



# BOARD MEETING AGENDA

June 29, 2022

7390 Bulldog Way, Palermo, CA 95968

5:00 pm

7390 Bulldog Way  
Palermo, CA 95968-9700  
(530) 533-4842  
Fax (530) 532-1047

Superintendent  
Kathleen Andoe-Nolind

Board of Trustees  
Debbie Hoffman  
Loretta Long  
William Bynum  
Cody Nissen  
Justin Younger

Helen Wilcox School  
5737 Autrey Lane  
Oroville, CA 95966  
(530) 533-7626  
Fax (530) 533-6949  
Heather Scott, Principal

Honcut School  
68 School Street  
Oroville, CA 95966  
(530) 742-5284  
Fax (530) 742-2955  
Heather Scott, Principal

Palermo School  
7350 Bulldog Way  
Palermo, CA 95968  
(530) 533-4708  
Fax (530) 532-7801  
Kimberly Solano, Principal

Golden Hills School  
2400 Via Canela  
Oroville, CA 95966  
(530) 532-6000  
Fax (530) 534-7982  
Kristi Napoli, Principal

[Note: The Board of Trustees may take action on any item posted on this Agenda. Members of the public may directly address the Board concerning any item on this Agenda prior to or during the Board consideration of that item, as determined by the Board President. In compliance with the Americans with Disabilities Act, if you need special assistance to participate in these meetings, please contact the Superintendent's Office (530) 533-4842, ext. 7. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to these meetings. This Agenda and all supporting documents are available for public review at the District Office, 7390 Bulldog Way, Palermo, CA. Documents that have been distributed to the Board less than 72 hours before the meeting are available for public inspection at the District Office, 7390 Bulldog Way, Palermo, CA 95968]

## INTRODUCTION

1. **Call to Order** (Time\_\_\_\_\_)

2. **Flag Salute**

3. **Roll Call**

4. **Approval of Agenda**

ACTION\_\_\_\_\_MOTION\_\_\_\_\_SECOND\_\_\_\_\_ VOTE\_\_\_\_\_

5. **Tell Me Something Good**

### Palermo Middle:

The June session of Summer School is in full swing! At Palermo, Basketball Camp students have been very busy learning how to play as a team, in depth fundamental skills, and just practicing hard. The Art Camp began with simple, but beautiful bubbles, and Theatre is working on a script where a young man wants to work at a school. Next week they will get to tour the Oroville State Theatre, and the local art studio Brushstrokes will give the Art students a demonstration.

### Helen Wilcox:

At Helen Wilcox the 3rd graders have been using their solar ovens to make pizzas and s'mores while learning about different types of energy. The 2nd graders are off to the Oroville Visitors Centers to learn about Lake Oroville as part of their water units. The 1st graders have been learning to play percussion instruments, as well as other types of music, in their sound units. Finally, our Kinders are enjoying their daily learning themes: rainbows, ocean, bunnies, butterflies, and mermaids!

6. **Audience with the Board**

**Non-Agenda Items:**

At this time the Board President will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to stand, state your name for the record and make your presentation. Presentations may be limited to five (5) minutes. The Brown Act, however, does not allow the Governing Board to discuss or take action on any item that is not on the posted agenda. The item may, by Board direction, be placed on a later Board Meeting Agenda for discussion and/or action. The Board may direct the Superintendent to investigate the subject and present a follow-up report at a future Board Meeting.

7. **Audience with the Board**

**Agenda Items**

This is the time the Board President will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state your name and the agenda item on which you wish to speak. When that item comes up on the agenda you will be asked to stand and repeat your name for the record, and make your presentation [five (5) minute time limit per person].

8. **Consent Agenda**

The consent agenda will be approved by a single motion and vote unless items are removed by a Board member and placed on the regular agenda for discussion and action.

**Action Items**

a. Minutes of June 22, 2022 Regular Board Meeting

b. Warrants:

REFERENCE #1

Warrant Numbers: 222953 – 230220, Funds 1, 12, 13, & 25, \$858,251.11

c. Surplus and Obsolete Requests.

- Requests to declare surplus/obsolete equipment and District property be approved and the Superintendent be directed to dispose of said equipment and property, according to the appropriate method, including disposal, as per Education Code Sections 60500-01, 60510-11, 60520-21, 60530, and Board Policy #3270. Surplus/Obsolete Items (which may include disposal of surplus property in the local dump or donation to a charitable organization due to value of such property not defraying the cost of its sale. All items below are valued at less than \$2,500).
  - Thermometer PUSD# 011852
  - Thermometer PUSD# 002506
  - Thermometer PUSD# L8917869
  - Thermometer No PUSD# listed

**Reports**

d. Events Calendar – July 2022

REFERENCE #2

e. Month 10 Enrollment Report

REFERENCE #3

f. Williams Report – April 2022

REFERENCE #4

g. Discipline Report – February 2022 – Revised

REFERENCE #5

h. Discipline Report – March 2022 – Revised

REFERENCE #6

i. Discipline Report – April 2022 – Revised

REFERENCE #7

**Consent Agenda Approval**

a.

ACTION \_\_\_\_\_ MOTION \_\_\_\_\_ SECOND \_\_\_\_\_ VOTE \_\_\_\_\_

**9. Items Removed from Consent Agenda**

a.

ACTION \_\_\_\_\_ MOTION \_\_\_\_\_ SECOND \_\_\_\_\_ VOTE \_\_\_\_\_

**10. Staff Reports/Business Items**

a. Kimberly Butcher, Preschool Services Director, to lead presentation on funding, student data, PUSD annual report, UPK and the effects on our enrollment population and staff.

REFERENCE #9

b. Annual Report on LCAP Local Indicators.

c. It is recommended that the superintendent’s request to carry over 178.46 vacation hours to the 2022/2023 school year be approved.

REFERENCE #10

ACTION \_\_\_\_\_ MOTION \_\_\_\_\_ SECOND \_\_\_\_\_ VOTE \_\_\_\_\_

d. It is recommended that the 2022/2023 Local Control and Accountability Plan (LCAP) be approved.

REFERENCE #11

ACTION \_\_\_\_\_ MOTION \_\_\_\_\_ SECOND \_\_\_\_\_ VOTE \_\_\_\_\_

e. It is recommended that the 2022/2023 Palermo Union School District Budget be approved. *A Copy of the District Budget is available to view on the website.*

ACTION \_\_\_\_\_ MOTION \_\_\_\_\_ SECOND \_\_\_\_\_ VOTE \_\_\_\_\_

f. It is recommended Board Resolution 21-10, Education Code 44256(b), Departmentalized Classroom Assignment, be approved.

REFERENCE #12

ACTION \_\_\_\_\_ MOTION \_\_\_\_\_ SECOND \_\_\_\_\_ VOTE \_\_\_\_\_

g. It is recommended Board Resolution 21-11, Education Code 44258.3, Departmentalized Classroom Assignment, be approved.

REFERENCE #13

ACTION \_\_\_\_\_ MOTION \_\_\_\_\_ SECOND \_\_\_\_\_ VOTE \_\_\_\_\_

- h. It is recommended that the 2022/2023 Consolidated Application for the funding Categorical Programs be approved as presented to the Board.

ACTION\_\_\_\_\_MOTION\_\_\_\_\_SECOND\_\_\_\_\_ VOTE\_\_\_\_\_

- i. It is recommended that the Universal Prekindergarten Plan to expand services to additional transitional kindergarten students be approved.

REFERENCE #14

ACTION\_\_\_\_\_MOTION\_\_\_\_\_SECOND\_\_\_\_\_ VOTE\_\_\_\_\_

- j. California School Employees Association, Bargaining Unit 366.  
(Comments from CSEA, if any, to the Governing Board.)

- k. Palermo Teachers Association Bargaining Unit (PTA/CTA/NEA)  
(Comments from PTA, if any, to the Governing Board.)

11. **Board Policies and Administrative Regulations**

12. **Correspondence**

13. **Superintendent's Reports**

14. **Board Items**

**CLOSED SESSION** (Time\_\_\_\_\_)

- 1. Closed session regarding matters of personnel/employment/ all in accordance with Government Code Section 54957.

**OPEN SESSION** (Time\_\_\_\_\_)

**REPORT ON ACTION(S) TAKEN IN CLOSED SESSION**

**ACTION ITEMS**

- 15. **Personnel – Recommendation: Approval** (Pending successful completion of Pre-employment requirements.)

**Certificated:**

- a. Mark Smith, Temporary Academic Intervention Teacher 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>, Column 2, Step 13, effective August 8, 2022 through June 9, 2023.

ACTION\_\_\_\_\_MOTION\_\_\_\_\_SECOND\_\_\_\_\_ VOTE\_\_\_\_\_

**Certificated Management:**

- b. Maria Pineda, School Psychologist, 8 hours, Column 3, Step 4, effective August 1, 2022.

ACTION\_\_\_\_MOTION\_\_\_\_SECOND\_\_\_\_ VOTE\_\_\_\_\_

**Classified:**

- c. Anthony Juarez, Substitute Computer Technician 1, Class 15, Step 1, effective June 22, 2022.

ACTION\_\_\_\_MOTION\_\_\_\_SECOND\_\_\_\_ VOTE\_\_\_\_\_

- d. Anthony Juarez, Computer Technician 1, 8 hours, District-wide, Class 15, Step 1, effective July 11, 2022.

ACTION\_\_\_\_MOTION\_\_\_\_SECOND\_\_\_\_ VOTE\_\_\_\_\_

- e. Samantha Fernandez, Instructional Aide - Agriculture, 7 hours, Class 7, Step 8, effective August 10, 2022.

ACTION\_\_\_\_MOTION\_\_\_\_SECOND\_\_\_\_ VOTE\_\_\_\_\_

- f. Karen Hunter, Instructional Aide - TK-3<sup>rd</sup>, 3.5 hours, Class 7, Step 18, effective August 10, 2022.

ACTION\_\_\_\_MOTION\_\_\_\_SECOND\_\_\_\_ VOTE\_\_\_\_\_

- g. Amber Spoolman, Instructional Aide, TK-3<sup>rd</sup>, 3.5 hours, Class 7, Step 14, effective August 10, 2022.

ACTION\_\_\_\_MOTION\_\_\_\_SECOND\_\_\_\_ VOTE\_\_\_\_\_

- h. It is recommended that the district revise Employment Agreement reflecting a one year extension to June 30, 2025 for Kathleen Andoe-Nolind, Superintendent be approved.

REFERENCE #15

ACTION\_\_\_\_MOTION\_\_\_\_SECOND\_\_\_\_ VOTE\_\_\_\_\_

**ADJOURNMENT** (Time\_\_\_\_\_)

## REGULAR BOARD MEETING

1. President Debbie Hoffman called the meeting to order at 5:00p.m., and welcomed those in attendance.
2. President Debbie Hoffman led those in attendance in the flag salute.
3. Members of the Governing Board in attendance were: Debbie Hoffman, Cody Nissen, Loretta Long, and Justin Younger. William Bynum was absent.

Others present were: Kathleen Andoe-Nolind, Ruthie Anaya and Keysha Bird.

4. A motion was made by Loretta Long, seconded by Cody Nissen, recommending the agenda be approved. Debbie Hoffman, Loretta Long, Cody Nissen and Justin Younger voted aye. Motion unanimously carried. Bill Bynum was absent.

5. **Tell Me Something Good**

**Palermo Middle School:**

Our 8th grade team did a wonderful job celebrating our graduates on June 9th at Harrison Stadium. There was lots to celebrate, as our percentage of 8th graders that successfully maintained a cumulative gpa soared from 79.3% to 90.8%! I would like to give a special thank you to the Board for being a part of this special day.

7. **Audience with the Board**

**Non-Agenda Items:**

No one had business to bring before the Board.

8. **Audience with the Board**

**Agenda Items:**

No one had business to bring before the Board.

## REGULAR BOARD MEETING

**PUBLIC HEARING**

President asks Superintendent to introduce agenda item.

President opens item for public comments.

The public is invited at this time to provide input and comments to the Governing Board on the proposed 2022-2023 Local Control and Accountability Plan (LCAP).

President closes item for public comments.

Board discussion.

## REFERENCE # 1

Kathleen Andoe-Nolind presented the board with an overview of the 2022-2023 Draft LCAP.

No one had comments on this item for the Board.

President asks Superintendent to introduce agenda item.

President opens item for public comments.

The public is invited at this time to provide input and comments to the Governing Board on the proposed 2022-2023 District Budget.

President closes item for public comments.

Board discussion.

## REFERENCE #2

Ruthie Anaya presented the board with an overview of the 2022-2023 District Budget.

No one had comments on this item for the Board.

9. **CONSENT AGENDA**

**REGULAR BOARD MEETING**

A motion was made by Loretta Long, seconded by Cody Nissen, recommending the following consent agenda items be approved. Debbie Hoffman, Loretta Long, Justin Younger and Cody Nissen voted aye. Motion unanimously carried. William Bynum was absent.

**Action Items**

- a. Minutes of June 8, 2022 Regular Board Meeting
- b. Minutes of June 8, 2022 Special Board Meeting

**Reports**

- c. Events Calendar – June 2022
- d. Palermo ASB Account Ledger April 30, 2022 – May 31, 2022
- e. Discipline Report – February 2022
- f. Discipline Report – March 2022
- g. Discipline Report – April 2022
- h. Discipline Report – May 2022
- i. Surplus and Obsolete Requests
  - Sousaphone - PUSD#2522344
  - Marching Snare Mounts (x2) - PUSD#100487
  - Marching Harness (x2) - PUSD#100487
  - Flute-Barclay - PUSD#5391
  - Violins (x12)
  - Clarinet - PUSD#310286
  - Brother Printer HL 5250DN – PUSD#002095

**9. ITEMS REMOVED FROM CONSENT AGENDA**

There were no items removed from the consent agenda.

**10. Staff Reports/Business Items.**

- a. A motion was made by Loretta Long, seconded by Cody Nissen that the Palermo Union Elementary School District FFA Fundraiser to pre-sell Christmas trees be

**REGULAR BOARD MEETING**

approved. Debbie Hoffman, Loretta Long, Cody Nissen, and Justin younger voted aye. William Bynum was absent.

- b. California School Employees Association, Bargaining Unit 366.  
(Comments from CSEA, if any, to the Governing Board.)
- c. Palermo Teachers Association Bargaining Unit (PTA/CTA/NEA)  
(Comments from PTA, if any, to the Governing Board.)

**12. Board Policies and Administrative Regulations**

None

**13. Correspondence**

None

**14. Superintendent's Reports**

None

**15. Board Items**

None

**CLOSED SESSION (Time: 5:26pm)**

1. Closed session regarding matters of personnel/employment/all in accordance with Government Code Section 54957.
2. Closed session regarding matters of employment performance evaluation in accordance with Government Code Section 54957. Job Title: Superintendent

**OPEN SESSION (Time: 6:38pm)**

The Board reconvened into open session at 6:38p.m.

**REPORTS ON ACTIONS TAKEN IN CLOSED SESSION**

No Action to report

**REGULAR BOARD MEETING**

15. **Personnel – Recommendations: Approval** (Pending successful completion of Pre-employment requirements):

A motion was made by Loretta Long, seconded by Cody Nissen, recommending the following personnel items be approved. Debbie Hoffman, Loretta Long, Cody Nissen and Justin Younger voted aye. William Bynum was absent.

**Certificated:**

- a. Madison Frankina, Certificated Substitute, Summer Session, effective June 13, 2022
- b. Robert Gilbertson, Temporary Academic Intervention Teacher, Column III, Step 17, effective August 8, 2022 through June 9, 2023
- c. Emilee Heddlesten, Temporary Academic Intervention Teacher, Column I, Step 1, effective August 8, 2022 through June 9, 2023

16. **Personnel – Resignations: Approval**

**Classified:**

- d. Linda Cherry, Attendance/ Health Aide, Retirement, effective June 20, 2022

**Certificated:**

- e. Cindy Stallman, Education Specialist Teacher, Resignation, effective June 11, 2022

No action was taken on the personnel item 16.f., as it was acted on during the June 8, 2022 Board Meeting.

**Certificated:**

- f. Seth Davis, Certificated Teacher, Resignation, effective June 11, 2022

**ADJOURNMENT (Time 6:38pm)**

President Debbie Hoffman declared the meeting adjourned at 6:38p.m.

Respectfully submitted,



Kathleen Andoe-Nolind  
Secretary to the Governing Board

## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-222953	03/01/2022	RUSSELL GALLAWAY ASSOCIATES	12-5840		300.00
3005-222954	03/01/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-5800		5,919.90
3005-222955	03/01/2022	AMAZON FULLFILLMENT SERVICES	01-4300		604.88
3005-222956	03/01/2022	BAKER DISTRIBUTING COMPANY LLC	01-4300		80.13
3005-222957	03/01/2022	THE DANIELSEN COMPANY	13-4300	48.08	
			13-4700	3,166.05	3,214.13
3005-222958	03/01/2022	DAWSON OIL	01-4309		463.83
3005-222959	03/01/2022	DURHAM PENTZ TRUCK CENTER	01-4335		4,367.87
3005-222960	03/01/2022	HOBBS PEST SOLUTIONS INC	01-5505		380.00
3005-222961	03/01/2022	ITSAVVY LLC	12-4400		29.02
3005-222962	03/01/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		1,357.61
3005-222963	03/01/2022	SALUS SUPPLY TOVEY GIEZENTANNER	01-4300		858.00
3005-222964	03/01/2022	SUNSET VIEW CITRUS WILLIAM & ETHEL REID	13-4700		90.00
3005-222965	03/01/2022	SUNRISE ENVIROMENTAL SCIENTIFI C	01-4300		283.14
3005-222966	03/01/2022	HOME DEPOT PRO	01-4300		287.93
3005-222967	03/01/2022	US BANK EQUIPMENT FINANCE	01-5602		84.28
3005-222968	03/01/2022	VERIZON WIRELESS SERVICES	01-5900		1,984.68
3005-223292	03/03/2022	Andoe Nolind, Kathleen L	01-5200		17.92
3005-223293	03/03/2022	Golde, Kathy M	01-4300		155.45
3005-223294	03/03/2022	Napoli, Kristen L	01-5200		383.24
3005-223295	03/03/2022	Allsup, Christy L	01-4300		233.59
3005-223296	03/03/2022	Ronan, Terra R	01-4300		68.60
3005-223297	03/03/2022	Beard, Janine M	01-4300		324.46
3005-223298	03/03/2022	Green, Andrea L	01-4300		8.91
3005-223299	03/03/2022	Smock, Sara M	01-4300		31.98
3005-223300	03/03/2022	Webb, Caitlin E	01-4300		29.84
3005-223301	03/03/2022	Adams, Gina C	01-4300		195.94
3005-223302	03/03/2022	Cook Jr, Michael C	01-4300		51.96
3005-223303	03/03/2022	Walker, Rainbow T	01-4300		44.58
3005-223304	03/03/2022	Fox, Melanie R	01-4300		52.86
3005-223305	03/03/2022	Greathouse, Kelsi L	01-4300		37.51
3005-223306	03/03/2022	Applegate, Kari E	01-4300		245.55
3005-223307	03/03/2022	Weston, Michaela A	01-5200		473.29
3005-223308	03/03/2022	Thomas, Andrea M	01-5200		293.68
3005-223309	03/03/2022	US BANK	01-4300	3,415.07	
			01-5200	1,139.41	4,554.48
3005-223618	03/08/2022	Allsup, Christy L	01-4300		13.93
3005-223619	03/08/2022	Smith, Jonathan T	01-5200		67.74
3005-223620	03/08/2022	Fraga, Dyanne J	01-4300		72.96
3005-223621	03/08/2022	Smithey, William D	01-4300		68.59
3005-223622	03/08/2022	Thomas, Andrea M	01-4300		164.70

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-223623	03/08/2022	ACCESS INFORMATION HOLDINGS	01-5504		122.86
3005-223624	03/08/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-5800		5,151.35
3005-223625	03/08/2022	AMAZON FULLFILLMENT SERVICES	01-4300	233.41	
			12-4300	59.81	293.22
3005-223626	03/08/2022	BETTER DEAL EXCHANGE	01-4300		55.54
3005-223627	03/08/2022	CALIFORNIA OCCUPATIONAL MEDICAL PROFESSIONALS	01-5851		50.00
3005-223628	03/08/2022	CLIPPER CREEK	01-4400		11,880.38
3005-223629	03/08/2022	THE DANIELSEN COMPANY	13-4300	1,581.13	
			13-4700	8,603.84	10,184.97
3005-223630	03/08/2022	DANNIS WOLIVER KELLEY	01-5830		1,777.50
3005-223631	03/08/2022	DANS ELECTRICAL SUPPLY	01-4300		15.28
3005-223632	03/08/2022	DAWSON OIL	01-4309		726.76
3005-223633	03/08/2022	E-RATE ADVISORS	01-5800		875.00
3005-223634	03/08/2022	ENDEAVOR HOMES INC	01-4300		143.50
3005-223635	03/08/2022	OFFICE DEPOT	01-4300		290.02
3005-223636	03/08/2022	OREILLY AUTOMOTIVE STORES INC	01-4300	7.03	
			01-4335	14.39	21.42
3005-223637	03/08/2022	POWERSCHOOL GROUP LLC	01-5854		17,750.00
3005-223638	03/08/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		2,755.38
3005-223639	03/08/2022	PRODUCERS DAIRY FOODS	13-4700		790.09
3005-223640	03/08/2022	MICHAEL BUTLER SIERRA WATER UTILITY	01-5503		108.15
3005-223641	03/08/2022	SLAKEY BROTHERS INC FILE NO 51064	01-4300		19.42
3005-223642	03/08/2022	SUNSET VIEW CITRUS WILLIAM & ETHEL REID	13-4700		60.00
3005-223643	03/08/2022	HOME DEPOT PRO	01-4400	4,317.56	
			13-4300	258.82	4,576.38
3005-223644	03/08/2022	SUTTER BUTTES COMMUNICATIONS	01-4335		98.84
3005-223645	03/08/2022	SYSCO FOOD SVCS OF SACRAMENTO	13-4300	124.92	
			13-4700	903.56	1,028.48
3005-223900	03/10/2022	Napoli, Kristen L	01-4300		65.62
3005-223901	03/10/2022	Pintner-Scott, Heather M	01-4300		9.59
3005-223902	03/10/2022	Smock, Sara M	01-4300		10.08
3005-223903	03/10/2022	McCoy, Stefanie C	01-4300		80.13
3005-223904	03/10/2022	Smith, Chelsea L	01-4300		67.15
3005-223905	03/10/2022	Brown, Carly R	01-4300		130.33
3005-223906	03/10/2022	Walker, Rainbow T	01-4300		28.06
3005-223907	03/10/2022	Zarzynski, Rebekah A	01-4300		328.22
3005-224340	03/17/2022	Fox, Cortney A	01-4300		232.41
3005-224341	03/17/2022	Tuato'o, Mary	01-4300		139.84
3005-224342	03/17/2022	Corkin, Brianna G	01-4300	333.02	
			01-5200	404.82	737.84

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-224343	03/17/2022	Zarzynski, Rebekah A	01-5200		322.16
3005-224344	03/17/2022	Clark, Emily B	01-4300		39.80
3005-224345	03/17/2022	Peters, Anne M	01-4300		144.34
3005-224346	03/17/2022	Thomas, Andrea M	01-4300		90.83
3005-224347	03/17/2022	AT&T	01-5900		1,822.23
3005-224348	03/17/2022	BAKER DISTRIBUTING COMPANY LLC	01-4300		78.21
3005-224349	03/17/2022	BETTER DEAL EXCHANGE	01-4300		42.26
3005-224350	03/17/2022	BOYS TOWN PRESS	01-4300	460.32	
			Unpaid Tax	31.12-	429.20
3005-224351	03/17/2022	CREATIVE IMAGING CENTER	01-4300	2,865.90	
			12-4300	142.88	3,008.78
3005-224352	03/17/2022	THE DANIELSEN COMPANY	13-4300	401.12	
			13-4700	2,712.62	3,113.74
3005-224353	03/17/2022	DANS ELECTRICAL SUPPLY	01-4300		299.99
3005-224354	03/17/2022	HD SUPPLY FACILITIES MAINT	01-4300		524.94
3005-224355	03/17/2022	HOUSERS MUSIC	Cancelled		324.74 *
Cancelled on 04/27/2022, Cancel Register # AP04282022					
3005-224356	03/17/2022	INDUSTRIAL POWER PRODUCTS MJB WELDING	01-4300		154.67
3005-224357	03/17/2022	OFFICE DEPOT	01-4300	1,999.62	
			12-4300	774.85	2,774.47
3005-224358	03/17/2022	OREILLY AUTOMOTIVE STORES INC	01-4335		9.72
3005-224359	03/17/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		760.55
3005-224360	03/17/2022	PRODUCERS DAIRY FOODS	13-4700		2,264.26
3005-224361	03/17/2022	RALEYS - IN STORE CHARGE	01-4300		21.82
3005-224362	03/17/2022	RAY A MORGAN COMPANY INC	01-4300		127.74
3005-224363	03/17/2022	RECOLOGY BUTTE COLUSA COUNTIES	01-5504	1,340.96	
			12-5504	60.63	1,401.59
3005-224364	03/17/2022	ROTO ROOTER JEFFERI SMITH	01-5600		145.00
3005-224365	03/17/2022	SALUS SUPPLY TOVEY GIEZENTANNER	01-4300		858.00
3005-224366	03/17/2022	SOLUTION TREE	01-5200		11,840.00
3005-224367	03/17/2022	HOME DEPOT PRO	01-4400		5,719.54
3005-224368	03/17/2022	SYSO FOOD SVCS OF SACRAMENTO	13-4300		940.00
3005-224369	03/17/2022	T-MOBILE	01-5900		2,585.60
3005-224571	03/22/2022	Napoli, Kristen L	Cancelled		504.75 *
Cancelled on 03/28/2022, Cancel Register # AP03292022					
3005-224572	03/22/2022	OROVILLE MERCURY REGISTER	01-5852		406.29
3005-224573	03/22/2022	ACCULARM SECURITY SYSTEMS	01-4300		44.00
3005-224574	03/22/2022	ACME TOILET RENTALS	01-4300		93.20
3005-224575	03/22/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-5800		6,277.15
3005-224576	03/22/2022	AMAZON FULLFILLMENT SERVICES	01-4300	2,123.61	
			13-4300	56.36	2,179.97

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-224577	03/22/2022	BETTER DEAL EXCHANGE	01-4300		26.15
3005-224578	03/22/2022	CDW GOVERNMENT	01-5854		3,900.00
3005-224579	03/22/2022	CONTROLTEC	12-5200		1,487.50
3005-224580	03/22/2022	THE DANIELSEN COMPANY	13-4300	279.72	
			13-4700	3,328.21	3,607.93
3005-224581	03/22/2022	DAWSON OIL	01-4309		1,953.93
3005-224582	03/22/2022	DEL MAR RENTALS AND LANDSCAPE SUPPLY	01-4300		65.69
3005-224583	03/22/2022	LAKESHORE LEARNING MATERIALS	12-4300		723.99
3005-224584	03/22/2022	MC KINLEY ELEVATOR CORPORATION	01-5600		175.00
3005-224585	03/22/2022	ROBERT REED NORTH STATE FLOOR COVERING	01-4300		6,100.00
3005-224586	03/22/2022	OFFICE DEPOT	01-4300	512.45	
			12-4300	804.34	1,316.79
3005-224587	03/22/2022	OREILLY AUTOMOTIVE STORES INC	01-4335		238.72
3005-224588	03/22/2022	OTC Brands INC	01-4300		225.00
3005-224589	03/22/2022	OROVILLE POWER EQUIPMENT	01-4300		24.89
3005-224590	03/22/2022	PACE ANALYTICAL	01-5503		138.00
3005-224591	03/22/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		2,517.49
3005-224592	03/22/2022	PRODUCERS DAIRY FOODS	13-4700		1,741.31
3005-224593	03/22/2022	SCHOOL OUTFITTERS LLC	01-4300		3,663.98
3005-224594	03/22/2022	SCOT YOUNG RESEARCH INC	01-4300		453.12
3005-224595	03/22/2022	SHARPS LOCKSMITHIG GARAGE DOOR	01-4300		64.95
3005-224596	03/22/2022	STARFALL EDUCATION FOUNDATIION	01-5854		355.00
3005-224597	03/22/2022	HOME DEPOT PRO	01-4300	19.42	
			12-4300	75.59	95.01
3005-224598	03/22/2022	TEHAMA TIRE SERVICE INC	01-4335		340.39
3005-224599	03/22/2022	VOLTAGE SPECIALISTS	01-5600		495.00
3005-224845	03/24/2022	Smock, Sara M	01-4300		28.00
3005-224846	03/24/2022	Duggins, Jodie R	12-4300		190.51
3005-224847	03/24/2022	Warner, Kristina N	12-5200		424.00
3005-224848	03/24/2022	Smithey, William D	01-4300		44.74
3005-224849	03/24/2022	Solano, Kimberly A	01-4300		148.36
3005-224850	03/24/2022	Wood, Tami E	01-4300		137.46
3005-224851	03/24/2022	Clark, Emily B	01-4300		392.35
3005-224852	03/24/2022	Applegate, Kari E	01-4300		70.84
3005-224853	03/24/2022	Applegate, Kari E	01-4300		126.87
3005-224854	03/24/2022	Russell, Kristen N	01-5200		504.75
3005-225293	03/29/2022	US BANK	01-4300	4,279.88	
			01-5200	2,754.00	
			01-5854	51.99	
			12-4300	431.71	7,517.58
3005-225294	03/29/2022	AMAZON FULLFILLMENT SERVICES	01-4300	797.62	

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-225294	03/29/2022	AMAZON FULLFILLMENT SERVICES	12-4300	181.18	978.80
3005-225295	03/29/2022	COMMUNITY PLAYTHINGS	12-4300		87.95
3005-225296	03/29/2022	THE DANIELSEN COMPANY	13-4300	783.08	
			13-4700	7,224.35	8,007.43
3005-225297	03/29/2022	DANS ELECTRICAL SUPPLY	01-4300		473.00
3005-225298	03/29/2022	DAWSON OIL	01-4309		737.34
3005-225299	03/29/2022	HEGGERTY	01-4300	1,014.90	
			Unpaid Tax	68.61-	946.29
3005-225300	03/29/2022	HOBBS PEST SOLUTIONS INC	01-4300	35.00	
			01-5505	345.00	380.00
3005-225301	03/29/2022	HUBERT COMPANY	13-4400		489.11
3005-225302	03/29/2022	JIMMYS CUSTOM TROPHIES	01-4300		54.13
3005-225303	03/29/2022	MC KINLEY ELEVATOR CORPORATION	01-5600		175.00
3005-225304	03/29/2022	MCGRAW HILL EDUCATION INC	01-4100		73,139.58
3005-225305	03/29/2022	OFFICE DEPOT	01-4300	2,381.74	
			12-4300	568.40-	1,813.34
3005-225306	03/29/2022	OREILLY AUTOMOTIVE STORES INC	01-4300		5.13
3005-225307	03/29/2022	PACIFIC GAS AND ELECTRIC CO	01-5502		23,245.00
3005-225308	03/29/2022	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	01-5602		571.74
3005-225309	03/29/2022	PITSCO LLC	01-4300		526.87
3005-225310	03/29/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		5,055.54
3005-225311	03/29/2022	PRODUCERS DAIRY FOODS	13-4700		1,494.85
3005-225312	03/29/2022	PURCHASE POWER	01-4300		2,015.00
3005-225313	03/29/2022	RUSSELL GALLAWAY ASSOCIATES	01-5800	13,050.00	
			12-5800	1,815.00	14,865.00
3005-225314	03/29/2022	SOLUTION TREE	01-5200		18,480.00
3005-225315	03/29/2022	SUNRISE ENVIROMENTAL SCIENTIFI C	01-4300		273.02
3005-225316	03/29/2022	HOME DEPOT PRO	01-4300		1,051.20
3005-225317	03/29/2022	TEACHING STRATEGIES	12-4300		700.00
3005-225318	03/29/2022	TEAM FITZ GRAPHICS	01-4300		1,544.41
3005-225319	03/29/2022	TOTAL SCHOOL SOLUTIONS	25-5800		3,800.00
3005-225320	03/29/2022	VERIZON WIRELESS SERVICES	01-5900		311.58
3005-225536	03/31/2022	Borquez, Victor R	01-4300		133.52
3005-225537	03/31/2022	Butler, Heidi N	01-4300		89.01
3005-225538	03/31/2022	Davis, Linda A	01-4300		7.00
3005-225539	03/31/2022	Johnson, Anna M	01-4300		40.51
3005-225540	03/31/2022	Guptill, Charity D	12-4300		43.30
3005-225541	03/31/2022	Smock, Sara M	01-4300		59.79
3005-225542	03/31/2022	Smith, Chelsea L	01-4300		97.62
3005-225543	03/31/2022	Warner, Kristina N	01-4300		16.50
3005-225544	03/31/2022	Smithey, William D	01-4300		51.22
3005-225545	03/31/2022	Davis, Seth F	01-4300		42.54
3005-225546	03/31/2022	Solano, Kimberly A	01-4300		171.76

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-225547	03/31/2022	Greathouse, Kelsi L	01-4300		25.73
3005-225548	03/31/2022	Galdin, Courtney M	01-4300		115.51
3005-225549	03/31/2022	Applegate, Kari E	01-4300		70.34
3005-225550	03/31/2022	Wong, Ryan J	01-5200		608.46
3005-225551	03/31/2022	Thomas, Andrea M	01-4300		249.68
3005-225552	03/31/2022	Madrid, Griselda	12-5200		18.54
3005-226118	04/07/2022	Turner, Jamie M	01-4300		87.91
3005-226119	04/07/2022	Baker, Lisa R	01-4300		85.25
3005-226120	04/07/2022	Green, Andrea L	01-4300		13.56
3005-226121	04/07/2022	Smith, Jonathan T	01-4300		110.83
3005-226122	04/07/2022	Boucher, Shereen T	01-4300		403.99
3005-226123	04/07/2022	Brown, Carly R	01-4300		175.14
3005-226124	04/07/2022	Solano, Kimberly A	01-4300		121.19
3005-226125	04/07/2022	Wood, Tami E	01-4300		339.36
3005-226126	04/07/2022	Peters, Anne M	01-4300		90.71
3005-226127	04/07/2022	ACCULARM SECURITY SYSTEMS	01-5604		504.00
3005-226128	04/07/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	Cancelled		3,763.15 *
		Cancelled on 04/19/2022, Cancel Register # AP04212022			
3005-226129	04/07/2022	AMAZON FULLFILLMENT SERVICES	01-4300		274.23
3005-226130	04/07/2022	BETTER DEAL EXCHANGE	01-4300		46.77
3005-226131	04/07/2022	BCI BURKE COMPANY	12-4300		553.36
3005-226132	04/07/2022	COMMUNITY PLAYTHINGS	12-4300		589.88
3005-226133	04/07/2022	COMTEC TELEPHONE AND DATA	12-4300		707.63
3005-226134	04/07/2022	COMPUTER TECHNOLOGY LINK	01-4300		40.20
3005-226135	04/07/2022	THE DANIELSEN COMPANY	13-4300	1,448.66	
			13-4700	6,358.33	7,806.99
3005-226136	04/07/2022	DANNIS WOLIVER KELLEY	01-5830		4,216.00
3005-226137	04/07/2022	DANS ELECTRICAL SUPPLY	01-4300		546.42
3005-226138	04/07/2022	DAWSON OIL	01-4309		884.07
3005-226139	04/07/2022	INNOVATIVE MECHANICAL SOLUTION	12-5600		6,900.00
3005-226140	04/07/2022	MAC GILL DISCOUNT	01-4300		102.63
3005-226141	04/07/2022	NEUTRON INDUSTRIES	01-4300		1,310.14
3005-226142	04/07/2022	ROBERT REED NORTH STATE FLOOR COVERING	01-4300		95.00
3005-226143	04/07/2022	OFFICE DEPOT	01-4300	704.72	
			12-4300	102.84	807.56
3005-226144	04/07/2022	OREILLY AUTOMOTIVE STORES INC	01-4335		1,051.80
3005-226145	04/07/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4300	72.33	
			13-4700	4,308.25	4,380.58
3005-226146	04/07/2022	PRODUCERS DAIRY FOODS	13-4700		1,952.90
3005-226147	04/07/2022	RALEYS - IN STORE CHARGE	01-4300		142.20
3005-226148	04/07/2022	VELOCITY PROMOTIONS RAPID WRISTBANDS	01-4300	257.40	
			Unpaid Tax	17.40-	240.00

