



7390 Bulldog Way
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Board of Trustees

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Palermo School

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Kimberly Solano, Principal

Honcut School

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Heather Scott, Principal

Kathleen Andoe-Nolind, Acting Superintendent

REGULAR BOARD MEETING AGENDA

August 9, 2023

District Office Board Room

7390 Bulldog Way, Palermo, CA 95968

5:00 p.m.

[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. **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.

6. 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) minutes time limit per person].

7. Tell Me Something Good – Site & Student Recognition

Helen Wilcox

In preparing for the 2023-2024 school year there have been a lot of changes—lots of moves, lots of additions to our staff! We are so excited to have Ms. Mayfield (Education Specialist), Ms. Fortin (Transitional Kindergarten), Mrs. Donat (Kindergarten), Ms. Santos (First Grade), Mrs. Leonard (Third Grade), Ms. Gutierrez (Art) and Mrs. Furr (Language). We have added some support staff and are eager to have them as part of our team! Welcome Mrs. Houghton, Mrs. Elam and Mrs. Jackson, and returning, Mrs. Barth and Ms. Whitworth.

Our Transitional Kindergarten team had a day of curriculum implementation professional development with a Frog Street representative. Our Transitional Kindergarten and Kindergarten teams both invited parents to an orientation Tuesday evening; it was very well attended! Golden Hills invited Helen Wilcox teachers for a Kagan engagement strategies professional development—thank you! Special shout out to the summer staff for working so hard! They have been very busy preparing for our new school year—thank you!

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 the July 26, 2023 Special Board Meeting.
- b. Minutes of the July 26, 2023 Regular Board Meeting.
- c. Warrants of July 1, 2023 through July 31, 2023, 263438-265578, for the amount of \$366,967.08, Funds 01, 12 & 25.

Reports

- a. Events Calendar.

REFERENCE #1

- b. Staff Development Report – July 2023.

REFERENCE #2

Consent Agenda – Reports (continued)

- c. Palermo Account Ledger June 1, 2023 to June 30, 2023.

REFERENCE #3

CONSENT AGENDA APPROVAL:

ACTION____MOTION____SECOND____VOTE____

9. ITEMS REMOVED FROM CONSENT AGENDA

a. ACTION____MOTION____SECOND____VOTE____

b. ACTION____MOTION____SECOND____VOTE____

10. Staff Reports/Business Items

- a. It is recommended the agreement between Butte County Office of Education and Palermo Union Elementary School District from July 1, 2023 through June 30, 2024 for Social and Emotional Learning (SEL) Focal School Activities be approved.

REFERENCE #4

ACTION____MOTION____SECOND____VOTE____

- b. It is recommended the District pay for the 2-year Administrative Credential Induction Program through SCOE Leadership Institute for Michael Tuft, Vice Principal of Helen Wilcox, in the amount of four \$2,000 payments due August 14, 2023, February 15, 2024, August 15, 2024 and February 15, 2025, for a total of \$8,000.

REFERENCE #5

ACTION____MOTION____SECOND____VOTE____

- c. It is recommended that the 2023/2024 School Plan for Student Achievement (SPSA) be approved: Golden Hills.

REFERENCE #6

ACTION____MOTION____SECOND____VOTE____

Staff Reports/Business Items (continued)

- d. It is recommended that the installation of security beams for the bus storage area at Golden Hills School be approved (Approximate Cost: \$5,800, Funding Source: Unrestricted Funding).

ACTION____MOTION____SECOND____VOTE____

- e. It is recommended that the purchase of new stage and gym curtains at Palermo Middle School be approved (Approximate Cost: \$53,450, Funding Source: ELOP).

ACTION____MOTION____SECOND____VOTE____

- f. It is recommended that the purchase of new stage lighting at Palermo Middle School be approved (Approximate Cost: \$38,000, Funding Source: ELOP).

ACTION____MOTION____SECOND____VOTE____

- g. It is recommended the contract for engineering, construction and installation of the Helen Wilcox Transitional Kindergarten Relocatable Classrooms Project, in the amount of \$797,085.00, be awarded to Global Modular, Inc. Final completion date for the project is July 15, 2024 (Funding Source: ESSER III).

REFERENCE #7

ACTION____MOTION____SECOND____VOTE____

- h. Update, discussion and possible direction on current and future construction projects.
- i. Discussion regarding the generator project and Restart Funding Program.
- 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.
2. Closed session regarding public employee discipline/dismissal/release in accordance with Government Code Section 54957(b)(1).

OPEN SESSION (Time____)

REPORTS ON ACTION(S) TAKEN IN CLOSED SESSION

ACTION ITEMS

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

Classified:

- a. Haley Jackson, Instructional Aide, class 7, step 2, effective August 10, 2023.
- b. Mayra Padilla, Instructional Aide, class 7, step 1, effective August 10, 2023.
- c. Jennifer Houghton, Instructional Aide, class 7, step 2, effective August 10, 2023.

