sanitation standards are maintained;** ~~includes cooked main entrees, fresh fruits and fruit platters, hot and cold vegetables (bulk and arranged), hot and cold sandwiches, salads and salad dressings, and desserts, etc.~~; **operate the central kitchen's standard industrial food service equipment and appliances;** plan and prioritize daily work schedules for on-site personnel; assist in menu **development and** planning and adhere to predetermined menus; **estimate food preparation amounts and adjust recipes to minimize waste;** maintain **and oversee** inventory **of frozen and dry food items as well as warehouse items; maintain** ~~and~~ storeroom records **and temperature logs;** lead and participate in portion control and in the packaging and storing of products for use on-site and at other locations; ~~coordinate the daily set-up and day-end activities of campus food carts, etc.; coordinate and review the preparation, submission and collection of cash receipts for multiple points of sale;~~ **order food and supplies from vendors;** ~~may act as cashier which includes handling cash receipts and maintaining simple records; requisition,~~ receive, inspect, and confirm the quantity and quality of food and supplies delivered from ~~suppliers~~ **vendors**; **work directly with vendors to manage menu item shortages, substitutions, and pricing comparisons; coordinate orders and fulfillments of food and supplies with site leads, nutrition specialists, and field specialists;** maintain the food service facility and equipment in a clean, neat, safe, and sanitary condition; maintain a variety of reports pertaining to the operation of on-site and satellite locations; may deliver food/supplies to receiving kitchens as needed; communicate with receiving site ~~managers~~ **leads** regarding supply requests and ~~meal count~~ **menu** changes, etc.; may assist in the training and supervision of child nutrition services personnel~~, student workers, and clubs~~; **prepare and** complete~~s~~ all daily paperwork activities associated with the child nutrition services operation **to include documentation and/or reports such as daily meal counts, menu production records, transport logs, and inventory;** u**tilize a computer and assigned software as required; complete the federal regulatory school nutrition professional development training requirements; provide and support a positive climate of customer service in all interactions and communications with students, district staff, families, and community members; attend meetings as required**; **perform other duties as assigned.**
~~may provide input into the performance evaluation of student workers and district child nutrition services personnel.~~

EMPLOYMENT STANDARDS

KNOWLEDGE AND ABILITIES

Knowledge of:
Methods, procedures**,** and techniques for preparing, cooking, baking, transporting, and serving foods in large quantities;
Sanitation, ~~and~~ safety practices**,** and procedures;
Standard cafeteria appliances and equipment;
Applicable laws, codes, regulations, policies, and procedures;
Proper methods of storing equipment, materials, and supplies;
Inventory control and forecasting;
Principles of training and providing work direction;
Menu planning, nutrition, and federal **school nutrition** ~~breakfast and lunch~~ program requirements;
Basic arithmetic, record keeping, and money handling procedures;
Methods and procedures for requisitioning, receiving, and storing of food~~stuffs~~ and supplies;
Operation of a ~~Basic~~ computer **and assigned software** ~~systems~~;
Basic marketing and advertising objectives;
Personnel motivation methods and techniques.

Ability to:
Prepare and serve a variety of foods in large quantities;
Effectively and accurately plan, organize, schedule, train, **and** lead ~~and control~~ child nutrition services personnel as well as student workers;
Meet regular schedules and frequent deadlines;
Work independently with minimal direction or supervision;
Maintain complete and accurate inventory control and other operational records;
Analyze and determine food, supplies, and materials requirements;
Conduct daily inventories and order appropriate amounts of food and supplies;
Follow health, safety, and safety sanitation regulations;
Adhere to appropriate techniques for lifting and/or carrying supplies;
Adhere to all program and departmental guidelines and mandates;
Perform simple arithmetical calculations;
Compile data and prepare clear and concise reports orally, in writing, and by computer;
Understand and carry out oral and written directions;
Establish and maintain an effective working relationship with those contacted in the course of work;
Relate effectively with racially and ethnically diverse staff, students, and community.

EDUCATION AND EXPERIENCE

Education:
Equivalent to the completion of the twelfth grade, supplemented by training or course work in nutrition, quantity food preparation, menu planning, safety, sanitation, marketing, accounting, or other closely related fields. **Associates degree preferred in a closely related field.**

Experience:
Three years in a lead capacity in a large facility producing meals for multiple satellite locations.