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-226149	04/07/2022	RAY A MORGAN COMPANY INC	01-4300		126.56
3005-226150	04/07/2022	SHARPS LOCKSMITHIG GARAGE DOOR	01-4300		40.46
3005-226151	04/07/2022	cAMERON hARRY SILKSHOP SCREEN PRINTING	01-4300		1,397.46
3005-226152	04/07/2022	SOUTH FEATHER WATER POWR AGENCY	01-5503		577.24
3005-226153	04/07/2022	HOME DEPOT PRO	01-4300		264.78
3005-226154	04/07/2022	SYSO FOOD SVCS OF SACRAMENTO	13-4300	306.69	
			13-4700	2,264.77	2,571.46
3005-226155	04/07/2022	TIMS DOOR SHOP	01-4300		133.03
3005-226156	04/07/2022	T-MOBILE	01-5900		2,585.60
3005-226157	04/07/2022	VERIZON WIRELESS SERVICES	01-5900		1,724.65
3005-226158	04/07/2022	WESTERN BUILDING MATERIALS	01-4300		2,441.07
3005-226159	04/07/2022	CA DEPT TAX & FEE ADMIN	01-9580		100.00
3005-226160	04/07/2022	Smithey, William D	01-4300		90.98
3005-226161	04/07/2022	Thomas, Andrea M	01-5200		284.05
3005-226162	04/07/2022	Gamboa, Brenda	01-5200		100.00
3005-226454	04/12/2022	AMAZON FULLFILLMENT SERVICES	01-4300		1,354.93
3005-226455	04/12/2022	AMBASSADOR THEATRE GROUP LLC	01-5810		400.00
3005-226456	04/12/2022	AT&T	01-5900		1,872.91
3005-226457	04/12/2022	BETTER DEAL EXCHANGE	01-4300		10.00
3005-226458	04/12/2022	BOOK FAMILY FARM	01-5810		830.00
3005-226459	04/12/2022	BRIGGS FIRESTONE	01-4335		197.43
3005-226460	04/12/2022	CREATIVE RECREATIONAL SYSTEMS	01-5800		1,948.00
3005-226461	04/12/2022	THE DANIELSEN COMPANY	13-4300	624.39	
			13-4700	6,291.97	6,916.36
3005-226462	04/12/2022	DANNIS WOLIVER KELLEY	01-5830		643.50
3005-226463	04/12/2022	DAWSON OIL	01-4309		519.87
3005-226464	04/12/2022	DEL MAR RENTALS AND LANDSCAPE SUPPLY	01-4300	178.93	
			01-6170	126.50	305.43
3005-226465	04/12/2022	FEATHER RIVER CENTER	01-5810		700.00
3005-226466	04/12/2022	GOLFLAND SUNSPASH	01-5810		1,294.76
3005-226467	04/12/2022	JANUARY GILES	12-5800		1,765.00
3005-226468	04/12/2022	LAKE OROVILLE AREA PUBLIC UTILITY DISTRICT	01-5503		3,612.18
3005-226469	04/12/2022	LISA BAKER	01-5810		550.00
3005-226470	04/12/2022	OROVILLE MERCURY REGISTER	01-5852		337.01
3005-226471	04/12/2022	PAUL SCHOLL MPG PUBLICATIONS	12-5800		1,980.00
3005-226472	04/12/2022	OFFICE DEPOT	01-4300	703.51	
			12-4300	1,529.61	2,233.12
3005-226473	04/12/2022	PRO ED	01-4300		374.85
3005-226474	04/12/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		1,292.90

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-226475	04/12/2022	PRODUCERS DAIRY FOODS	13-4700		2,311.47
3005-226476	04/12/2022	RECOLOGY BUTTE COLUSA COUNTIES	01-5504	1,340.96	
			12-5504	60.63	1,401.59
3005-226477	04/12/2022	MICHAEL BUTLER SIERRA WATER UTILITY	01-5503		144.22
3005-226478	04/12/2022	SLAKEY BROTHERS INC FILE NO 51064	01-4300		51.28
3005-226479	04/12/2022	HOME DEPOT PRO	01-4300		227.72
3005-226480	04/12/2022	T-MOBILE	01-5900		2,585.60
3005-226481	04/12/2022	US BANK EQUIPMENT FINANCE	01-5602	4,985.18	
			12-5602	383.47	5,368.65
3005-226482	04/12/2022	Frye, Mikel	01-4300		123.13
3005-226917	04/21/2022	Napoli, Kristen L	01-4300		60.58
3005-226918	04/21/2022	Borquez, Victor R	01-4300		64.36
3005-226919	04/21/2022	Webb, Caitlin E	01-4300		84.95
3005-226920	04/21/2022	Smith, Chelsea L	01-4300		78.65
3005-226921	04/21/2022	Walker, Rainbow T	01-4300		101.06
3005-226922	04/21/2022	Spoolman, Amber	12-4300		83.84
3005-226923	04/21/2022	Fraga, Dyanne J	01-4300		127.39
3005-226924	04/21/2022	Warner, Kristina N	12-5200		848.00
3005-227118	04/26/2022	ACCULARM SECURITY SYSTEMS	01-5600		77.50
3005-227119	04/26/2022	ACME TOILET RENTALS	01-4300		76.56
3005-227120	04/26/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-5800		7,780.80
3005-227121	04/26/2022	BRIGGS FIRESTONE	01-4335		124.95
3005-227122	04/26/2022	CARPETS GALORE	12-4300		4,980.00
3005-227123	04/26/2022	CDW GOVERNMENT	01-4400		6,177.90
3005-227124	04/26/2022	COX GLASS COMPANY	01-6500		13,740.11
3005-227125	04/26/2022	DAWSON OIL	01-4309		2,337.34
3005-227126	04/26/2022	DEPARTMENT OF JUSTICE ACCOUNT OFFICE	01-5853		79.00
3005-227127	04/26/2022	FEATHER RIVER CENTER	01-5810		1,500.00
3005-227128	04/26/2022	HOUSERS MUSIC	01-4300		135.31
3005-227129	04/26/2022	ITSAVVY LLC	01-4300		592.02
3005-227130	04/26/2022	LAKESHORE LEARNING MATERIALS	12-4300		619.91
3005-227131	04/26/2022	NV5	12-5840		9,385.82
3005-227132	04/26/2022	OFFICE DEPOT	01-4300	382.73	
			12-4300	19.54	402.27
3005-227133	04/26/2022	OREILLY AUTOMOTIVE STORES INC	01-4335		62.74
3005-227134	04/26/2022	OUTDOOR CREATIONS INC	01-6170		10,135.13
3005-227135	04/26/2022	PRODUCERS DAIRY FOODS	13-4700		2,259.55
3005-227136	04/26/2022	SAVE MART SUPERMARKETS	01-4300		110.28
3005-227137	04/26/2022	HOME DEPOT PRO	01-4300		636.88
3005-227138	04/26/2022	TRACTOR SUPPLY CREDIT PLAN	01-4300		140.71
3005-227139	04/26/2022	WORTHINGTON DIRECT	01-4300		3,488.76
3005-227140	04/26/2022	HOUSERS MUSIC	01-4300		324.74

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-227141	04/26/2022	Coleman, Mark E	01-4300		942.22
3005-227142	04/26/2022	Ruff, Angela B	01-4300		755.05
3005-227143	04/26/2022	Hunter, Karen D	12-4300		156.50
3005-227144	04/26/2022	Tuato'o, Mary	01-4300		60.85
3005-227145	04/26/2022	Cotter, Carrie L	01-4300		460.87
3005-227146	04/26/2022	Solano, Kimberly A	01-4300		71.84
3005-227147	04/26/2022	Bird, Keysha	01-4300		52.18
3005-227571	04/28/2022	AMAZON FULLFILLMENT SERVICES	01-4300		100.76
3005-227572	04/28/2022	CARPETS GALORE	01-5600		308.00
3005-227573	04/28/2022	THE DANIELSEN COMPANY	13-4300	799.96	
			13-4700	6,540.39	7,340.35
3005-227574	04/28/2022	DAWSON OIL	01-4309		612.74
3005-227575	04/28/2022	Decker Inc	01-4300		341.69
3005-227576	04/28/2022	FEATHER RIVER RECREATION AND PARK DISTRICT	01-5810		902.50
3005-227577	04/28/2022	JACK SCHREDER & ASSOCIATES	01-5800		786.25
3005-227578	04/28/2022	MOVING FORWARD INSTITUTE	01-4300		1,662.38
3005-227579	04/28/2022	OREILLY AUTOMOTIVE STORES INC	01-4335		60.52
3005-227580	04/28/2022	PACE ANALYTICAL	01-5503		138.00
3005-227581	04/28/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		3,675.48
3005-227582	04/28/2022	SOLUTION TREE	01-5200		5,200.00
3005-227583	04/28/2022	HOME DEPOT PRO	01-4300		126.40
3005-227584	04/28/2022	SYSCO FOOD SVCS OF SACRAMENTO	13-4700		492.03
3005-227585	04/28/2022	Coleman, Mark E	01-4300		253.16
3005-227586	04/28/2022	Ruff, Angela B	01-4300		168.67
3005-227587	04/28/2022	Smock, Sara M	01-4300		47.58
3005-227588	04/28/2022	McCoy, Stefanie C	01-4300		249.94
3005-227589	04/28/2022	Gutierrez, Nancy A	01-4300		262.27
3005-227590	04/28/2022	Warner, Kristina N	01-4300		40.76
3005-227591	04/28/2022	Greathouse, Kelsi L	01-4300		43.52
3005-227592	04/28/2022	Clark, Emily B	01-4300		63.50
3005-227593	04/28/2022	Teer, Abby L	01-4300		250.00
3005-227594	04/28/2022	Butcher, Kimberly A	12-4300		92.24
3005-227595	04/28/2022	Applegate, Kari E	01-4300		74.02
3005-227596	04/28/2022	Peters, Anne M	01-4300		42.58
3005-227597	04/28/2022	Barron, Socorro P	12-5200		425.00
3005-227818	05/03/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-5800		3,763.15
3005-227819	05/03/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-5800		4,190.00
3005-227820	05/03/2022	AMAZON FULLFILLMENT SERVICES	01-4300	2,022.00	
			01-4333	529.77	2,551.77
3005-227821	05/03/2022	BETTER DEAL EXCHANGE	01-4300		4.52
3005-227822	05/03/2022	CREATIVE IMAGING CENTER	01-4300		54.12

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## Checks Dated 03/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-227823	05/03/2022	JACE CROSSWELL NORTH VALLEY WOOD & AGGREGATE	12-5600		593.36
3005-227824	05/03/2022	THE DANIELSEN COMPANY	13-4300	682.48	
			13-4700	6,946.46	7,628.94
3005-227825	05/03/2022	DAWSON OIL	01-4309		137.06
3005-227826	05/03/2022	DEP OF INDUSTRIAL RELATIONS	01-5600		125.00
3005-227827	05/03/2022	IMAGINE LEARNING	01-5854		35,141.63
3005-227828	05/03/2022	ER REFRIGERATION	13-5600		1,199.66
3005-227829	05/03/2022	FEATHER RIVER RECREATION AND PARK DISTRICT	01-4300		1,015.00
3005-227830	05/03/2022	GOLFLAND SUNSPASH	01-5810		5,335.84
3005-227831	05/03/2022	HOBBS PEST SOLUTIONS INC	01-4300	35.00	
			01-5505	345.00	380.00
3005-227832	05/03/2022	INSIDE OUT DESIGNS	01-4300		788.70
3005-227833	05/03/2022	OFFICE DEPOT	01-4300		4,489.92
3005-227834	05/03/2022	PACE ANALYTICAL	01-5503		102.00
3005-227835	05/03/2022	PACIFIC GAS AND ELECTRIC CO	01-5502		22,043.34
3005-227836	05/03/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4300	156.38	
			13-4700	3,330.63	3,487.01
3005-227837	05/03/2022	PRODUCERS DAIRY FOODS	13-4700		1,663.64
3005-227838	05/03/2022	RALEYS - IN STORE CHARGE	01-4300		77.86
3005-227839	05/03/2022	RIEBES AUTO PARTS LLC	01-4335		70.89
3005-227840	05/03/2022	RUSSELL GALLAWAY ASSOCIATES	01-5800	7,882.50	
			12-5800	1,905.00	9,787.50
3005-227841	05/03/2022	SHELLI STINSON	01-5800		1,800.00
3005-227842	05/03/2022	SOLUTION TREE	01-5200		6,640.00
3005-227843	05/03/2022	SOUTH FEATHER WATER POWR AGNCY	01-5503		603.98
3005-227844	05/03/2022	HOME DEPOT PRO	01-4300	133.97	
			01-4400	169.71	
			13-4300	955.53	1,259.21
3005-227845	05/03/2022	SWEETWATER SHAVED ICE	01-4300		400.00
3005-227846	05/03/2022	SYSO FOOD SVCS OF SACRAMENTO	13-4700		540.00
3005-227847	05/03/2022	USPS OROVILLE	01-4300		265.00
3005-227848	05/03/2022	VERIZON WIRELESS SERVICES	01-5900		1,959.85
3005-228106	05/05/2022	Betts, Allison S	01-4300		118.66
3005-228107	05/05/2022	Napoli, Kristen L	01-4300		104.88
3005-228108	05/05/2022	Borquez, Victor R	01-4300		177.87
3005-228109	05/05/2022	Webb, Caitlin E	01-4300		14.78
3005-228110	05/05/2022	Gutierrez, Devin P	01-4300		258.39
3005-228111	05/05/2022	Brown, Carly R	01-4300		328.18
3005-228112	05/05/2022	SLAKEY BROTHERS INC FILE NO 51064	01-4300		183.22
3005-228113	05/05/2022	US BANK EQUIPMENT FINANCE	01-5602	7,911.04	
			12-5602	608.54	8,519.58

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3005-228114	05/05/2022	US BANK	01-4300	3,257.86	
			01-4335	300.00	
			01-5200	6,652.00	
			12-4300	172.59	10,382.45
3005-228115	05/05/2022	Maturino, Frank L	01-4300		181.97
3005-228116	05/05/2022	Butler, Heidi N	12-4300		251.31
3005-228117	05/05/2022	Guptill, Charity D	12-4300		134.11
3005-228118	05/05/2022	Webb, Caitlin E	01-4300		126.64
3005-228119	05/05/2022	Zarzynski, Rebekah A	01-4300		159.91
3005-228120	05/05/2022	Solano, Kimberly A	01-4300		135.78
3005-228121	05/05/2022	Thomas, Andrea M	01-4300		92.13
3005-228463	05/10/2022	Napoli, Kristen L	01-4300		79.81
3005-228464	05/10/2022	ACCESS INFORMATION HOLDINGS	01-5504		130.12
3005-228465	05/10/2022	BAKER DISTRIBUTING COMPANY LLC	01-4300		571.17
3005-228466	05/10/2022	BAKER SUPPLIES & REPAIRS	01-4300		408.89
3005-228467	05/10/2022	CLK SUPPLIES	12-4300		25.66
3005-228468	05/10/2022	CPM EDUCATIONAL PROGRAM	01-5200		1,000.00
3005-228469	05/10/2022	THE DANIELSEN COMPANY	13-4300	80.62	
			13-4700	3,686.70	3,767.32
3005-228470	05/10/2022	DANNIS WOLIVER KELLEY	01-5830		4,838.50
3005-228471	05/10/2022	FEATHER RIVER CINEMAS	01-4300		1,160.00
3005-228472	05/10/2022	HUBERT COMPANY	13-4300		489.11
3005-228473	05/10/2022	PACE SUPPLY	01-4300		1,698.87
3005-228474	05/10/2022	OFFICE DEPOT	01-4300		459.71
3005-228475	05/10/2022	OROVILLE POWER EQUIPMENT	01-4300		63.63
3005-228476	05/10/2022	PITNEY BOWES PURCHASE POWER	01-5602		85.28
3005-228477	05/10/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		3,907.13
3005-228478	05/10/2022	PRODUCERS DAIRY FOODS	13-4700		1,936.04
3005-228479	05/10/2022	RECOLOGY BUTTE COLUSA COUNTIES	01-5504	1,359.71	
			12-5504	60.63	1,420.34
3005-228480	05/10/2022	MICHAEL BUTLER SIERRA WATER UTILITY	01-5503		235.05
3005-228481	05/10/2022	HOME DEPOT PRO	01-4300	273.07	
			01-4400	2,081.07	
			12-4300	75.72	2,429.86
3005-228482	05/10/2022	Valley Iron	01-4300		30.28
3005-228483	05/10/2022	Duggins, Jodie R	12-4300		84.60
3005-228484	05/10/2022	Solano, Kimberly A	01-5810		307.08
3005-228485	05/10/2022	Greathouse, Kelsi L	01-4300		35.62
3005-229025	05/17/2022	Gutierrez, Devin P	01-4300		60.00
3005-229026	05/17/2022	ACME TOILET RENTALS	01-4300		891.89
3005-229027	05/17/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-5800		7,456.90
3005-229028	05/17/2022	AMAZON FULLFILLMENT SERVICES	01-4300	975.94	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-229028	05/17/2022	AMAZON FULLFILLMENT SERVICES	12-4300	352.40	1,328.34
3005-229029	05/17/2022	AT&T	01-5900		1,881.43
3005-229030	05/17/2022	BETTER DEAL EXCHANGE	01-4300		5.17
3005-229031	05/17/2022	CALIFORNIA OCCUPATIONAL MEDICAL PROFESSIONALS	01-5851		160.00
3005-229032	05/17/2022	COPY CENTER	01-4300		85.00
3005-229033	05/17/2022	THE DANIELSEN COMPANY	13-4300	759.08	
			13-4700	5,396.45	6,155.53
3005-229034	05/17/2022	DAWSON OIL	01-4309		1,056.30
3005-229035	05/17/2022	DEPARTMENT OF JUSTICE ACCOUNT OFFICE	01-5853		49.00
3005-229036	05/17/2022	ER REFRIGERATION	01-5600		753.95
3005-229037	05/17/2022	MAC GILL DISCOUNT	01-4300		317.44
3005-229038	05/17/2022	MAR/CAL	01-4300		178.73
3005-229039	05/17/2022	OFFICE DEPOT	01-4300	420.41	
			01-4333	72.64	493.05
3005-229040	05/17/2022	OREILLY AUTOMOTIVE STORES INC	01-4331	64.29	
			01-4335	74.78	139.07
3005-229041	05/17/2022	OROVILLE POWER EQUIPMENT	01-4300		48.70
3005-229042	05/17/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		678.56
3005-229043	05/17/2022	PRODUCERS DAIRY FOODS	13-4700		2,072.81
3005-229044	05/17/2022	SLAKEY BROTHERS INC FILE NO 51064	01-4300		176.49
3005-229045	05/17/2022	HOME DEPOT PRO	01-4300	275.92	
			01-6170	1,892.75	2,168.67
3005-229046	05/17/2022	SYSCO FOOD SVCS OF SACRAMENTO	13-4300		324.19
3005-229047	05/17/2022	TEHAMA TIRE SERVICE INC	01-4335		22.50
3005-229048	05/17/2022	T-MOBILE	01-5900		2,585.60
3005-229049	05/17/2022	ZONAR SYSTEMS	01-4300		2,226.82
3005-229050	05/17/2022	Fox, Cortney A	01-4300		76.06
3005-229051	05/17/2022	Borquez, Victor R	01-4300		60.06
3005-229052	05/17/2022	Mc Coy Jr, Alfred J	01-4300		96.42
3005-229053	05/17/2022	Smith, Jonathan T	01-5200	70.84	
			01-5854	127.98	198.82
3005-229054	05/17/2022	Smith, Chelsea L	01-4300		68.50
3005-229055	05/17/2022	Grigoruk, Scott P	01-4300		14.72
3005-229056	05/17/2022	Smithey, William D	01-4300		125.03
3005-229057	05/17/2022	Wood, Tami E	01-4300		221.66
3005-229058	05/17/2022	Clark, Emily B	01-4300		140.94
3005-229059	05/17/2022	Applegate, Kari E	01-4300		224.90
3005-229060	05/17/2022	Bird, Keysha	01-4300		71.74
3005-229290	05/19/2022	SACRAMENTO VALLEY SCHOLASTIC	01-5810		425.00
3005-229545	05/24/2022	ADALYNA MEDRANO	01-4300		75.00
3005-229546	05/24/2022	ADALYNA MEDRANO	01-4300		100.00
3005-229547	05/24/2022	ADRIANA HEREDIA	01-4300		50.00

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3005-229548	05/24/2022	ADRIANA HEREDIA	01-4300		50.00
3005-229549	05/24/2022	ADRIANA HEREDIA	01-4300		100.00
3005-229550	05/24/2022	ADRIANA TELLO	01-4300		100.00
3005-229551	05/24/2022	AMILLALY TAPIA DIAZ	01-4300		100.00
3005-229552	05/24/2022	ANABELLE RUFF	01-4300		25.00
3005-229553	05/24/2022	ANGELINA SIERRA	01-4300		75.00
3005-229554	05/24/2022	ANGELINA SIERRA	01-4300		100.00
3005-229555	05/24/2022	APOLLO MANN	01-4300		75.00
3005-229556	05/24/2022	APOLLO MANN	01-4300		100.00
3005-229557	05/24/2022	AXEL YBARRA	01-4300		100.00
3005-229558	05/24/2022	BAILEE FRANKLIN	01-4300		75.00
3005-229559	05/24/2022	BELLA ZIMMERMAN	01-4300		100.00
3005-229560	05/24/2022	BELLA ZIMMERMAN	01-4300		50.00
3005-229561	05/24/2022	BELLA ZIMMERMAN	01-4300		50.00
3005-229562	05/24/2022	BLAKE EARLEY	01-4300		100.00
3005-229563	05/24/2022	BRAYDEN MARTIN	01-4300		50.00
3005-229564	05/24/2022	BREENA BELSER	01-4300		100.00
3005-229565	05/24/2022	CARTER FAIRBANKS	01-4300		75.00
3005-229566	05/24/2022	CARTER FAIRBANKS	01-4300		100.00
3005-229567	05/24/2022	COLTON ROSAUER	01-4300		75.00
3005-229568	05/24/2022	COLTON ROSAUER	01-4300		100.00
3005-229569	05/24/2022	ENVY GREER	01-4300		100.00
3005-229570	05/24/2022	GUADALUPE LOPEZ	01-4300		50.00
3005-229571	05/24/2022	GUADALUPE LOPEZ	01-4300		50.00
3005-229572	05/24/2022	HAILEY HONROTH	01-4300		75.00
3005-229573	05/24/2022	ISAAC SANDOVAL	01-4300		50.00
3005-229574	05/24/2022	JAYDA GUZMAN	01-4300		75.00
3005-229575	05/24/2022	JAYDA GUZMAN	01-4300		100.00
3005-229576	05/24/2022	JEREMY HICKMAN	01-4300		100.00
3005-229577	05/24/2022	JESSA ROSE	01-4300		200.00
3005-229578	05/24/2022	JESSA ROSE	01-4300		50.00
3005-229579	05/24/2022	JILLIAN KUCZLER	01-4300		100.00
3005-229580	05/24/2022	KAYDENCE MILLER	01-4300		100.00
3005-229581	05/24/2022	KONNOR VAUGHAN	01-4300		100.00
3005-229582	05/24/2022	LEILA YOUNGER	01-4300		75.00
3005-229583	05/24/2022	LEILA YOUNGER	01-4300		100.00
3005-229584	05/24/2022	MALLORY NIELSEN	01-4300		100.00
3005-229585	05/24/2022	MUACHE YANG	01-4300		100.00
3005-229586	05/24/2022	OSCAR ARRIAGA	01-4300		100.00
3005-229587	05/24/2022	PAXTON GRIGORUK	01-4300		75.00
3005-229588	05/24/2022	PAXTON GRIGORUK	01-4300		100.00
3005-229589	05/24/2022	RAMONA BIGGS	01-4300		50.00
3005-229590	05/24/2022	RYLIE MCINTURF	01-4300		100.00
3005-229591	05/24/2022	TAYLOR NEAL	01-4300		75.00
3005-229592	05/24/2022	TAYLOR NEAL	01-4300		100.00
3005-229593	05/24/2022	WESTON BRAULT	01-4300		100.00

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3005-229594	05/24/2022	ZACHARY BAU	01-4300		75.00
3005-229595	05/24/2022	ZACHARY BAU	01-4300		100.00
3005-230021	05/26/2022	Smock, Sara M	01-4300		48.49
3005-230022	05/26/2022	McCoy III, Alfred J	01-4300		292.80
3005-230023	05/26/2022	Adams, Gina C	01-4300		190.52
3005-230024	05/26/2022	Pierce, Korinne F	01-4300		162.48
3005-230025	05/26/2022	Carrillo Lopez, Dulce D	12-4300		32.68
3005-230026	05/26/2022	Ramsey, Alexandra M	12-4300		80.36
3005-230027	05/26/2022	Barron, Socorro P	12-4300		39.71
3005-230028	05/26/2022	247 SECURITY INC	01-4300		2,200.39
3005-230029	05/26/2022	ALL ABOUT PLAY	12-4300		3,176.49
3005-230030	05/26/2022	BETTER DEAL EXCHANGE	01-4300		16.23
3005-230031	05/26/2022	CALIF DEPARTMENT OF EDUCATION	13-4720		746.70
3005-230032	05/26/2022	COPY CENTER	01-4300		38.97
3005-230033	05/26/2022	THE DANIELSEN COMPANY	13-4300	561.52	
			13-4700	3,501.21	4,062.73
3005-230034	05/26/2022	DEL MAR RENTALS AND LANDSCAPE SUPPLY	01-6170		272.63
3005-230035	05/26/2022	INSIDE OUT DESIGNS	01-4333		749.61
3005-230036	05/26/2022	ITSAVVY LLC	01-4300		584.97
3005-230037	05/26/2022	JANUARY GILES	12-5800		700.00
3005-230038	05/26/2022	LEGO EDUCATION	01-4300		7,372.10
3005-230039	05/26/2022	OFFICE DEPOT	01-4300		154.03
3005-230040	05/26/2022	OREILLY AUTOMOTIVE STORES INC	01-4335		20.55
3005-230041	05/26/2022	PACE ANALYTICAL	01-5503		138.00
3005-230042	05/26/2022	PACIFIC GAS AND ELECTRIC CO	01-5502		23,660.73
3005-230043	05/26/2022	PRO PACIFIC FRESH CHICO PRODUCE INC	13-4700		4,565.55
3005-230044	05/26/2022	PRODUCERS DAIRY FOODS	13-4700		2,097.98
3005-230045	05/26/2022	RUSSELL GALLAWAY ASSOCIATES	01-5800	25,919.50	
			12-5800	9,775.00	35,694.50
3005-230046	05/26/2022	SCHOOL SERVICES OF CALIFORNIA	01-5200		275.00
3005-230047	05/26/2022	SOUTH FEATHER WATER POWR AGENCY	01-5503		615.36
3005-230048	05/26/2022	HOME DEPOT PRO	01-4300	154.23	
			01-6170	245.36	399.59
3005-230049	05/26/2022	TURTLE BAY EXPLORATION PARK	01-5810		145.00
3005-230050	05/26/2022	VERIZON WIRELESS SERVICES	01-5900		248.02
3005-230051	05/26/2022	VOLTAGE SPECIALISTS	01-5604		700.00
3005-230052	05/26/2022	Webb, Caitlin E	01-4300		177.46
3005-230053	05/26/2022	Sharp, Christopher R	01-4300		871.64
3005-230054	05/26/2022	FEATHER RIVER CINEMAS	01-5810		1,775.75
3005-230196	05/31/2022	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-5800		6,462.65
3005-230197	05/31/2022	AMAZON FULLFILLMENT SERVICES	01-4300		2,935.07

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 14 of 16



**Checks Dated 03/01/2022 through 05/31/2022**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
		Total Number of Checks	537	853,400.19	
		Less Unpaid Tax Liability		149.08-	
		<b>Net (Check Amount)</b>		<b>853,251.11</b>	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

# Event Calendar

## PALERMO UNION SCHOOL DISTRICT

June 29, 2022	Regular Board Meeting	5:00 PM
July 4, 2022	Independence Day	Holiday
July 13, 2022	Regular Board Meeting	5:00 PM
July 27, 2022	Regular Board Meeting	5:00 PM
August 8, 2022	Back to School Breakfast	Palermo School 8:00AM
August 9, 2022	Meet and Greet / Back to School Night	Helen Wilcox 3:00-5:00PM
August 9, 2022	Meet and Greet / Back to School Night	Golden Hills 3:00-5:00PM
August 9, 2022	Meet and Greet / Back to School Night	Palermo School
August 10, 2022	Regular Board Meeting	5:00 PM
August 24, 2022	Regular Board Meeting	5:00 PM
August 26, 2022	Palermo Superintendent and Principal Awards	Palermo School 8:30AM
September 2, 2022	Golden Hills Superintendent and Principal Awards	Helen Wilcox Gym 9:00AM
September 5, 2022	Labor Day	Holiday
September 14, 2022	Regular Board Meeting	5:00 PM
September 28, 2022	Regular Board Meeting	5:00 PM
October 3-7 2022	October Intersession	N/A
October 12, 2022	Regular Board Meeting	5:00 PM
October 26, 2022	Regular Board Meeting	5:00 PM
November 11, 2022	Verterans Day	Holiday
November 9, 2022	Regular Board Meeting	5:00 PM
November 23-24, 2022	Thanksgiving Holiday	Holiday
December 14, 2022	Regular Board Meeting	5:00 PM
December 19 - January 2	Chrstitmas & New Year Break	Holiday

*Updated: June 24, 2022*

**PALERMO UNION SCHOOL DISTRICT  
ENROLLMENT REPORT**

**MONTH TEN**

**ENROLLMENT PERIOD 5/2/22 - 5/27/22**

**KINDERGARTEN**

Adams	21
Fairbanks	21
Gutierrez, Devin	21
Gutierrez, Nancy-TK	18
Neville	22
Peters	21
Teer-TK	15
Turner	21
<b>Butler - Honcut</b>	<u>1</u>
<b>TOTAL</b>	<b>161</b>

**5th GRADE**

Corkin	23
Russell	24
Sharp	23
Weston	25
Zarzyński	<u>25</u>
<b>TOTAL</b>	<b>120</b>

**1st GRADE**

Addams, D	19
Betts	18
Boucher	18
Clark	18
Fox	18
Mann	18
Thao	17
<b>Butler - Honcut</b>	<u>7</u>
<b>TOTAL</b>	<b>133</b>

**6th GRADE**

Aplustill	15
Cotter	21
Furr	0
McCoy, Andrew	19
Quezada	18
Talmadge	19
Thomas	<u>17</u>
<b>TOTAL</b>	<b>109</b>

**2nd GRADE**

Bidlack	21
Brown	21
Cole	20
Hartman	19
Ronan	21
Ruff	20
<b>Butler - Honcut</b>	<u>3</u>
<b>TOTAL</b>	<b>125</b>

**7th GRADE**

Fox	17
Fraga	19
Gomez	21
Greathouse	25
Smithey	22
Smock	<u>14</u>
<b>TOTAL</b>	<b>118</b>

**3rd GRADE**

Allsup	18
Brothers	19
Jensen	18
Mattern	19
Pierce	20
Wright	20
<b>Butler - Honcut</b>	<u>4</u>
<b>TOTAL</b>	<b>118</b>

**8th GRADE**

Avakian	16
Baker	23
Gage	15
Maturino	16
McCoy, Al	20
McLucas	19
Wood	<u>20</u>
<b>TOTAL</b>	<b>129</b>

**4th GRADE**

Borquez	24
Chapman	26
Dailey	25
Smith	25
Webb	<u>25</u>
<b>TOTAL</b>	<b>125</b>

**COMMUNITY DAY SCHOOL**

Sasaki	<u>11</u>
<b>TOTAL</b>	<b>11</b>

**SPECIAL EDUCATION**

Stallman - K - Wilcox	0
Stallman - 1 - Wilcox	0
Stallman - 2 - Wilcox	0
Aldrich - 3 - Wilcox	0
Beard - 4- Golden Hills	0
Tuato'o -5- Golden Hills	0
Andracchio -6- Palermo	0
Smock -7- Palermo	0
Gage -8- Palermo	<u>0</u>
<b>TOTAL</b>	<b>0</b>

**HOME STUDY (FTI)**

Palermo	29
Wilcox	17
Golden Hills	13
Honcut	<u>0</u>
<b>TOTAL</b>	<b>59</b>

**INDEPENDENT STUDY**

Palermo	24
Wilcox	1
Golden Hills	5
Honcut	<u>0</u>
<b>TOTAL</b>	<b>30</b>

COMMUNITY DAY SCHOOL	11
HONCUT SCHOOL	15
PALERMO SCHOOL	409
HELEN WILCOX SCHOOL	540
GOLDEN HILLS SCHOOL	<u>263</u>
<b>TOTAL</b>	<b>1238</b>

**Quarterly Report on Williams Uniform Complaints**  
[Education Code § 35186]

District: Palermo Union School District

Person completing this form: Keysha Bird

Title: Executive Assistant

Quarterly Report Submission Date:  
(check one)

- April  
 July  
 October  
 January

Date for information to be reported publicly at governing board meeting:

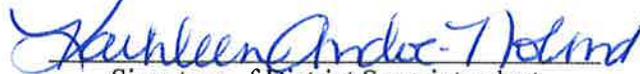
Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
<b>Textbooks and Instructional Materials</b>	0		
<b>Teacher Vacancy or Misassignment</b>	0		
<b>Facilities Conditions</b>	0		
<b>TOTALS</b>	0		

Kathleen Andoe-Nolind

\_\_\_\_\_  
Print Name of District Superintendent

  
Signature of District Superintendent

6/22/2022

\_\_\_\_\_  
Date

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

FEBRUARY 2022									
INFRACTION <u>In School Suspensions</u>									
Grounds for Suspension/Expulsion	K	1	2	3	4	5	6	7	8
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.									
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.									
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his designee.									
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.									
(g) Stole or attempted to steal school property or private property.									
(h) Possessed or used tobacco.									
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.									
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.									
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.									
(r) Engaged in an act of bullying, including bullying committed through electronic means.									
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)									
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents</b>	0	0	0	0	0	0	0	0	0



**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

<b>INFRACTION</b> <u>Number of referrals to AEP</u>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Grounds for Suspension/Expulsion</b>									
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.	1					1			
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.				1					
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his Designee.									
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.					1				
(g) Stole or attempted to steal school property or private property.				1					
(h) Possessed or used tobacco.									
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.			1						
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.			1	3	1	5			
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.									
(r) Engaged in an act of bullying, including bullying committed through electronic means.									
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)									
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents</b>	1	0	2	5	2	6	0	0	0

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

Number of Days Suspended	K	1	2	3	4	5	6	7	8
1 Day									
2 Days									
3 Days									
4 Days									
5 Days									
Total Days	0	0	0	0	0	0	0	0	0
Superintendent/Designee Alternative to Suspension/Expulsion # of Students (extensions beyond 5 days)									

**SUMMARY OF BUS VIOLATIONS**

	K	1	2	3	4	5	6	7	8
<b>FIRST VIOLATION:</b> Warning by Principal, notification of parent.			1	1					
<b>SECOND VIOLATION:</b> Student will not be permitted on ANY bus for five (5) school days, and until the parents and student have had a conference with the Principal.	1				2				
<b>THIRD VIOLATION:</b> Exclusion from riding ANY bus for the remainder of the school year unless reinstated by the Principal.		1							
<b>FOURTH VIOLATION:</b> Exclusion from riding ANY bus for ANY reason. (Minimum exclusion shall be until the last day of the trimester following the trimester in which the exclusion occurred.)									
<b>TOTAL</b>	1	1	1	1	2	0	0	0	0

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

MARCH 2022									
INFRACTION <u>In School Suspensions</u>									
Grounds for Suspension/Expulsion	K	1	2	3	4	5	6	7	8
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.					2				
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.									
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his designee.									
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.									
(g) Stole or attempted to steal school property or private property.									
(h) Possessed or used tobacco.									
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.									
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.									
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.							1		
(r) Engaged in an act of bullying, including bullying committed through electronic means.									
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)							1		
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents</b>	0	0	0	0	2	0	2	0	0

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

INFRACTION	Out of School Suspensions								
Grounds for Suspension/Expulsion	K	1	2	3	4	5	6	7	8
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.						1			
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.									
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his Designee.									
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.									
(g) Stole or attempted to steal school property or private property.									
(h) Possessed or used tobacco.									
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.									
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.									
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.									
(r) Engaged in an act of bullying, including bullying committed through electronic means.									
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)									
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents</b>	0	0	0	0	0	1	0	0	0

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

INFRACTION	Number of referrals to AEP								
Grounds for Suspension/Expulsion	K	1	2	3	4	5	6	7	8
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.	1	2	2	1	1	2			
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.									
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his Designee.									
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.									
(g) Stole or attempted to steal school property or private property.									
(h) Possessed or used tobacco.						1			
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.			1						
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.		2	1	1	5	14			
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.									
(r) Engaged in an act of bullying, including bullying committed through electronic means.						3			
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)									
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

<b>Number of Days Suspended</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1 Day									
2 Days									
3 Days									
4 Days									
5 Days									
<b>Total Days</b>	<b>0</b>								
Superintendent/Designee Alternative to Suspension/Expulsion # of Students (extensions beyond 5 days)									