Certificated:

- d. Michelle Ladcani, Certificated Substitute, effective August 10, 2023.
- e. Alicia Perez-Fortin, column I, step 1, approve placement on a Provisional Internship Permit for Transitional Kindergarten, effective August 7, 2023.

ACTION____MOTION____SECOND____VOTE____

ADJOURNMENT (Time____)

SPECIAL BOARD MEETING

1. President Debbie Hoffman called the meeting to order at 4:14 p.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, Mark McClarren, Justin Younger and Kimberly Tyler.
4. A motion was made by Cody Nissen, seconded by Justin Younger, recommending the agenda be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
5. **Audience with the Board.**

Agenda Items:

No one had business to bring before the Board.

CLOSED SESSION

The Board recessed into closed session at 4:15 p.m. to discuss the following:

1. Closed session regarding matters of personnel/employment all in accordance with Government Code Section 54957.
2. Closed session regarding public employee discipline/dismissal/release in accordance with Government Code Section 54957(b)(1).

OPEN SESSION

The Board reconvened into open session at 4:49 p.m.

REPORT ON ACTION(S) TAKEN IN CLOSED SESSION

No action was taken in closed session.

ACTION ITEMS**ADJOURNMENT**

President Debbie Hoffman declared the meeting adjourned at 4:49 p.m.

Respectfully submitted,



Kathleen Andoe-Nolind
Secretary to the Governing Board

REGULAR BOARD MEETING

1. President Debbie Hoffman called the meeting to order at 5:02 p.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, Mark McClarren, Justin Younger and Kimberly Tyler.

Others present were: Kathleen Andoe-Nolind, Ruthie Anaya, Carlos Aguilar and Rebecca Harvey.
4. A motion was made by Cody Nissen, seconded by Justin Younger, recommending the agenda be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.

5. **Audience with the Board.**

Non-Agenda Items:

No one had business to bring before the Board.

6. **Audience with the Board.**

Agenda Items:

No one had business to bring before the Board.

7. **Tell Me Something Good – Site & Student Recognition**

Transportation Department – Cara Hills

We have two newly licensed bus drivers, Joann Baer and Paul Haymond. Transportation is now fully staffed for the first time in several years. I would also like to acknowledge Joann and Paul for achieving their California Bus Drivers Certificate. California has the strictest rules and regulations for school bus drivers; the training is long and intense.

Preschool Programs – Kimberly Butcher

Helen Wilcox, Palermo and Honcut preschool and toddler students stormed the “Playzeum” in Yuba City this summer! What a wonderful time they had being Jr. Scientists discovering and playing at a variety of play stations. Our bus driver, Mr. Smith, was such a great addition to our preschool team. We appreciate him helping us with extra supervision and lunches.

REGULAR BOARD MEETING

Tell Me Something Good – Site & Student Recognition *(continued)***Summer Camp – Anna Johnson**

Here are some of the wonderful things that have been happening at Session Two of Summer Camp:

- 6th-8th graders exploring and building Lego Robotics
- 5th graders building volume structures and being Pet Detectives
- 4th graders learning how to tie dye and experiencing different hands-on art projects
- 3rd graders making slime
- 2nd graders building 3-D landforms
- 1st graders exploring a variety of projects related to STEM
- Kindergarteners exploring nature through hands-on projects and loads of fun

Mrs. Applegate is even cooking with our 4th-8th graders! They are able to learn how to measure and enjoy foods that they have never had before. Shout out to all of our teachers and staff who are having so much fun with our Summer Camp group!



REGULAR BOARD MEETING**Tell Me Something Good – Site & Student Recognition** (*continued*)**Summer Camp – Kristi Napoli**

The Palermo Summer Camps have been so much fun and wonderful experiences for our Golden Hills 4th and 5th graders! They are learning, having fun and going on field trips! Not only are our students learning, but our staff is learning too! Golden Hills Staff have been participating in professional development all summer long: Just Words, Capturing Kids' Hearts, MTSS, RULERS and more!

Summer Camp – Kimberly Solano

Summer Camps during the June Session at Palermo Middle School were a success! All campers were able to participate in hands-on experiences with robotics/coding, drones, art, photography, culinary, poetry, crafts, and of course, field trips! The end of the session was celebrated with students using their attendance coupons to dunk their teachers/admin in a dunk tank, and our families were invited to see their campers showcase their knowledge in the skills they learned over the camp session. Thank you for this opportunity!

8. Consent Agenda

A motion was made by Cody Nissen, seconded by Justin Younger, recommending the following consent agenda items be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.

Action Items

- a. Minutes of the June 28, 2023 Regular Board Meeting.
- b. Warrants of June 1, 2023 through June 30, 2023, 260320 through 262542, for the amount of \$702,948, Funds 01, 12 & 13.

Reports

- c. Events Calendar.
- d. Staff Development Report – June 2023.
- e. Williams Quarterly Report – April 2023 through June 2023.