REQUIRED LICENSES AND/OR CERTIFICATES

If driving a vehicle is required in the course of work, operator must possess a valid and appropriate California driver's license, qualify for insurability with the District's insurance carrier. Must possess a valid Servsafe **Manager** certificate.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

Strength:
Moderately heavy work— **involving** lifting and/or carrying of objects weighing up to 50 pounds~~.~~ **and** ~~P~~**p**ush**ing** or pull**ing** a rolling cart carrying up to 200 pounds. Physical dexterity in limbs and digits to operate hand and power driven kitchen appliances and equipment. Ability to bend, stoop, grasp, push, **pull**,and reach. **Reaching overhead, above shoulders, and horizontally.**

Working Conditions:
Regularly work in variable indoor and outdoor conditions; extended periods of standing and/or walking and work in areas of variable temperature conditions. ~~May be necessary to stand for prolonged periods of time on concrete floors and to work in areas where there are extremes in temperature.~~ Regular exposure to knives, slicers, ~~and~~ cleaning agents**, and pesticides**. **Exposure to heat from cooking equipment and cold from walk-in refrigerators and freezers. Exposure to very hot foods, equipment, and metal objects.**

Pre-placement Physical: Class I

Appendix A-2
REDLANDS UNIFIED SCHOOL DISTRICT
CLASSIFIED BARGAINING UNIT POSITIONS
Effective July 13, 2022

Position	Range
CLERICAL SERIES	
Special Services Office Specialist	32
Adult Education Accountability Technician	28
Categorical Programs Technician	28
Compliance Support Secretary	28
Curriculum and Assessment Technician	28
Facilities Technician	28
Human Resources Technician	28
Maintenance & Operations Technician	28
Secretary III	27
Clerical Specialist	25
Human Resources Specialist	25
School Office Manager	25
Secretary II	25
Professional Development Center Specialist	23
Secretary I	23
Enrollment Center Clerk II	22
Typist Clerk III	22
Counseling Center Clerk	21
Healthy Start Program Clerk	21
Office Assistant	21
Office Assistant – Language Support Programs	21
School Clerk	21
Enrollment Center Clerk	20
Typist Clerk II	20
Typist Clerk II – District Office Switchboard	20
Typist Clerk I	19
Data Control & Compliance Technician	28
Data Control Clerk III – Instructional Technology and Accountability	26
Data Control Clerk II	24
Data Control Clerk II – District	24
Data Control Clerk I	22
FISCAL SERIES	
Fiscal Analyst	39
Lead Payroll/Benefits Technician	30
Accounting Technician	28
Attendance Technician	28
Benefits/Risk Management Technician	28
Data Management & Report Compliance Analyst	28
Payroll/Benefits Technician	28
Position Control Technician	28
Account Clerk III	25
Account Clerk III – Food Service	25
Account Clerk II – ASB	24
Account Clerk II	23
Account Clerk I	20
Attendance Clerk	22
Purchasing Assistant	32
Buyer III	25
Buyer II	23
Buyer I	20

Position	Range
CHILD NUTRITION SERIES	
Nutrition Specialist	39
Child Nutrition Services Field Specialist	32
Child Nutrition Services Instructor	26
Child Nutrition Services Central Kitchen Lead	**23**
~~Lead Child Nutrition Services Worker – Central Kitchen~~	~~23~~
Child Nutrition Services Delivery Driver	22
Child Nutrition Services Lead III	21
Child Nutrition Services Lead II	20
Child Nutrition Services Lead I	16
Child Nutrition Services Assistant II	14
Child Nutrition Services Assistant I	12
STUDENT SERVICES SERIES	
Safety Officer III (LEAD)	32
Licensed Vocational Nurse	30
Speech and Language Pathology Assistant (SLPA)	30
Safety Officer II	26
Safety Officer I	23
Translator	22
Attendance Program Assistant	21
Campus Supervisor	21
Family and Community Engagement (FACE) Liaison	21
Health Care Technician II	23
Health Care Technician I	21
Safety Officer Trainee	21
Student Services Assistant	20
Community Liaison Assistant	15
Service Worker	14
Campus Monitor II	15
Guided Play Monitor	13
Campus Monitor I	12
PARAPROFESSIONAL SERIES	
State Preschool Instructor	29
Nursing Lab Paraprofessional	20
Independent Study Paraprofessional	20
Instructional Technology Support Paraprofessional	19
Computer Lab Paraprofessional	18
Instructional Paraprofessional III – General	17
Instructional Paraprofessional III – Special Education	17
Instructional Paraprofessional II – General	15
Instructional Paraprofessional II – Language Assessment Center	15
Instructional Paraprofessional II – Language Support Programs	15
Instructional Paraprofessional II – Special Education	15
Child Development Program Paraprofessional	15
Instructional Paraprofessional I – General Classroom	13
Library Paraprofessional III – District	23
Library Paraprofessional III – High School	23
Library Paraprofessional II – District	21
Library Paraprofessional II – Schools	21
Library Paraprofessional I	17