**SUMMARY OF BUS VIOLATIONS**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>FIRST VIOLATION:</b> Warning by Principal, notification of parent.		3	1	1		5			
<b>SECOND VIOLATION:</b> Student will not be permitted on ANY bus for five (5) school days, and until the parents and student have had a conference with the Principal.					1				
<b>THIRD VIOLATION:</b> Exclusion from riding ANY bus for the remainder of the school year unless reinstated by the Principal.		1							
<b>FOURTH VIOLATION:</b> Exclusion from riding ANY bus for ANY reason. (Minimum exclusion shall be until the last day of the trimester following the trimester in which the exclusion occurred.)									
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

<b>APRIL 2022</b>									
<b>INFRACTION      In School Suspensions</b>									
<b>Grounds for Suspension/Expulsion</b>									
K	1	2	3	4	5	6	7	8	
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.									1
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.									
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his designee.									
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.									
(g) Stole or attempted to steal school property or private property.									
(h) Possessed or used tobacco.							2	1	
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.						1			
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.									
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.									
(r) Engaged in an act of bullying, including bullying committed through electronic means.									
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)									
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents - 67</b>	0	0	0	0	0	0	1	2	2

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

INFRACTION	Out of School Suspensions								
Grounds for Suspension/Expulsion	K	1	2	3	4	5	6	7	8
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.									
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.									
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his Designee.							1		
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.									
(g) Stole or attempted to steal school property or private property.									
(h) Possessed or used tobacco.								1	
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.									
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.									
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.									
(r) Engaged in an act of bullying, including bullying committed through electronic means.								1	
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)									
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents</b>	0	0	0	0	0	0	1	2	0

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

INFRACTION	Number of referrals to AEP								
Grounds for Suspension/Expulsion	K	1	2	3	4	5	6	7	8
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.		2			1	1	1	2	3
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.									
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his Designee.									
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.					2		2		
(g) Stole or attempted to steal school property or private property.								1	
(h) Possessed or used tobacco.									
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.					1	1		5	5
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.	1		2	3	4	8	4	16	12
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.									
(r) Engaged in an act of bullying, including bullying committed through electronic means.									
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)									
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>24</b>	<b>20</b>

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

<b>Number of Days Suspended</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1 Day									
2 Days									
3 Days								1	
4 Days									
5 Days									
<b>Total Days - 3</b>	0	0	0	0	0	0	0	3	0
Superintendent/Designee Alternative to Suspension/Expulsion # of Students (extensions beyond 5 days)									

**SUMMARY OF BUS VIOLATIONS**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>FIRST VIOLATION:</b> Warning by Principal, notification of parent.				6			2	2	
<b>SECOND VIOLATION:</b> Student will not be permitted on ANY bus for five (5) school days, and until the parents and student have had a conference with the Principal.				1		1			
<b>THIRD VIOLATION:</b> Exclusion from riding ANY bus for the remainder of the school year unless reinstated by the Principal.				1	1	2			
<b>FOURTH VIOLATION:</b> Exclusion from riding ANY bus for ANY reason. (Minimum exclusion shall be until the last day of the trimester following the trimester in which the exclusion occurred.)									
<b>TOTAL</b>	0	0	0	8	1	3	2	2	0

**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

MAY 2022									
INFRACTION <u>In School Suspensions</u>									
Grounds for Suspension/Expulsion	K	1	2	3	4	5	6	7	8
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.									
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.									
(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission from a certificated employee and concurrence by the principal or his designee.									
(c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.									
(d) Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.									
(e) Committed or attempted to commit robbery or extortion.									
(f) Caused or attempted to cause damage to school property or private property.									
(g) Stole or attempted to steal school property or private property.									
(h) Possessed or used tobacco.									
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.									
(j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.									
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.									
(l) Knowingly received stolen school property or private property.									
(m) Possessed an imitation firearm.									
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.									
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil for being a witness, or both.									
(r) Engaged in an act of bullying, including bullying committed through electronic means.									
(48900.2) Sexual Harassment (Excluding grades K-3, inclusive)									
(48900.3) Causing, threatening to cause or participating in an act of hate violence. (Excluding grades K-3, inclusive)									
(48900.4) Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)									
.7 Made terroristic threats against school officials or school property.									
<b>Total Number of Incidents</b>	0	0	0	0	12	20	10	30	27





**PALERMO UNION SCHOOL DISTRICT  
DISTRICT-WIDE DISCIPLINE REPORT:**

<b>Number of Days Suspended</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1 Day					1	1			
2 Days									
3 Days									
4 Days						2			
5 Days									
<b>Total Days</b>	<b>0</b>								
Superintendent/Designee Alternative to Suspension/Expulsion # of Students (extensions beyond 5 days)									

**SUMMARY OF BUS VIOLATIONS**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>FIRST VIOLATION:</b> Warning by Principal, notification of parent.					1	2		3	2
<b>SECOND VIOLATION:</b> Student will not be permitted on ANY bus for five (5) school days, and until the parents and student have had a conference with the Principal.					1	1			
<b>THIRD VIOLATION:</b> Exclusion from riding ANY bus for the remainder of the school year unless reinstated by the Principal.						1		2	
<b>FOURTH VIOLATION:</b> Exclusion from riding ANY bus for ANY reason. (Minimum exclusion shall be until the last day of the trimester following the trimester in which the exclusion occurred.)				1				1	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>6</b>	<b>2</b>

Agency: Palermo Union Elementary

Sites: All Sites (3)

Classes: All Classes (7)

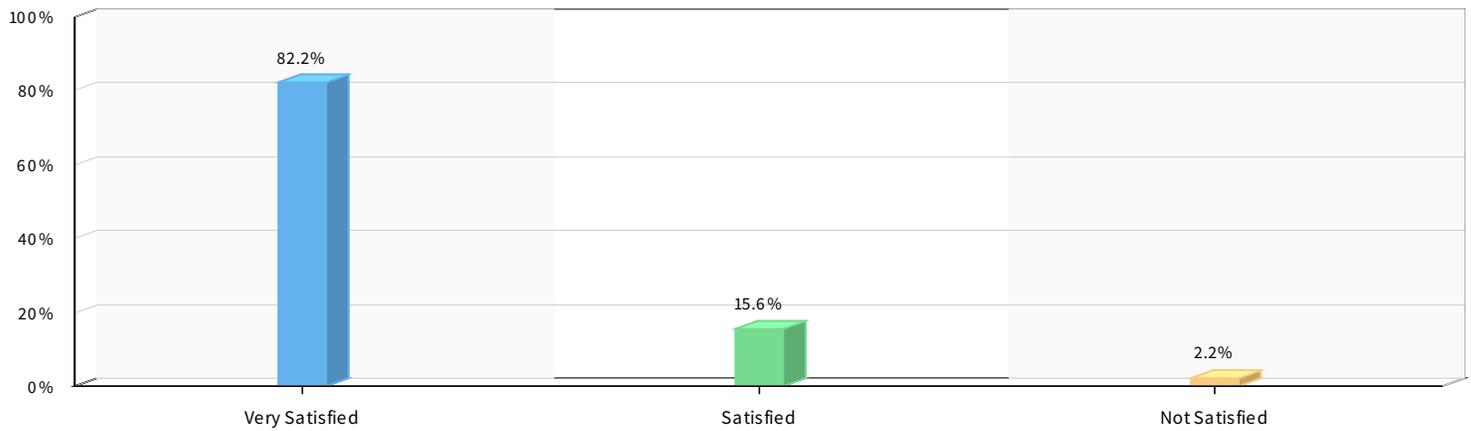
Filters: All

## ☰ Desired Results for Children and Families - Parent Survey

### 1. How satisfied are you with the overall quality of this program?

(45 Responses)

■ Very Satisfied
 ■ Satisfied
 ■ Not Satisfied



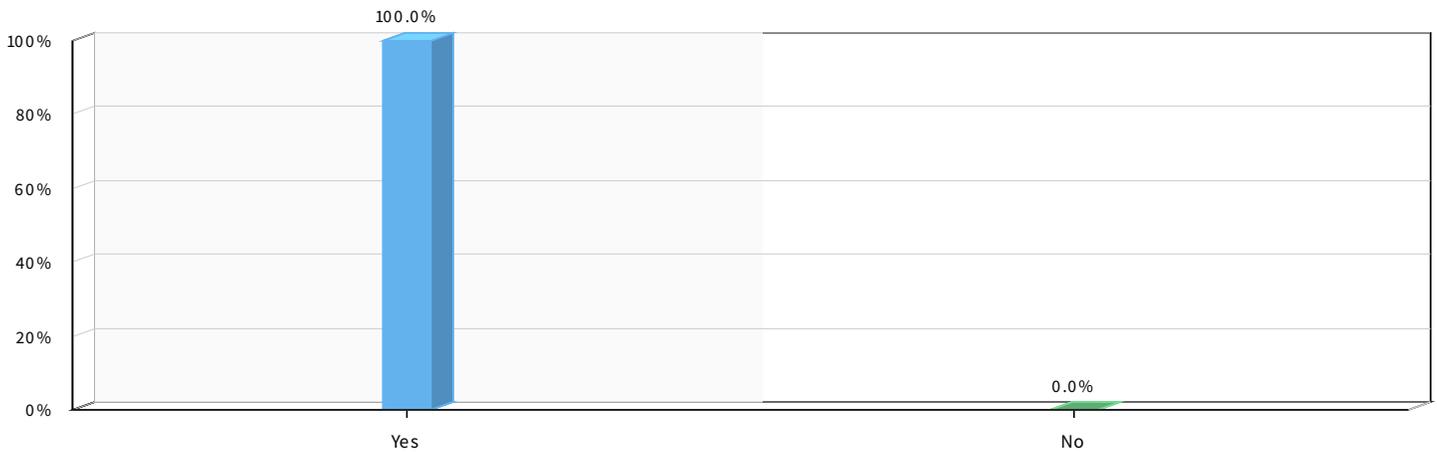
### 2. Do you feel that

(45 Responses)

#### A. Your child is safe in this program?

(45 Responses)

■ Yes
 ■ No





**B. Your child is happy in this program?**

(45 Responses)

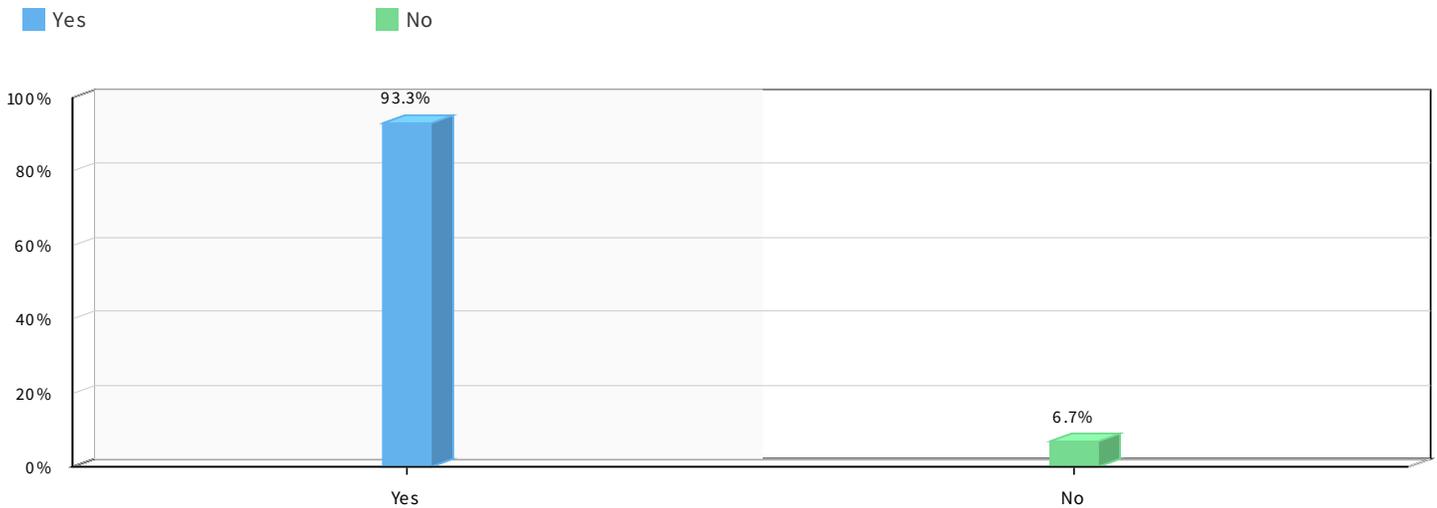


**3. Have you received information from the program about the following?**

(45 Responses)

**A. How children develop at different ages (e.g., walk, talk, etc.) (In the Parent Resource Guide)**

(45 Responses)



**B. How your child is growing and developing (In the Parent Resource Guide)**

(45 Responses)



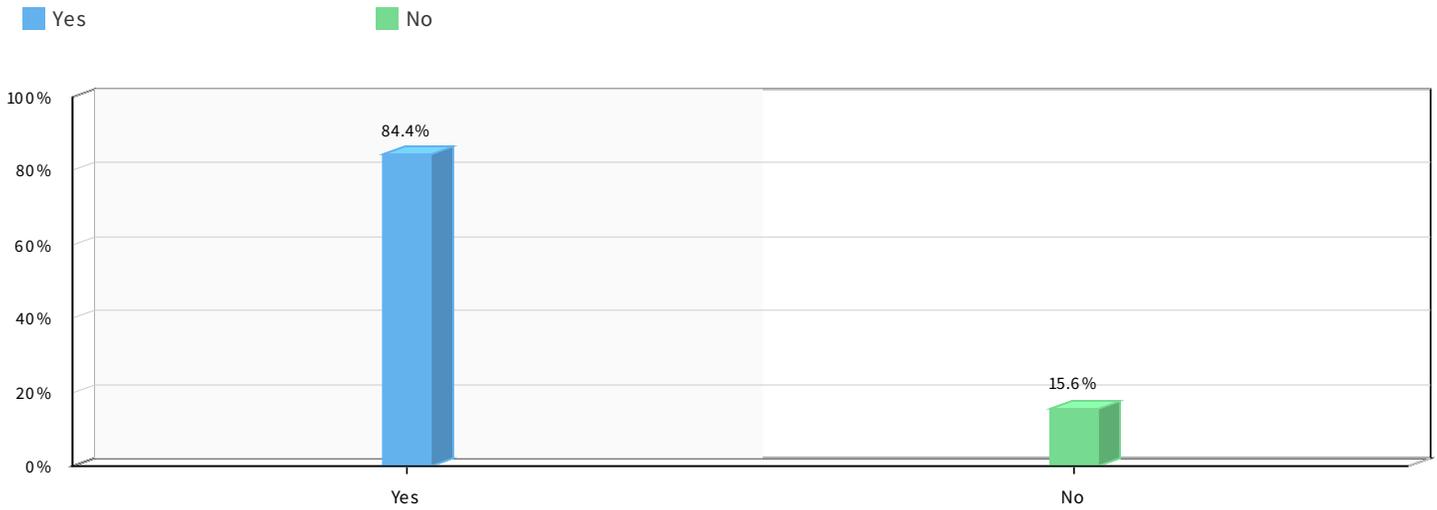
**C. How your child is doing in the program (Teacher communication-Parent Conferences)**

(45 Responses)



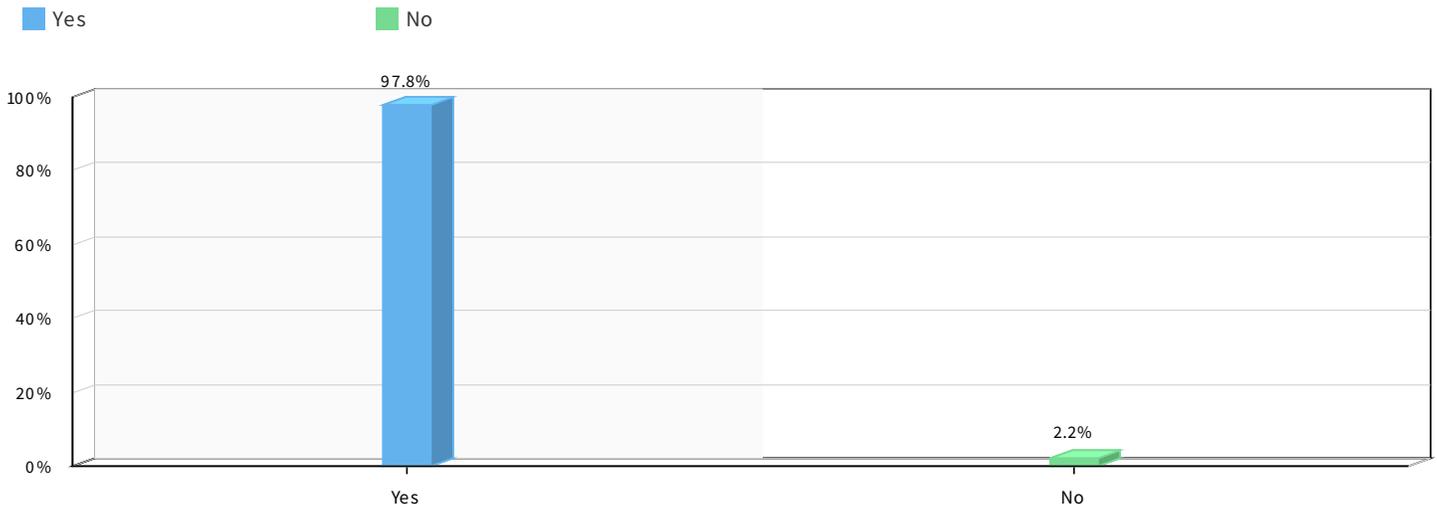
**D. Schedule of daily activities (posted in each classroom)**

(45 Responses)



**E. What you can do to help your child learn and develop (In the Parent Resource Guide, Teacher communication, Ages & Stages Questionnaire)**

(45 Responses)



**F. Parenting skills (Classes offered 3 times this year)**

(45 Responses)



**G. How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care)(In the Parent Resource Guide)**

(45 Responses)

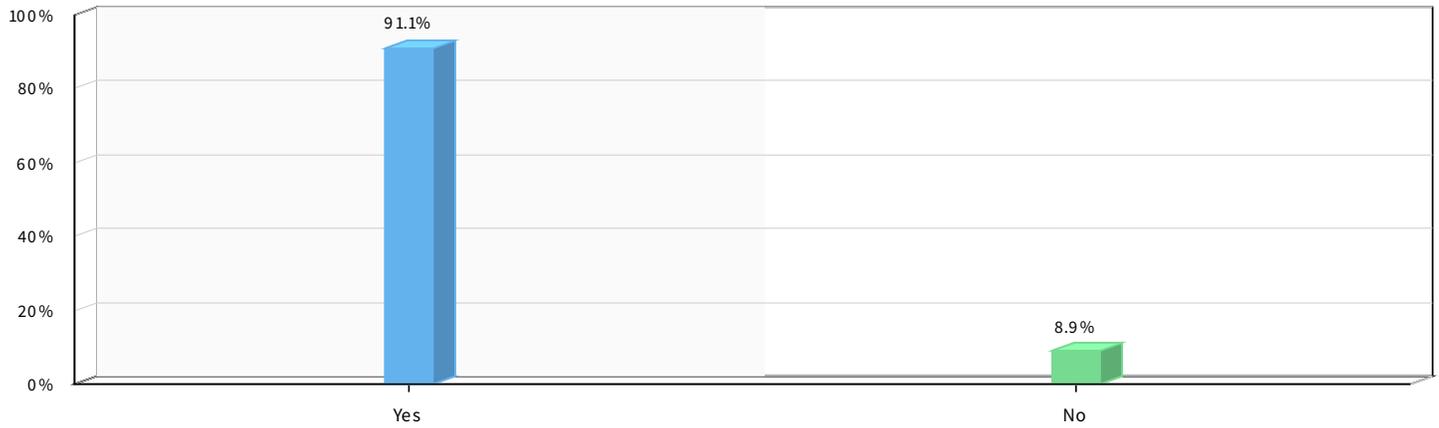


### H. Where to report health or safety concerns and complaints (In the enrollment packet)

(45 Responses)

Yes

No

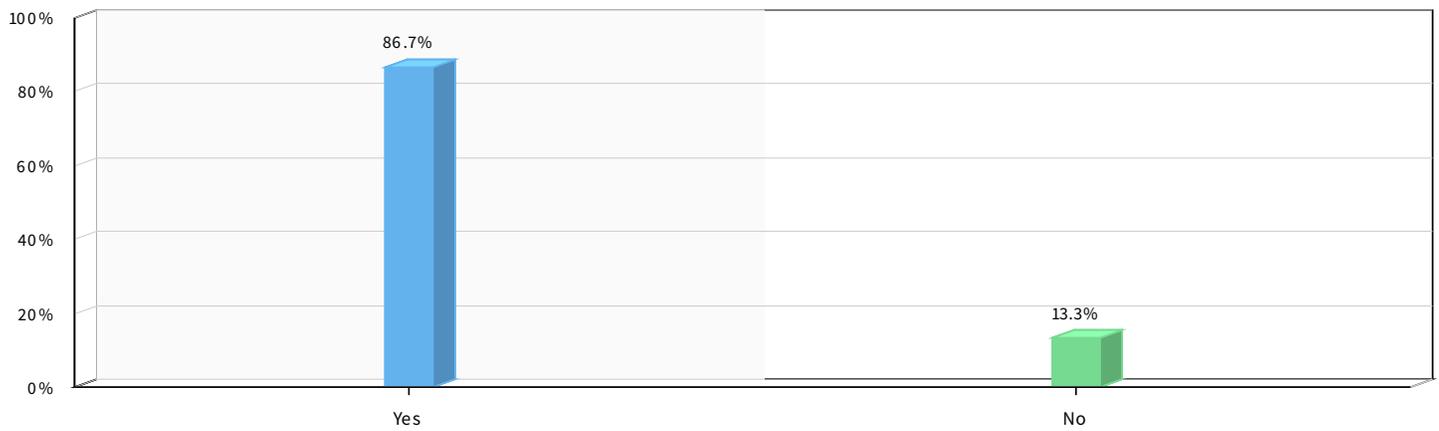


### I. Experience and training of program staff (Posted in the Classroom)

(45 Responses)

Yes

No

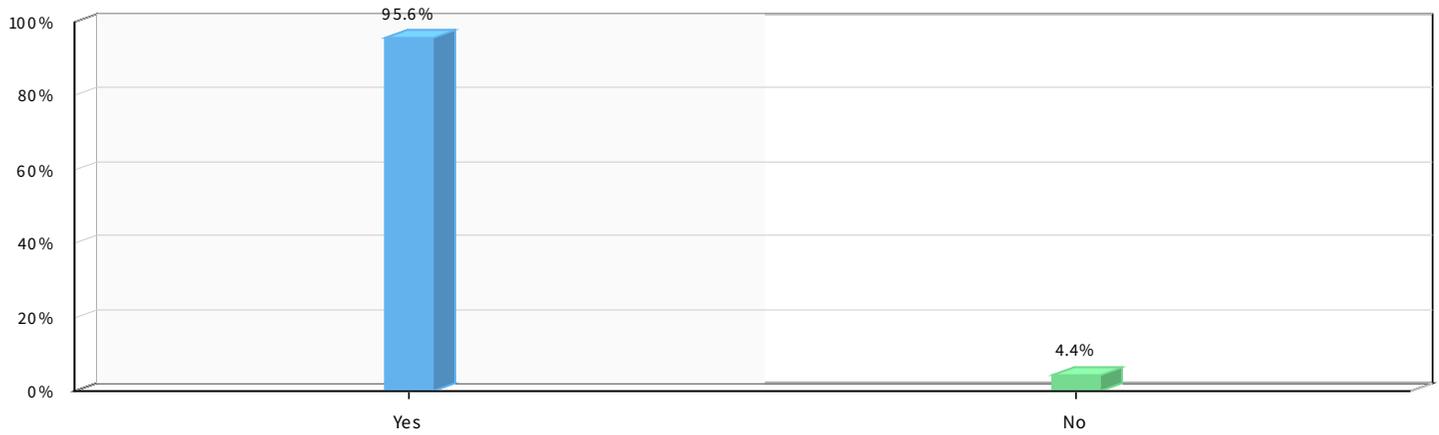


### J. Discipline procedures (Parent Handbook/Teacher communication)

(45 Responses)

Yes

No

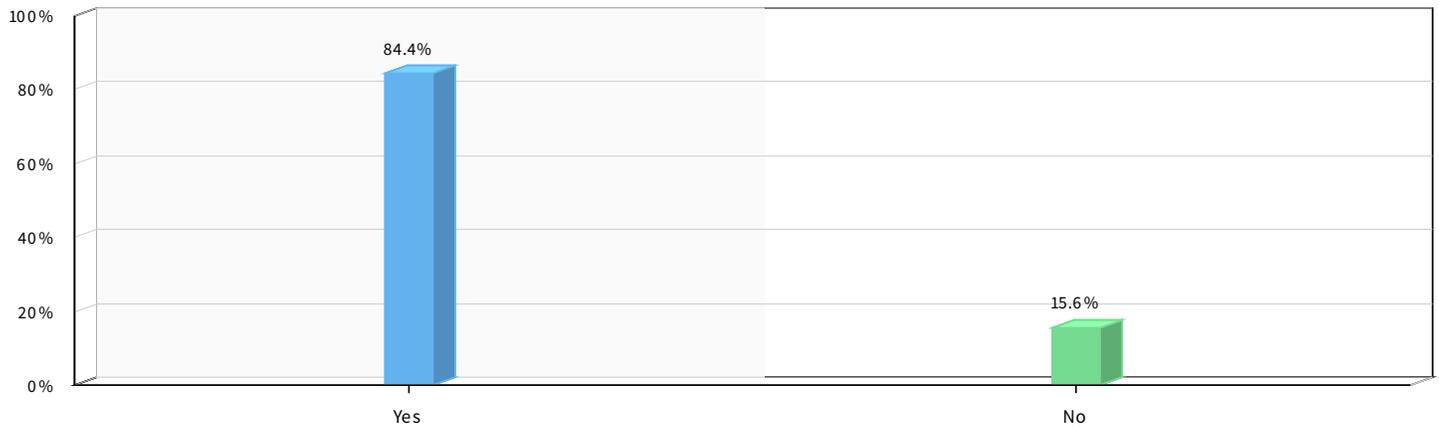


### K. How you can get involved with your child's program (Teacher Communication,)

(45 Responses)

Yes

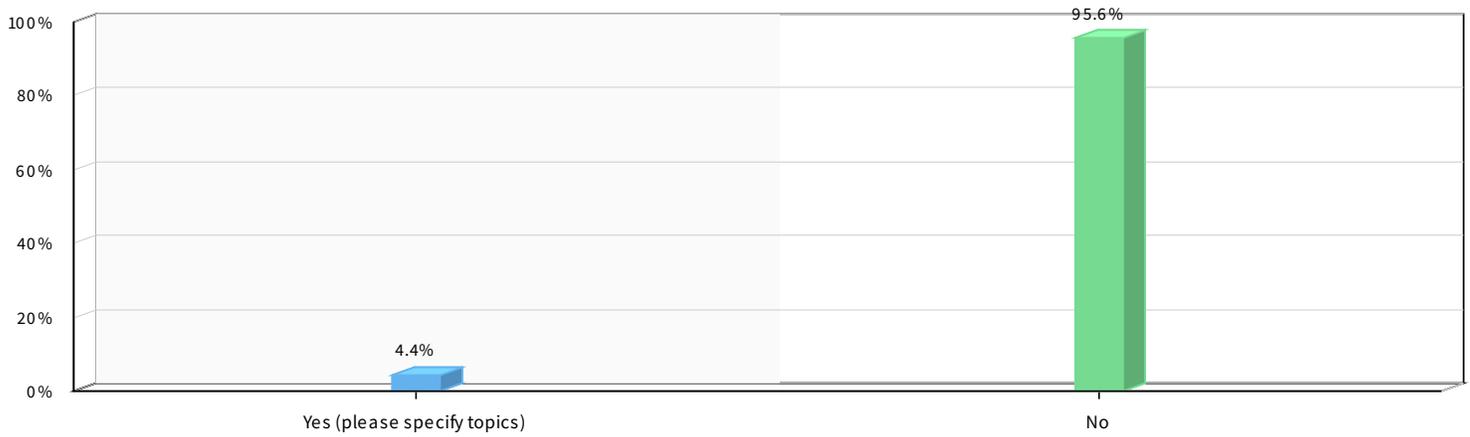
No



**4. Would you like more information about any topics related to your child's care and development?**

(45 Responses)

■ Yes (please specify topics)    ■ No



Yes (please specify topics)

(2 Responses)

Behavioral help

How he's doing in class and what I need to do as a parent to improve his education

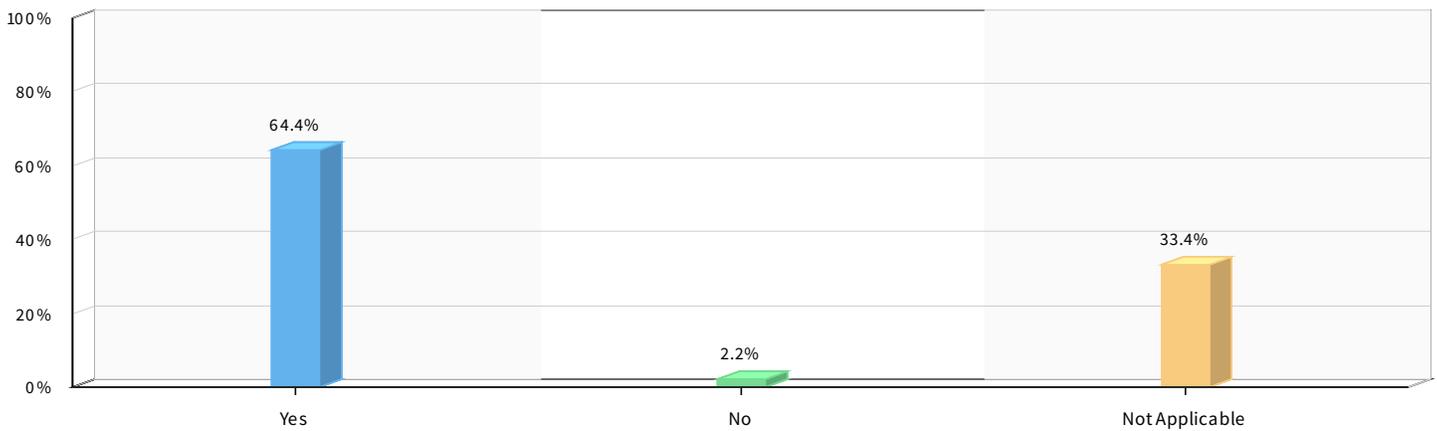
**5. Has your child's enrollment in this program made it easier for you to:**

(45 Responses)

**A. Accept a job?**

(45 Responses)

■ Yes    ■ No    ■ Not Applicable

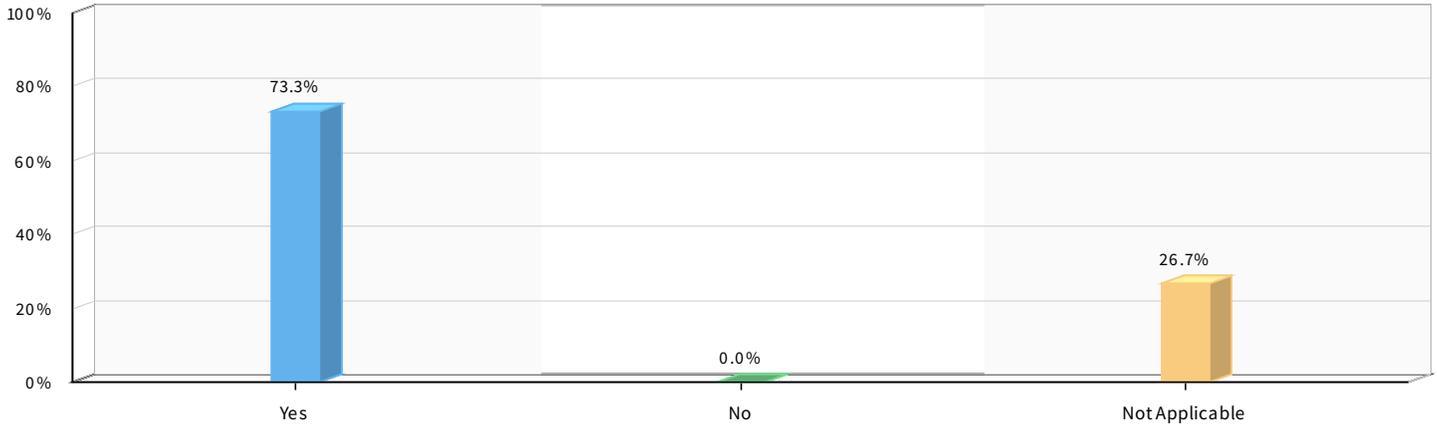




**B. Keep a job?**

(45 Responses)

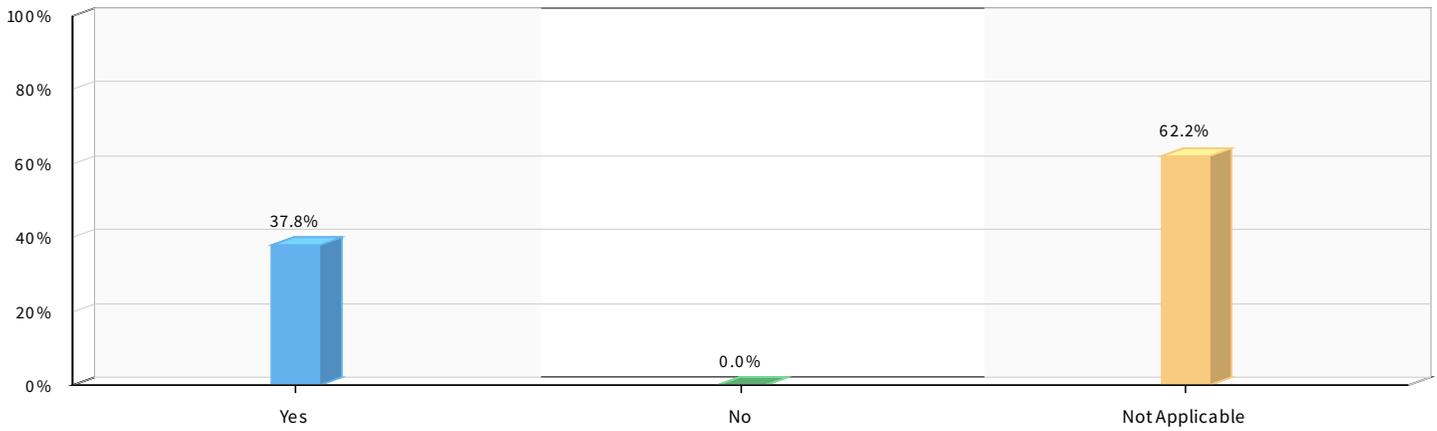
Yes No Not Applicable



**C. Accept a better job?**

(45 Responses)

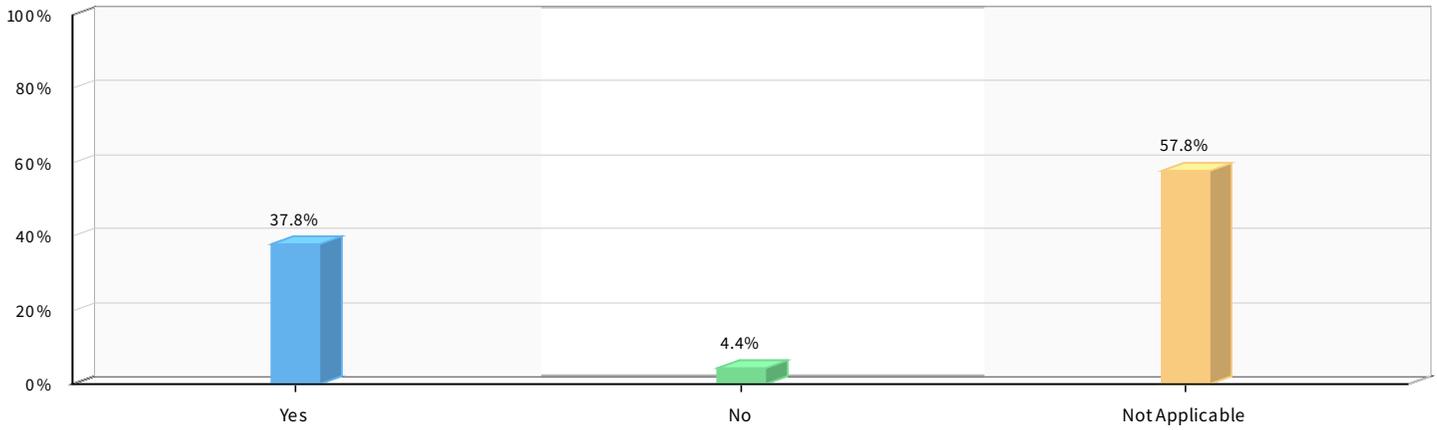
Yes No Not Applicable



**D. Attend education or training?**

(45 Responses)