9. ITEMS REMOVED FROM CONSENT AGENDA

There were no items removed from the consent agenda.

REGULAR BOARD MEETING

10. **Staff Reports/Business Items**

- a. Carlos Aguilar, Director of Maintenance and Operations, provided the Board with an update regarding the District's energy management system. Per Carlos, the transportation department is prioritizing rate charging their electric buses during off-peak periods, resulting in low energy costs for the District.
- b. A motion was made by Cody Nissen, seconded by Justin Younger, recommending the agreement between the Sutter County Superintendent of Schools and Palermo Union Elementary School District for participation in the Shady Creek Outdoor School Program for Golden Hills School on September 25-28, 2023 be approved (Funding Source: District Lottery). Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
- c. A motion was made by Cody Nissen, seconded by Justin Younger, recommending the agreement between Cloverleaf Family Counseling and Palermo Union Elementary School District from July 1, 2023 through June 30, 2024 in the amount of \$10,625 for Early Childhood Mental Health Consultation (ECMHC) services be approved (Funding Source: Early Head Start Funds). Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
- d. A motion was made by Cody Nissen, seconded by Justin Younger, recommending the Agricultural Career Technical Education Incentive Grant for 2023-2024 be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
- e. A motion was made by Cody Nissen, seconded by Justin Younger, recommending the agreement between Lozano Smith, LLP and Palermo Union Elementary School District for legal services effective July 1, 2023 be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
- f. A motion was made by Cody Nissen, seconded by Justin Younger, recommending the agreement between Creative Imaging and Palermo Union Elementary School District for photography services during the 2023-2024 academic year be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
- g. A motion was made by Cody Nissen, seconded by Justin Younger, recommending the following 2023/2024 Salary Schedules be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
 - o Certificated

REGULAR BOARD MEETING

Staff Reports/Business Items (*continued*)

- Certificated Management
 - Assistant Superintendent of Business Services
 - Classified Management/Confidential
 - Child Development Programs
 - Stipend Schedule
 - Classified
- h. A motion was made by Cody Nissen, seconded by Justin Younger, recommending that Board Resolution 23-08, Education Code 44256(b), Departmentalized Classroom Assignment, be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
- i. A motion was made by Cody Nissen, seconded by Justin Younger, recommending that Board Resolution 23-09, Education Code 44258.3, Departmentalized Classroom Assignment, be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
- j. A motion was made by Cody Nissen, seconded by Justin Younger, to not approve the Breakthrough Coach Foundations Course for two staff members in Watertown, Massachusetts on September 28-29, 2023 (Estimated Cost: \$4,500). Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.
- k. A motion was made by Cody Nissen, seconded by Mark McClarren, recommending the following instructional materials be approved and adopted. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.

SEL Curriculum Adoption 6-8:

- International Foundation for Research and Education for Depression (iFred), *Hopeful Minds*

Note: There has been a 30-day public display period for parent and public input.

- l. A motion was made by Cody Nissen, seconded by Mark McClarren, recommending the following instructional materials be approved and adopted. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.

SEL Curriculum Adoption 4-5:

REGULAR BOARD MEETING**Staff Reports/Business Items** (*continued*)

- Yale Center for Emotional Intelligence, *RULER*

Note: There has been a 30-day public display period for parent and public input.

- m. There were no comments from the California School Employees Association, Bargaining Unit 366.
- n. There were no comments from the Palermo Teachers Association Bargaining Unit (PTA/CTA/NEA).

11. Board Policies and Administrative Regulations

None.

12. Correspondence

None.

13. Superintendent's Reports

None.

14. Board Items

None.

CLOSED SESSION

The Board recessed into closed session at 5:16 p.m. to discuss the following:

1. Matters of student discipline, in accordance with Education Code Sections 48918 and 35146.
2. Matters of personnel/employment, in accordance with Government Code Section 54957.
3. Matters of negotiations with the Palermo Teachers Association (PTA/CTA/NEA) and Classified School Employees Association, Bargaining Unit 366, in accordance with Government Code Section 54957.6, with designated representative Kathleen Andoe-Nolind Superintendent; and matters of negotiations with unrepresented groups, certificated management and classified management/confidential, in accordance with Government Code Section 54957.6, with designated representative Kathleen Andoe-Nolind, Superintendent.

OPEN SESSION

The Board reconvened into open session at 5:20 p.m.

REGULAR BOARD MEETING**REPORT ON ACTION(S) TAKEN IN CLOSED SESSION**

No action was taken in closed session.

ACTION ITEMS

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

Certificated Management:

- a. A motion was made by Cody Nissen, seconded by Justin Younger, to table the appointment and approval of contract for Assistant Superintendent of Administration, Kathleen Andoe-Nolind, effective July 1, 2023 through January 3, 2024. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.

A motion was made by Cody Nissen, seconded by Justin Younger, to appoint Kathleen Andoe-Nolind as Acting Superintendent, effective July 27, 2023. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.