Position	Range
MAINTENANCE SERIES	
Air Conditioning/Heating Foreman	35
Air Conditioning/Heating Technician	33
Electrician Foreman	35
Electrician	33
Carpenter Foreman	32
Carpenter	31
Locksmith II	33
Locksmith I	31
Office Machine Technician	32
Plumbing/Maintenance Foreman	32
Plumber	31
Painter Foreman	32
Painter	28
Maintenance Worker III	29
Maintenance Worker II – Specialized	27
Maintenance Worker II – General	25
Maintenance Worker I	22
OPERATIONS SERIES	
Lead Custodian III	29
Lead Custodian II	25
Lead Custodian I	24
Custodian III	24
Custodian II	22
Custodian I	19
Grounds Maintenance Foreman	32
Lead Grounds Maintenance Worker	28
Grounds Maintenance Worker III	25
Grounds Maintenance Worker II	22
Grounds Maintenance Worker I	19
Warehouse Foreman	32
Warehouse Worker II	25
Warehouse Worker I	23
Delivery Driver	22
TECHNICAL SERIES	
Communication Specialist	45
Community Outreach, Communication and Social Media Specialist	45
Computer Specialist	45
Network Specialist	45
Systems Specialist	45
Technology Application Specialist	45
Multimedia Communications Specialist	38
Computer Technician II	38
Computer Technician	34
Reprographics Service Technician	33
Theatre Operations Technician	27
Help Desk Technician	25
Reprographic Technician II	25
Reprographic Technician I	20

Position	Range
TRANSPORTATION SERIES	
Mechanic IV	37
Mechanic III	35
Mechanic II	32
Mechanic I	24
Bus Driver Instructor	26
Dispatcher/Scheduler	26
School Bus Driver	22
Specialty Driver	22

tk
07/22

PROFESSIONAL GROWTH RECIPIENTS – 2021-2022

Employee	Location	Position	Stipend
Christine Ball-Beath	Child Nutrition Services	Account Clerk I	1
Michael Fowler	Service Center	Maintenance Worker II – Specialized	1, 2
Brooke Gonzales	Franklin	Instructional Paraprofessional II – Sp. Ed.	1, 2, 3
Isabel Sierra	Enrollment Center	Enrollment Center Clerk	1, 2
Erika Tejeira	Redlands High School	Data Control Clerk II	1

2022-2023 Returning Certificated Management Personnel

Last	First	Step	Doctorate	Anniversary
Vaughan-Obregon	Catherine	5		3
Position: High School Assistant Principal				
Location: Redlands East Valley High School				

Revised Salary Placements/Assignments For Certificated Management

Last	First	Step	Ratio	Doctorate	Anniversary	Effective
Aguilera	Nick	3			**A-1**	07/01/22
Position: Middle Assistant Principal						
Location: Cope Middle School						
Castro	Kristine	1			**A-2**	07/01/22
Position: Elementary Assistant Principal						
Location: Judson & Brown Elementary School						
Clinton	Devlinn	5			**A-2**	07/01/22
Position: Coordinator IV, Instructional Technology & Student Data Systems						
Location: Evaluations/Data Processing						
Daniels	Melissa	2			A-1	07/01/22
Position: Elementary Assistant Principal						
Location: Kingsbury Elementary School						
Harris	Todd	5				**07/01/22**
Position: Middle Assistant Principal						
Location: Moore Middle School						
Hubbard	Kristine	5		3.5%	**A-2**	07/01/22
Position: Coordinator IV, Categorical Programs and Educational Support						
Location: Educational Services						
Im	Jeffrey	5			**A-2**	07/01/22
Position: Elementary Assistant Principal						
Location: Bryn Mawr Elementary School						
Lenertz	Michele	5		3.5%	**A-1**	07/01/22
Position: Elementary Principal						
Location: Arroyo Verde Elementary School						
Malatesta	Rachel	5			**A-3**	07/01/22
Position: Director II, Behavioral & Mental Health Services						
Location: Educational Services						
Martinez	Troy	5			**A-3**	07/01/22
Position: Adult Education Principal						
Location: Adult Education						