■ Yes
 ■ No
 ■ Not Applicable



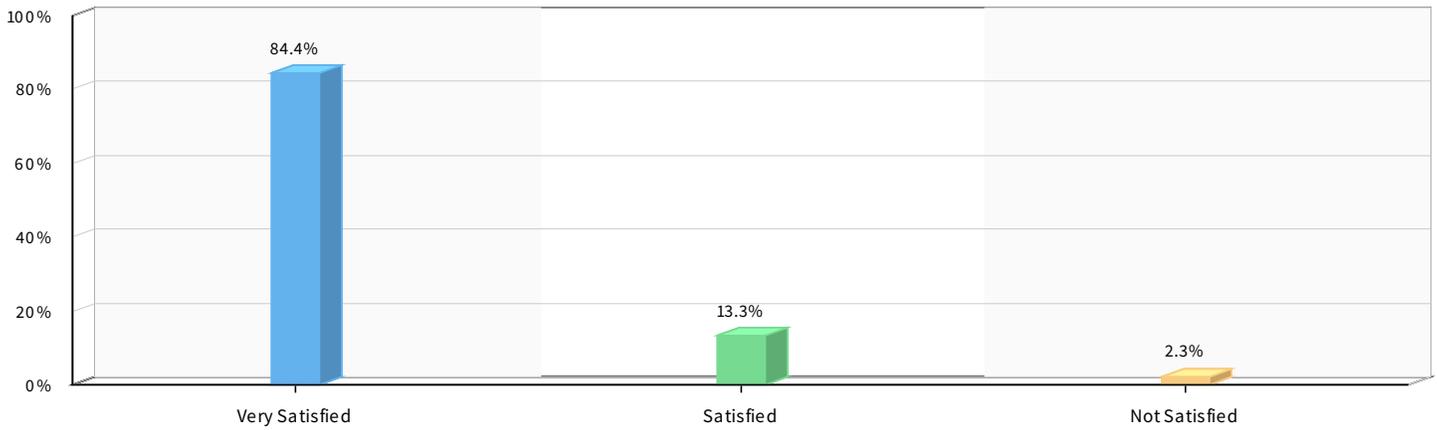
**6. How satisfied are you with these characteristics of your child's program?**

(45 Responses)

**A. Hours of operation**

(45 Responses)

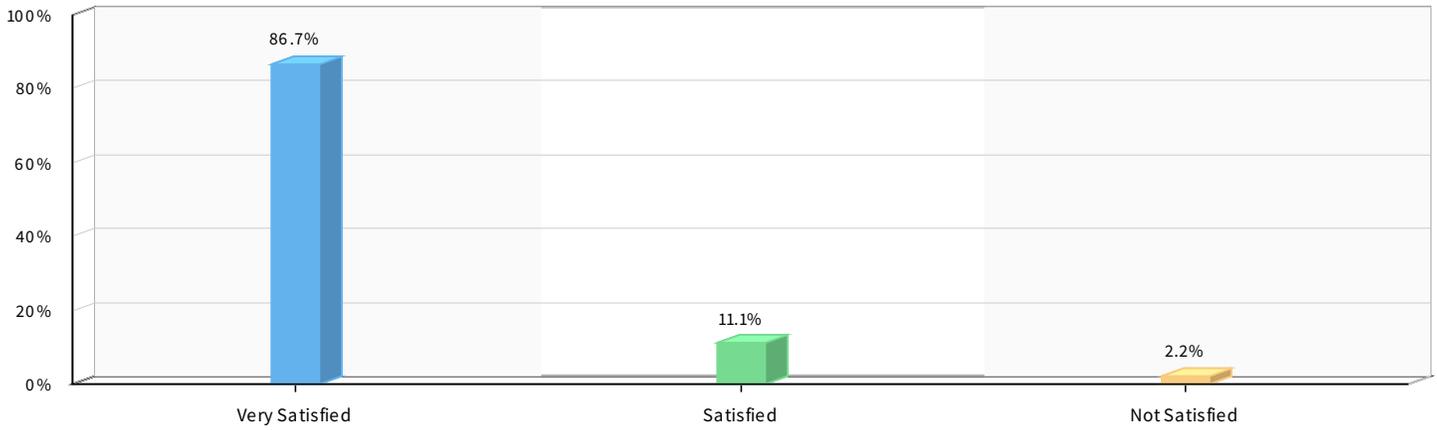
■ Very Satisfied
 ■ Satisfied
 ■ Not Satisfied



**B. Location of program**

(45 Responses)

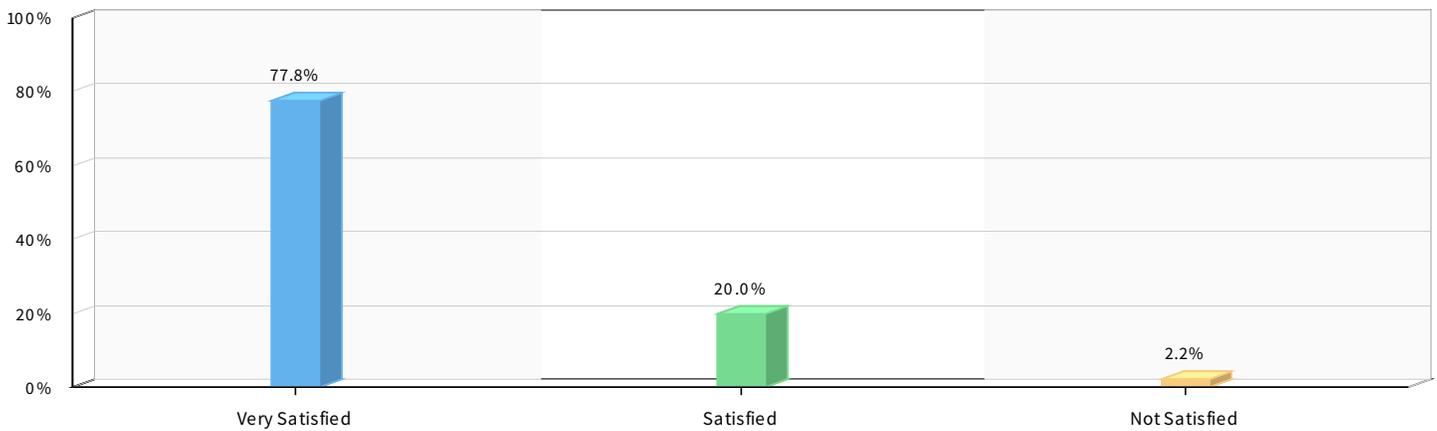
Very Satisfied      Satisfied      Not Satisfied



**C. Number of adults working with children**

(45 Responses)

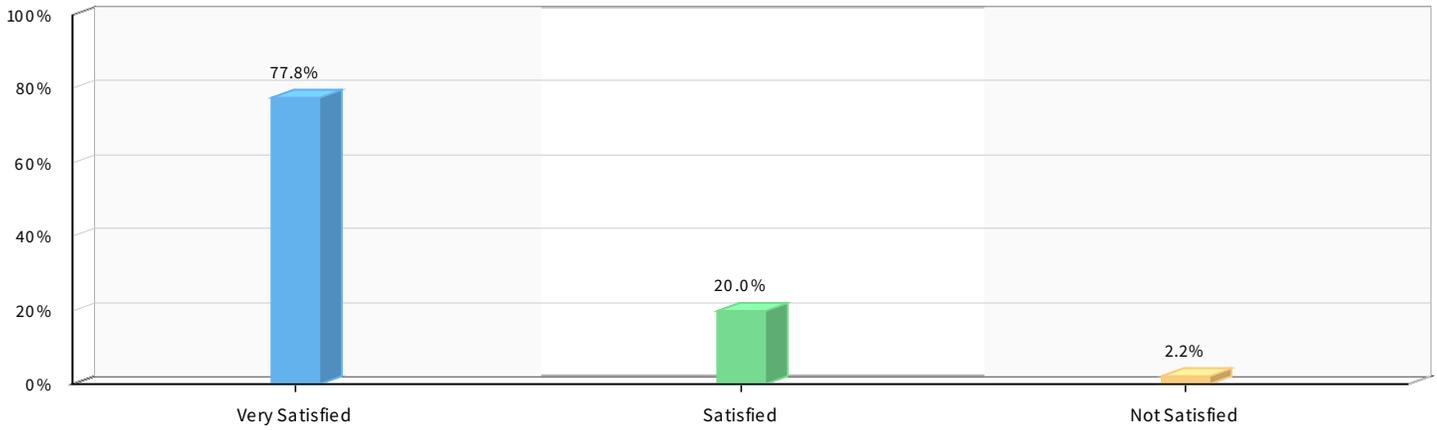
Very Satisfied      Satisfied      Not Satisfied



**D. Background and experience of staff**

(45 Responses)

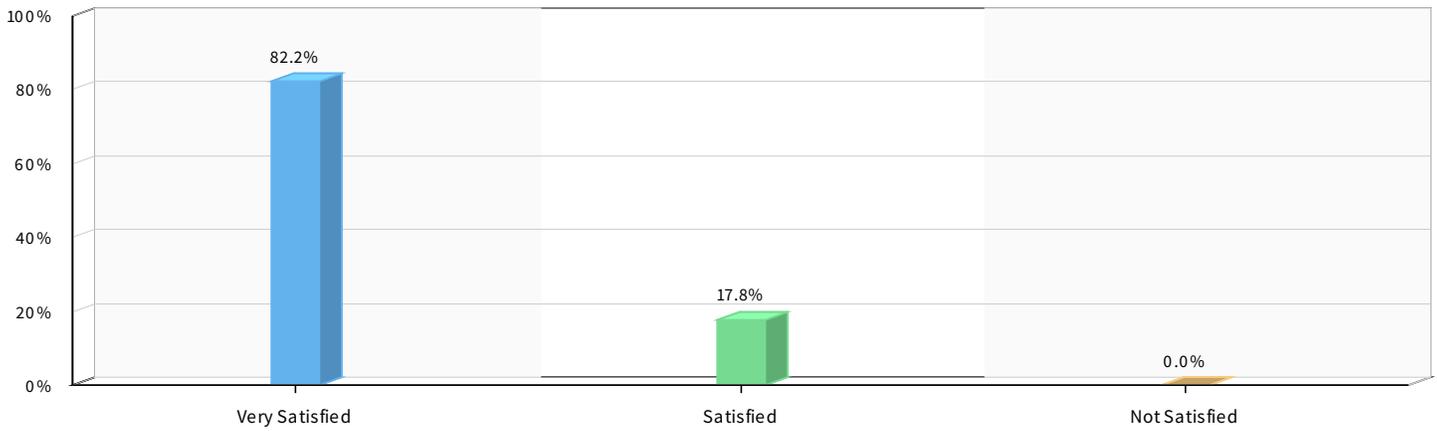
Very Satisfied      Satisfied      Not Satisfied



**E. Languages spoken by staff**

(45 Responses)

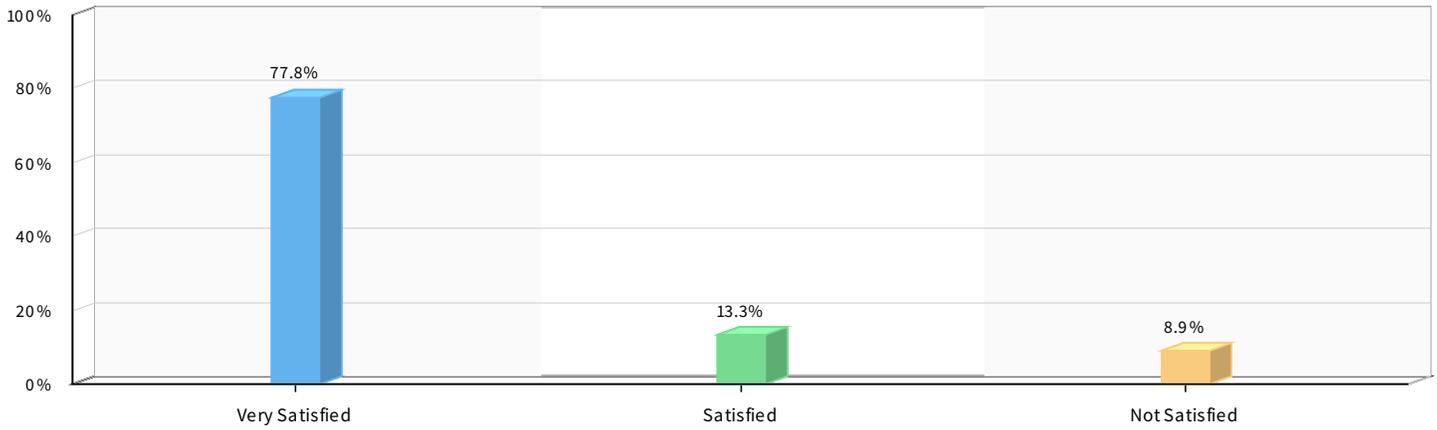
Very Satisfied      Satisfied      Not Satisfied



**F. How program staff communicate with you**

(45 Responses)

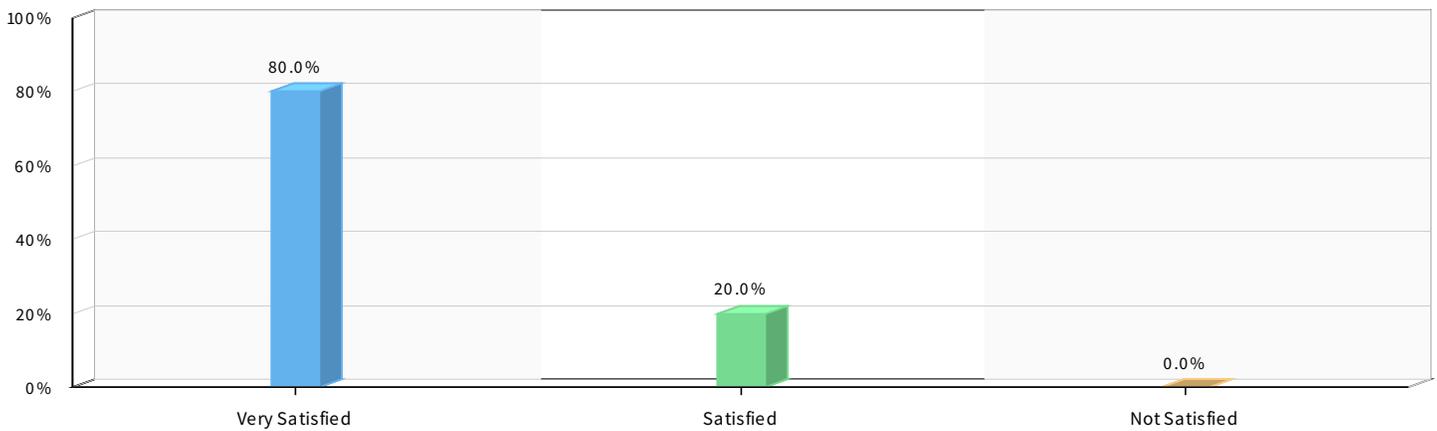
Very Satisfied      Satisfied      Not Satisfied



**G. Meeting the individual needs of your child**

(45 Responses)

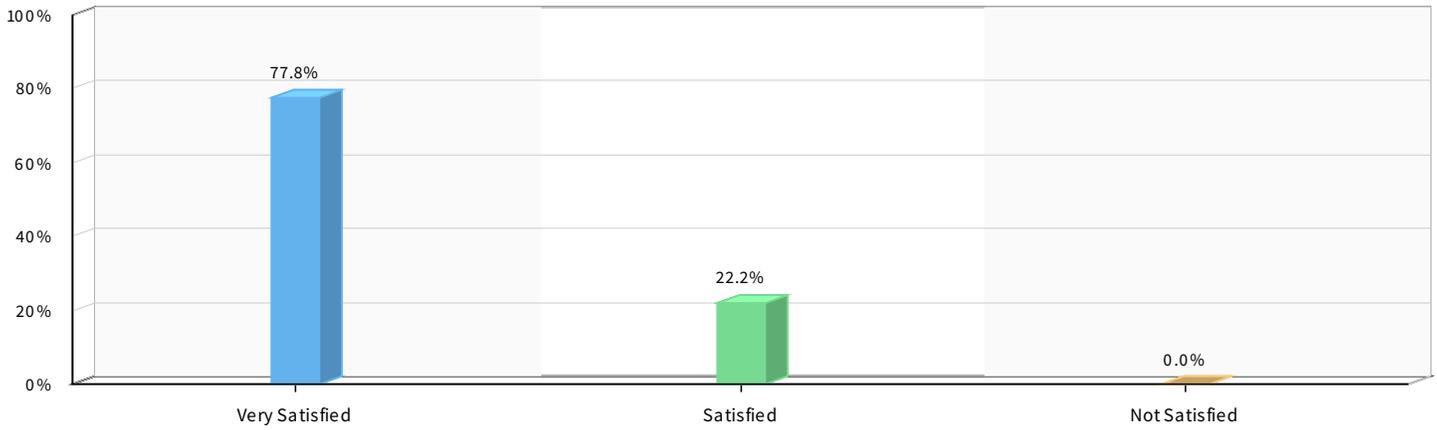
Very Satisfied      Satisfied      Not Satisfied



**H. Interaction between staff and children**

(45 Responses)

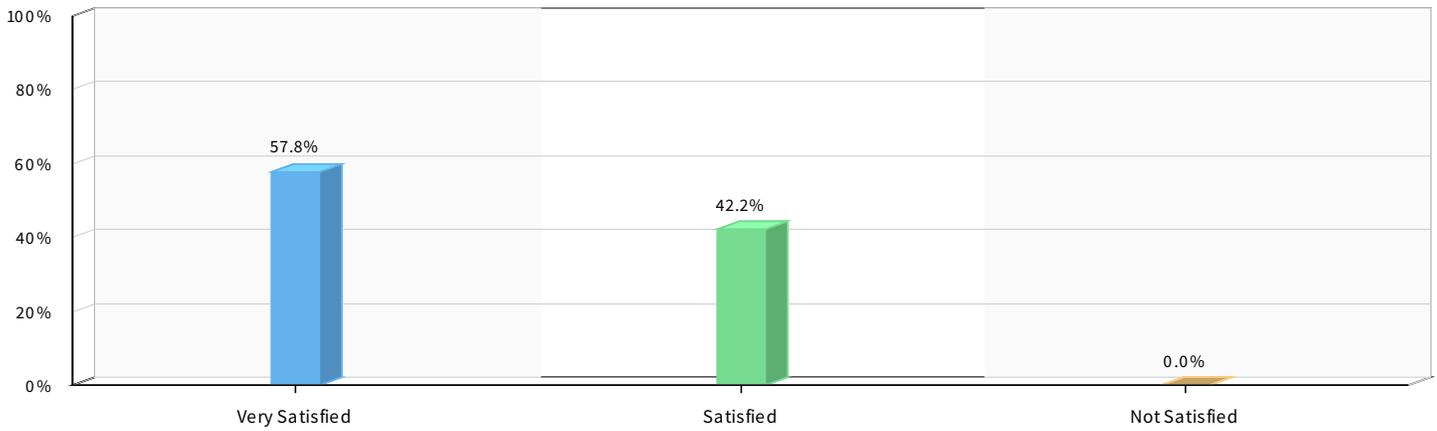
Very Satisfied      Satisfied      Not Satisfied



**I. Interaction with other parents**

(45 Responses)

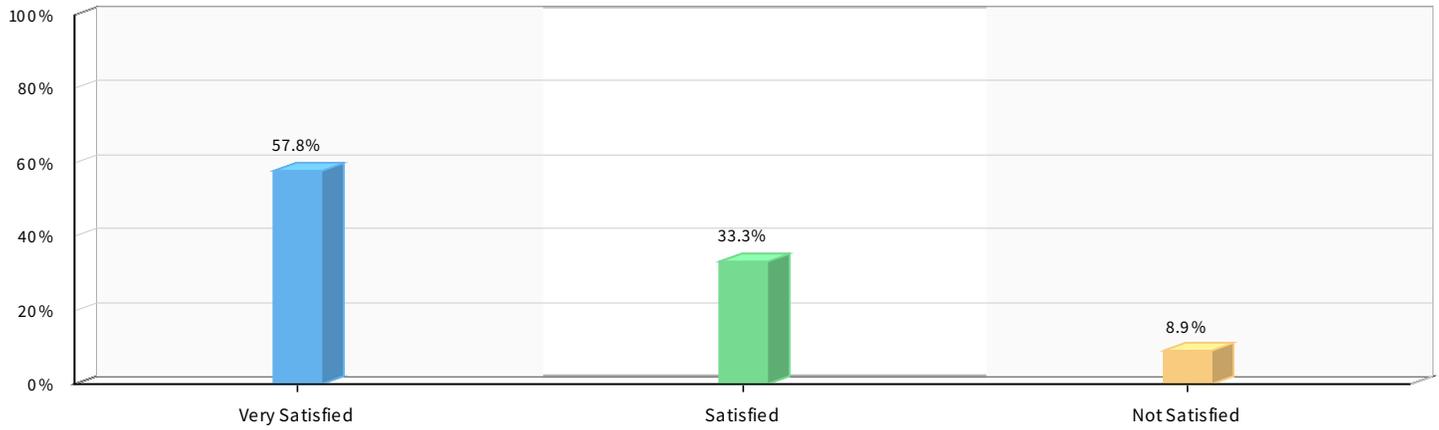
Very Satisfied      Satisfied      Not Satisfied



**J. Parent involvement**

(45 Responses)

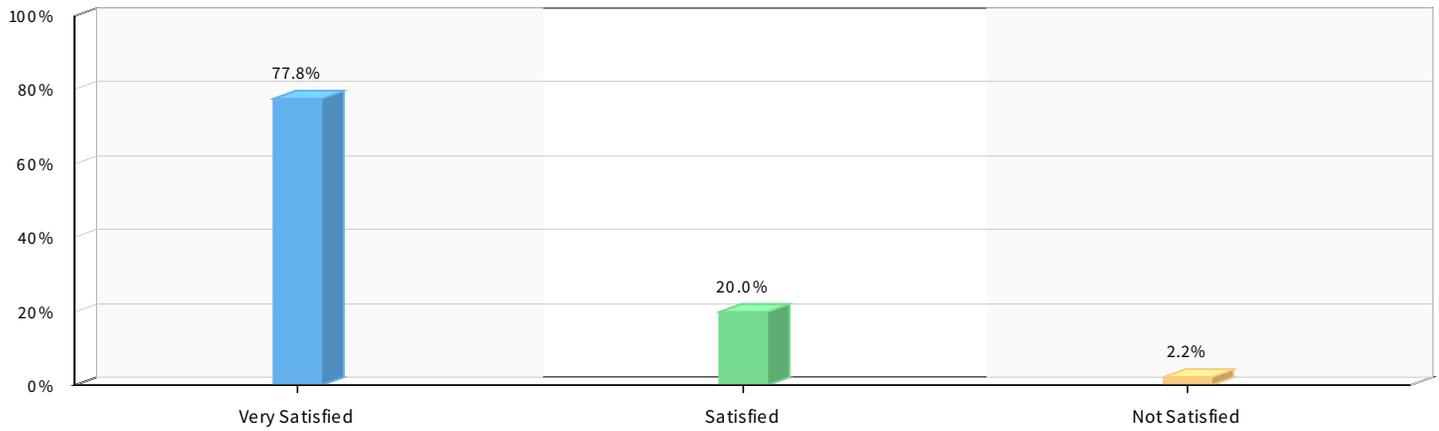
Very Satisfied      Satisfied      Not Satisfied



**K. Equipment and materials**

(45 Responses)

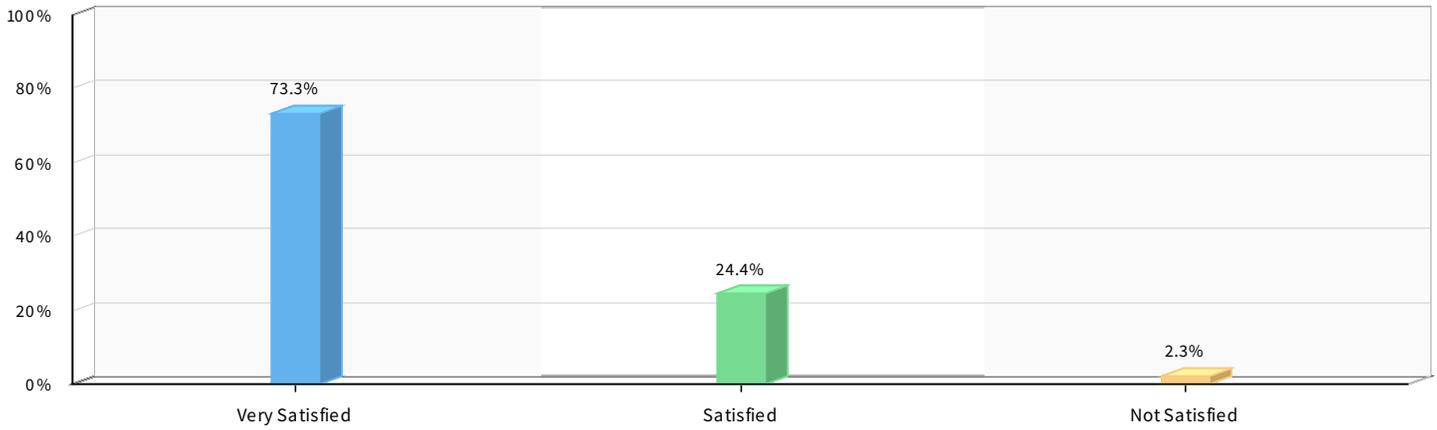
Very Satisfied      Satisfied      Not Satisfied



**L. Cultural activities**

(45 Responses)

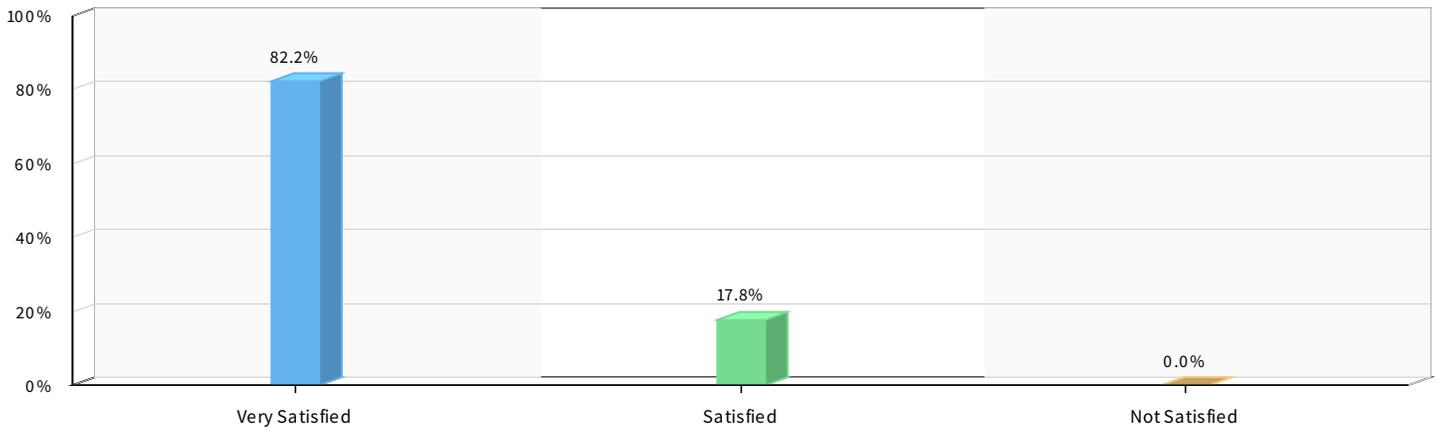
Very Satisfied      Satisfied      Not Satisfied



**M. Daily activities**

(45 Responses)

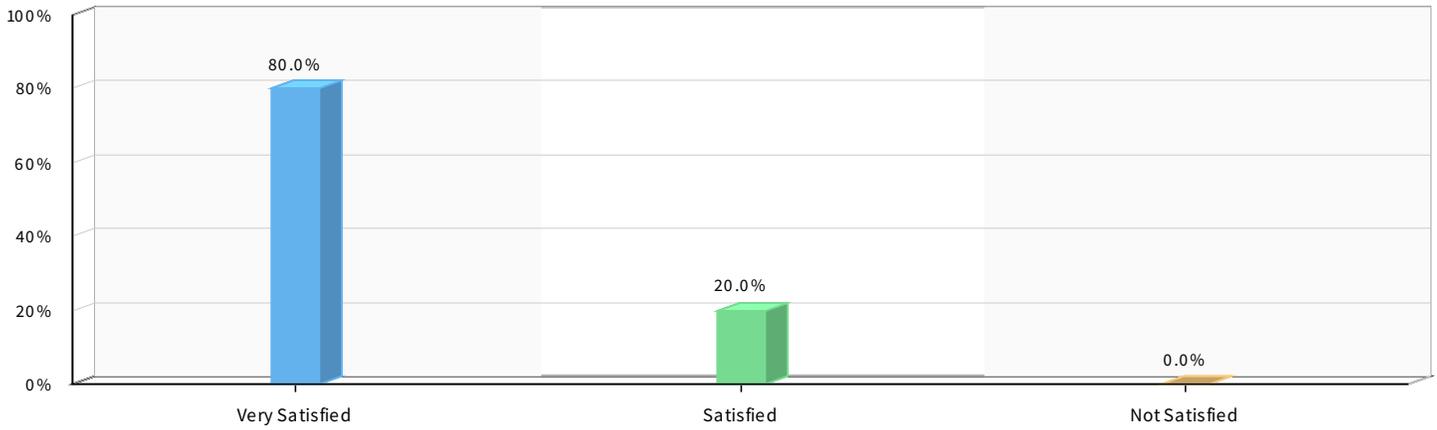
Very Satisfied      Satisfied      Not Satisfied



**N. Environment**

(45 Responses)

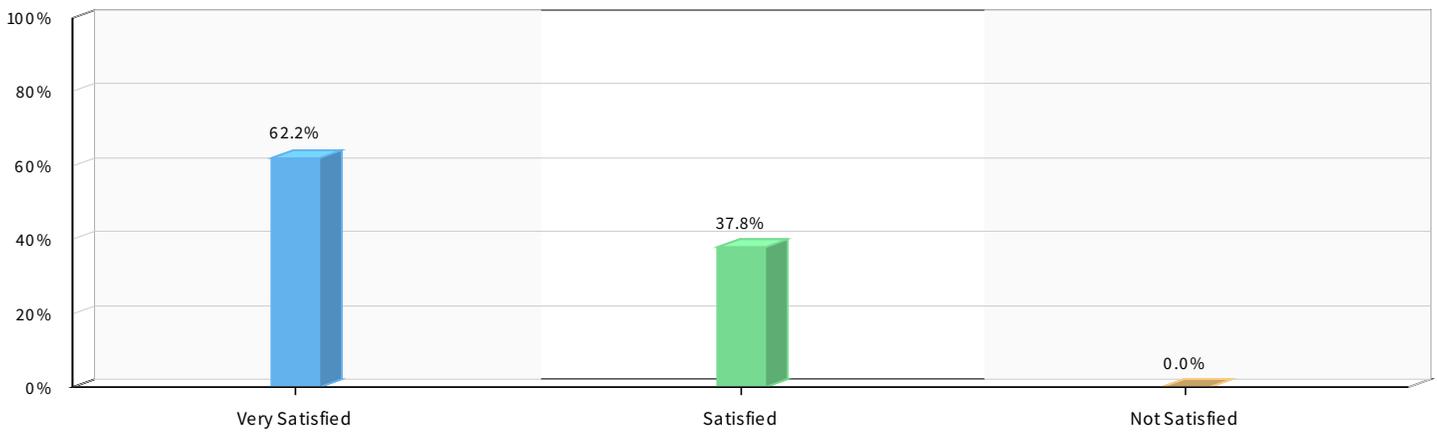
Very Satisfied      Satisfied      Not Satisfied



**O. Nutrition**

(45 Responses)

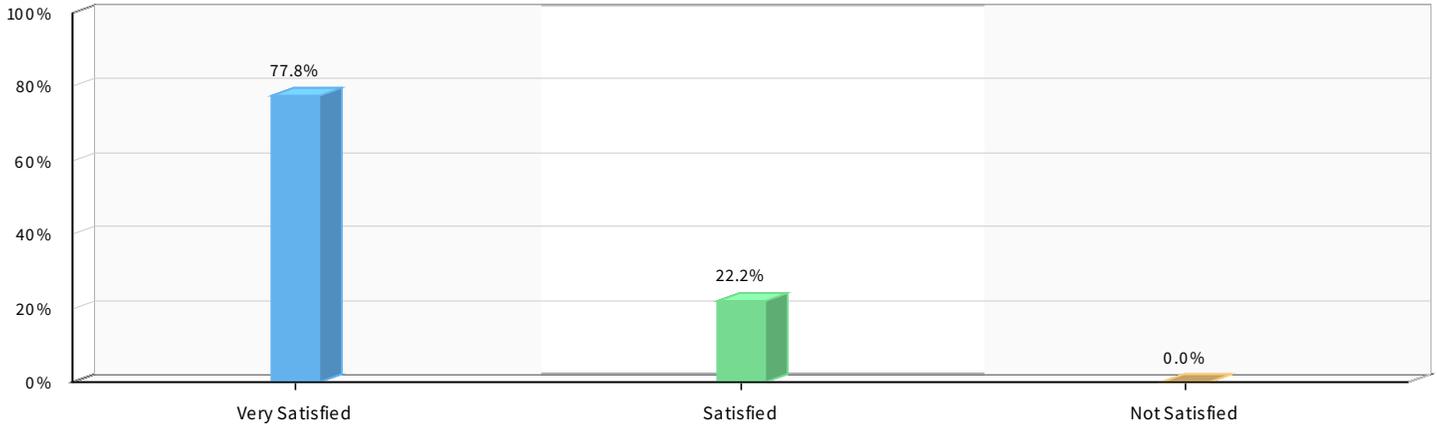
Very Satisfied      Satisfied      Not Satisfied



**P. Health and safety policies and procedures**

(45 Responses)

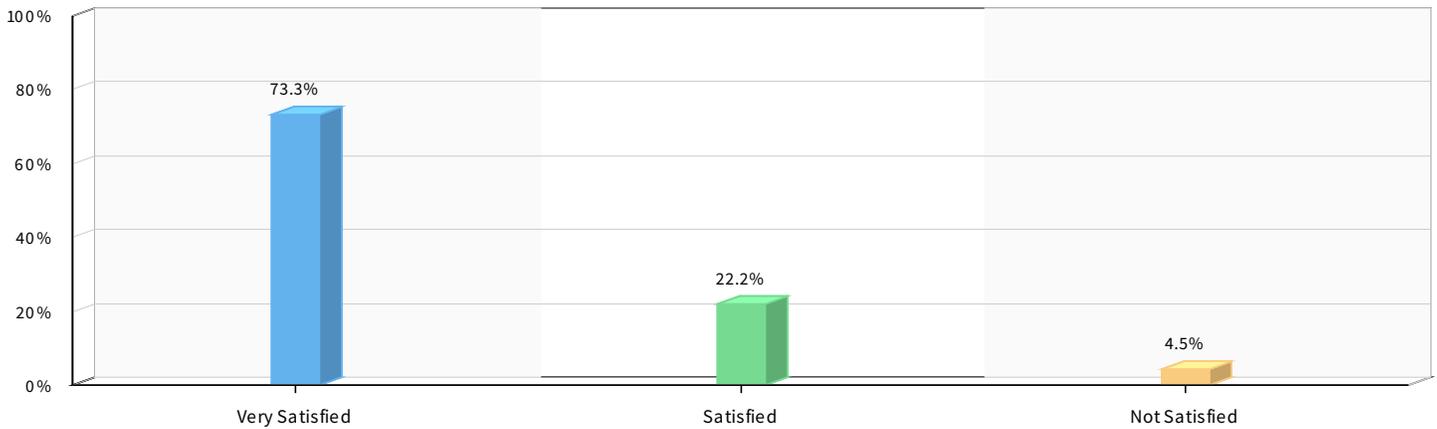
Very Satisfied      Satisfied      Not Satisfied



**Q. How the program promotes your child's learning and development**

(45 Responses)

Very Satisfied      Satisfied      Not Satisfied



**7. Is there anything else you would like to say about how this program meets your family's needs?**

(45 Responses)

I love the program and I'm very satisfied with it

The program was great

No

16 Responses

I appreciate all of the staff

This program has helped our family in multiple ways. we are especially satisfied with the aspect of our child's ability to socialize with how much isolation our child experienced due to COVID-19. Thank you!!!



This program had helped socialize our children in a safe environment.