Classified:

A motion was made by Cody Nissen, seconded by Justin Younger, recommending the following personnel items be approved. Debbie Hoffman, Cody Nissen, Mark McClarren, Justin Younger and Kimberly Tyler voted aye. Motion unanimously carried.

- b. Heather Strifler, Instructional Aide – Special Education, class 11, step 2, Helen Wilcox, effective August 10, 2023.
- c. Brittany Elam, Instructional Aide – Indian Education, class 7, step 1, Helen Wilcox, effective August 10, 2023.
- d. Paul Haymond, Instructional Aide, class 16, step 12, Palermo School, effective August 10, 2023.
- e. Paul Haymond, Bus Driver, class 16, step 12, effective August 10, 2023.

ADJOURNMENT

President Debbie Hoffman declared the meeting adjourned at 5:22 p.m.

Respectfully submitted,



Kathleen Andoe-Nolind
Secretary to the Governing Board

Checks Dated 07/01/2023 through 07/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-263438	07/06/2023	SCHOOL EXCESS LIABILITY FUND	01-5450		11,886.21
3005-263439	07/06/2023	AMAZON FULLFILLMENT SERVICES	01-4300		7,956.25
3005-263440	07/06/2023	BETTER DEAL EXCHANGE	01-4300		98.17
3005-263441	07/06/2023	BUTTE CNTY OFFICE OF EDUCATION STDNT HLTH & PREVENTION PROG	01-5200		400.00
3005-263442	07/06/2023	FUNLAND/CALSKATE	01-4300		416.00
3005-263443	07/06/2023	COGENT SOLUTIONS & SUPPLIES	01-4300		36.64
3005-263444	07/06/2023	COMMUNITY PLAYTHINGS	12-4400		9,974.25
3005-263445	07/06/2023	THE DANIELSEN COMPANY	01-4700		932.72
3005-263446	07/06/2023	DANNIS WOLIVER KELLEY	01-5830		1,594.00
3005-263447	07/06/2023	EAGLE ARCHITECTS	01-6210		1,540.00
3005-263448	07/06/2023	CALIFORNIA SECURITY SERVICES	01-5800		390.00
3005-263449	07/06/2023	GOPHER	01-4300	168.87-	
			01-5200	330.00	
			01-5854	149.00	310.13
3005-263450	07/06/2023	HOBBS PEST SOLUTIONS INC	01-5505		135.00
3005-263451	07/06/2023	INNOVATIVE MECHANICAL SOLUTION	12-4400		6,305.25
3005-263452	07/06/2023	LAKESHORE LEARNING MATERIALS	12-4300		737.34
3005-263453	07/06/2023	OFFICE DEPOT	01-4300		416.24
3005-263454	07/06/2023	OTC Brands INC	12-4300		547.32
3005-263455	07/06/2023	PACE ANALYTICAL	01-5503		191.68
3005-263456	07/06/2023	PITNEY BOWES	01-4300	.30	
			01-5600	600.14	600.44
3005-263457	07/06/2023	PRO PACIFIC FRESH CHICO PRODUCE INC	01-4700		835.32
3005-263458	07/06/2023	PRODUCERS DAIRY FOODS	01-4700		488.11
3005-263459	07/06/2023	SOUTH FEATHER WATER POWR AGNCY	01-5503		836.89
3005-263460	07/06/2023	HOME DEPOT PRO	01-4300		53.43
3005-263461	07/06/2023	VERIZON WIRELESS SERVICES	01-5900		618.22
3005-263462	07/06/2023	CAPITAL ONE	01-4700		345.77
3005-263571	07/06/2023	Coleman, Mark E	01-4300		23.46
3005-263572	07/06/2023	Andoe Nolind, Kathleen L	01-5200		77.29
3005-263573	07/06/2023	Borquez, Victor R	01-4300		154.45
3005-263574	07/06/2023	Maturino, Frank L	01-4300		60.36
3005-263575	07/06/2023	Ruff, Angela B	01-4300		189.73
3005-263576	07/06/2023	Thao, Cindy M	01-4300		22.38
3005-263577	07/06/2023	Rodriguez, Ronda L	12-4300		61.05
3005-263578	07/06/2023	Arivett, Elaina M	12-4300	213.64	
			12-5200	114.95	328.59
3005-263579	07/06/2023	Talmadge, Maya M	01-4300		42.39
3005-263580	07/06/2023	Smith, Jonathan T	01-4300	70.31	
			01-5200	68.58	138.89
3005-263581	07/06/2023	Sharp, Christopher R	01-4300		1,200.00
3005-263582	07/06/2023	Solano, Kimberly A	01-4300		318.98