Revised Salary Placements/Assignments For Certificated Management

Last	First	Step	Ratio	Doctorate	Anniversary	Effective
Nabhan	Cameron	1				**07/04/22**
Position: High Assistant Principal						
Location: Citrus Valley High School						
Ortiz	Juan	5				**07/02/22**
Position: Middle Assistant Principal						
Location: Cope Middle School						

2021-2022

ACCEPT RESIGNATIONS/SEPARATIONS FROM MANAGEMENT TEAM PERSONNEL

Name/Position	Reason	Effective
Robin Gonzales Assistant Principal, Cope Middle School	Resignation	06/30/2022

2022-2023

ACCEPT RESIGNATIONS/SEPARATIONS FROM MANAGEMENT TEAM PERSONNEL

Name/Position	Reason	Effective
Curtis Marcell Assistant Principal, Citrus Valley High School	Resignation	07/01/2022

REDLANDS UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION
REVISED

TITLE — Director II, **Multilingual Education** ~~English Learners~~ and **Family** ~~Parent~~ Engagement

QUALIFICATIONS

CREDENTIAL:	Required	Appropriate California Credential
EDUCATION:	Required	M.A. or M.S., site or program administrative experience
EXPERIENCE:	Required	Three or more years of successful teaching experience; a minimum of three years of successful administrative experience, site or program level; demonstrated knowledge and experience of **Multilingual Education (ME),** English Learner curriculum**,** and instructional practices.
	Desired	Three or more years of experience as a principal. Five or more years of work with **M**E~~L~~ populations and/or coordination of **M**E~~L~~ programs.
PERSONAL QUALIFICATIONS:		Character, personality, and proper social ability to relate effectively with racially and ethnically diverse staff, students, and community. Demonstrated ability to work cooperatively with parents and a wide variety of community groups and organizations. Bilingual desired.

BRIEF DESCRIPTION OF POSITION

Under the direction and supervision of the Assistant Superintendent of Educational Services, the Director II, ~~of English Learners~~ **Multilingual Education** and **Family** ~~Parent~~ Engagement is responsible for the planning, development and implementation of the policies, regulations, guidelines and procedures pertaining to ~~D~~**d**istrict, ~~F~~**f**ederal and ~~S~~**s**tate **Multilingual** ~~English Learner~~ ~~P~~**p**rograms; monitors services offered by the District and assures compliance; supervises and evaluates the performance of assigned staff; and serves as a resource to district personnel pertaining to ~~S~~**s**tate and ~~F~~**f**ederal **Multilingual** ~~English Learner~~ programs. Will serve as a lead liaison between schools, ~~parents~~**families**, and the community; will educate teachers and the staff on communicating effectively and working together with ~~parents~~**families** as equal partners; will advise and train ~~parents~~**families** on how to become better advocates for their children's education; will conduct home visits to assist and support parents **and families** in understanding the educational process; will provide information on services available to eligible students and families; will coordinate and convey information regarding school and/or district activities and procedures; will refer families to other agencies as needed.

DUTIES AND RESPONSIBILITIES

As assessed by the Assistant Superintendent, Educational Services, the duties and responsibilities of the Director II, **Multilingual Education** ~~English Learners~~ and **Family** ~~Parent~~ Engagement will be as follows:

1. Assists in developing and implementing state and federally funded English Learner programs in accordance with local, state, and federal regulations.

2. Continuously stays informed of and complies with state, district**,** and school regulations and policies~~,~~ **regarding** EL instruction**, Multilingual and Family Engagement programs,** ~~and~~ progress monitoring**,** and reclassification.

3. Assists in the coordination, implementation, and evaluation of EL programs, pupil placement, achievement, and reclassification criteria and monitoring.