It gave my daughter the opportunity to start early in gathering with her peers and ready for next school yr.

My child loves attending every day and I have seen her grown so much ever since she started.

Muy buen trabajo a ayudado mucho a mi hijo

More time to run errands.

The site is amazing and was willing to learn asl to communicate better.

Nope I'm extremely happy

Mi hijo aprende a compartir y a convivir . A estar listo para seguir en la escuela.

N/A

2 Responses

I appreciate the art projects my daughter gets to do.

Thank you!

Love the program & the staff. They were great with my 3 kids

NA

2 Responses

N/a

2 Responses

Very satisfied and we'll miss the teachers!

The staff always exceeds my expectations and if I ever have a concern they always address it and give me a solution.

Na

Not at this time

I have been really satisfied

None

No

My child developed wonderful social skills along with academic kindergarten readiness, thank you!!

**8. Do you have any suggestions about how this program could be improved?**

(45 Responses)



no	
NA	2 Responses
No	15 Responses
I hope for a teacher that is able to stay	
No, the program is wonderful.	
None	4 Responses
N/a	3 Responses
Todo esta bien	
None at all	
No estoi muy contenta al mirar que mi hijo esta muy contento en su escuela.	
N/A	
More weekly communication through the application. I don't get to pick up or drop off my daughter so miss information that is given then.	
Communication	
Just hope to qualify for my son to return next year	
Better communication between teachers and parents on the app	
Not at the moment	
No and Thanks for everything!	
No. Everything the staff do is to better the children and I don't see anything to improve at this time	
Na	
Add security to protect our babies	
Definitely need more teachers. I've seen many times the staff to child ratio not being met.	
Better communication More involvement Not laughing after every thing they say Helping and encouraging the students that want to learn and giving more appropriate homework that challenges kids	



I'm good

Keep it a kindergarten readiness program, this district and area needs this.

Thank you for everything!

## 21-22 Preschool Statistics – 114 Students



Of the 17 TK, 12 would **not** have been eligible for TK prior to the 22/23 TK expansion. This is a 71% increase in the number of children transitioning to TK.

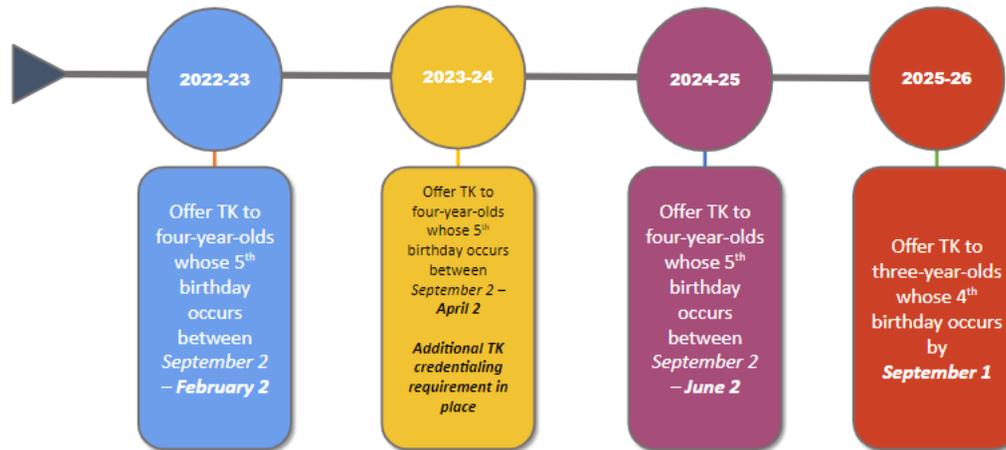
Prior to TK expansion, TK eligibility was designed for children who turned 5 between Sept. 2- December 2

For 22/23 TK serves children who turn 5 between Sept 2 and Feb 2

At this rate of expansion, by 25/26 we would have little to no children that return to preschool if they turn 4 by Sept 1. Currently parent choice.

*Looking forward at innovative ways to serve 4 year olds with State Preschool funds before and after their TK day. Waiting for more information related to the State Preschool age lowering.*

## UTK- Age Eligibility





# Group Progress Report

102 children in the **Duggins AM, Duggins PM, Honcut Preschool, Jamison, Mrs. Guptill, Mrs. Rodriguez** class were selected for this report. Not all children may be rated in all rating periods.

Agency Name: **Palermo Union Elementary** Assessment Period: **Spring 2022**

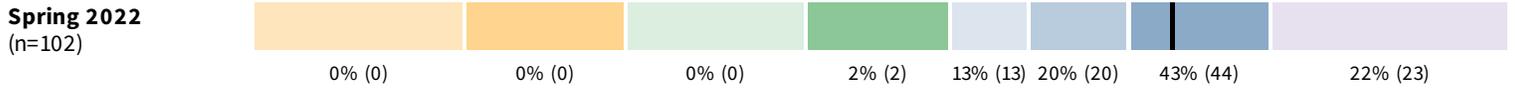
Site Name: **Helen Wilcox Preschool, Honcut, Palermo State Preschool**

Class Name: **Duggins AM, Duggins PM, Honcut Preschool, Jamison, Mrs. Guptill, Mrs. Rodriguez**



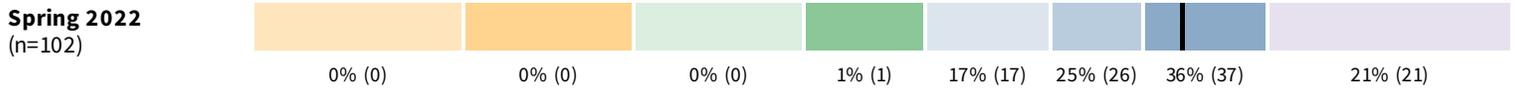
## Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



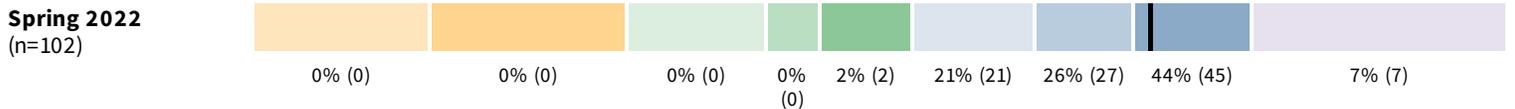
## Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.



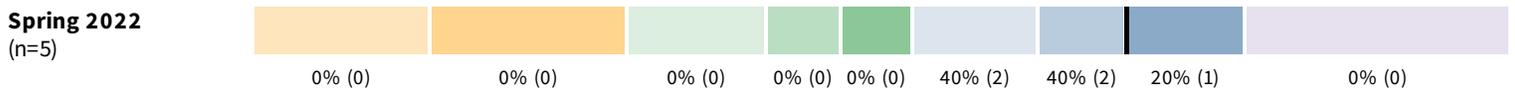
## Language and Literacy Development

The Language and Literacy domains assess the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.



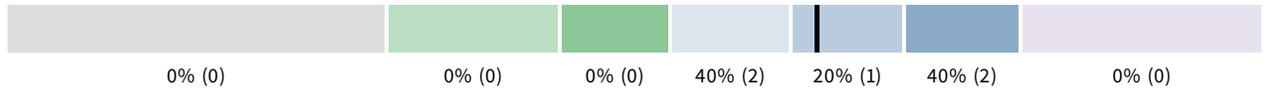
## Language Development

The Language and Literacy domains assess the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.



## Literacy Development

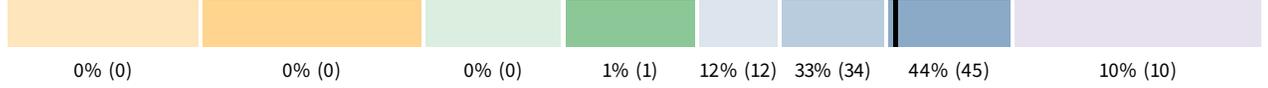
**Spring 2022**  
(n=5)



**Cognition: Math**

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.

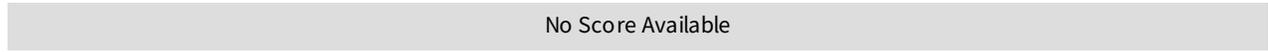
**Spring 2022**  
(n=102)



**Cognition: Science**

The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

**Spring 2022**  
(n=0)



**Physical Development — Health**

The Physical Development knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

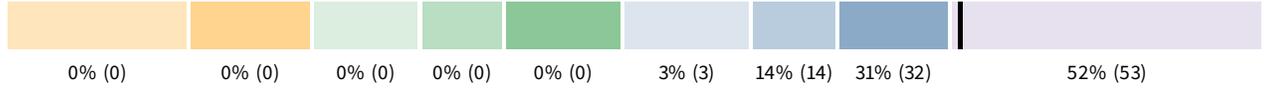
**Spring 2022**  
(n=5)



**Physical Development**

The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

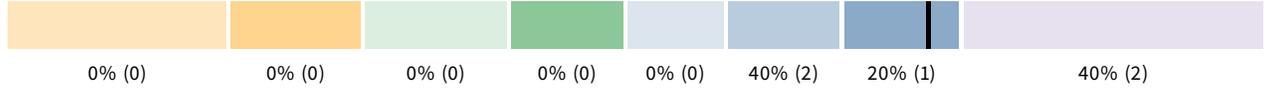
**Spring 2022**  
(n=102)



**Health**

The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

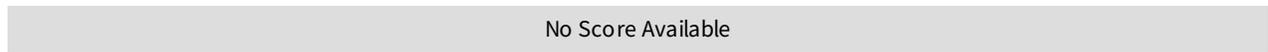
**Spring 2022**  
(n=5)



**History: Social Science**

The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

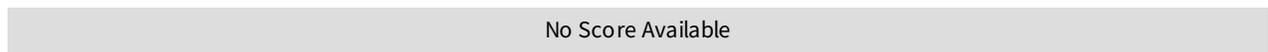
**Spring 2022**  
(n=0)

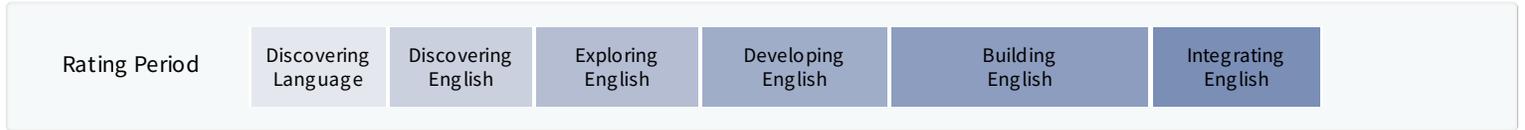


**Visual Performing Arts**

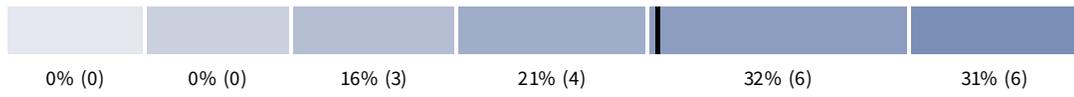
The knowledge or skill areas in this domain include visual art, music, drama, and dance.

**Spring 2022**  
(n=0)





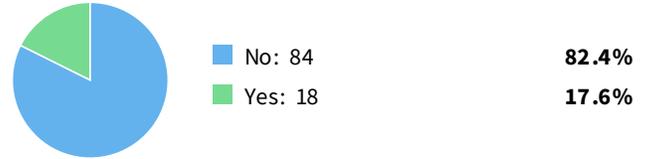
**Spring 2022**  
(n=19)



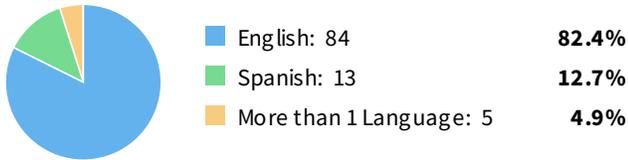
**Age Group**



**ELD**



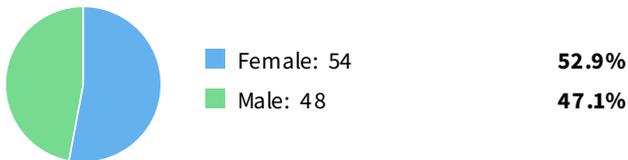
**Language**



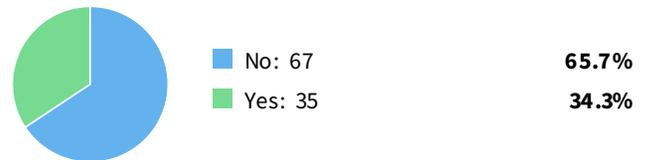
**Program Name**



**Gender**



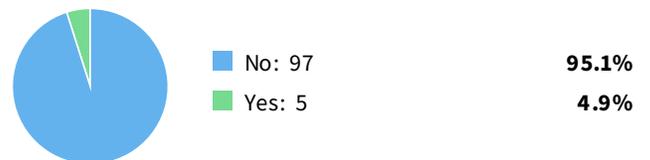
**Hispanic**



**Race**



**IEP/IFSP**



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**MEMORANDUM**

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**To: Palermo Union School District Governing Board**  
**From: Kathleen Nolind, Superintendent**  
**Subject: Request to carry over unused vacation days**  
**Date: June 22, 2022**

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Due to the ongoing nature of the COVID-19 pandemic, I have found it very difficult to utilize my vacation days during the current school year.

My current contract stipulates the following in regards to vacation time:

- The superintendent shall take vacation during the year in which it is earned, unless the Board gives written approval to carry over unused days.
- The superintendent may elect to receive compensation for any accrued, but unused, vacation days up to ten (10) days per fiscal year.
- In the event of the termination or expiration of this Agreement, the Superintendent shall be entitled to compensation for unused accrued vacation up to a maximum of 34 days.

I am requesting the following:

- Permission to carry over approximately 178.46 vacation hours (22.3 days) for use in the 2022-2023 school year. I will use 88 (11 days) of those hours immediately during the month of July.

Tentative vacation schedule to use vacation days carried over into the 2022- 2023 school year:

- July 1, 5, 6, 7, 8, 14, 15, 18, 21, 22, 29, 2022 (11 days)
- September 6 – 9, 2022 (4 days)
- October Intercession 2022 (5 days)

# LCFF Budget Overview for Parents

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

CDS Code: 04615230000000

School Year: 2022-23

LEA contact information:

Kathleen Andoe-Nolind

Superintendent

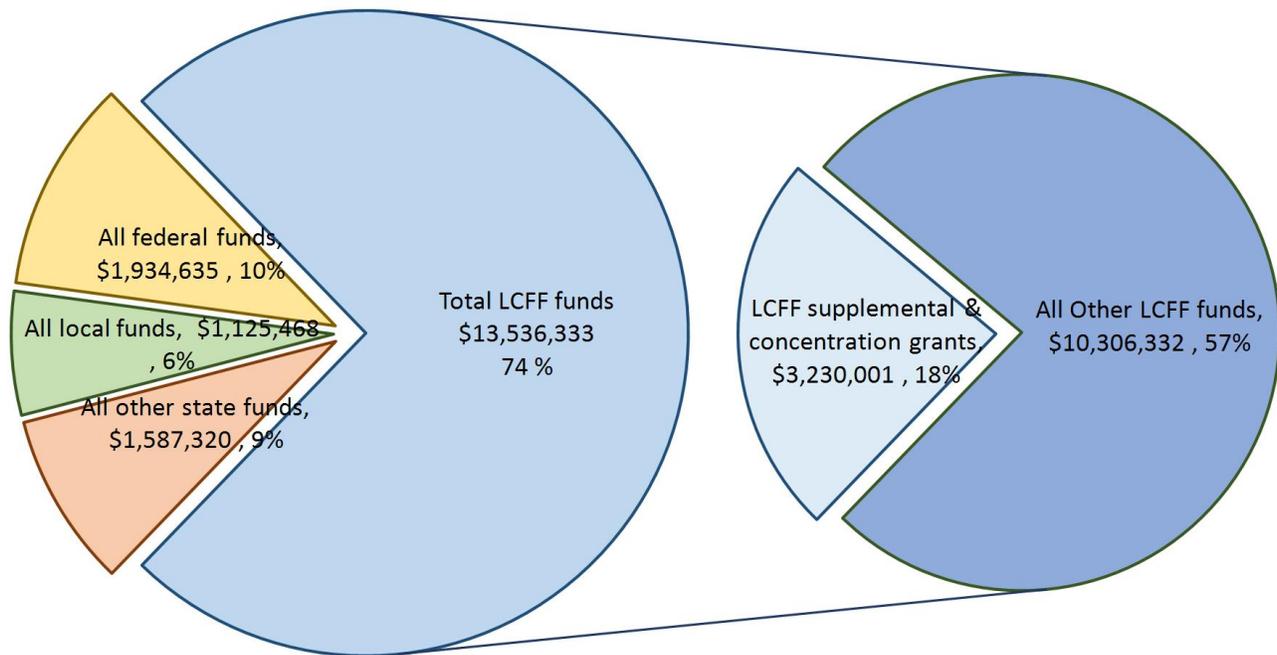
kandoe@palermok8.org

(530) 533-4842 7

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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



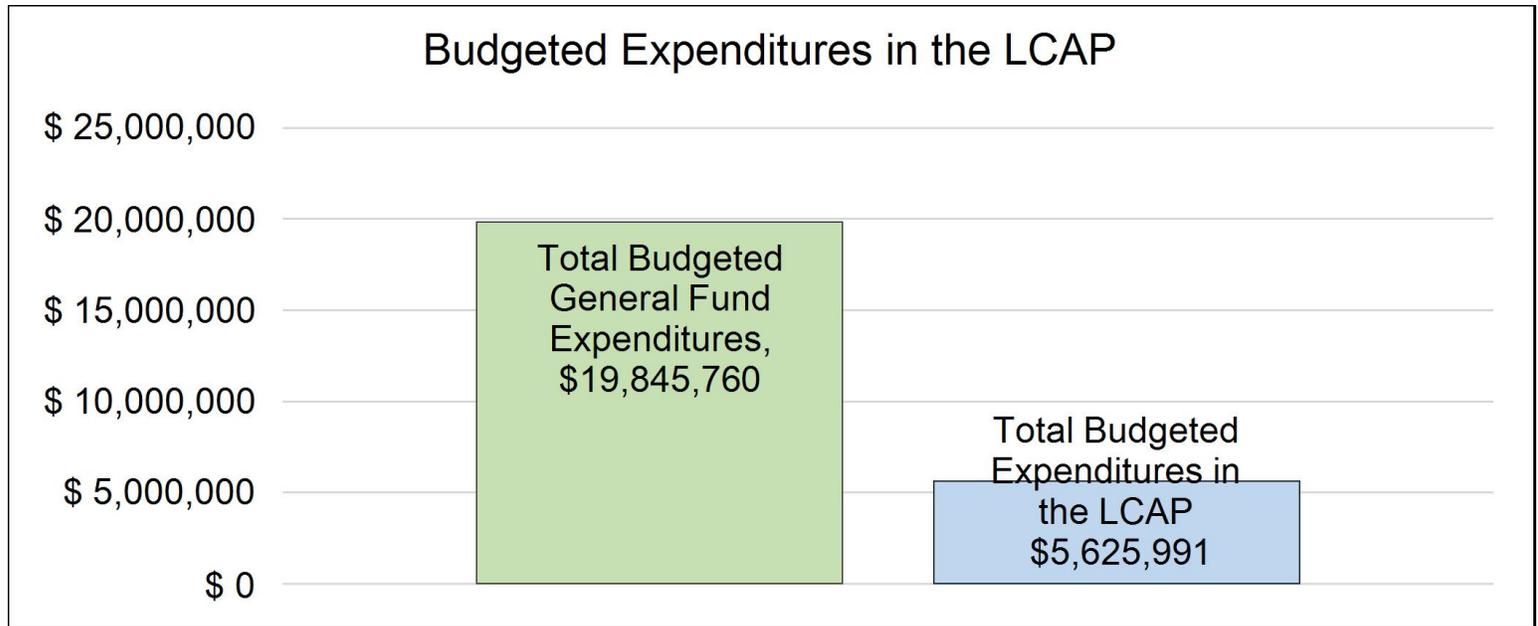
This chart shows the total general purpose revenue Palermo Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palermo Union Elementary School District is \$18,183,756, of which \$13,536,333 is Local Control Funding Formula (LCFF), \$1,587,320 is

other state funds, \$1,125,468 is local funds, and \$1,934,635 is federal funds. Of the \$13,536,333 in LCFF Funds, \$3,230,001 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palermo Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palermo Union Elementary School District plans to spend \$19,845,760 for the 2022-23 school year. Of that amount, \$5,625,991 is tied to actions/services in the LCAP and \$14,219,769 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

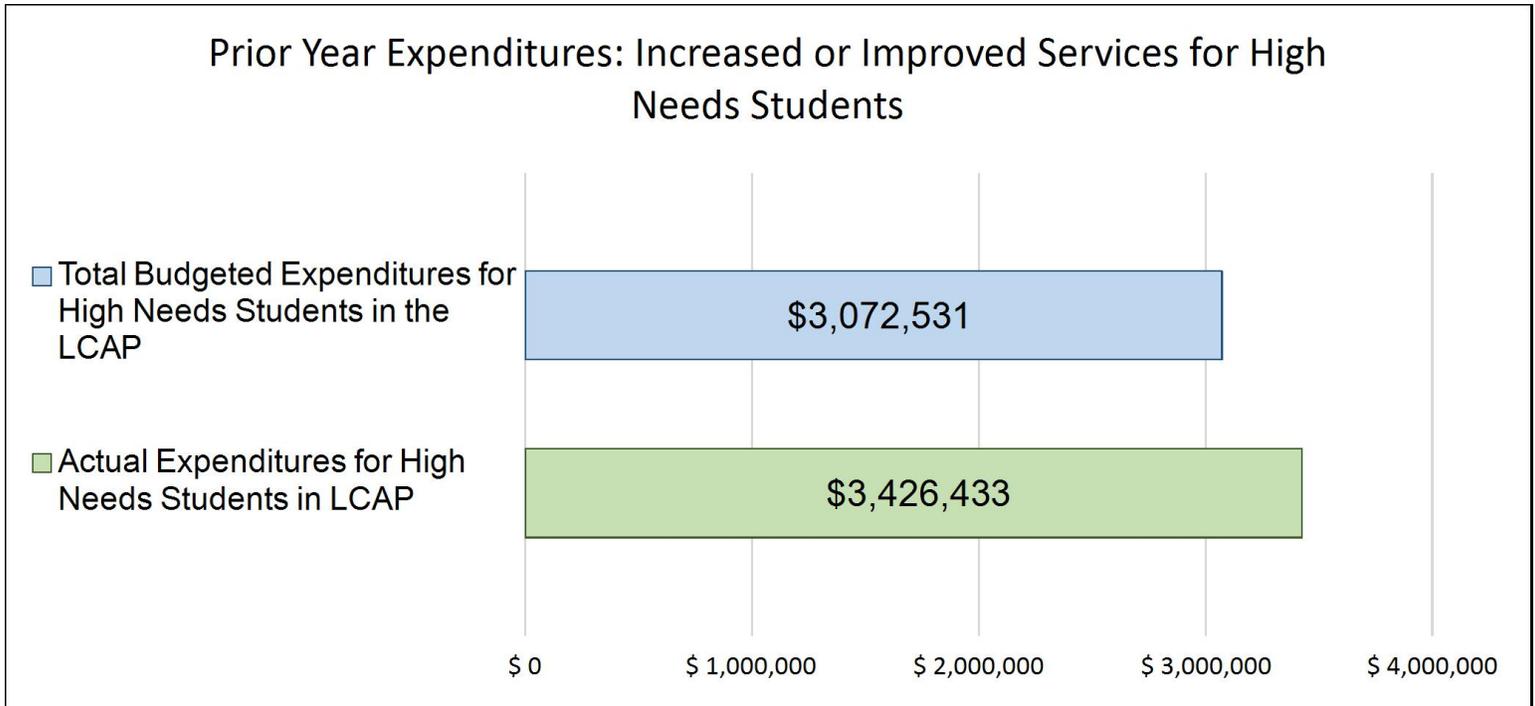
Salaries and benefits, core program curriculum, materials and supplies, administration and clerical support, administrative materials and supplies, custodial and maintenance of facilities.

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Palermo Union Elementary School District is projecting it will receive \$3,230,001 based on the enrollment of foster youth, English learner, and low-income students. Palermo Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palermo Union Elementary School District plans to spend \$3,397,267 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Palermo Union Elementary School District's LCAP budgeted \$3,072,531 for planned actions to increase or improve services for high needs students. Palermo Union Elementary School District actually spent \$3,426,433 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palermo Union Elementary School District	Kathleen Andoe-Nolind Superintendent	kandoe@palermok8.org 530-533-4842

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Palermo Union Elementary School District highly values the involvement and meaningful engagement of our educational partners in the decision making process. We continue to improve our efforts in this area through the development and refinement of the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021: (p. 11-13)

Expanded Learning Opportunities Grant Plan: (p. 1-2)

ESSER III Expenditure Plan: (p. 2-3)

Educator Effectiveness Block Grant Plan:

Date of Public Meeting prior to approval of plan: November 10, 2021

Date of Adoption at a Public Meeting: December 8, 2021

Upcoming engagement opportunities include:

LCAP Annual Update and Planning during the Spring of 2022

Pre-K Planning and Implementations: We will engage educational partners as we plan for the expansion of the TK program in Spring of 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All school sites in the Palermo Union Elementary School Districts have enrollments of unduplicated student groups greater than 55%: Honcut School, Helen Wilcox School, Golden Hills School and Palermo School

The methodology we used for determining where to add additional staffing was based on the academic needs of students at all sites and determine how best to meet those needs by adding and or retaining additional staff to provide those services.

Staff positions that will be increased at each site include:

K-3: Add an additional teacher at TK, K and 1st grade in order to further reduce class sizes for our youngest students who had not yet experienced an uninterrupted year of education.

4-5: Add 2 intervention teachers to target and address learning loss

6-8: Retain staffing at that allows for targeted math and ELA intervention. Additional staffing allowed for intervention opportunities to be built into the master schedule.

The increased positions will provide direct, targeted instructional support to students in the areas of math, ELA and reading.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

School Site Council Meetings:

Helen Wilcox School: August 27, 2020, September 24, 2020, October 22, 2020, January 20, 2021, March 11, 2021

Golden Hills School: September 14, 2020, October 14, 2020, April 21, 2021, May 20, 2021

Palermo School: August 31, 2020, November 12, 2020, February 8, 2021, May 17, 2021

March 9, 2021: LCAP Parent Stakeholder Meeting: Goals and Data Review

March 9 2021: LCAP Employee Stakeholder Meeting: Goals and Data Review

March 25, 2021: DELAC/ELOG/ESSER Meeting: LCAP Review and Feedback on Use of COVID related funding

March 31, 2021: LCAP/ELOG/ESSER Parent Stakeholder Meeting: Goals and Actions

March 31, 2021: LCAP/ELOG/ESSER Employee Group Meeting: Goals and Actions

March 31, 2021: Consultation with SELPA

April 2021:LCAP/ELOG/ESSER Parent and Staff Stakeholder Surveys Developed and Administered

May 12, 2021:LCAP/ELOG/ESSER Employee Group Meeting: Actions and Metrics

October 12, 2021: Indian Education Parent Meeting

October 13, 2021: Governing Board Meeting (public comment and discussion)

October 27, 2021: Governing Board Meeting (public comment and board approval)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

PUESD's complete ESSER III Plan can be viewed at

In summary the district is using the ESSER III funding to:

1. Address students' academic, social, emotional and mental health needs by expanding campus facilities to provide space for intervention services, targeted tutoring, counseling, mental health services and other services needed by students to mitigate the ongoing impact of COVID-19. This additional space will also address overall health and safety concerns related to COVID-19 by providing space for reduced class sizes and increased social distancing throughout the school day.

2. Address the impact of lost instructional time by providing summer learning opportunities, provide after school targeted tutoring opportunities, provide high interest after school learning clubs, provide opportunities for after school counseling services, provide intervention teachers in the areas of math/ELA/reading, and provide the materials and supplies needed to implement evidence based learning strategies and supports.

The district has provided continuity of services and maintained safe and healthy learning environments throughout the duration of the pandemic. Challenges experienced during implementation include: lack of staffing needed to implement expanded learning opportunities; the inability to fill vacant positions, ongoing absenteeism due to implementation of quarantine protocols; implementation of multiple plans with limited personnel and overall stress and fatigue due to the impacts of the COVID-19 pandemic and mandates.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All plans for the expenditure of fiscal resources received for the 2021-2022 are based on district needs assessment, feedback and input from educational partners and are aligned with our LCAP goals. In addition, fiscal resources have also been allocated to provide safe and healthy learning environments during the COVID-19 pandemic so that students could benefit from in person instruction to the greatest extent possible during the 2-21=2022 school year. We have blended and braided a wide variety of funding sources to increase support for students.

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local

educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with*

the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palermo Union Elementary School District	Kathleen Andoe-Nolind Superintendent	kandoe@palermok8.org (530) 533-4842 7

## Plan Summary [2022-23]

### General Information

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

Palermo Union Elementary School District is located in Butte County, California, seventy miles north of Sacramento. Our small agricultural community encompasses a 75 square mile area, and is composed of a small "downtown area" that includes a post office, a fire station, a taqueria, several small markets and churches. The main industry within our district boundaries are agricultural businesses and endeavors and the Feather Falls Hotel and Casino which is part of the Mooretown Rancheria.

Within its 75 square miles, the Palermo Union School District has five schools, serving approximately 1249 students in preschool through 8th grade. Helen Wilcox Elementary (grades TK-3) serves 532 students; Golden Hills Elementary (grades 4-5) serves 250 students; Palermo Middle School (grades 6-8) serves 457 students; Honcut School (grades K -3) serves 18 students, and the Palermo Community Day School (grades K-8). Our preschool program serves approximately 100 children and has classrooms located on the Helen Wilcox, Honcut and Palermo School campuses.

Our student demographics for 2021, as published on the California School Dashboard, include the following student groups:

- Total Student Population: 1278
- Socioeconomically Disadvantaged: 78.6%
- Students with Disabilities: 10.7%
- English Learners: 12.2%
- Foster Youth: 0.9%
- Homeless: 5.1%

The race and ethnicity of our student population includes:

- Hispanic: 32.9%
- American Indian: 4.1%
- Filipino: 0.2%
- African American: 0.8%

- White: 46.3%
- Asian: 3.4%
- Pacific Islander: 0.2%
- Two or More Races: 9.5%

In recent years our community has been impacted by multiple events that have increased the amount of trauma experienced by our students:

- February 2017 Oroville Dam Emergency: evacuations, school closures
- November 2018 Camp Fire: evacuations, homelessness, school closures
- March 2020 COVID-19 Pandemic: school closures
- Fall 2020 North Complex Fire: evacuations, homelessness

## Reflections: Successes

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

When reflecting on our successes, it is important to note that the 2019/2020, 2020/2021 and the 2021-2022 school year have all been impacted by the COVID-19 pandemic. Our data has been impacted by school closures, quarantine and isolation requirements and other COVID related mandates/guidance that impacted school enrollment, attendance and engagement. In addition, we do not have consistent data sets to reflect on year to year.

Based on local data and feedback from our educational partners we have experienced success in the following areas as it relates to in-person instruction, independent study and expanded learning opportunities that have been provided to our students during the midst of the COVID-19 pandemic:

1. Opening all campuses for in-person hybrid instruction by November 2020 with no school wide outbreaks or additional school closures.
2. Offering full in-person instruction by March 2021, with no school wide outbreaks or additional school closures.
3. Provided full in-person instruction for the entire 2021-2022 school year, with not school wide outbreaks or additional school closures.
4. Provided independent study options to all students who were in isolation or quarantine.
5. Providing long-term independent study to those students who did not wish to return to in-person instruction.
6. Implementation of Targeted Tutoring.
7. Implementation of High Interest Learning Clubs.
8. The expansion of our agricultural program
9. Expansion of our athletic program to include track and cross country.
10. In cooperation with the BCOE ASES programs provided 3 additional weeks of summer learning opportunities in the summer of 2021.

Reducing Chronic Absenteeism Rates:

Prior to the pandemic we were seeing a reduction in our chronic absenteeism rates which reflects the effectiveness of the LCAP goals and actions. Due to the pandemic and the impacts of mandated quarantine and isolation guidelines, our data for the 2020-2021 and 2021-2022 school year do not reflect those previous successes. Despite our best efforts, the pandemic conditions resulted in an increase in our chronic absenteeism rates over which we had not control.

All Students: 14.3% which is a decrease of 1.3% (2020-2021 31.3%)  
American Indian: 20.9% which is a decrease of 2.4% (2020-2021 27.7%)  
Students with Disabilities: 21.1% which is decrease of 3.4% (2020-2021 44.3%)  
Socioeconomically Disadvantaged: 15.4% which is a decrease of 1.8% (2020-2021 44.3%)  
Two or More Races: 13.1% which is a decrease of 2.3% (2020-2021 42.3%)  
White: 17.4% which is a decrease of 2.4% (2020-2021 34.7%)  
English Learners: 6.3% which is a decrease of 2.7% (2020-2021 19.6%)  
Asian: 0% (2020-2021 11.4%)

#### Reducing Suspension Rates:

Our 2020-2021 data indicates that we have reduced our suspension rates as compared to the 2019-2020 data which reflects the effectiveness of our LCAP goals and actions. Complete data for the 2021-2022 school year is not yet available.

All Students: .6% which is a decrease of 5%. This number is lower than the county suspension rate of 1.3%.  
Socioeconomically Disadvantaged: .6% which is a decrease of 5.6%  
White: .3% which is a decrease of 5.6%  
Hispanic: .7% which is a 4.4% decrease  
Two or More Races: 0% which is a decrease of 5.0%  
Students with Disabilities: 0% which is a decrease of 7.3%  
Homeless Youth: 1.1% which is a decrease of 5.6%  
English Learners: 0% which is a decrease of 5.1%  
Foster Youth: 0% which is a decrease of 13%  
American Indian or Alaska Native: 4.2% which is a decrease 5.6%

#### Local benchmark data indicates that we are making progress in academic student outcomes:

TK: 90% of students are meeting grade level standards in both English Language Arts and Math on end of year benchmark assessments.  
1st: 92% of students are meeting grade level standards standards in English Language Arts and 90% are meeting grade level standards in math on end of year benchmark assessments.  
2nd: 80% of students are meeting grade level standards standards in English Language Arts and 86% are meeting grade level standards in math on end of year benchmark assessments.

3rd: 73% of students are meeting grade level standards standards in English Language Arts and 59% are meeting grade level standards in math on end of year benchmark assessments.

4th: 40% of students are performing at or above grade level in English Language Arts and 54% are performing at or above grade level in math on the end of year IReady assessments.

5th: 33% of students are performing at or above grade level in English Language Arts and 57% are performing at or above grade level in math on the end of year IReady assessments.

6th: 67% of students are performing at or above grade level in Reading and 60% are performing at or above grade level in math on the end of year MAP and MobyMax assessments.

7th: 74% of students are performing at or above grade level in Reading and 68% are performing at or above grade level in math on the end of year MAP assessments.

8th: 70% of students are performing at or above grade level in Reading and 74% are performing at or above grade level in math on the end of year MAP assessments.

As measured by our local school climate survey we are experiencing success in improving school climate

The data collected during the 2021-2022 school year suggests that overall, the student's perception of the school climate falls on the more positive end of the scale; while the higher grades have a somewhat less positive perception. The majority of students, who responded to the survey, like school and feel safe and successful

I like school: 2/3 70.3% (164/233), 4/5 67.4% (161/239), 6-8 61.2% (194/317)

I feel safe: 2/3 76.4%, 4/5 81.6%, 6-8 75.1% (238/317)

I feel like I do well: 2/3 72.9% (170/233), 4/5 66.9% (160/239), 6-8 69.7% (221/317)

Students treat others well: 2/3 56.9% (133/233), 4/5 50.2% (120/239), 6-8 48.9% (155/317)

Adult to help me: 2/3 85.3% (199/233), 4/5 87.5% (209/239), 6-8 73.2% (232/317)

Parent School Climate Surveys 2021/2022

Student feels safe: K/3 94.5% (70/74), 4/5 94.9% (112/118), 6-8 86.6% (52/60)

Student feels successful; K/3 93.2% (69/74), 4/5 96.6% (114/118), 6-8% 91.7% (55/60)

## Reflections: Identified Need

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

Upon review of our most recent California School Dashboard and local data we continue to identify the following needs throughout our district. It is important to recognize that data represented below is based on multiple years of interrupted and fragmented learning due to the impact of the COVID-19 pandemic and multiple wild fires that have directly impacted the local community.