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 1 of 4

Checks Dated 07/01/2023 through 07/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-263583	07/06/2023	Carrillo Lopez, Dulce D	12-4300		131.96
3005-263584	07/06/2023	Butcher, Kimberly A	12-4300		357.97
3005-263585	07/06/2023	Applegate, Kari E	01-4300		323.32
3005-263586	07/06/2023	Mclucas, Rosalie H	01-4300		618.91
3005-263587	07/06/2023	Wanner, Shelley L	12-5200		527.00
3005-263588	07/06/2023	Thao, Houa S	12-4300		19.46
3005-263917	07/11/2023	ACCESS INFORMATION HOLDINGS	01-5504		122.86
3005-263918	07/11/2023	AMAZON FULLFILLMENT SERVICES	01-4300	3,538.20	
			12-4300	291.73	3,829.93
3005-263919	07/11/2023	AT&T	01-5900		277.82
3005-263920	07/11/2023	CA DEPT TAX & FEE ADMIN	01-9580		213.00
3005-263921	07/11/2023	CA DEPT TAX & FEE ADMIN MOTOR PO	01-4309		40.00
3005-263922	07/11/2023	CDW GOVERNMENT	12-4400		12,428.62
3005-263923	07/11/2023	FAIRBANKS PAVING	12-6170		13,250.00
3005-263924	07/11/2023	HELIODORO BAUTISTA	01-4300		1,125.00
3005-263925	07/11/2023	JANUARY GILES	12-5800		1,015.00
3005-263926	07/11/2023	LAKESHORE LEARNING MATERIALS	12-4300		2,670.14
3005-263927	07/11/2023	ORANGE COUNTY DEPT OF ED	01-5200		1,996.00
3005-263928	07/11/2023	PRODUCERS DAIRY FOODS	01-4700		273.02
3005-263929	07/11/2023	RALEYS - IN STORE CHARGE	01-4300		104.06
3005-263930	07/11/2023	SCHOOLWORKS INC	25-5800		7,400.00
3005-263931	07/11/2023	MICHAEL BUTLER SIERRA WATER UTILITY	01-5503		174.10
3005-263932	07/11/2023	THE CATCH IT QUICK JUGGLER MICHAEL TAYLOR	01-5800		265.00
3005-263933	07/11/2023	THE GEWEKE COMPANY	01-6400		110,260.64
3005-264311	07/13/2023	US BANK EQUIPMENT FINANCE	01-5602	5,090.32	
			12-5602	391.56	5,481.88
3005-264312	07/13/2023	US BANK	01-4300	3,225.24	
			01-5200	4,045.17	
			01-5810	1,277.61	
			01-5840	1,124.06	
			12-4300	1,239.41	
			12-5800	105.11	11,016.60
3005-264610	07/18/2023	PLAYZEUM YUBA-SUTTER	12-5810		700.00
3005-264611	07/18/2023	THE GEWEKE COMPANY	01-6400		3,000.00
3005-264612	07/18/2023	ACME TOILET RENTALS	01-4300		396.40
3005-264613	07/18/2023	AT&T	01-5900		1,831.12
3005-264614	07/18/2023	BOWLERO CHICO	01-4300		599.40
3005-264615	07/18/2023	BUTTE COUNTY SHERIFFS OFFICE	01-5853		39.00
3005-264616	07/18/2023	EVERYCHILD CALIFORNIA	12-5200		258.00
3005-264617	07/18/2023	DEL MAR RENTALS AND LANDSCAPE SUPPLY	12-4300		99.00
3005-264618	07/18/2023	DEPARTMENT OF JUSTICE ACCOUNT OFFICE	01-5853		277.00