4. Assists schools with the procedures and requirements for ~~EL~~ **Multilingual and Family Engagement** programs; i.e., regulations, guidelines, and compliance.

5. Assists in creating and updating the District's Master Plan for ~~English Learners~~ **Multilingual and Family Engagement**.

6. Assists with the annual administration of the English Learner Proficiency Assessments for California (ELPAC), including initial assessments for incoming EL students.

7. Assists with the development of site plans and preparation for **M**E~~L~~ program reviews.

8. Plans and conducts District English Learner Advisory Committee (DELAC) meetings.

9. Assists with coordination of purchases and development of appropriate materials for use in K-12 **M**E~~L~~ programs to align with the State Standards.

10. In coordination with the Educational Services department, assists with the development of curriculum, staff development, assessments**,** and interventions for ~~English~~ **Multilingual** Learners.

11. Provides leadership and support for research-based model ~~English~~ **Multilingual** Learners instructional practices.

12. Develops and implements plans to fulfill the requirements of support for ~~English~~ **Multilingual** Learners needing support in academic content areas.

13. Interprets student performance data and implements appropriate support structures.

14. Directly supports dual language programs and actively promotes the Seal of Biliteracy for applicable students.

15. Communicates and confers effectively both orally and in written form with students, parents, **families,** colleagues**,** and administration.

16. Prepares clear and concise state and federal reports and mandates for sites and **the** District; i.e., budgets, FPM, and Title III.

17. Assists in the development of baseline data and the establishment of goals for the **M**E~~L~~ program.

18. Provides articulation between Categorical, LCAP, **M**E~~L~~, Special Education and regular education programs.

19. Monitors all district and site **M**E~~L~~ budgets.

20. Cultivates meaningful and robust partnerships with parents, ~~EL~~ families**,** and the greater community.

21. Coordinates and creates opportunities for ~~parents~~ **families** to develop the skills needed to function effectively in a working relationship between home, school**,** and **the** community throughout the year.

22. Assists administration, students, staff, teachers, ~~parents~~ **families**, and community members in establishing and implementing effective ~~parent~~ **family**/community programs.

23. Develops curriculum to provide ~~parent involvement~~ training opportunities for families and staff.

24. Visits families in their homes and attends multiple **family engagement** ~~parent involvement~~ functions; including those conducted on weekends and at night.

25. Coordinates schedule of district-wide activities and articulates the needs of ~~parents~~ **families**.

26. Coordinates ~~parent~~ **family** trainings and workshops and prepares a calendar for distribution on a monthly basis in advance of activities.

27. Identifies at-risk students/families; organizes various activities to support at-risk students/families (e.g. meetings, appointments with other agencies, parenting classes/workshops, etc.).

28. Participates in various meetings and District Advisory Councils, as well as Title I and other relevant educational conferences, as may be required.

29. Assists in coordinating, communicating, and networking with community leaders and organizations.

30. Refers students and their families to outside agencies (e.g. state agencies, medical professionals, counselors, foundations, charities, etc.) as needed.