Academic Performance 2021-2022:

English Language Arts/Reading: When the CAASSP was last administered in 2018-2019, there were no student groups in the Red Performance Level and no student groups were performing two or more levels below the Yellow Performance Level of All Students. Local IReady assessment data indicate that many of our students are reading below grade level and performing below grade level in English Language Arts. We have taken the following steps to address this issue:

End of Year IREADY ELA Assessment Data from 2021/2022:

Kindergarten: ELA 59%

1st grade: ELA 44%

2nd grade: ELA 27%

3rd grade: ELA 37%

4th grade: ELA 39%

5th grade: ELA 24%

6th grade: ELA 34%

7th grade: ELA 25%

8th grade: ELA 37%

\*Preschool Programs located throughout the district

\*Transitional Kindergarten

\*Full Day Kindergarten

\*Class size reduction in grades K-3

\*Implement Foundations as a Tier 1 strategy in preschool - 3rd grade

\*Reading Intervention Groups in grades K-3

\* Additional Education Specialist's services at K-3

\* Intervention opportunities within the school day in grades K-8th.

\*Tutoring

\*Providing supplemental materials for Tier 1 support of all students: Lexia Core 5, IReady,

\*Increased access to technology so that students can access Tier 1, Tier 2 and Tier 3 intervention tools.

\*Capturing Kids' Hearts Professional Development

Math: When the CAASSP was last administered in 2018-2019, there were no student groups in the Red Performance Level and no student groups were performing two or more levels below the Yellow Performance Level of All Students. Local IReady assessment data indicates that many students are working below grade level in mathematics.

End of Year IReady Math Assessment Data from 2021/2022:

Kindergarten: Math 78%

1st grade: Math 50%

2nd grade: Math 38%

3rd grade: Math 51%

4th grade: Math: 35%

5th grade: Math: 30%

6th grade: Math 21%

7th grade: Math 16%

8th grade: Math 27%

We have taken the following steps to address this issue:

\*Preschool Programs located throughout the district

\*Transitional Kindergarten

\*Full Day Kindergarten

\*Class size reduction in grades K-3

\* Additional Education Specialist's services at K-3

\* Intervention opportunities within the school day in grades 4-8

\*Tutoring

\*Providing supplemental materials for Tier 1 support of all students: Reflex Math, Dreambox, IReady, Maneuvering Math

\*Increased access to technology so that students can access Tier 1, Tier 2 and Tier 3 intervention tools.

\*Math Intervention teacher at the middle school.

\*Capturing Kids' Hearts Professional Development

Chronic Absenteeism: Chronic absenteeism is a concern for many of our students and a barrier to them making consistent academic progress and due to the COVID-19 pandemic we are seeing an increase in those numbers. We have taken the following steps to address this issue:

Homeless Students: 33.7% are chronically absent in the 2018/2019 school year and increase of 17.2% from the previous year. This student group is in the Red Performance Level, which is two levels below the Yellow Performance Level of All Students (Note: this was the year of the Camp Fire)

Chronic absenteeism is a concern for many of our students and a barrier to them making consistent academic progress and due to the COVID-19 pandemic we are seeing an increase in those numbers.

The 2020-2021 data has been negatively impacted by the impact of the COVID-19 pandemic. Data from the 2021-2022 school year is not yet available, however, we do not anticipate that we will see an improvement over the data from 2020-2021 indicated below.

All Students: 31.3% (418 students)  
English Learners: 20% (31 students)  
Foster Youth: 55.6% (10 students)  
Homeless: 47.5% (38 students)  
Socioecon. Disadvantaged: 34.4% (364 students)  
Students with Disabilities: 44.3% (66 students)  
Amer. Indian/Alaskan Native: 27.7% (13 students)  
Asian: 11.4% (5 students)  
Hispanic: 25.5% (112 students)  
White: 34.7% (213 students)  
Two or More Races: 42.3% (60 students)

We have taken the following steps to address this issue

- \*Developed a tiered system of response to address issues leading to chronic absenteeism and re-engage students.
- \*School counselors are available on our 3 main campuses.
- \*Creating positive school climates
- \*Student Attendance and Review Board meetings
- \*Student incentives for good attendance
- \*District Nurse to support students with health issues impacting school attendance
- \*SBIT/SST meetings to work with families to address issues impacting school attendance
- \*Monthly district wide attendance meetings to monitor and analyze attendance data.
- \*Capturing Kids' Hearts Professional Development

It is important to note that children in Butte County experience a staggering amount of Adverse Childhood Experiences which include: physical neglect, emotional neglect, physical abuse, sexual abuse, emotional abuse, incarceration of a parent, witnessing domestic violence, a parent with mental illness, a parent who abuses substances, and loss of a parent due to death or abandonment. The impacts of these adverse experiences in childhood last throughout adulthood for these individuals. In addition, the children in Butte County have also experienced additional trauma for multiple years, due to the Oroville Dam Spillway Emergency, devastating wildfires and the COVID pandemic. Research has shown that traumatic experiences in childhood can affect concentration, memory, organizational skills and language abilities skills, all of which are crucial to academic success. In addition to the negative impact of trauma on academic performance, it can also lead to inappropriate classroom behavior and decrease a students ability to build relationships. Our district has additional

challenges as we determine strategies increase student engagement and improve academic outcomes, therefore we have taken the following steps to address this issue:

- \*School based counseling
- \*Professional development on the impact a trauma and trauma informed practice
- \*Implementation of PBIS at all sites to build positive and predictable school environments
- \* Use of Go Guardian that provides alerts to site administrators in regards to students online search patterns on school devices
- \*Capturing Kids' Hearts Professional Development
- \*Re-set Rooms/Space provided at each site

## LCAP Highlights

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

Our LCAP was developed to address the needs of students that have been impacted by poverty and trauma, which are barriers for the majority of our students. Due to the high poverty rates in our district, we also recognize that the academic achievement of the small percentage of students not living in poverty is also negatively impacted. Students living in poverty, and other unduplicated pupil groups, are dispersed equally throughout the district, so most of the actions and services are being implemented across all schools in the district.

Key Features of our LCAP include:

- \*A focus on effective early literacy intervention in grades K-3.
- \*Reducing class sizes in grades k-3
- \*An expansion of targeted literacy intervention into grades 4-8.
- \*Strategic tutoring at all grade levels.
- \*After school academic enrichment at all grade levels.
- \*Agricultural classes offered at grades 6-8, which aligns with a CTE pathway of the Oroville Union High School District.
- \*Continued training in trauma informed practices
- \*Continued training in Capturing Kids' Hearts and implementation district-wide.
- \*Continued training in building effective Professional Learning Communities and implementation of those practices district-wide.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Golden Hills Elementary School

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

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

The Palermo Union School District partners with the Butte County Office of Education (BCOE) to provide support and guidance to Golden Hills Elementary School in order to conduct school level needs assessments and identify evidence-based interventions that will improve student outcomes. District and school site leadership participated in the 3 day Comprehensive School Improvement training provided by BCOE. During this training, staff members completed the LEA Self Assessment to determine strengths and weaknesses throughout the district. They also conducted root cause analysis in the area of our progress in developing a consistent, clearly articulated, and effective multi-tiered system of support. Two key conclusions from this process and meaningful conversations with site leadership, indicated the need to develop consistent structures, expectations and training for professional learning communities and the need for regular conversation about, and analysis of, readily available and usable data. In addition, BCOE staff met with Golden Hills Elementary administrators and teacher leaders in order to complete the FIA and determine next steps for identifying and implementing improvement strategies.

Stakeholders were engaged in the planning and needs assessment process through English Language Advisory Committee meetings, LCAP Stakeholder meetings, School Site Council meetings and the development of the Single School Plan for Student Achievement.

In order to build the school's internal capacity for improved student outcomes through positive behavioral interventions, restorative practices, social emotional learning, improved school climate, professional learning communities and multi-tiered systems of support, the district will continue to provide opportunities for site staff to work collaboratively with the Butte County Office of Education.

Golden Hills Elementary School was identified for CSI due to Suspension Rates that were in the Red Category and all other data (ELA, Math, Chronic Absenteeism) in the Orange Category. After analyzing the data and the root causes in these areas, the school site determined that they can improve student outcomes by:

\*Providing professional development in the areas of evidence based academic interventions that target essential standards, Professional Learning Communities, behavior interventions and social emotional needs, response to trauma and building relationships.

\*Improve parent engagement and participation through the use of headphones that provide English language translations at events and meetings.

\*Reorganizing the schools instructional model by implementing Benchmark Advanced for all student groups which is an evidence based ELA/ELD program.

- \*Providing teachers with ELA resources that support reading comprehension and provide scaffolded vocabulary development utilizing evidence based reading strategies.
- \*Providing students with literary resources to meet the needs of students reading 2 to 3 levels below grade level.
- \*Reorganize the PBIS system to improve school climate and reduce problem behaviors.
- \*Providing professional learning opportunities to Site Administrators in the areas of culture, instructional coaching, and building school capacity.
- \*Participate in Coordinated District Support through BCOE with a focus on Instructional Coaching, Student Centered Coaching, and Meeting the Needs of Our Long Term ELs.
- \*Incorporating additional opportunities for students to participate in STEAM activities to increase student engagement and motivation.
- \*Equip classrooms with ViewSonic interactive whiteboards to increase student engagement and participation.
- \*Barton's Tiles will be used to continue the evidence based Susan Barton reading intervention program into the fourth grade Special Education classes.
- \*Intervention time will focus on essential standards.

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

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

The Palermo Union Elementary School District will monitor and evaluate the implementation and effectiveness of Golden Hills Elementary School's CSI plan by collecting and analyzing the following data:

- \*CAASPP results in English Language Arts
- \*CAASPP results in Math
- \*Chronic absenteeism rates
- \*Suspension rates and discipline referrals
- \*School Climate surveys (students, parents and staff)
- \*Benchmark assessment results
- \*EL redesignation rates
- \*I-ready data

Golden Hills staff meets regularly to analyze student data. CAASPP data is analyzed when it is available. I-ready Assessments are used as the local benchmarks that provide the data used to monitor student progress. The diagnostic is given four times a year, students are monitored for growth and areas of need. Interventions are designed to meet the needs of each student. Teachers collaborate to design and implement interventions. I-Ready data and formative assessments are used to determine the effectiveness of the intervention.

A multi tiered system of support is provided for all students. At weekly Professional Learning Community meetings teachers focus on Tier 1 instruction. Intervention meetings are held bi-weekly by the administrator, counselor and education specialist to analyze data and provide Tier 2 and Tier 3 support.

In order to provide transparency and collect additional stakeholder feedback, data regarding the effectiveness of the implemented strategies will be shared with Golden Hills Elementary staff, the School Site Council, ELAC, DELAC and the Governing Board.

# Engaging Educational Partners

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

The district places a high value on engagement of all stakeholders when developing plans at both the site and district-wide level. Student data, progress towards meeting goals and actions utilized by the district to improve student outcomes are shared and discussed throughout the school year with the following groups: School Site Councils, site English Language Advisory Committees, the District English Language Advisory Committee, bargaining units, administrators, the District Leadership Team and the local school board. In addition, the district also holds LCAP Stakeholder Parent Meetings and LCAP Stakeholder Employee Meetings to specifically collect input on the development of the district's LCAP. This year, in order to collect additional parent and staff input the district administered Stakeholder Surveys to assist the district in developing the LCAP and determine strategies for expanding learning opportunities to our students.

## School Site Council Meetings:

Helen Wilcox School: August 26, 2021, April 21, 2022

Golden Hills School: October 13, 2021; January 6, 2022; April 20, 2022; May 2022

Palermo School: October 21, 2021; December 9th, 2021; February 3, 2022; April 28, 2022

## March 3, 2022:

LCAP Parent Stakeholder Meeting: Goals and Data Review

LCAP Employee Stakeholder Meeting: Goals and Data Review

## March 17, 2022:

LCAP Parent Stakeholder Meeting: Goals and Actions

LCAP Employee Group Meeting: Goals and Actions

## April 21, 2022:

DELAC Meeting: LCAP Review and Feedback

Site ELAC Meetings: LCAP Review and Feedback; Parent Engagement Tool Feedback

## April 21, 2022:

SELPA Consultation

## April 7, 2022:

LCAP Parent Stakeholder Meeting: Feedback on Parent Engagement

LCAP Employee Group Meeting: Feedback on Parent Engagement

## April 2022:

LCAP Parent and Staff Stakeholder Surveys Developed and Administered

## Student School Climate Surveys Developed and Administered

May 16, 2022:

District Administration Meeting: Refine proposed metrics and actions

May 24, 2022:

LCAP Employee Stakeholder Meeting: Draft LCAP Review with a focus on proposed metrics and actions

May 26, 2022:

Middle School Student Focus Group: Attendance and School Climate

June 22, 2022: Proposed LCAP placed on Governing Board Agenda for the public hearing.

June 29, 2022: LCAP place on Governing Board Agenda for final approval.

## A summary of the feedback provided by specific educational partners.

### Actions related to improved student outcomes in Math:

- \*Continue to use Dreambox and Reflex to see if the data shows growth. (Staff, Parent)
- \*Vertical Math PLC meetings (Staff, Parent)
- \*Intervention teachers: math at Palermo and GH (Staff)
- \*Math A classes at the middle school. (Staff)
- \*Use Zoom so that expert instruction can be shared with multiple classes. (Staff)
- \*Smaller class sizes to increase more targeted support within the school day. (Staff, Parent)
- \*Vertically aligned assessments for math data (Staff, Parent)
- \*Expand facilities to provide room for intervention (Staff)
- \*Additional paraprofessional support (Staff, Parent)
- \*Strategic tutoring (Staff, Parent)
- \*Extend math classes at 6-8 (Parent)

### Actions related to improved student outcomes in ELA/Reading:

- \*Reading intervention teachers at K-3 (Staff, Parent)
- \*Increased paraprofessional time in the PM for instructional support (Staff)
- \*Fluency practice (Staff, Parent)
- \*Explicit reading instruction in 4-8th grade utilizing Just Words (Staff)
- \*Reading Pals Program at HW (Staff, Parents)
- \*Decodable readers at K-3 (Staff)
- \*Steps to Advance: utilize at 4-5 for below grade level readers. (Staff)

- \*Intervention teacher at GH (Staff)
- \*High interest books for middle schoolers (Staff)
- \*Vertical PLC meetings for writing and reading (Staff, Parent)
- \*Get books in the hands of students (Staff)
- \*Foundations at K-3 and possibly expand to 4-8 (Staff, Parents)
- \*Strategic tutoring (Staff, Parent)
- \*Just Words to be used at the 4-5 level (SELPA, Staff)
- \*Extend Barton Reading into the 4-5 level (SELPA, Staff)

#### Broad Course of Study:

- \*Use exploratory period at middle school to teach computer science, VAPA, STEM (Staff)
- \*Provide funding for STEM materials (Staff)
- \*PD time for developing engaging cross curricular units (Staff)
- \*Science lab (Staff)
- \*Music Teacher at K-3 (Staff)
- \*1:1 chromebooks (Staff)
- \*After School clubs (Staff, Parent)
- \*On-line curriculum (Staff)
- \*Intervention teachers teach weekly enrichment/GATE lessons (Staff)
- \*Electives for middle school (Staff, Parent)
- \*Increase VAPA opportunities (Staff)
- \*Engineering and Robotics (Parent)
- \*More VAPA (Staff, Parent)
- \*Agriculture classes at 6-8 (Staff, Parent)
- \*STEM classes (Staff, Parent)
- \*Provide transportation for after school clubs and tutoring (Staff, Parents)
- \*After school clubs: Chess, robotics, STEM (Parent)
- \*Make sure intervention doesn't prevent students from accessing enrichment opportunities (Parent)

#### Social Emotional Support and Mental Health

- \*7 Mindsets SEL curriculum (Staff, Parent)
- \*Personnel to assist with re-set rooms (Staff)
- \*Tier 2 and Tier 3 curriculum for SEL/Behavior: Ripples (Staff, Parent)
- \*Parent liaison at each site to connect with families (Staff)
- \*Recess coordinator (Staff)
- \*Peer conflict resolution (Staff)
- \*Universal ACE screener at SSTs (Staff)
- \*Wellness center on each campus (Staff)

- \*Parent education opportunities (Staff, Parent)
- \*Training on trauma informed practice/impacts of trauma on children (Staff)
- \*Counselor at each site (Staff, Parent)

Professional Development:

- \*MTSS (Staff)
- \*PLC (Staff, Parent)
- \*Capturing Kids' Hearts (Staff, Parents)
- \*Current research on teaching reading and math (Staff)
- \*Restorative Practices (Staff)
- \*SEL (Staff)
- \*Behavior management/intervention (Staff)

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

The following actions have been continued, added or discontinued due to specific stakeholder feedback.

Actions:

- \*All grade levels will administer the IReady math and reading assessments as grade level benchmarks.
- \*Provide Capturing Kids' Hearts training
- \*7 Mindsets SEL curriculum
- \*Maintain counseling ratio of 1 counselor per site.
- \*Strategic after school tutoring
- \*Parent education opportunities
- \*Provide transportation for after school tutoring/clubs
- \*Expanding the learning day through strategic tutoring
- \*Expand the learning day through high interest clubs
- \*Expanding the Ag. program by adding a .6 FTE agriculture teacher
- \*Professional Development: Professional Learning Communities, Trauma Informed Practice, Capturing Kids' Hearts

# Goals and Actions

## Goal

Goal #	Description
1	All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, intervention and enrichment.

An explanation of why the LEA has developed this goal.

Our purpose as a district is to build the foundations of success for all students. Our data shows that a significant portion of our students are achieving below grade level in both Math and English Language Arts. This goal will insure that we continue to focus on our purpose and continue to work on improving academic outcomes for all.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*CAASPP English Language Arts: Decrease the distance below standard for all student groups by 5 points each year.	<p>Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP.</p> <p>All Students: 38 points below standard</p> <p>English Learners: 55.3 points below standard</p> <p>Socioeconomically Disadvantaged: 47.2 points below standard</p>	The CAASPP ELA assessment was not administered to our students in 2020-2021 school year.			<p>All Students: 23 points below standard</p> <p>English Learners: 40.3 points below standard</p> <p>Socioeconomically Disadvantaged: 32.2 points below standard</p> <p>Students with Disabilities: 89.1 points below standard</p> <p>American Indian: 39.6 points below standard</p> <p>Hispanic: 35 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: 104.1 points below standard</p> <p>American Indian: 54.6 points below standard</p> <p>Hispanic: 50 points below standard</p> <p>Two or More Races: 21.5 points below standard</p> <p>White: 32.1 points below standard</p>				<p>Two or More Races: 6.5 points above standard</p> <p>White: 17.1 points below standard</p>
<p>*CAASPP Math: Decrease the distance below standard for all student groups by 5 points each year.</p>	<p>Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP.</p> <p>All Students: 73.6 points below standard</p> <p>English Learners: 91.2 points below standard</p>	<p>The CAASPP math assessment was not administered to our students in 2020-2021 school year.</p>			<p>All Students: 58.6 points below standard</p> <p>English Learners: 76.2 points below standard</p> <p>Socioeconomically Disadvantaged: 68.8 points below standard</p> <p>Students with Disabilities: 121.8 points below standard</p> <p>American Indian: 69.1 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: 83.8 points below standard</p> <p>Students with Disabilities: 136.8 points below standard</p> <p>American Indian: 84.1 points below standard</p> <p>Hispanic: 89.7 points below standard</p> <p>Two or More Races: 58.3 points below standard</p> <p>White: 66.4 points below standard</p>				<p>Hispanic: 74.7 points below standard</p> <p>Two or More Races: 43.3 points below standard</p> <p>White: 51.4 points below standard</p>
<p>*CAASPP Science: Increase the percentage of students meeting or exceeding the standard by 5% each year.</p>	<p>Due to the COVID-19 school closures in March 2020, the results indicated below are from the Spring 2019 administration of the CAST.</p> <p>13.15% of students meeting or exceeding the standard</p>	<p>14.11% of our students are meeting our exceeding the standard.</p>			<p>28.15% of students will meet or exceed the standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>*ELPAC: % of EL students making progress in English proficiency by 5% each year.</p> <p>% of EL students progressing at least one ELPI level increase by 5% each year.</p>	<p>Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the ELPAC.</p> <p>English Learners making progress towards English language proficiency: 36.8%</p> <p>English Learners Who Decreased at Least One ELPI Level: 22.6%</p> <p>English Learners Who Maintained ELPI Levels below 4: 40.5%</p> <p>English Learners Who Maintained ELPI Level 4: 2.8%</p> <p>English Learners Who Progressed at Least One ELPI Level: 33.9%</p>	<p>The CDE did not report ELPI levels for 2019-20 nor 2020-21.</p>			<p>English Learners making progress towards English language proficiency: 51.8%</p> <p>English Learners Who Progressed at Least One ELPI Level: 48.9%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification: Reclassify 10% of EL students each year.	Due to the COVID-19 school closures in March 2020, only the 4th and 5th grade EL students were able to complete the summative ELPAC. 13% of the students who completed the ELPAC were reclassified as RFEP in Fall of 2020.	During the 2021-22 school year 16.6% of the EL students were reclassified as RFEP.			Reclassify at least 10% of ELs each year as RFEP.
K-8 IReady Assessment: English Language Arts and Math: Increase the percentage of students performing at or above grade level 5% each year as measured by the end of year diagnostic assessment.	Kindergarten: Math 45%; ELA 67% (January 2022) 1st grade: Math 7%; ELA 12% (October 2021) 2nd grade: Math 5%; ELA 14% (October 2021) 3rd grade: Math 29%, ELA 55% 4th grade: Math 22%, ELA 31% 5th grade: Math 31%, ELA 32% 6th grade: Math 12%, ELA 17% (August 2021) 7th grade: Math 7%, ELA 19% (August 2021)	End of Year Data from 2021/2022 Kindergarten: Math 78%; ELA 59% 1st grade: Math 50%; ELA 44% 2nd grade: Math 38%; ELA 27% 3rd grade: Math 51%; ELA 37% 4th grade: Math: 35%; ELA 39% 5th grade: Math: 30%; ELA 24% 6th grade: Math 21%, ELA 34% 7th grade: Math 16%, ELA 25% 8th grade: Math 27%, ELA 37%			Kindergarten: Math 60%; ELA 82% 1st grade: Math 22%; ELA 27% 2nd grade: Math 20%; ELA 29% 3rd grade: Math 44%, ELA 70% 4th grade: Math 37%, ELA 46% 5th grade: Math 46%, ELA 47% 6th grade: Math 27%; ELA 32% 7th grade: Math 22%; ELA 34% 8th grade: Math 24%; ELA 37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th grade: Math 9%, ELA 22% (August 2021)				
<p>K-3: DIBELS: Increase the percentage of students performing at or above benchmark in the following areas as measured by the end of year assessment by 3% each year.</p> <p>Kindergarten: DIBELS Composite Score 1st Grade: DIBELS Correct Letter Sounds and Oral Reading Fluency (words correct) 2nd Grade: DIBELS Oral Reading Fluency Words Correct and Oral Reading Fluency Accuracy 3rd Grade: DIBELS Oral Reading Fluency Words Correct and</p>	<p>Baseline data is from the 2020-2021 end of year DIBELS assessments.</p> <p>Kindergarten: Composite Score- 34% Above/At Benchmark</p> <p>1st Grade: Correct Letter Sounds-21% Above/At Benchmark ORF Words Correct- 15% Above/At Benchmark</p> <p>2nd Grade: ORF Words Correct- 28% Above/At Benchmark ORF Accuracy-28% Above/At Benchmark</p> <p>3rd Grade:</p>	<p>Kindergarten: Composite Score- Above/At Benchmark</p> <p>1st Grade: Correct Letter Sounds- 44% Above/At Benchmark ORF Words Correct- 40% Above/At Benchmark</p> <p>2nd Grade: ORF Words Correct- 46% Above/At Benchmark ORF Accuracy- 42% Above/At Benchmark</p> <p>3rd Grade: ORF Words Correct- 34% Above/At Benchmark ORF Accuracy-33% Above/At Benchmark</p>			<p>Kindergarten: Composite Score- 43% Above/At Benchmark</p> <p>1st Grade: Correct Letter Sounds-30% Above/At Benchmark ORF Words Correct- 24% Above/At Benchmark</p> <p>2nd Grade: ORF Words Correct- 37% Above/At Benchmark ORF Accuracy-37% Above/At Benchmark</p> <p>3rd Grade: ORF Words Correct- 39% Above/At Benchmark ORF Accuracy-36% Above/At Benchmark</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Oral Reading Fluency Accuracy	ORF Words Correct-30% Above/At Benchmark ORF Accuracy-27% Above/At Benchmark				
Oral Reading Fluency 4-8: Increase the number of students at or above the grade level standards in oral reading fluency as measured by DIBELS by 5% each year.	Baseline data was be collected in August/September 2021  4th= 31% at or above 5th=19% at or above 6th=61% at or above 7th=37% at or above 8th=37% at or above	4th = 53% at or above 5th = 31% at or above 6th = 68% at or above 7th = 54% at or above 8th = 48% at or above			4th= 46% at or above 5th= 34% at or above 6th= 76% at or above 7th= 52% at or above 8th= 52% at or above
8th Grade Graduation Rate: Increase the numbers of students earning a cumulative GPA of 2.0 and qualifying for graduation by 5% each year.	Due to the impacts of the COVID-19 pandemic will use data from the 2018/2019 school year as the baseline.  79.3% of 8th graders maintained a cumulative GPA of at least 2.0	90.8% of 8th graders maintained a cumulative GPA of at least 2.0.			94.3% of all 8th graders will maintain a cumulative GPA of at least 2.0
Long Term English Learners: Decrease the number of LTELs	5th Grade: 100% of ELs are at risk of becoming LTELs	5th Grade: 17.6% are LTELs;			Less than 72% of the ELs in grade 6-8 will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 5% each year in grades 6 - 8. (other pupil outcomes)	<p>6th Grade: 77% of ELs are LTELS; 23% of ELs are at risk of becoming LTELS.</p> <p>7th Grade: 87% of ELs are LTELS; 13% of ELs are at risk of becoming LTELS.</p> <p>8th Grade: 100% of ELs are LTELS</p> <p>Totals for 6-8: 87% of ELs are LTELS</p>	<p>59.8% of ELs are at risk of becoming LTELS</p> <p>6th Grade: 90% of ELs are LTELS; 10% of ELs are at risk of becoming LTELS; 3 LTELS were reclassified in 2021/2022</p> <p>7th Grade: 75% of ELs are LTELS; 8.3% of ELs are at risk of becoming LTELS; 3 LTELS were reclassified in 2021/2022.</p> <p>8th Grade: 90% of ELs are LTELS; 6 LTELS were reclassified in 2021/2022.</p> <p>Totals for 6-8: 84% of ELs are LTELS</p>			be identified as long term English learners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts: Increase the percentage of students meeting or exceeding the standard by 5% each year	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP.  32.71% of students are meeting or exceeding the standard	The CAASPP ELA assessment was not administered to our students in 2020-2021 school year.			47.1% of students are meeting or exceeding the standard in ELA
CAASPP Math: Increase the percentage of students meeting or exceeding the standard by 5% each year	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP.  20.33% of students are meeting or exceeding the standard	The CAASPP Math assessment was not administered to our students in 2020-2021 school year.			35.33% of students are meeting or exceeding the standard in Math
K-8 IReady Assessment: English Language Arts and Math: All students will meet or exceed 100% progress towards	We will collect baseline data for K, 1, 2,3,6, 7, 8 during the 2021-2022 school year.	Kindergarten ELA: 59% Kindergarten math: 78%  1st grade ELA: 44%			Kindergarten: at least 100% 1st grade: at least 100% 2nd grade: at least 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
typical growth for their grade level as measured by the end of year diagnostic assessments.	Kindergarten ELA: 67% Kindergarten math: 45%  1st grade ELA: 12% 1st grade math: 7%  2nd grade ELA: 14% 2nd grade math: 5%  3rd grade ELA: 20% 3rd grade math: 3%  4th grade ELA: 126% 4th grade math: 79%  5th grade ELA: 95% 5th grade math: 64%  6th grade ELA: 11% 6th grade math: 38%  7th grade ELA: 0% 7th grade math: 0%  8th grade ELA: 24% 8th grade math: 50%	1st grade math: 50%  2nd grade ELA: 27% 2nd grade math: 38%  3rd grade ELA: 37% 3rd grade math: 51%  4th grade ELA: 146% 4th grade math: 131%  5th grade ELA: 115% 5th grade math: 155%  6th grade ELA: 167% 6th grade math: 114%  7th grade ELA: 81% 7th grade math: 65%  8th grade ELA: 167% 8th grade math: 144%			3rd grade: at least 100% 4th grade: at least 100% 5th grade: at least 100% 6th grade: at least 100% 7th grade: at least 100% 8th grade: at least 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction: Kindergarten - 3rd Grade	Provide additional teaching staff to maintain a 24:1 student to teacher ratio in K - 3 classrooms	\$754,251.00	Yes
1.2	K-3 Accelerated Learning: Education Specialist	In order to provide 1 FTE of increased support to Students with Disabilities (SWD), an additional Education Specialist will be assigned to Helen Wilcox to serve K -3 students.	\$109,602.00	Yes
1.3	K-3 Accelerated Learning: Reading Specialists	2 FTE Reading Intervention teachers will be employed to meet that literacy needs of students who are not meeting grade level standards.	\$208,288.00	Yes
1.4	Professional Learning Communities: Substitute teachers	Provide time for certificated staff time to meet as Professional Learning Communities to develop strategies to meet students academic needs.	\$49,125.00	No
1.5	ELA and Math Standards Based Supplemental Materials	Provide supplemental materials/online learning platforms for intervention and enrichment in ELA and Math: IReady, Lexia Core 5, Reflex Math, Maneuvering Math, Foundations, Star Fall for all student groups including SWDs. The following materials will be added and implemented during 2022.2023: Simple Solution Math in grades 1 and 2; IReady Math in Kindergarten and Flocabulary (4-8).	\$42,046.00	Yes
1.6	ELD Instruction	Add an additional period of ELD instruction at grades 6-8 for English Language Learners in order to develop English proficiency and decrease our numbers of Long Term English Learners.	\$55,031.00	Yes
1.7	Bilingual Paraprofessional	Employ 1.25 FTE bilingual paraprofessional to support students in meeting grade level standards and develop English proficiency.	\$43,546.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	K-8 IReady Assessment System	Purchase the IReady Assessment for ELA and Math in grades K-8 to provide vertically aligned benchmark data.	\$46,508.00	Yes
1.9	6-8 Reading Intervention: Read Naturally	Read Naturally will be used as an intervention for SWDs in order to build their reading skills.	\$2,025.00	Yes
1.10	4-8 Reading Intervention:Just Words	Implement the Just Words Wilson Language curriculum for SWDs and general education students as a Tier II intervention curriculum and professional development.	\$4,800.00	No
1.11	6-8 Accelerated Learning: Math Intervention Teacher	Employ and additional 1 FTE math teacher to provide strategic math intervention at 6-8 grade.	\$152,575.00	Yes
1.12	K-8 Academic Field Trips	Provide funding for grade levels to engage students in a deeper understanding of subject matter.	\$10,000.00	Yes
1.13	4 - 8 After School Tutoring	Provide after school tutoring to support students in the understanding and completion of assignments.	\$28,329.00	No
1.14	K-8 STEM Materials and Supplies	Provide designated funding for STEM materials to support and engage students in attaining grade level standards in science and math.	\$7,500.00	Yes
1.15	K-8 Paraprofessionals	Provide academic support and supplemental instruction	\$525,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	K-8 ELA/Math Grade Level Instruction for Students with Disabilities	SWDs will participate in grade level instruction in the general education classroom in addition to their specialized academic instruction.	\$0.00	No
1.18	K-5 ELA Intervention: Nessy	Nessy Reading and Spelling will be utilized as a reading intervention program for SWDs and general education students as a Tier II intervention.	\$1,500.00	Yes
1.19	K-5 Reading Intervention: Barton's Reading and Spelling System	Barton's Reading and Spelling System will be used as reading intervention programs for SWDs, ELs and general education students as a Tier II/Tier III intervention. Funding will provide materials and professional development.		No
1.20	4 - 5 ELA Intervention for Students with Disabilities: Steps to Advance and Striving Readers	Steps to Advance and Striving Readers will be used as an ELA intervention program for SWDs.	\$0.00	No
1.21	Professional Development: UDL/Evidenced Based Strategies	Provide professional development opportunities in the areas of UDL and evidenced based strategies in ELA/Reading/Math	\$15,000.00	No
1.22	Professional Development: Professional Learning Communities	Build effective Professional Learning Communities by providing on going staff development.	\$151,250.00	No
1.23	Professional Development: Designated and Integrated ELD	Provide staff development for all certificated staff in Designated and Integrated English Language Development	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.24	Adoption of science curriculum 4-8	Purchase Science Curriculum to include the adoption of the core curriculum. In grades 4-5, Mystery Science will be purchased and implemented in the 2022-2023 school year.	\$121,450.00	No
1.25	K-8 Strategic Tutoring: Math/ELA/Reading	Provide strategic after school tutoring in math/reading/ELA to accelerate learning for all student groups including SWDs.	\$60,787.00	No
1.26	K-8 High Interest Clubs	Provide after school high interest clubs to accelerate learning in math/reading/ELA for all student groups including SWDs.	\$50,000.00	No
1.27	Transportation: Additional late routes	Provide additional after school bus routes to increase student access to strategic tutoring and high interest clubs	\$13,718.00	No
1.28	Accelerated Learning: Intervention Teachers for 2022-2023	Provide additional intervention teachers at the following grade levels to accelerate learning and provide Tier II academic support: <ul style="list-style-type: none"> <li>• Helen Wilcox: 1 FTE assigned to 1st grade</li> <li>• Golden Hills: 2 FTE assigned to 4th and 5th grade</li> <li>• Palermo: 1 FTE ELA assigned to 6-8</li> </ul>	\$329,799.00	No
1.29	Accelerated Learning: On-Line Curriculum	Provide on-line curriculum for Independent Study students and credit recovery for in-person learners.	\$42,138.00	Yes
1.30	.5 FTE SPED Intervention Teacher 6-8	Provide additional SPED time for delivery of Tier 2 academic interventions	\$44,708.00	Yes
1.31	English Learners Assessment	Paraprofessional support to administer assessments to ELs in order to measure progress towards English proficiency	\$4,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.32	Educlimber: Student Dashboard	Utilize Educlimber to an early warning system to identify at risk students, monitor interventions, and provide student level data. Additional staff training will be needed in 2022-2023.	\$10,000.00	Yes
1.33	Paraprofessionals for Transitional Kindergarten Expansion	Employee four 3.5 hour paraprofessionals to provide academic and behavioral support to TK Students.	\$46,759.00	Yes

## Goal Analysis [2021-22]

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

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

- 1.4: Substitutes for PLC Time - This action was only partially implemented due to the impacts of COVID-19 and lack of available substitute teachers.
- 1.7: Bilingual Paraprofessional - We were unable to fill the 0.5 FTE position due to district-wide staffing shortages and the impacts of COVID-19.
- 1.12: Academic Field Trips - This action was partially implemented due to the impact of COVID-19.
- 1.13: 4 - 8 After School Tutoring - This action was only partially implemented due to lack of staffing at grades 4-5. It was fully implemented in grades 6-8.
- 1.15: K-8 Paraprofessional - This action was implemented, however, there was significant turnover, a lack of qualified applicants and a staffing shortage in general due to the impacts of COVID-19.
- 1.21: Professional Development in Universal Design for Learning and Evidence Based Strategies - we were unable to implement this action due to the impacts of COVID-19.
- 1.23: Professional Development in Designated and Integrated English Language Development - we were unable to implement this action due to the impacts of COVID-19.
- 1.24 Adoption of Science Curriculum in 4 -8 - This action has been fully implemented in grades 4 -5; the middle school is still in the process of selecting curriculum for adoption.
- 1.25: K-8 Strategic Tutoring in Math/ELA/Reading - This action was partially implemented due to staffing shortages.
- 1.26: K-8 High Interest Clubs - This action was partially implemented due to staffing shortages.
- 1.32: EduClimber Student Dashboard - In order to fully implement this strategy, additional training will be needed in 2022-2023.

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

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

Due to the impacts of the COVID-19 pandemic over multiple school years, we do not have reliable data to determine the effectiveness of the actions for this goal. Students have not had consistent instruction in the last three school years due to school closures, transitions to distance learning, transitions to hybrid learning and finally the transition back to full day, in-person instruction. In addition, quarantine and isolation requirements had a dramatic impact on student attendance rates and engagement in learning opportunities. In order for these actions to be effective, we need our students to be consistently in attendance and engaged in in-person learning. Data collected at the end of the 2022-2023 school year will be a more reliable indicator of the effectiveness of these actions. The End Of Year IREADY data shows that students improved their scores in both ELA and Math and in Oral Reading Fluency. We anticipate that we will make even greater progress on these goals when students are able to engage in a full year of learning that has fewer disruptions due to reduced quarantine and isolation mandates.