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 2 of 4

Checks Dated 07/01/2023 through 07/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-264619	07/18/2023	FLIPPEN GROUP CAPTURING KIDS HEARTS	01-5200		600.00
3005-264620	07/18/2023	LEARNING GENIE	12-5854		5,285.00
3005-264621	07/18/2023	OUTDOOR CREATIONS INC	12-4400		4,697.55
3005-264622	07/18/2023	PAYLESS BUILDING SUPPLY	01-4300		1,171.97
3005-264623	07/18/2023	REALLY GOOD STUFF	01-4300		987.35
3005-264624	07/18/2023	RECOLOGY BUTTE COLUSA COUNTIES	01-5504		1,546.04
3005-264625	07/18/2023	SAVE MART SUPERMARKETS	01-4300		79.43
3005-264626	07/18/2023	T-MOBILE	01-5900		585.80
3005-264627	07/18/2023	TRACTOR SUPPLY CREDIT PLAN	01-4300		32.45
3005-264628	07/18/2023	BOYS AND GIRLS CLUB NORTH VALL EY	01-5800		1,250.63
3005-264869	07/20/2023	Andoe Nolind, Kathleen L	01-4300		154.91
3005-264870	07/20/2023	Hoffman, Kevin W	01-4300		14.06
3005-264871	07/20/2023	Applegate, Kari E	01-4300		705.15
3005-264872	07/20/2023	Rethaford, Richard R	01-4300		49.06
3005-265556	07/27/2023	Smith, Jonathan T	01-5200		109.65
3005-265557	07/27/2023	Applegate, Kari E	01-4300		404.94
3005-265558	07/27/2023	Juarez, Anthony	01-5200		52.34
3005-265559	07/27/2023	ADVANTAGE THERAPY SERVICES HALEY WILLIS	01-8677		1,935.36
3005-265560	07/27/2023	AMAZON FULLFILLMENT SERVICES	01-4300	4,230.07	
			12-4300	2,179.49	6,409.56
3005-265561	07/27/2023	CALIFORNIA ASSOCIATION OF BUSINESS OFFICIALS	01-5300		4,975.00
3005-265562	07/27/2023	CATAPULTK12	01-5854		2,497.50
3005-265563	07/27/2023	EVERYCHILD CALIFORNIA	12-5300		625.00
3005-265564	07/27/2023	CDW GOVERNMENT	01-4300	1,414.29	
			01-4400	516.54	1,930.83
3005-265565	07/27/2023	CHICO STATE LIVESTOCK JUDGING CLAY CARLSON	01-5800		1,000.00
3005-265566	07/27/2023	CALIFORNIA SCHOOL BOARDS ASSOC	01-5300		12,806.00
3005-265567	07/27/2023	THE DANIELSEN COMPANY	01-4700		828.17
3005-265568	07/27/2023	DANNIS WOLIVER KELLEY	01-5830		640.00
3005-265569	07/27/2023	IMAGINE LEARNING	01-5854		24,040.00
3005-265570	07/27/2023	FRONTLINE EDUCATION	01-5854		5,606.87
3005-265571	07/27/2023	GALLERY INTERIORS	12-4400		6,489.30
3005-265572	07/27/2023	PACIFIC GAS AND ELECTRIC CO	01-5502		30,276.68
3005-265573	07/27/2023	PGE CFM/PPC DEPARTMENT	01-4300		11,137.52
3005-265574	07/27/2023	PRO PACIFIC FRESH CHICO PRODUCE INC	01-4700		1,142.75
3005-265575	07/27/2023	PRODUCERS DAIRY FOODS	01-4700		295.07
3005-265576	07/27/2023	RAPTOR FIRE PROTECTION RYAN KIRKPATRICK	01-4300		3,414.98
3005-265577	07/27/2023	STATE THEATRE ARTS GUILD	01-5810		330.00
3005-265578	07/27/2023	STERLING DEARMOND	01-5800		1,475.00

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 3 of 4

Checks Dated 07/01/2023 through 07/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
			Total Number of Checks	108	<u>366,967.08</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	86	288,851.98
12	ChildDevelopmentFund	25	70,715.10
25	CapitalFacilitiesFund	1	7,400.00
Total Number of Checks		108	366,967.08
Less Unpaid Tax Liability			.00
Net (Check Amount)			<u>366,967.08</u>

Events Calendar

-Palermo Union Elementary School District-

<u>Date</u>	<u>Event</u>	<u>Location</u>	<u>Time</u>
August 10, 2023	First Day of School	All Sites	N/A
August 23, 2023	Regular Board Meeting	District Board Room	5:00 pm
September 4, 2023	Labor Day <i>(No students, teachers or staff)</i>	N/A	N/A
September 27, 2023	Regular Board Meeting	District Board Room	5:00 pm
October 2-6, 2023	Intercession <i>(No students, teachers or 10 month employees)</i>	N/A	N/A
October 11, 2023	Regular Board Meeting	District Board Room	5:00 pm
October 25, 2023	Regular Board Meeting	District Board Room	5:00 pm
November 8, 2023	Regular Board Meeting	District Board Room	5:00 pm
November 10, 2023	Veteran's Day <i>(No students, teachers or staff)</i>	N/A	N/A
November 20-24, 2023	Thanksgiving Break <i>(No students, teachers or 10 month employees)</i>	N/A	N/A
November 23-24, 2023	Thanksgiving Holiday <i>(No students, teachers or staff)</i>	N/A	N/A
December 13, 2023	Regular Board Meeting	District Board Room	5:00 pm
December 25-29, 2023	Christmas Break <i>(No students, teachers or 10 month employees)</i>	N/A	N/A
December 25-26, 2023	Christmas Holidays <i>(No students, teachers or staff)</i>	N/A	N/A

		Funding: 4035	\$320.00
Fundations Level K			
Donat			
07/17/23			
	Virtual		
		Funding: 4035	\$320.00
Providing Solutions			
Tuft, Solano, Napoli			
10/9-10/11/23			
	City of Industry, CA		
		Funding: 6266	\$4511.41
K-8 Ag Teacher Community of Practice			
Thomas			
9/16/23, 11/15/23, 2/7/24, 4/10/24			
	Kings County Office of Ed		
		Funding: 6388	\$1173.59
ServSafe			
Vannetta			
TBD			
	Virtual		
		Funding: 5310	\$179.00