31. Compiles student/family information including collecting data about program effectiveness.

32. Assists with the management of informal and formal parent complaints.

33. Performs other duties as assigned by the supervisor.

REDLANDS UNIFIED SCHOOL DISTRICT
MANAGEMENT TEAM SALARY SCHEDULE
FY 2022-23

EFFECTIVE DATE: July 13, 2022 5.25%

BOARD APPROVED: July 12, 2022

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Secretary III, Confidential	54,658	58,019	61,388	64,748	68,107
Personnel Technician	58,282	61,866	65,454	69,040	72,621
Bus Operations Technician Personnel Technician - Certificated	61,635	64,993	68,354	71,710	75,076
Administrative Secretary	69,805	74,288	76,798	79,314	81,826
**Coordinator / Director AAA Academy Enrollment/Data Center Supervisor	70,927	74,230	80,585	83,964	87,340
Supervisor, Maintenance & Operations	79,246	83,120	86,992	90,875	94,754
District & Community Relations Specialist	83,894	88,005	92,104	96,212	100,319
*Assistant to the Superintendent	86,894	91,005	95,104	99,212	103,319
Child Nutrition Services Operations & Compliance Manager Maintenance, Operations, & Compliance Manager Risk & Benefits Manager Safety Manager Technology Services Manager Transportation Manager	104,951	110,275	115,604	120,930	126,263
Adult School Assistant Principal Coordinator I, Behavior Analyst Coordinator I, Diversity and Equity Coordinator I, Instructional Technology & Assessment Coordinator I, Special Services Coordinator I, STEAM & Innovation Elementary Assistant Principal	111,966	116,274	120,581	124,888	129,193
Coordinator II, Business Services Coordinator II, Operations & Facility Planning Middle School Assistant Principal	117,716	122,731	127,762	132,776	137,806
Coordinator III, College, Career, & Special Programs Coordinator III, District Athletics & Student Support Services High School Assistant Principal	120,579	125,604	130,631	135,653	140,681
Elementary Principal	121,407	126,216	131,153	136,092	141,031
Principal Alternative Program & Adult Education	124,870	129,433	133,987	138,552	143,109
Coordinator IV, Categorical Programs & Educational Support Coordinator IV, Instructional Tech. & Student Data Systems Coordinator IV, Special Education	127,765	132,431	137,088	141,758	146,423

REDLANDS UNIFIED SCHOOL DISTRICT
MANAGEMENT TEAM SALARY SCHEDULE
FY 2022-23

EFFECTIVE DATE: July 13, 2022 5.25%

BOARD APPROVED: July 12, 2022

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Director I, Accounting & Payroll Director I, Child Nutrition Services Director I, Classified Personnel Director I, Maintenance & Operations Director I, Purchasing Director I, Technology Services Director I, Transportation	128,869	134,079	139,300	144,517	149,733
Middle School Principal Principal, Orangewood High School	129,193	134,578	139,963	145,349	150,733
Director II, Staff Development & School Improvement Director II, Behavioral & Mental Health Services ~~Director II, English Learners & Parent Engagement~~ **Director II, Multilingual Education and Family Engagement** Director II, Expanded Learning Opportunity Program (ELO-P) Director II, Student Services	132,130	137,636	143,143	148,653	154,159
Comprehensive High School Principal Director III, Elementary Education Director III, Fiscal Services Director III, Human Resources Director III, Innovative Technology & Accountability Director III, Secondary Education	141,865	147,312	152,759	158,205	163,648
Executive Director, Special Services	145,412	150,995	156,578	162,161	167,739

LONGEVITY IS CALCULATED AS FOLLOWS:

Longevity 1-beginning of the 11th yr.	2.00%
Longevity 2-beginning of the 14th yr.	4.00%
Longevity 3-beginning of the 19th yr.	6.00%
Longevity 4-beginning of the 24th yr.	8.00%
Longevity 5-beginning of the 29th yr.	10.00%

*** Confidential Employee - exempt overtime status**
**** Administrator on Loan position**
Doctorate - Add 3.5% of Step Placement for earned doctorate.

Ratify/Approve employment of temporary athletic team coaches/extended day/Citrus Valley High

NAME	POSITION	EFFECTIVE
Arient-Esparza, Rosa	Girls Head Jr. Varsity Volleyball Step 1	08/01/22-11/18/22
Armstrong, Isaiah	Boys Assistant Varsity Football Step 1	08/01/22-11/18/22
Bennett, Dawn	Girls Head Freshman Volleyball Step 1	08/01/22-11/18/22

Ratify/Approve employment of temporary athletic team coaches/extended day/Redlands East Valley High

NAME	POSITION	EFFECTIVE
Colunga, Mario	Boys Assistant Varsity Football Step 1	08/01/22-11/18/22

Ratify/Approve employment of temporary athletic team coaches/extended day/Redlands High

NAME	POSITION	EFFECTIVE
Crowley, Claire	Boys Head Cross Country Step 1	08/02/22-11/18/22

REDLANDS UNIFIED SCHOOL DISTRICT

Board Approved July 12, 2022

Volunteers 2022 - 2023 School Year

LAST NAME	FIRST NAME
Christian	Carole
Eden-Lacey	Jacqueline
Hunt	Laurel
Huynh	Hien
Lacey	Trent
Martinez	Angela
Moore	Mary
Moore	Steven

Overnight Chaperone Volunteers 2022 - 2023 School Year

LAST NAME	FIRST NAME
Christian	Carole
Martinez	Angela
Moore	Mary
Moore	Steven