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

Due to the impacts of the COVID-19 pandemic in the last three school years, it is difficult to reflect in a meaningful way on any of the goals, actions, metrics or desired outcomes. Actions that we were able to fully implement were impacted by increased student absenteeism due to quarantine and/or isolation requirements. Increased staff absenteeism due to quarantine and isolation requirements drastically interfered with the consistency of instruction that students received.

Our conversations and reflection have identified the following modifications/revisions are needed:

\* 1.5: Implement Simple Solution Math in Grades 1-2; implement IReady Math Pilot in Kindergarten; and Frax Math in grades 4-8 to address learning loss/gaps in the area of mathematics.

\* 1.24: Implement Mystery Science in grades K-5 to increase student engagement and deepen understanding of grade level science standards.

- \* 1.32: Additional training is needed for the effective implementation of the Educlimber Student Dashboard System.
- \* 1.13, 1.25, 1.26: We may need to hire external applicants in order to fully implement the goals related to tutoring and high interest clubs. These strategies are highly valued by our educational partners and our students would benefit from full implementation.

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

# Goals and Actions

## Goal

Goal #	Description
2	All schools will continue to build a positive school climate by creating and/or maintaining environments that are safe, responsive to student needs and invite and engage parents to become active members of the school community.

An explanation of why the LEA has developed this goal.

In order for students to be engaged and achieve academically, they need to feel safe and supported and it is our goal to foster positive school climates that meet the social emotional needs of our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Attendance Rates: Maintain and average daily attendance rate of at least 95% at all school sites.	Average Daily Attendance rates for 2018/2019: Honcut School: 92.95% Helen Wilcox School: 94.65% Golden Hills School: 94.87% Palermo School: 94.63%	Average Daily Attendance rates for 2021-2022: Honcut School: 85.02% Month 9 Helen Wilcox School: 88.58% Month 9 Golden Hills School: 88.2% Month 9 Palermo School: 86.87% Month 9			All school sites will maintain an average daily attendance rate of at least 95%.
Chronic Absenteeism Rates: Decrease the Chronic Absenteeism rate in all student groups by 2% each year.	Chronic Absenteeism rates for 2018/2019: All Students: 14.3% (198 students) English Learners: 6.3% (10 students) Foster Youth: 12.9% (4 students)	The 2020-2021 data has been negatively impacted by the impact of the COVID-19 pandemic.  All Students: 31.3% (418 students)			All Students: 8.3% or less English Learners: 0.3% or less Foster Students: 6.9% or less Homeless: 27.7% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: 33.7% (33 students) Socioecon. Disadvantaged: 15.4% (168 students) Students with Disabilities: 21.1% (34 students) Amer. Indian/Alaskan Native: 20.9% (14 students) Asian: 0% Hispanic: 10.8% (48 students) White: 17.4% (114 students) Two or More Races: 13.1% (22 students)	English Learners: 20% (31 students) Foster Youth: 55.6% (10 students) Homeless: 47.5% (38 students) Socioecon. Disadvantaged: 34.4% (364 students) Students with Disabilities: 44.3% (66 students) Amer. Indian/Alaskan Native: 27.7% (13 students) Asian: 11.4% (5 students) Hispanic: 25.5% (112 students) White: 34.7% (213 students) Two or More Races: 42.3% (60 students)			Socioecon. Disadvantaged: 9.4% or less Students with Disabilities: 15.1% or less Amer. Indian/Alaskan: 14.9% or less Asian: 0% Hispanic: 4.8% or less White: 11.4% or less Two or More Races: 7.1 percent or less
Middle School Drop Out Rates: Maintain a 0% drop out rate.	0%	0%			0%
Suspension Rates: Decrease the Suspension Rate in all student groups by 1% or more each year.	Suspension Rates for 2018/2019: All Students: 5.6% English Learners: 4.4% Foster Youth: 11.8%	Suspension Rates for 2020-2021: All Students: 0.6% English Learners: 0% Foster Youth: 0% Homeless: 1.1%			All Students: 2.6% English Learners: 1.4% Foster Youth: 8.8% Homeless: 3.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: 6.8% Socioeconomically Disadvantaged: 6.5% Students with Disabilities: 6.7% Amer. Indian/Alaskan Native: 13.0% Asian: 0% Hispanic: 4.0% White: 6.5% Two or More Races: 4.7%	Socioeconomically Disadvantaged: 0.6% Students with Disabilities: 0% Amer. Indian/Alaskan Native: 4.2% Asian: 0% Hispanic: 0.7% White: 0.3% Two or More Races: 0%			Socioeconomically Disadvantaged: 3.5% Students with Disabilities: 3.7% Amer. Indian/Alaskan Native: 10.0% Asian: 0% Hispanic: 1.0% White: 3.5% Two or More Races: 1.7%
Expulsion Rates: Maintain an expulsion rate of less than 1%	0% Expulsion Rate	0.16% Expulsion Rate			Expulsion rate of less than 1%
School Climate Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for an prompts that are less than 85% by 3% each year.	Student School Climate Surveys 2020/2021 I like school: 2/3 83.6%, 4/5 76.4%, 6-8 67.7% I feel safe: 2/3 86.8%, 4/5 85.3%, 6-8 86.2% I feel like I do well: 2/3 78.2%, 4/5 63.9%, 6-8 76.9% Students treat others well: 2/3 81%, 4/5 74.3% Adult to help me: 2/3 93.6%, 4/5 96.3%, 6-8 78.6%	Student School Climate Surveys 2021/2022 I like school: 2/3 70.3% (164/233), 4/5 67.4% (161/239), 6-8 61.2% (194/317) I feel safe: 2/3 76.4%, 4/5 81.6%, 6-8 75.1% (238/317) I feel like I do well: 2/3 72.9% (170/233), 4/5 66.9% (160/239), 6-8 69.7% (221/317) Students treat others well: 2/3 56.9% (133/233), 4/5 50.2%			For the selected prompts, at least 85% of responses will be Agree and/or Strongly Agree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent School Climate Surveys 2020/2021 Student feels safe: K/3 99%, 4/5 95.5%, 6-8 87.5% Student feels successful; K/3 98%, 4/5 94.8%, 6-8% 87.5%	(120/239), 6-8 48.9% (155/317) Adult to help me: 2/3 85.3% (199/233), 4/5 87.5% (209/239), 6-8 73.2% (232/317)  Parent School Climate Surveys 2021/2022 Student feels safe: K/3 94.5% (70/74), 4/5 94.9% (112/118), 6-8 86.6% (52/60) Student feels successful; K/3 93.2% (69/74), 4/5 96.6% (114/118), 6-8% 91.7% (55/60)			
Parent Input in Decision Making: Increase parent involvement as measured by parent attendance at stakeholder input meetings by at least 10% each year.	Stakeholder Survey Spring 2020/2021: 193 responses Stakeholder Input Meeting Attendance: DELAC Participation ELAC Participation Indian Education Parent Committee Participation School Site Council Participation	Stakeholder Survey Spring 2021/2022: 252 responses Stakeholder Input Meeting Attendance: DELAC Participation ELAC Participation Indian Education Parent Committee Participation School Site Council Participation			Improved participation rates: Stakeholder Survey: at least 253 responses Stakeholder Input Meeting: TBD ELAC Participation: TBD Indian Education Parent Committee: TBD School Site Council: TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parental Participation in Programs: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for an prompts that are less than 85% by 3% each year.</p> <p>Collect attendance data at the following events:  Back to School Nights/Meet and Greets  Title I Parent Meetings  Parent Conferences  Open House</p>	<p>Parent School Climate Surveys 2020/2021</p> <p>I feel welcome at school: K/3 97.1%, 4/5 93.8%, 6-8 100%  Staff communicate well: K/3 97%, 4/5 93.8%, 6-8 75%  I attend P/T conferences: K/3 86.2%, 4/5 86.5%, 6-8 87.5%  Actively involved: K/3 82.2%, 4/5 62.9%, 6-8 37.5%  Frequently volunteer: K/3 63.4%, 4/5 42.2%, 6-8 25%</p>	<p>Parent School Climate Surveys 2021/2022</p> <p>I feel welcome at school: K/3 94.3% 70/74), 4/5 96.6% (114/118), 6-8 88.3% (53/60)  Staff communicate well: K/3 93.1% 69/74), 4/5 95.8% (113/118), 6-8 66.6% (40/60)  I attend P/T conferences: K/3 95.9% 71/74), 4/5 95.8 (113/118) 6-8 86.3% (52/60)  Actively involved: K/3 73.6% (54/74), 4/5 78% (92/118), 6-8 63.3% (38/60)  Frequently volunteer: K/3 52.8% (39/74), 4/5 49.2% (58/118), 6-8 35% (21/60)</p> <p>Back to School Nights/Meet and Greets:  HW 399/539 74%  GH: 195/249 78%  PS</p>			<p>For the selected prompts, at least 85% of responses will be Agree and/or Strongly Agree.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Title I Parent Meetings:  HW 15/539 2.8%  GH: 195/249 78%  PS: 5/409 1.2%</p> <p>Parent Conferences  HW 487/538 90.5%  GH 232/245 93%  PS</p> <p>Open House  HW 487/538 90.5%  GH 232/245 93%  PS 75/409 18%</p>			
Behavioral Referrals: Decrease the number of classroom referrals by 3% each year.	<p>Due to the impacts of COVID-19, baseline data is from the 2018/2019 school year.</p> <p>Helen Wilcox: 99  Golden Hills: 113  Palermo School: 248</p>	<p>Helen Wilcox: 26  Golden Hills: 82  Palermo School: 238</p>			<p>Classroom referrals will decrease by at least 3% each year:</p> <p>Helen Wilcox: 90 or fewer  Golden Hills: 103 or fewer  Palermo School: 226 or fewer</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Home Study/Independent Study Teacher(s)	Provide an Independent/Home Study program with 3 FTE certificated staff to provide an educational option for students and families as an alternative to participation in daily in-person instruction.	\$377,624.00	Yes
2.2	Community Day School	Provide a Community Day School (1 FTE Certificated staff and 1 FTE Classified staff) as an alternative education setting for students who have been expelled or referred through the SARB process.	\$166,193.00	Yes
2.3	School Counselors	Employee school counselors (2.8 FTE) to meet the social emotional and mental health needs of students.	\$336,540.00	Yes
2.4	School Nurse	Employee a school nurse (.80 FTE) to provide health screenings and support to our students.	\$90,206.00	Yes
2.5	Parent Education Nights	Provide opportunities for parent education and engagement by providing learning opportunities.	\$3,460.00	Yes
2.6	Stakeholder Engagement Support	Provide childcare and meals in order to encourage parent participation in stakeholder meetings and parent educational opportunities.	\$1,500.00	Yes
2.7	Positive Behavior Intervention and Support	Provide funding for PBIS implementation and student recognition for all student groups including SWD.	\$22,000.00	Yes
2.8	Positive Attendance Support	Provide funding for recognition of positive and/or improved student attendance for all student groups including SWD.	\$19,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.9</b>	TK-8 Behavioral Intervention/Support: SWIS Data System	Provide funding for the collection, data input, and disaggregation of student behavioral data to facilitate the development of school-wide and individual intervention strategies via the SWIS data system. Includes the annual cost associated with the SWIS system and salary/benefits.	\$11,748.00	Yes
<b>2.10</b>	4-8 Online Safety/Instructional Support: Go Guardian	Provide funding for the Go Guardian system to provide for the real time monitoring of students when they are on-line.	\$9,750.00	Yes
<b>2.11</b>	K-8 Social Emotional Learning: 7 Mindsets	Implement 7 Mindsets (SEL Curriculum) as a Tier 1 strategy for all student groups including SWD. In 2022-2023, the middle school will be fine tuning and developing curriculum to address specific needs of students at their site.	\$5,000.00	Yes
<b>2.12</b>	TK-8 Safety and Communication: Catapult EMS	Provide funding for Catapult EMS to provide communication during emergency events.	\$2,500.00	Yes
<b>2.13</b>	TK-8 Home to School Transportation	Provide home to school transportation for students who lack transportation.	\$539,119.00	Yes
<b>2.14</b>	4-8 Tier I/Tier II SEL and Behavioral Intervention:Ripple Effects	Provide Tier 2 and Tier 3 Curriculum to address trauma, behavior and social emotional learning to all student groups including SWD in grade 6-8.	\$0.00	No
<b>2.15</b>	Professional Development: Trauma Informed Practices	Provide opportunities for all staff to participate in training regarding the impacts of trauma on our students and trauma informed practices.	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.16</b>	Professional Development: Capturing Kids Hearts I and II	In order to build connections with students, provide Capturing Kids Hearts Part I and Part II.	\$5,000.00	No
<b>2.17</b>	Director of Student Support and Parent Engagement	Provide funding for 0.5 FTE certificated administrative staff to plan and implement activities to decrease chronic absenteeism and increase parent participation and engagement.	\$164,386.00	Yes
<b>2.18</b>	Blackboard Connect/NTI	Increase our ability to communicate with and engage our parents and families.	\$5,650.00	Yes
<b>2.19</b>	Catapult: Website and Phone App	Improve our ability to communicate with and engage our parents and families.	\$6,700.00	Yes
<b>2.20</b>	Attendance Clerk/Health Aide	Add 2 (5 hour) attendance clerk/health aide positions to work with site admin and the Director of Student Support to support students and help mitigate issues leading to chronic absenteeism.	\$64,018.00	Yes
<b>2.21</b>	Illuminate Parent Portal	Utilize the Illuminate Parent Portal Platform to improve communication with parents by providing access to attendance data, assessment results, gradebooks, progress reports and report cards.	\$8,500.00	Yes
<b>2.22</b>	Family Liaisons	Hire classified Family Liaisons to work with families to address barriers to school attendance and engagement. This is a new action for 2022-2023.	\$35,070.00	Yes

## Goal Analysis [2021-22]

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

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

- \* 2.5: Parent Education Nights - We were unable to implement this action due to the impacts of COVID-19.
- \* 2.6: Stakeholder Engagement Support - We were unable to implement this action due to the impacts of COVID-19.
- \* 2.15: Professional Development in Trauma Informed Practices - We were unable to implement this action due to the impacts of COVID-19.

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

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

Due to the impacts of the COVID-19 pandemic over multiple school years, we do not have reliable data to determine the effectiveness of the actions for this goal. Students have not had consistent instruction in the last three school years due to school closures, transitions to distance learning, transitions to hybrid learning and finally the transition back to full day, in-person instruction. In addition, quarantine and isolation requirements had a dramatic impact on student attendance rates and engagement in learning opportunities. In order for these actions to be effective, we need our students to be consistently in attendance and engaged in in-person learning. Data collected at the end of the 2022-2023 school year will be a more reliable indicator of the effectiveness of these actions.

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

Due to the impacts of the COVID-19 pandemic in the last three school years, it is difficult to reflect in a meaningful way on any of the goals, actions, metrics or desired outcomes. Actions that we were able to fully implement were impacted by increased student absenteeism due to quarantine and/or isolation requirements. Increased staff absenteeism due to quarantine and isolation requirements drastically interfered with the consistency of services that students received.

Our conversations and reflection have identified the following modifications/revisions are needed:

- \* 2.7: PBIS Support - More funding is needed to recognize and reward positive behavior.
- \* 2.8: Positive Attendance Support - More funding is needed to encourage and recognize consistent school attendance.
- \* 2.11: K-8 SEL 7 Mindsets - This curriculum does not meet student needs at the middle school, site staff will also develop specific SEL opportunities to target student needs.

\* 2.22: Parent Liaisons - we are adding this action to build positive connections with families and eliminate barriers to positive school attendance.

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

# Goals and Actions

## Goal

Goal #	Description
3	We will continue to provide and maintain optimal conditions for learning by: attracting, retaining, and motivating highly qualified staff; providing clean, well maintained and safe facilities; providing standards aligned materials and instruction to all students; providing technology resources to students and staff; providing a broad course of study.

An explanation of why the LEA has developed this goal.

We have developed this goal

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credential and Appropriately Assigned Teachers as determined by credentialing report.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.			Monitor to insure that 100% of teachers continue to be appropriately credentialed and assigned.
Standards-aligned Instructional Materials for every student as measured by the Williams Act Reports	All students have access to standards aligned curriculum and materials.	All students have access to standards aligned curriculum and materials.			Monitor to insure that all students continue to have access to standards aligned curriculum and materials.
School Facilities in Good/Excellent Repair as measured by the annual Facilities Inspection Tool.	All facilities are currently in good or excellent condition.	All facilities are currently in good or excellent condition.			Monitor to insure that all facilities remain in good or excellent repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of California Common Core State Standards as measured by implementation surveys.	All instruction is currently aligned to the California Common Core State Standards.	All instruction is currently aligned to the California Common Core State Standards.			Monitor to insure that all instruction continues to be aligned to California Common Core State Standards.
Provide a broad course of study that includes social science, science, PE, VAPA, and CTE (7/8 only) as indicated by course enrollment/master schedule at each site. Maintain or increase current course offerings at each site.	<p>K-3: Multiple Subject Certificated staff in self-contained classes provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE.</p> <p>4-5: Multiple Subject Certificated Staff provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music and PE.</p> <p>6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in social studies, science,</p>	<p>K-3: Multiple Subject Certificated staff in self-contained classes provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE.</p> <p>4-5: Multiple Subject Certificated Staff provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music and PE.</p> <p>6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in social studies, science,</p>			<p>Maintain or increase the course offerings indicated below:</p> <p>K-3: Multiple Subject Certificated staff in self-contained classes provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE.</p> <p>4-5: Multiple Subject Certificated Staff provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music and PE.</p> <p>6-8: Subject Matter Specialist and certificated staff with Single Subject</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	VAPA, physical education and Agriculture.	VAPA, physical education and Agriculture.			credentials provide instruction in social studies, science, VAPA, physical education and Agriculture.
Participate in the CalTEACH student teaching programs in cooperation CSU, Chico to mentor and develop highly qualified candidates for teaching positions within the district.	We have hired 3 CalTEACH resident teachers to fill certificated job openings for the 2021-2022 school year.	We have hired 2 CalTEACH resident teachers to fill certificated job openings for the 2022-2023 school year.			Continue to participate in the Cal Teach program

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Physical Education Teachers: K-5	Physical education teachers (2.0 FTE) are employed to provide instruction in PE in order to provide a broad course of study.	\$273,454.00	Yes
3.2	Music Teacher(s): 4 - 8	A music teacher provides instruction to students in order to provide a broad course of study.	\$106,772.00	Yes
3.3	Agriculture Teacher: 6 - 8	An agricultural teacher (1.0 FTE) provides CTE instruction in order to provide a broad course of studies.	\$83,548.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Professional Development: Teacher Induction Program	Providing funding for new teachers to participate in a teacher induction program.	\$39,395.00	Yes
3.5	Hiring Bonuses: Hard to find credentials	Provide hiring bonuses to attract high quality teachers to fill hard to fill positions: Science, Math, SLP, SPED, etc...	\$16,068.00	Yes
3.6	Professional Support: Mentor Teachers	Provide stipends to mentor teachers to provide professional growth and development for new teachers participating in the Teacher Induction Program and for student teachers assigned to our district in cooperation with CSU, Chico's CalTeach Co-Teaching Program.	\$8,380.00	Yes
3.8	Student Access to Technology: Chromebooks	Provide funding to ensure student access to up to date devices	\$40,000.00	No
3.9	IT Support	Provide IT support to ensure students and instructional staff have access to technology and online educational resources.	\$162,574.00	Yes
3.10	Library Techs	Increase access to educational resources.	\$68,685.00	Yes

## Goal Analysis [2021-22]

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

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

All actions were implemented as planned.

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

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

The actions have resulted in successfully meeting all metrics of Goal 3, which is a maintenance goal for the district.

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

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,230,001	

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.05%	0.00%	\$0.00	32.05%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

75% of our student population is socioeconomically disadvantaged. Our most recent CAASPP data from 2019 reveals that our SED student group is scoring 47.2 points below standard in ELA and 83.8 points below standard in math while our all student group is scoring 38 points below standard in ELA and 73.6 below standard in math. In its 2016 report, The Condition of Education, the National Center for Education Statistics attributed living in poverty during early childhood, in part, to lower levels of academic performance “beginning in kindergarten and extending through elementary and high school.” In additions, we know that students from low income families face a greater chance of exposure to adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) Our community has also experienced repeated significant trauma associated with severe wildfires, flooding and the Oroville Dam Spillway failure.

In order to address these barriers to academic success and increase the achievement of our SED students we will:

reduce class sizes in grades K-3 (1.1) increase the number of K-3 Ed. Specialists (1.2), Paraprofessionals to provide supplemental instruction (1.15), provide reading intervention specialists at K-3 (1.3),

We also recognize that our SED students and students experiencing trauma need additional time, instruction and support to catch up with their peers.

In order to address these needs we will:

Provide supplemental instructional materials for tiered intervention (1.5), provide additional intervention teachers for math/ELA in grades 4-8 (1.11), provide Tier III reading instruction in grades 4-8 (1.9), provide Tier III reading intervention K-5 (1.18), increase educational specialist services 6-8 (1.30), provide additional assessment support for EL students (1.31)

In order to monitor the effectiveness of these actions, we will:

utilize IReady assessments in math and ELA (1.8), utilize the EduClimber platform to monitor student progress and effectiveness of interventions (1.32)

As a result of these actions we expect that CAASPP scores will improve in both math and ELA and we will see a decrease in the distance from standard in both academic areas. We also expect to decrease the gap in scores between our "all student" group and our unduplicated pupils.

Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting. The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers. (Brito & Noble, 2009)

In order to address these challenges and create positive school climates that are safe and engaging, we will:

provide alternative education settings (2.1, 2.2, 1.29) utilize the 7 Mindsets and Ripple Effects SEL curriculum (2.11), provide home to school transportation (1.13), implement PBIS (2.7), promote positive attendance (2.8), provide school counselors (2.3), provide a district-wide school nurse (2.4), conduct parent education nights (2.5, 2.6), employ a Director of Student Support and Parent Engagement (2.17), provide Family

Liaisons to increase positive school to home connections and reduce the barriers that impact their child's consistent attendance and engagement in school activities.

In order to monitor the effectiveness of these actions, we will:

utilize the SWIS system to collect and disaggregate behavioral data (2.9), utilize Go Guardian to monitor the online activity of students (2.10), utilize Catapult EMS to report unsafe events (1.12)

As a result of these actions, we expect to improved attendance, a decrease in the number of suspension and expulsion, a decrease in the number of classroom referrals, increased access to counseling services.

We also recognize that high poverty schools, such as ours, should improve communication with disadvantaged parents and help them create home environments conducive to learning (Field et al., 2008; Pellino, 2007; Center for Public Education, 2005; Kannapel & Clements, 2005; Barton, 2004). Low income parents tend to volunteer less and lower attendance rates at school activities (Clewell & Campbell, 2007; Evans, 2004). The low levels of parent involvement are not due to lack of concern or caring on the part of the parent, but reflect the barriers that make it difficult to participate and engage in their child's education such as limited time and financial resources, cultural obstacles, and fewer educational skills (Florida State Legislature, 1997).

In order to to improve communication with parents and increase parent engagement we will:

Conduct parent education nights (2.5, 2.6), hire a Director of Student Support and Parent Engagement (2.17), utilize updated technology platforms and resource to improve communication (2.18, 2.19, 2.21), provide additional health and attendance support (2.20).

As a result of these actions, we expect to see increased parent attendance at school activities and parent conferences, increased participation in stakeholder meetings and parent surveys. We also expect to see and improved ratings in our school climate surveys.

The effects of poverty on the majority of our students impact every aspect of their education. Students living in poverty experience decreased access to learning resources, enrichment experiences and sports activities as compared to students from higher income families (Bruce, 2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004). Research indicates that educational opportunities that integrate academic and career-focused education can engage and motivate older disadvantaged students (Nelson, 2006; University of North Carolina Center for Civil Rights, 2005; Myers et al., 2004; Rumberger & Palardy, 2002). In addition, high quality teachers can help narrow the achievement gap (Clewell & Campbell, 2007; Center for Public Education, 2005b; Education Research Service, 2001) and that school's from high poverty areas should provide support, mentoring and professional development to beginning

teachers. Financial incentives to attract teachers to work in high poverty schools can be used as a strategy to recruit and retain highly qualified instructional staff (Field et al., 2008; Kahlenberg, 2004).

In order to further reduce the impacts of poverty on our students we will:

provide increased transportation so that students can participate in after school activities (1.27), provide music education at grades 4-8 (3.2), provide physical education classes at K-3 (3.1), provide CTE Agricultural classes at 6-8 (3.3), provide student chromebooks (3.8), provide mentoring and professional development to beginning teachers (3.4, 3.6), provide hiring incentives (3.5), provide field trips for students (1.12), provide home to school transportation for students who lack daily transportation (2.13), provide IT support to improve student access to technology (3.9), provide library techs to provide increased access to print materials (3.10)

As a result of these actions, we expect to see increased student engagement, improved attendance, and an increased % of students reporting that they like school and feel successful on our school climate surveys

We will monitor the effectiveness of these actions we will monitor the participation rates in music classes, agricultural classes and physical education classes. We will continue to ensure that all students have access to technology and high quality teachers.

The following services are being continued into the 2021-2024 LCAP from the 2017-2020 LCAP. Although data collection and assessment of the effectiveness of these services was interrupted by the COVID-19 pandemic the data the we were able to collect indicates that the metrics are trending in a positive direction. We have decided to continue implementing these actions and services because of continued needs in these areas and trends show that continued implementation will result in improved outcomes for students.

Goal 1: Actions 1,2,3,5,6,8,11,12,15,18,30

Goal 2: Actions 1,2,3,4,5,6,7,8,9,10,11,12,13,18,21

Goal 3: Actions 1,2,4,5,6,9,10

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All of the services included in the LCAP were selected to meet the needs of foster youth, English learners and low-income students and all supplemental and concentration grant funding is used to provide these services. We are a high poverty school district in a county that is highly impacted by adverse childhood experiences so our actions focus on the barriers created by poverty and trauma which impact the academic achievement of all of our unduplicated pupils. In addition, research indicates that the academic achievement scores of ALL students decreases in schools with high concentrations of poverty. When the percentage of students living in poverty is over 60%, both low and higher income students' test scores decreased dramatically (Rusk, 2002) and another study found that when the poverty levels reached 75% or more that the percentage of more affluent students testing proficient or advanced on standardized tests decreased significantly as compared to schools that had poverty levels of less than 25% (Gottlieb, 2002).

In addition to the actions described in the previous section we are also providing the following increased/improved services to meet the needs of our English Language Learners:  
provide an ELD teacher at grades 6-8 (1.6), hire an additional bilingual paraprofessional to provide supplemental instruction and support (1.7), provide professional development in Integrated and Designated ELD (1.23)

All of the actions and services described above and including the EL actions add up to \$3,072,531 which exceeds the 27.23% of increased and improved services required which is \$2,981,621.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All sites in the district have a high concentration of foster youth, English learners and low-income students. Staff to student ratios are consistent throughout the district in regards to both certificated and classified staff that provide direct services to students. The additional concentration grant add-on funding will be used to strategically reduce class sizes (1.1), provide academic intervention services (1.11, 1.28), independent study staff (2.1), and provide para-professional support to students (1.15, 1.33).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:7 at Honcut; 1:23 at HW, GH and PS
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:12 Honcut and 1:14 at HW, GH and PS

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,403,517.00	\$733,479.00		\$1,488,995.00	\$5,625,991.00	\$4,949,597.00	\$676,394.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Class Size Reduction: Kindergarten - 3rd Grade	English Learners Foster Youth Low Income	\$754,251.00				\$754,251.00
1	1.2	K-3 Accelerated Learning: Education Specialist	English Learners Foster Youth Low Income	\$109,602.00				\$109,602.00
1	1.3	K-3 Accelerated Learning: Reading Specialists	English Learners Foster Youth Low Income	\$208,288.00				\$208,288.00
1	1.4	Professional Learning Communities: Substitute teachers	All Students with Disabilities				\$49,125.00	\$49,125.00
1	1.5	ELA and Math Standards Based Supplemental Materials	English Learners Foster Youth Low Income	\$42,046.00				\$42,046.00
1	1.6	ELD Instruction	English Learners	\$55,031.00				\$55,031.00
1	1.7	Bilingual Paraprofessional	English Learners	\$21,446.00			\$22,100.00	\$43,546.00
1	1.8	K-8 IReady Assessment System	English Learners Foster Youth Low Income	\$46,508.00				\$46,508.00
1	1.9	6-8 Reading Intervention: Read Naturally	English Learners Foster Youth Low Income	\$2,025.00				\$2,025.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	4-8 Reading Intervention:Just Words	All Students with Disabilities	\$4,800.00				\$4,800.00
1	1.11	6-8 Accelerated Learning: Math Intervention Teacher	English Learners Foster Youth Low Income	\$72,151.00			\$80,424.00	\$152,575.00
1	1.12	K-8 Academic Field Trips	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.13	4 - 8 After School Tutoring	All				\$28,329.00	\$28,329.00
1	1.14	K-8 STEM Materials and Supplies	English Learners Foster Youth Low Income	\$7,500.00				\$7,500.00
1	1.15	K-8 Paraprofessionals	English Learners Foster Youth Low Income	\$190,490.00	\$11,657.00		\$323,057.00	\$525,204.00
1	1.17	K-8 ELA/Math Grade Level Instruction for Students with Disabilities	Students with Disabilities					\$0.00
1	1.18	K-5 ELA Intervention: Nessy	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
1	1.19	K-5 Reading Intervention: Barton's Reading and Spelling System	All Students with Disabilities					
1	1.20	4 - 5 ELA Intervention for Students with Disabilities: Steps to Advance and Striving Readers	Students with Disabilities					\$0.00
1	1.21	Professional Development:	All Students with				\$15,000.00	\$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		UDL/Evidenced Based Strategies	Disabilities					
1	1.22	Professional Development: Professional Learning Communities	All				\$151,250.00	\$151,250.00
1	1.23	Professional Development: Designated and Integrated ELD	English Learners				\$10,000.00	\$10,000.00
1	1.24	Adoption of science curriculum 4-8	All	\$1,450.00	\$120,000.00			\$121,450.00
1	1.25	K-8 Strategic Tutoring: Math/ELA/Reading	All		\$60,787.00			\$60,787.00
1	1.26	K-8 High Interest Clubs	All		\$50,000.00			\$50,000.00
1	1.27	Transportation: Additional late routes	All		\$13,718.00			\$13,718.00
1	1.28	Accelerated Learning: Intervention Teachers for 2022-2023	All				\$329,799.00	\$329,799.00
1	1.29	Accelerated Learning: On-Line Curriculum	English Learners Foster Youth Low Income	\$42,138.00				\$42,138.00
1	1.30	.5 FTE SPED Intervention Teacher 6-8	English Learners Foster Youth Low Income	\$44,708.00				\$44,708.00
1	1.31	English Learners Assessment	English Learners	\$4,962.00				\$4,962.00
1	1.32	Educlimber: Student Dashboard	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.33	Paraprofessionals for Transitional Kindergarten Expansion	English Learners Foster Youth Low Income	\$46,759.00				\$46,759.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Home Study/Independent Study Teacher(s)	English Learners Foster Youth Low Income	\$272,285.00			\$105,339.00	\$377,624.00
2	2.2	Community Day School	English Learners Foster Youth Low Income	\$166,193.00				\$166,193.00
2	2.3	School Counselors	English Learners Foster Youth Low Income	\$115,463.00			\$221,077.00	\$336,540.00
2	2.4	School Nurse	English Learners Foster Youth Low Income	\$90,206.00				\$90,206.00
2	2.5	Parent Education Nights	English Learners Foster Youth	\$3,460.00				\$3,460.00
2	2.6	Stakeholder Engagement Support	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
2	2.7	Positive Behavior Intervention and Support	English Learners Foster Youth Low Income	\$22,000.00				\$22,000.00
2	2.8	Positive Attendance Support	English Learners Foster Youth Low Income	\$19,250.00				\$19,250.00
2	2.9	TK-8 Behavioral Intervention/Support: SWIS Data System	English Learners Foster Youth Low Income	\$11,748.00				\$11,748.00
2	2.10	4-8 Online Safety/Instructional Support: Go Guardian	English Learners Foster Youth Low Income	\$9,750.00				\$9,750.00
2	2.11	K-8 Social Emotional Learning: 7 Mindsets	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.12	TK-8 Safety and Communication: Catapult EMS	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
2	2.13	TK-8 Home to School Transportation	English Learners Foster Youth Low Income	\$123,289.00	\$415,830.00			\$539,119.00
2	2.14	4-8 Tier I/Tier II SEL and Behavioral	All Students with Disabilities					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Intervention:Ripple Effects						
2	2.15	Professional Development: Trauma Informed Practices	All Students with Disabilities		\$12,000.00			\$12,000.00
2	2.16	Professional Development: Capturing Kids Hearts I and II	All				\$5,000.00	\$5,000.00
2	2.17	Director of Student Support and Parent Engagement	English Learners Foster Youth Low Income	\$55,891.00			\$108,495.00	\$164,386.00
2	2.18	Blackboard Connect/NTI	English Learners Foster Youth Low Income	\$5,650.00				\$5,650.00
2	2.19	Catapult: Website and Phone App	English Learners Foster Youth Low Income	\$6,700.00				\$6,700.00
2	2.20	Attendance Clerk/Health Aide	English Learners Foster Youth Low Income	\$64,018.00				\$64,018.00
2	2.21	Illuminate Parent Portal	English Learners Foster Youth Low Income	\$8,500.00				\$8,500.00
2	2.22	Family Liaisons	Foster Youth Low Income	\$35,070.00				\$35,070.00
3	3.1	Physical Education Teachers: K-5	English Learners Foster Youth Low Income	\$273,454.00				\$273,454.00
3	3.2	Music Teacher(s): 4 - 8	English Learners Foster Youth Low Income	\$106,772.00				\$106,772.00
3	3.3	Agriculture Teacher: 6 - 8	English Learners Foster Youth Low Income	\$50,129.00	\$33,419.00			\$83,548.00
3	3.4	Professional Development: Teacher Induction Program	English Learners Foster Youth Low Income	\$39,395.00				\$39,395.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Hiring Bonuses: Hard to find credentials	English Learners Foster Youth Low Income		\$16,068.00			\$16,068.00
3	3.6	Professional Support: Mentor Teachers	English Learners Foster Youth Low Income	\$8,380.00				\$8,380.00
3	3.8	Student Access to Technology: Chromebooks	All				\$40,000.00	\$40,000.00
3	3.9	IT Support	English Learners Foster Youth Low Income	\$162,574.00				\$162,574.00
3	3.10	Library Techs	English Learners Foster Youth Low Income	\$68,685.00				\$68,685.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$10,077,410	\$3,230,001	32.05%	0.00%	32.05%	\$3,397,267.00	0.00%	33.71 %	<b>Total:</b>	\$3,397,267.00
								<b>LEA-wide Total:</b>	\$1,672,597.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$1,724,670.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Class Size Reduction: Kindergarten - 3rd Grade	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox School K - 3	\$754,251.00	
1	1.2	K-3 Accelerated Learning: Education Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox K - 3	\$109,602.00	
1	1.3	K-3 Accelerated Learning: Reading Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox K - 3	\$208,288.00	
1	1.5	ELA and Math Standards Based Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,046.00	
1	1.6	ELD Instruction	Yes	Schoolwide	English Learners	Specific Schools: Palermo School 6 - 8	\$55,031.00	
1	1.7	Bilingual Paraprofessional	Yes	LEA-wide	English Learners	All Schools	\$21,446.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	K-8 IReady Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,508.00	
1	1.9	6-8 Reading Intervention: Read Naturally	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4-5, 6-8	\$2,025.00	
1	1.11	6-8 Accelerated Learning: Math Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6 - 8	\$72,151.00	
1	1.12	K-8 Academic Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.14	K-8 STEM Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
1	1.15	K-8 Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,490.00	
1	1.18	K-5 ELA Intervention: Nessy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills K-3, 4-5	\$1,500.00	
1	1.29	Accelerated Learning: On-Line Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,138.00	
1	1.30	.5 FTE SPED Intervention Teacher 6-8	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6-8	\$44,708.00	
1	1.31	English Learners Assessment	Yes	LEA-wide	English Learners	All Schools	\$4,962.00	
1	1.32	Educlimber: Student Dashboard	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.33	Paraprofessionals for Transitional Kindergarten Expansion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox TK	\$46,759.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Home Study/Independent Study Teacher(s)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$272,285.00	
2	2.2	Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$166,193.00	
2	2.3	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,463.00	
2	2.4	School Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,206.00	
2	2.5	Parent Education Nights	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$3,460.00	
2	2.6	Stakeholder Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.7	Positive Behavior Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,000.00	
2	2.8	Positive Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,250.00	
2	2.9	TK-8 Behavioral Intervention/Support: SWIS Data System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,748.00	
2	2.10	4-8 Online Safety/Instructional Support: Go Guardian	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills; Palermo School 4-5; 6-8	\$9,750.00	
2	2.11	K-8 Social Emotional Learning: 7 Mindsets	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.12	TK-8 Safety and Communication: Catapult EMS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.13	TK-8 Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,289.00	
2	2.17	Director of Student Support and Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,891.00	
2	2.18	Blackboard Connect/NTI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,650.00	
2	2.19	Catapult: Website and Phone App	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,700.00	
2	2.20	Attendance Clerk/Health Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,018.00	
2	2.21	Illuminate Parent Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,500.00	
2	2.22	Family Liaisons	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$35,070.00	
3	3.1	Physical Education Teachers: K-5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills K-3, 4-5	\$273,454.00	
3	3.2	Music Teacher(s): 4 - 8	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo Schools 4 - 5, 6 - 8	\$106,772.00	
3	3.3	Agriculture Teacher: 6 - 8	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6 - 8	\$50,129.00	
3	3.4	Professional Development: Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,395.00	
3	3.5	Hiring Bonuses: Hard to find credentials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Professional Support: Mentor Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,380.00	
3	3.9	IT Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,574.00	
3	3.10	Library Techs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,685.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$5,346,996.33	\$5,772,118.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Class Size Reduction: Kindergarten - 3rd Grade	Yes	\$600,604.00	\$902,889
1	1.2	K-3 Accelerated Learning: Education Specialist	Yes	\$101,861.00	\$107,208
1	1.3	K-3 Accelerated Learning: Reading Specialists	Yes	\$237,065.00	\$249,610
1	1.4	Professional Learning Communities: Substitute teachers	No	\$48,560.00	\$3,638
1	1.5	ELA and Math Standards Based Supplemental Materials	Yes	\$26,484.00	\$33,604
1	1.6	ELD Instruction	Yes	\$52,576.00	\$54,166
1	1.7	Bilingual Paraprofessional	Yes	\$27,133.00	\$25,279
1	1.8	K-8 IReady Assessment System	Yes	\$46,508.00	\$53,085
1	1.9	4-8 Reading Intervention: Read Naturally	Yes	\$1,150.00	\$1,432
1	1.10	4-8 Reading Intervention: Just Words	No	\$21,034.00	\$17,412