Month 6/1/23-6/30-23						
Account Name	BEG BAL	RECEIPTS	DISBURSMENTS	TRANSFERS	SERVICE	ENDING BAL
102 PAL ST BODY	\$9,560.68				(\$3.20)	\$9,557.48
202 SPORTS	\$836.07	\$16.00				\$852.07
203 Boys Bball	\$1,076.91	\$240.00	(\$299.70)			\$1,017.21
204 Girls Bball	\$100.81					\$100.81
205 REFEREE	\$612.90					\$612.90
300 Yearbook	\$7,765.85	\$150.00	(\$3,144.57)			\$4,771.28
402 PAL LIBRARY	\$1,156.25					\$1,156.25
502 BAND	\$3,326.80	\$1,300.00				\$4,626.80
505 DRILL TEAM	\$303.01					\$303.01
506 6TH GRADE	\$3,442.01					\$3,442.01
507 7TH GRADE	\$1,710.48		(\$500.00)			\$1,210.48
509 8TH GRADE	\$383.29	\$589.00	(\$357.74)			\$614.55
511 CLUB LIVE	\$1,712.01	\$2,333.00	(\$62.76)			\$3,982.25
512 CHESS CLUB	\$680.44					\$680.44
513 FFA	\$5,955.05	\$30.00	(\$2,158.84)			\$3,826.21
514 Floral	\$1,483.74		(\$1,714.66)			(\$230.92)
	\$40,106.40					\$36,522.83

AGREEMENT FOR SPECIAL SERVICES BETWEEN LOCAL EDUCATION AGENCIES

This Agreement for Services ("Agreement") is made and entered into as of July 24, 2023 by and between the **Butte County Office of Education** ("BCOE") and **Palermo Union Elementary School District** ("AGENCY"), (together, "Parties").

The terms of this Agreement are as follows:

1. **Purpose.** The duties, obligations and agreements to provide the services under this Agreement are set forth in the attached **Exhibit "A"** ("Services").
2. **Term.** Services shall commence on **July 1, 2023** and will continue until **June 30, 2024** unless this Agreement is terminated and/or otherwise cancelled prior to that time.
3. **Payment.** Compensation shall be as set forth in **Exhibit "B"** as the proposed fee for Services.
4. **Termination.** Either party may, at any time, with or without reason, terminate this Agreement with a reasonable explanation. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.
5. **Additional Services.** In the event either Party requires services from the other Party in addition to those set forth in this Agreement, the Party requiring additional services shall compensate the other Party for costs incurred by those additional services. If either Party believes that additional services are necessary or desirable, that Party shall submit a written description of the additional services to the other Party, along with the reasons the additional services are required or reasonable, and the specific cost of the additional services. Such services shall be performed only after both Parties agree in writing to proceed with the additional services.
6. **Indemnification.** The AGENCY agrees to indemnify, defend, and hold harmless BCOE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on BCOE arising out of the AGENCY's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of BCOE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless BCOE under this Agreement, the AGENCY shall reimburse BCOE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The AGENCY shall seek BCOE approval of any settlement that could adversely affect the BCOE, its officers, agents or employees.

The BCOE agrees to indemnify, defend, and hold harmless AGENCY, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on AGENCY arising out of the BCOE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of AGENCY, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless AGENCY under this Agreement, the BCOE shall reimburse AGENCY for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The BCOE shall seek AGENCY approval of any settlement that could adversely affect the AGENCY, its officers, agents or employees.

7. **Insurance.** Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business.

8. **Anti-Discrimination.** It is the policy of the BCOE that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore Program Region agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.
9. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
10. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

If to BCOE:

Butte County Office of Education
 Attn: Jeanette Spencer
 1859 Bird Street
 Oroville, CA 95965
 Email: jspencer@bcoe.org

If to AGENCY:

Palermo Union Elementary School
 District
 Attn: Kathleen Andoe-Nolind
 7390 Bulldog Way
 Palermo, CA 95968
 Email: kandoe@palermok8.org

Any notice personally given or sent by email transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
12. **Assignment.** The obligations and/or interests of either party under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.
13. **Arbitration.** The Parties agree that should any controversy or claim arise out of or relating to this Agreement they will first seek to resolve the matter informally for a reasonable period of time not to exceed forty-five (45) days. If the dispute remains, it shall be subject to mediation with a mediator agreed to by both parties and paid for by both parties, absent an agreement otherwise. If after mediation there is no resolution of the dispute, the parties agree to resolve the dispute by binding arbitration administered by the American Arbitration Association ("AAA") in accordance with its Commercial Arbitration Rules, and judgment on an arbitrator's award may be entered in any court having jurisdiction thereof.
 - a. The Parties shall select one arbitrator pursuant to the AAA's Commercial Arbitration Rules.