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	6-8 Accelerated Learning: Math Intervention Teacher	Yes	\$68,007.00	\$153,260
1	1.12	K-8 Academic Field Trips	Yes	\$10,000.00	\$4,000
1	1.13	4 - 8 After School Tutoring	No	\$27,599.00	\$16,756
1	1.14	K-8 STEM Materials and Supplies	Yes	\$7,500.00	\$2,019
1	1.15	K-8 Paraprofessionals	Yes	\$434,689.00	\$523,024
1	1.16	4-5 Benchmark Advance ELA/ELD	No	\$0.00	\$0.00
1	1.17	K-3 ELA/Math Grade Level Instruction for Students with Disabilities	No	\$0.00	\$0.00
1	1.18	K-5 ELA Intervention: Nessy	Yes	\$1,500.00	\$2,450
1	1.19	K-5 Reading Intervention: Barton's Reading and Spelling System	No	\$10,338.00	\$15,165
1	1.20	4 - 5 ELA Intervention for Students with Disabilities: Steps to Advance and Striving Readers	No	\$0.00	\$0.00
1	1.21	Professional Development: UDL/Evidenced Based Strategies	No	\$15,000.00	\$0.00
1	1.22	Professional Development: Professional Learning Communities	No	\$151,250.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Professional Development: Designated and Integrated ELD	No	\$10,000.00	\$0.00
1	1.24	Adoption of science curriculum 4-8	No	\$120,000.00	\$128,401
1	1.25	Strategic Tutoring: Math/ELA/Reading	No	\$259,200.00	\$41,500
1	1.26	K-8 High Interest Clubs	No	\$137,000.00	\$58,154
1	1.27	Transportation: Additional late routes	No	\$19,600.00	\$1,000
1	1.28	Accelerated Learning: Intervention Teachers for 2021/2022	No	\$155,866.00	\$430,306
1	1.29	Accelerated Learning: On-Line Curriculum	Yes	\$75,000.00	\$87,142
1	1.30	.5 FTE SPED Intervention Teacher 6-8	Yes	\$46,608.00	\$41,676
1	1.31	English Learners Assessment	Yes	\$5,014.00	\$1,676
1	1.32	Educlimber: Student Dashboard	Yes	\$10,000.00	\$10,000
2	2.1	Home Study/Independent Study Teacher(s)	Yes	\$290,945.00	\$417,937
2	2.2	Community Day School	Yes	\$154,192.00	\$155,241
2	2.3	School Counselors	Yes	\$312,537.00	\$330,135

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	School Nurse	Yes	\$85,698.00	\$94,682
2	2.5	Parent Education Nights	Yes	\$3,460.00	\$0.00
2	2.6	Stakeholder Engagement Support	Yes	\$1,500.00	\$0.00
2	2.7	Positive Behavior Intervention and Support	Yes	\$7,000.00	\$6,079
2	2.8	Positive Attendance Support	Yes	\$7,000.00	\$6,080
2	2.9	TK-8 Behavioral Intervention/Support: SWIS Data System	Yes	\$11,551.00	\$10,639
2	2.10	TK-8 Online Safety/Instructional Support: Go Guardian	Yes	\$12,870.00	\$9,750
2	2.11	K-8 Social Emotional Learning: 7 Mindsets	Yes	\$5,000.00	\$5,000
2	2.12	TK-8 Safety and Communication: Catapult EMS	Yes	\$2,500.00	\$2,498
2	2.13	TK-8 Home to School Transportation	Yes	\$532,615.00	\$576,800
2	2.14	4-8 Tier I/Tier II SEL and Behavioral Intervention:Ripple Effects	No	\$11,950.00	\$11,950
2	2.15	Professional Development: Trauma Informed Practices	No	\$50,000.00	\$0.00
2	2.16	Professional Development: Capturing Kids Hearts I and II	No	\$139,383.00	\$129,474

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.17	Director of Student Support and Parent Engagement	Yes	\$154,433.00	\$159,418
2	2.18	Blackboard Connect/NTI	Yes	\$5,650.00	\$5,650
2	2.19	Catapult: Website and Phone App	Yes	\$6,700.00	\$6,700
2	2.20	Attendance Clerk/Health Aide	Yes	\$56,643.00	\$55,925
2	2.21	Illuminate Parent Portal	Yes	\$8,500.00	\$9,874
3	3.1	Physical Education Teachers: K-5	Yes	\$259,088.00	\$266,605
3	3.2	Music Teacher(s): 4 - 8	Yes	\$99,347.00	\$101,286
3	3.3	Agriculture Teacher: 6 - 8	Yes	\$53,451.00	\$137,411
3	3.4	Professional Development: Teacher Induction Program	Yes	\$39,845.00	\$41,726
3	3.5	Hiring Bonuses: Hard to find credentials	Yes	\$16,068.00	\$10,454
3	3.6	Professional Support: Mentor Teachers	Yes	\$12,522.33	\$13,127
3	3.8	Student Access to Technology: Chromebooks	No	\$40,000.00	\$40,000
3	3.9	IT Support	Yes	\$167,697.00	\$147,303

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Library Techs	Yes	\$71,705.00	\$55,522

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,382,830	\$3,072,531.33	\$3,426,433.00	(\$353,901.67)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class Size Reduction: Kindergarten - 3rd Grade	Yes	\$600,604.00	\$926,425		
1	1.2	K-3 Accelerated Learning: Education Specialist	Yes	\$101,861.00	\$110,425		
1	1.3	K-3 Accelerated Learning: Reading Specialists	Yes	\$237,065.00	\$257,098		
1	1.5	ELA and Math Standards Based Supplemental Materials	Yes	\$26,484.00	\$33,604		
1	1.6	ELD Instruction	Yes	\$52,576.00	\$55,791		
1	1.7	Bilingual Paraprofessional	Yes	\$27,133.00	\$26,038		
1	1.8	K-8 IReady Assessment System	Yes	\$46,508.00	\$53,085		
1	1.9	4-8 Reading Intervention: Read Naturally	Yes	\$1,150.00	\$1,432		
1	1.11	6-8 Accelerated Learning: Math Intervention Teacher	Yes	\$68,007.00	\$157,858		
1	1.12	K-8 Academic Field Trips	Yes	\$10,000.00	\$4,000		
1	1.14	K-8 STEM Materials and Supplies	Yes	\$7,500.00	\$2,019		
1	1.15	K-8 Paraprofessionals	Yes	\$153,053.00	\$185,022		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.18	K-5 ELA Intervention: Nessy	Yes	\$1,500.00	\$2,450		
1	1.29	Accelerated Learning: On-Line Curriculum	Yes	\$75,000.00	\$52,000		
1	1.30	.5 FTE SPED Intervention Teacher 6-8	Yes	\$46,608.00	\$42,926		
1	1.31	English Learners Assessment	Yes	\$5,014.00	\$1,676		
1	1.32	Educlimber: Student Dashboard	Yes	\$10,000.00	\$10,000		
2	2.1	Home Study/Independent Study Teacher(s)	Yes	\$290,945.00	\$126,935		
2	2.2	Community Day School	Yes	\$154,192.00	\$159,898		
2	2.3	School Counselors	Yes	\$107,677.00	\$117,390		
2	2.4	School Nurse	Yes	\$85,698.00	\$97,522		
2	2.5	Parent Education Nights	Yes	\$3,460.00	\$0.00		
2	2.6	Stakeholder Engagement Support	Yes	\$1,500.00	\$0.00		
2	2.7	Positive Behavior Intervention and Support	Yes	\$7,000.00	\$6,079		
2	2.8	Positive Attendance Support	Yes	\$7,000.00	\$6,080		
2	2.9	TK-8 Behavioral Intervention/Support: SWIS Data System	Yes	\$11,551.00	\$10,639		
2	2.10	TK-8 Online Safety/Instructional Support: Go Guardian	Yes	\$12,870.00	\$9,750		
2	2.11	K-8 Social Emotional Learning: 7 Mindsets	Yes	\$5,000.00	\$5,000		
2	2.12	TK-8 Safety and Communication: Catapult EMS	Yes	\$2,500.00	\$2,498		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.13	TK-8 Home to School Transportation	Yes	\$94,238.00	\$108,142		
2	2.17	Director of Student Support and Parent Engagement	Yes	\$21,621.00	\$22,988		
2	2.18	Blackboard Connect/NTI	Yes	\$5,650.00	\$5,650		
2	2.19	Catapult: Website and Phone App	Yes	\$6,700.00	\$20,115		
2	2.20	Attendance Clerk/Health Aide	Yes	\$56,643.00	\$57,603		
2	2.21	Illuminate Parent Portal	Yes	\$8,500.00	\$9,874		
3	3.1	Physical Education Teachers: K-5	Yes	\$259,088.00	\$274,603		
3	3.2	Music Teacher(s): 4 - 8	Yes	\$99,347.00	\$104,325		
3	3.3	Agriculture Teacher: 6 - 8	Yes	\$53,451.00	\$85,276		
3	3.4	Professional Development: Teacher Induction Program	Yes	\$39,845.00	\$41,726		
3	3.5	Hiring Bonuses: Hard to find credentials	Yes	\$16,068.00	\$10,454		
3	3.6	Professional Support: Mentor Teachers	Yes	\$12,522.33	\$13,127		
3	3.9	IT Support	Yes	\$167,697.00	\$151,722		
3	3.10	Library Techs	Yes	\$71,705.00	\$57,188		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$10,972,192	\$3,382,830	0	30.83%	\$3,426,433.00	0.00%	31.23%	\$0.00	0.00%

**Education Code 44256 (b)**  
**(Departmentalized Classroom Assignment)**  
**Resolution # 22-10**

EC 44256(b) allows, by resolution of the governing board, the holder of a **Multiple Subject** or **Standard Elementary** Credential to teach any subject in **departmentalized classrooms below grade 9** if the teacher has completed **12** overall semester units or **6** upper division semester **units** of course work in the subject to be taught.

**School District:** Palermo Union School District **School Year:** 2022-2023

WHEREAS, the holder of a Multiple Subject or Standard Elementary credential is authorized to teach, by resolution of the governing board and with the consent of the teacher, any subject in a **departmentalized classroom below grade 9** if the teacher has completed twelve semester units of course work, or six semester units of upper division or graduate course work, in the subject to be taught.

WHEREAS, approval for authorization to be assigned to teach in a **departmentalized classroom below grade 9** under this education code assignment option must be granted by resolution of the governing board of the school district on an annual basis.

NOW, THEREFORE, BE IT RESOLVED, that the following teachers are authorized to teach in a **departmentalized classroom below grade 9** in accordance with EC 44256 (b):

TEACHER	CREDENTIAL(S) HELD	SUBJECT to be TAUGHT	GRADE LEVEL	LOCATION
Fox, Melanie	Multiple Subject	Math	7 <sup>th</sup>	Palermo School
McCoy, Stefanie	Multiple Subject	Math	6 <sup>th</sup>	Palermo School
McCoy, Andrew	Multiple Subject	Science	6 <sup>th</sup>	Palermo School
Talmadge, Maya	Multiple Subject	History/Social Science, Math	6 <sup>th</sup>	Palermo School

PASSED AND ADOPTED by the Governing Board of the Palermo Union School District at its regular meeting held on the \_\_29th\_\_ day of \_\_June\_\_, \_\_2022\_\_, by the following vote:

AYES:	NOES:	ABSENT:

Signed and Approved by the following:

<b>PRESIDENT:</b>
<b>CLERK:</b>
<b>TRUSTEE:</b>
<b>TRUSTEE:</b>
<b>TRUSTEE:</b>

Rev. 1/03

Education Code 44258.3  
 (Departmentalized Classroom Assignment)  
 Resolution # 22-11

EC 44258.3 allows the holder of a **valid credential to teach departmentalized classes in grades K-12, irrespective of the designations on their credentials as long as the teacher's competence is verified according to policies and procedures established with the language of the statute by the governing board and the appointed subject matter specialists.**

**School District: Palermo Union School District School Year: 2022 - 2023**

EC 44258.3 allows the holder of a **valid credential to teach departmentalized classes in grades K-12, irrespective of the designations on their credentials, as long as the teacher's competence is verified according to policies and procedures established with the language of the statute by the governing board and the appointed subject matter specialists.**

WHEREAS, approval for authorization to be assigned to teach in a **departmentalized classroom below grade 9** under this education code assignment option must be granted by resolution of the governing board of the school district on an annual basis.

NOW, THEREFORE, BE IT RESOLVED, that the following teacher(s) are authorized to teach in a **departmentalized classroom below grade 9** in accordance with EC 44258.3:

TEACHER	CREDENTIAL(S) HELD	SUBJECT to be TAUGHT	GRADE LEVEL	LOCATION
Baker, Lisa	Multiple Subject	Physical Science	8 <sup>th</sup>	Palermo School
D'Arezzo, Ken	Multiple Subject	Physical Education	K-5	Golden Hills/Helen Wilcox
Coleman, Mark	Multiple Subject	Physical Education	K-3	Helen Wilcox

PASSED AND ADOPTED by the Governing Board of the Palermo Union School District at its regular meeting held on the 29th day of June, 2022, by the following vote:

AYES:	NOES:	ABSENT:

Signed and Approved by the following:

<b>PRESIDENT:</b>
<b>CLERK:</b>
<b>TRUSTEE:</b>
<b>TRUSTEE:</b>
<b>TRUSTEE:</b>

Rev. 1/03

# Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies  
Released – December 17, 2021

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## **Universal Prekindergarten in California**

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

### **The California Universal Prekindergarten Planning and Implementation Grant Program – Overview**

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

### **Planning Template Purpose**

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
  - a. Vision and Coherence
  - b. Community Engagement and Partnerships
  - c. Workforce Recruitment and Professional Learning
  - d. Curriculum, Instruction, and Assessment
  - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

### **Accompanying Guidance**

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
  - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
  - b. Funding sources that can be utilized for facilities;
  - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

### **Directions, Timeline, and Suggested Planning Process**

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA’s enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA’s draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

### **Key Considerations**

#### **Transitional Kindergarten Implementation Timeline**

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
<b>Ratios</b>	Not specified	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24	24

\* average class size across the school site

\*\* Subject to future legislative appropriation

### **Supporting a Preschool through Third Grade Continuum**

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

### **Full-Day, Extended Learning and Care**

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

### **Creating Joint or Aligned Plans**

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

## UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Palermo Union Elementary School District	Kathleen Andoe-Nolind Superintendent	kandoe@palermok8.org	530-533-4842

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

## Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022-23 to 2025-26. Complete the following tables.

**Table: Projected Student Enrollment**

Type of Student	2019-20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022-23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023-24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024-25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025-26 (TK-eligible children turn four by September 1)
TK Students	27	33	41	50	61	82
CSPP (if applicable)						

**Table: Facilities Estimates (Cumulative)**

Type of Facility	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK Classrooms	2	2	2	2	3	4
CSPP Classrooms						
Head Start or Other Early Learning and Care Classrooms						

**Table: Staffing Estimates (Cumulative)**

Type of Staff	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK	2	2	2	2	3	4
TK Teacher's Assistants		.75	2	2	3	4

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

**Table: Projected Number of TK Students Utilizing Extended Learning and Care**

2019–20	Current	2022–23	2023–24	2024–25	2025–26
	2	3	4	5	6

**Table: Projected Number of Slots Available for TK Students**

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Head Start						
ASES Program/ELO-P		2	3	4	5	6

**Required Questions**

**CDE will be requiring this information be completed after the plan is presented to the governing board.**  
 There are no required questions in this section.

## Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

Universal Pre-Kindergarten is an essential component in building the foundation of success for all students. It is our vision that the district's UPK program develops the academic, behavior and social emotional skills needed for success in Kindergarten through 8th grade in a safe, inclusive and developmentally appropriate environment.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

The District has a long standing partnership with Butte County Office of Education in provided extended care and learning opportunities beyond the regular school day at all school sites. Our current CSPP program also provides extended day care to families who need these services on three of our school sites.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

District administration will monitor and oversee the extended learning and care programs that are provided by ASES funding and staffed by Butte County Office of Education. Site administrators will meet regularly with ASES staff to ensure that all students have the opportunity to participate in the opportunities provided by ELO-P and ASES funding. In addition, the Director of Preschool is an integral member of our district administrative team and participates in regular meetings with site leadership.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

1. Superintendent: oversee the UPK program, allocate fiscal resources, hire and assign appropriately credentialed staff, ensure adequate facilities and curriculum

2. Site Administration: manage the day to day operations, supervise and evaluate staff,

3. Director of Preschool: assist staff with the selection and development of curriculum, evaluate facilities and provide direction for the creation of developmentally appropriate spaces,

4. Director of Special Education: ensure that all students with IEPs receive appropriate services, monitor IEPs, conduct triennial assessments

5. Site Educational Specialists: provide direct services to students with IEPs,

6. TK Teachers: provide a safe learning environment for all students, provides standards based learning opportunities, assess students in regards to their progress, communicate with parents, provide Integrated and Designated ELD instruction to English learners,  
7 ASES Staff: will provide extended learning and care opportunities  
8. The Director of Maintenance and Transportation: ensure that all TK facilities are safe and well maintained, oversee the transportation of TK students,

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.  
The site administrator for our TK-3 site and our Preschool Director participate in all cabinet level meetings. In addition teacher leaders from TK and K are members of our District Leadership Team.
6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.  
The district's UPK program will focus on our LCAP goals by addressing academic standards, providing a safe and engaging learning environment and recruiting and retaining highly qualified staff.
7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.  
The district values the inclusion of students with disabilities into all classroom environments. It is our goal to ensure that students with disabilities spend the majority of their educational day in the general education environment.
8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.  
Each of our sites have well developed relationships with the BCOE ASES program which provide extended learning and care opportunities at all sites.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at some sites

TK stand-alone classes

CSPP stand-alone classes

TK will be offered at the Helen Wilcox site which serves preschool through 3rd grade students throughout the district.

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Full Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

Currently, we are planning on offering full day TK services, however, we would consider offering a part-day program if our educational partners indicated that it was a desired and valued option. We will also work with families to modify schedules to best meet the individual needs of students.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

Four-year-old children who will not be enrolled in TK in the current school year

Three-year-old children

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

No

- b. 2023–24 (Birthdays April 3 or after) [select one]

No

- c. 2024–25 (Birthdays June 3 or after) [select one]

No

## Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA’s UPK Plan prioritize parental needs and choices?  
Utilizing input collected from surveys and in-person meetings, we will develop a cohesive UPK program. As the program grows, we will seek additional input and will work closely with parents to provide programs that reflect parental needs and choices. The district will work with parents to identify the appropriate UPK program for their child(ren).
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA’s UPK Plan?  
We are actively engaging in planning sessions with leadership from the BCOE’s ASES program to provide extended learning and care that is developmentally appropriate for our TK students and will meet the needs of our TK families.
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA’s attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?  
The district will work with partners within our district boundaries to identify services that are available to our families. We will provide written information to families describing the services so that they can make the best choice for their child.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?  
All TK eligible students will have access to inclusive learning environments to receive appropriate educational services as specified in their IEP.
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.  
The TK instructional day and extended learning program will be:  
  
8:30 - 2:30 (6 hours in the regular instructional day)  
2:30 - 6:00 (3.5 hours of extended day learning and care provided by BCOE ASES staff and PUESD ELOP funding)  
  
30 days of additional learning and care opportunities will be offered during summer vacation.

### Required Questions

**CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Family or parent surveys

School Site Council

English Learner Advisory Committee (ELAC)

District English Learner Advisory Committee (DELAC)

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

CSPP (on an LEA site)

## Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

We currently employ two TK teachers who have completed the required 24 units in early childhood education/childhood development. When hiring additional TK teaching staff we will partner with our local university to recruit fully credentialed teachers that meet this requirement. In addition, we will also seek out opportunities for current staff to acquire the necessary units by partnering with BCOE.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

We have included our Director of Preschool in our planning sessions regarding the expansion of our TK program. We will work with her to identify professional learning opportunities for all UPK staff, both certificated and classified.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P-3 continuum? Plans might include the following:
  - a. Who will receive this professional learning?
    - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
    - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
  - b. What content will professional learning opportunities cover?
    - i. Effective adult-child interactions

- ii. Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iii. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iv. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments
- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
  - i. Coaching and mentoring
  - ii. Classroom observations and demonstration lessons with colleagues
  - iii. Workshops with external professional development providers
  - iv. Internally-delivered professional learning workshops and trainings
  - v. Operating an induction program
  - vi. Partnerships with local QCC professional learning in CSPP settings
  - vii. In mixed groupings (for example, TK and CSPP teachers)
    - a. Professional development will be provided for teachers, paraprofessionals and administrators who serve students in preschool, TK and K-3.
    - b. Content may include:
      - i. Effective adult-child interactions
      - ii. Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
      - iii. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
      - iv. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
      - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
      - vii. Curriculum selection and implementation
      - viii. Creating developmentally-informed environments
      - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
      - xii. Engaging culturally- and linguistically-diverse families
    - c. The deliver of professional learning may include:
      - i. Coaching and mentoring
      - ii. Classroom observations and demonstration lessons with colleagues
      - iii. Workshops with external professional development providers
      - iv. Internally-delivered professional learning workshops and trainings
      - vi. Partnerships with local QCC professional learning in CSPP settings
      - vii. In mixed groupings (for example, TK and CSPP teachers)

- 4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

The district provides time for vertical and horizontal teams to meet in Professional Learning Communities. PLC teams meet on a weekly basis to share strategies, analyze student data, develop curriculum and support students.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

Provide advising on credential requirements and options for how to meet these requirements

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

Partner with a local IHE offering eligible early childhood education or childhood development coursework

Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

Other [describe, open response]

Work with the local Quality Counts Consortium to promote workforce development.

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Desired Results Developmental Profile (DRDP)

LEA-based, grade level benchmarks and a report card

Ages & Stages Questionnaire (ASQ)

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Effective adult-child interactions

Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

ACEs and trauma- and healing-informed practice

Curriculum selection and implementation

Creating developmentally-informed environments

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Engaging culturally- and linguistically-diverse families

Training will be provided by outside providers including BCOE.

## Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.  
A work group made up of the Director of Preschool, TK/K teachers will evaluate and/or develop curriculum that is aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks.
2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.  
We will continue to utilize our existing TK curriculum as we work on selecting or developing new or revised curriculum.
7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?  
English learners will participate in grade level benchmark assessment.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]  
English-only instruction with home-language support
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]  
English-only instruction with home-language support
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]  
Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)  
Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

Use developmental observations to identify children's emerging skills and support their development through daily interactions

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide adaptations to instructional materials

Provide additional staff to support participation in instruction

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Explore CSEFEL for possible implementation.

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

Explore ASQ for possible implementation.

## Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

### For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?  
Preschool and TK are currently integrated on our site. Daily routines and procedures are developed to provide for the safety of all students.
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.  
The district currently provides transportation services for all TK-8th grade students.
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)  
We are currently planning on serving TK meals in the classroom; students will be provided adequate time to eat both breakfast and lunch.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?  
We are currently applying for funding to construct additional TK classrooms. We currently have classroom space available to house our TK population, that do not displace any preschool program classrooms.
2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]  
No
- i. If no, how many more classrooms does the LEA need? [identify number, open response]  
We will need to construct 2 additional classrooms for full implementation of the TK program.

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]  
 We currently have enough classroom space to address our immediate needs.
3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]  
 Yes
- i. If no, what modifications need to be made? What resources are needed to make them? ( See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]  
 Yes
- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]  
 No
- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]  
 The district will need to adjust plans to account for the full implementation of the universal TK program.
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
- Apparatus area
- Paved area
- Turfed area
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]  
 Transportation to and from the TK program
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?  
 Extended learning and care opportunities occur on site so there is no need for transportation for students to participate in these programs.

## Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Support for parent surveys to gauge interest in service delivery models

Data analysis capacity building to support staff to refine enrollment projections based on community context

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

Guidance on best practices for smooth transitions through the P–3 continuum

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

Increasing UPK enrollment and parent awareness of programs

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Workshops with external professional development providers

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development

Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

Using manipulatives to develop fine motor skills

Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Considering the structure of the daily routine to enhance individual and group learning experiences

Encouraging purposeful play, choice, social interactions, and collaboration

Providing language- and literacy-rich environments

Using child development knowledge to guide instructional approaches

Integrated English language development

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Guidance on how to modify an elementary school classroom to serve young children

## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

## Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

### Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

### Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

### Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

### **Focus Area E: LEA Facilities, Services, and Operations**

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

## **EMPLOYMENT AGREEMENT FOR DISTRICT SUPERINTENDENT**

THIS AGREEMENT is entered into on the date of approval by the governing Board, January 23, 2019, between the Governing Board (hereinafter "the Board") of and on behalf of the Palermo Union School District (hereinafter "the District") and Kathleen Andoe-Nolind (hereinafter "the Superintendent").

### 1. TERM

1.1 The term of this Employment Agreement is from the date of Board approval through June 30, 2025.

### 2. QUALIFICATIONS AND EMPLOYMENT STATUS

2.1 The Superintendent warrants and represents that she currently possesses an administrative credential issued by the State of California, and that such credential has not been suspended or revoked. Any suspension or revocation of such administrative credential shall constitute cause for termination of this Agreement.

2.2 The Superintendent shall not become a permanent employee of the District. Due to her tenure in the district, she has the right to return to a permanent teaching position. In that capacity, the Superintendent shall perform all services, acts, and functions necessary or advisable to manage and conduct the business and operations of the District, subject at all times to state and federal laws and the policies, rules, and direction of the Board. The Superintendent is the leader of the Administrative Team and agrees to work effectively as a member of the team. Together, the Administrative Team plans, directs, and coordinates the operations of the District. Her employment rights and status shall be determined solely by this Agreement and California law that does not conflict with the terms hereof.

District. The Superintendent has the authority to direct and supervise the activities of all District employees, programs, and functions to ensure the effective administration of the entire District.

3.5 The Superintendent shall have primary responsibility in making recommendations to the Board regarding all personnel matters, including employment, assignment, transfer and dismissal of employees, consistent with Board Policies.

#### 4. BOARD-SUPERINTENDENT RELATIONS

4.1 The Superintendent will work with the Board in developing and maintaining a spirit of cooperation and teamwork in which the Board will accept responsibility for formulating and adopting policy and for taking action on matters which, by law, require Board action. Administrative responsibility and commensurate authority for administering the school system will be delegated by the Board to the Superintendent.

4.2 The Board recognizes that it is a collective body and each Board member recognizes that a Board member's authority is derived from the collective deliberation and actions of the Board as a whole in a duly-constituted meeting. Except as permitted by Board bylaw, policies, protocols or other authority, individual Board members will not give direction to the Superintendent or any staff member regarding the management of the District or the solution of specific problems.

4.3 The Board, individually and collectively, will refer promptly to the Superintendent any criticism, complaint or suggestion brought to the attention of the Board or any member thereof, pursuant to Board bylaws and protocols. The Superintendent will take appropriate action and/or respond, and notify the Board President.

4.4 The Board shall provide the Superintendent with periodic opportunities to

Board with copies of this Agreement and the superintendent's current performance objectives; and schedule a meeting for the Superintendent and Board to review the Board's completed written evaluation of the Superintendent.

May 1 – June 30 Board meets to prepare evaluation, then entire Board or Board subcommittee meets with Superintendent to deliver evaluation. At Superintendent's or Board's request, Superintendent and Board will meet in closed session to discuss the evaluation process or the evaluation itself.

June 30 Evaluation with Superintendent's response, if any, placed in Superintendent's personnel file and a copy of that same document provided to the Superintendent.

5.3 Evaluations shall be based upon the achievement of the mutually agreed upon performance goals for the year in question, the Superintendent's effectiveness at discharging her duties as defined in the employment agreement and Board Policies, and job description, if any. If the Board deems it appropriate, it will provide written recommendations for strengthened performance to the Superintendent.

5.4 In the event the Board determines that the performance of the Superintendent is unsatisfactory in any respect, the Board will describe in writing the unsatisfactory performance, and indicate what objective(s) must be accomplished and the date by which it should be accomplished in order for the Superintendent's performance to be deemed satisfactory. Such written recommendations and the specifications for improvement shall be provided within thirty (30) days of the evaluation.

## 6. COMPENSATION

employment which are granted to the District's certificated management personnel, except as otherwise set forth in this Agreement. Such fringe benefits include, but are not limited to:

- Fringe benefits in the nature and extent granted other certificated management employees of the District which includes medical, dental, vision and life insurance
- District issued laptop and cell phone
- Payment of the Superintendent's membership dues for ACSA and AASA.
- Membership dues and expenses for a community service organization selected by the Superintendent and approved by the Board.

7.2 The Superintendent shall not be entitled to cash in lieu of any fringe benefits provided for in this section.

## 8. EXPENSE REIMBURSEMENT

8.1 The District shall reimburse the Superintendent for all actual, necessary and reasonable expenses which are incurred within the scope of employment, pursuant to Board Policy 3350. The Superintendent shall provide expense records which the District normally requires for reimbursement. The Superintendent shall be responsible for providing her own automobile and appropriate levels of automobile insurance. Mileage reimbursement for District related travel outside the county or outside district boundaries and/or the greater Oroville area will be paid in accordance with board policy.

## 9. WORK YEAR AND VACATION

9.1 The Superintendent is a twelve-month employee with a work year of 260 days, inclusive of 24 days of vacation, and 14 days of federal, state, or local district holidays. Holidays are to be the same as all other twelve (12) month District employees.

President and subject to Board approval.

11.3 Any compensation received by the Superintendent for these outside professional activities shall belong to the Superintendent if they are completed on the Superintendent's vacation or non-work days.

12. MEDICAL EXAMINATION

12.1 As a condition of employment, the Superintendent shall have a comprehensive medical examination within sixty (60) days of signing the contract (or shall provide a report of such an examination performed within the last 60 days), and shall have a comprehensive medical examination at least annually thereafter. The report of the physical examination shall be given directly to the Superintendent; however, the examining physician shall advise the Board in writing of the Superintendent's continued physical and/or mental fitness to perform the duties of Superintendent. The cost of the medical exam and the report shall be paid by the District.

12.2 If at any time the Superintendent is diagnosed with a medical condition that affects the Superintendent's ability to perform the essential functions of the position, the Superintendent shall notify the Board of such, and, if appropriate, engage in the interactive process with the Board or its representative.

12.3 Nothing herein shall be deemed to waive the physician/patient privilege which the Superintendent shall have with any physician with whom the Superintendent consults for purpose of this paragraph.

13. EXTENSION OF AGREEMENT

13.1 The parties acknowledge that the initial term of this Agreement is three (3) school years plus one hundred and thirteen (113) days in the current fiscal year.

finalist for other employment, she shall immediately notify the Board.

14.4 Unilateral Termination by Board. The Board, at its sole discretion and without the need for any cause, may, upon giving written notice to the Superintendent, terminate this Agreement. If the Board elects this option to terminate the Agreement, the District shall pay the Superintendent severance pay, at the selection of the Superintendent, in one lump-sum payment or equal monthly payments beginning no later than the effective date of termination, the base salary the Superintendent would have earned for the remainder of this Agreement following the effective date of termination, not to exceed the equivalent of twelve (12) months of salary. The Superintendent shall also receive the same District paid medical, dental, and vision insurance for the same period of time in accordance with Government Code 53261. If the contract is terminated under this provision, any cash settlement related to the termination that Superintendent may receive from the District shall be fully reimbursed to the District if the Superintendent is convicted of a crime involving an abuse of office or position.

14.5 Non-renewal of Agreement by Board. The Board shall provide the Superintendent with at least sixty (60) calendar days' written notice prior to the expiration date of this Agreement of the Board's intention not to renew or extend this Agreement beyond its then current expiration date. The Board and the Superintendent agree that this is intended to implement the notice requirement in Education Code section 35031. It shall be the duty of the Superintendent to notify each member of the Board in writing of this non-renewal provision of the Agreement no later than December 1 immediately prior to the expiration of this contract or any extension thereof.

14.6 Termination for Cause. The Board may discharge the Superintendent for cause for reasons specified in Education Code 44932. Discharge for cause shall be warranted only for conduct that is prejudicial to the District.

involving an abuse of office or position.

15. ENTIRE AGREEMENT

15.1 This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

16. APPLICABLE LAW

16.1 This Agreement shall be construed in accordance with, and governed by the laws of the State of California; should any provision of this Agreement be invalid, the remainder of this Agreement shall nevertheless be binding and effective.

17. VENUE

17.1 This Agreement is made and entered into in the State of California and shall in all respects be interpreted, enforced, and governed by the laws of that State. Venue of any action to enforce this Agreement shall be in Butte County, California.

18. ATTORNEYS' FEES

18.1 The parties further agree and understand that in the event that legal proceedings are initiated for the purpose of enforcing the terms of this Agreement, the prevailing party in any such proceeding shall be entitled to an award of reasonable attorneys' fees and costs incurred in bringing or defending such action.

19. AMENDMENTS

19.1 The parties agree that the terms of this Agreement cannot be changed or supplemented orally and may be modified or superseded only by a written instrument executed by all parties.

23.3 Upon retirement or separation from the District, the Superintendent will continue to be indemnified for any actions taken against her related to her role as Superintendent.

24. NO ASSIGNMENT

24.1 The Superintendent may not assign or transfer any rights granted or obligations assumed under this contract.

25. INDEPENDENT REPRESENTATION

25.1 The Superintendent and the Board each recognize that in entering into this Agreement, the parties have relied upon the advice of their own attorneys or other representatives, and that the terms of this Agreement have been completely read and explained to them by their attorneys or representatives, and that those terms are fully understood and voluntarily accepted. The Superintendent acknowledges and agrees that legal counsel for the Board represents the Board's interest exclusively and that no attorney-client relationship exists between Superintendent and legal counsel to the Board.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Kathleen Andoe-Nolind  
Superintendent

Dated: \_\_\_\_\_

\_\_\_\_\_  
Debbie Hoffman  
President, Governing Board

Dated: \_\_\_\_\_

\_\_\_\_\_  
Jessica King  
Vice-President, Governing Board

**Addendum to**

**EMPLOYMENT AGREEMENT FOR DISTRICT SUPERINTENDENT**

**July 28, 2021**

The parties to this Addendum are the Board of Trustees of the Palermo Elementary Union School District ("District") and Kathleen Andoe-Nolind ("Superintendent").

There currently exists an Employment Agreement for District Superintendent between the Superintendent and the District that extends through June 30, 2024. The current Agreement in Paragraph 6. Compensation states:

**6. COMPENSATION**

6.3 The Superintendent shall receive any increases given to certificated management employees as a result of negotiations.

Except as specifically set forth below, this Addendum shall not be construed as amending any of the terms and conditions of the Agreement for Services of Superintendent.

The Superintendent's annual base salary for 2021-2022 shall be increased by a 3.5% increase in annual salary retroactive to July 1, 2021 and a 3% one-time bonus.

  
Kathleen Andoe-Nolind  
Superintendent

6/8/2022  
Date

  
Palermo Elementary Union  
School District  
Board President

6/8/22  
Date