- b. The arbitrator shall present a written, well-reasoned decision that includes the arbitrator's findings of fact and conclusions of law. The decision of the arbitrator shall be binding and conclusive on the Parties.
 - c. The arbitrator shall have no authority to award punitive or other damages not measured by the prevailing Party's actual damages, except as may be required by statute. The arbitrator shall have no authority to award equitable relief. Any arbitration award initiated under this clause shall be limited to monetary damages and shall include no injunction or direction to either Party other than the direction to pay a monetary amount. As determined by the arbitrator, the arbitrator shall award the prevailing Party, if any, all of its costs and fees. The term "costs and fees" includes all reasonable pre-award arbitration expenses, including arbitrator fees, administrative fees, witness fees, attorney's fees and costs, court costs, travel expenses, and out-of-pocket expenses such as photocopy and telephone expenses. The decision of the arbitrator is not reviewable, except to determine whether the arbitrator complied with sections (b) and (c) of this section.
14. **COVID-19 Acknowledgement.** AGENCY recognizes and understands that guidance on how to protect oneself from the COVID-19 virus and how to avoid spreading the virus to others, is available at <https://www.cdc.gov/coronavirus/2019-ncov/index.html> and through federal, local, and state recommendations and/or regulations. AGENCY understands that this guidance can change, and that AGENCY has a responsibility to stay abreast of the changing information found on these COVID-19 guidance resources. AGENCY is encouraged to follow their district's protocols and have enough school-appropriate cleaning supplies to continuously disinfect the equipment in accordance with California Department of Public Health (CDPH) guidance.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
19. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
20. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that

party or its legal representative drafted such provision, and this Agreement shall be construed as being jointly prepared by the Parties.

- 21. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
- 22. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 23. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date(s) indicated below.

BCOE:

Dated: _____

BUTTE COUNTY OFFICE OF EDUCATION

Signed By: _____

Print Name: Mary Sakuma

Title: Superintendent

AGENCY:

Dated: _____

PALERMO UNION ELEMENTARY SCHOOL

DISTRICT

Signed By: _____

Print Name: Kathleen Andoe-Nolind

Title: Superintendent

Exhibit "A"
Scope of Services

Social & Emotional Learning (SEL) Focal School Activities:

Butte COE will provide \$10,000 for each year of the two-year commitment for Palermo Union Elementary School District's participation with selected site, Palermo Middle School. This Agreement is written for Year 2, spanning July 1, 2023 through June 30, 2024. Additional funding, upon approval, is available for the SEL Focal School to enhance their SEL implementation. Exact SEL need and funding amount allotted to be collaboratively agreed upon by LEA/SEL Focal School and Butte COE.

- Includes a two-year commitment (through June 30, 2024); Year 1 (2022-23) will begin July 1, 2022; Year 2 (2023-24) will begin July 1, 2023
- Promote school-wide understanding and implementation of Social and Emotional Learning
- Commit to 1-2 consultations or check-ins per month w/ a designated SEL Lead/or Team
- Regular participation in quarterly Butte SEL Community of Practice
- Systemic SEL (CASEL) Assessment completed by SEL team to guide work
- Commitment to engage in continuous improvement cycles
- Collect and submit data for program evaluation including survey completion by students, staff (with 80% completion rate), and possibly families; provision of consent forms as needed for survey completion; and data sharing with UC Berkeley Data Team per grant expectations
- For the full scope of deliverables related to the Cal Hope Grant and Butte SEL Focal Schools, see MOU [here](#) from the Sacramento County Office of Education.

Allowable Expenditures include but are not limited to:

- Purchase of Social and Emotional Learning curriculum and/or materials and supplies
- Professional Learning opportunities for staff
- Substitute teacher costs due to implementation or PL activities
- Stipends or Extra hours accrued due to participation and implementation activities
- Other viable expenses utilized to promote broader understanding and implementation of Social and Emotional Learning

Exhibit "B"
Grant Allocation

When all grant activities are completed and no later than June 30, 2024, Agency will submit the following to Sandra Azevedo, saazeved@bcoe.org and Martha Waugh, mwaugh@bcoe.org:

- Ensure all required assessments, surveys, documentation have been received by BCOE and/or UC Berkeley.
- Please include a General Ledger report with the invoice for grant expenditures of \$20,000; plus, any additional expenses collaboratively determined to be funded by the SEL Focal School funds.

BCOE will release payment to agency within 30 days upon receipt of invoice.

July 13, 2023

Dear Michael,

Congratulations on your acceptance into the Sacramento County Office of Education's *Clear Administrative Services Credential Program (CASCP)*.

This two-year comprehensive program focuses on leadership development that is customized, job-embedded, and designed around the California Leadership Standards (CPSELs). The combination of Applied Practicums, selected workshops within each CPSEL, and the support from your coach will guide the work of your Individual Induction Plan.

Below are THREE important "next steps" we need you to complete prior to our first meeting with you and your CASCP coach on **Tuesday, August 22, 2023, from 4:00 – 7:00 p.m.** This meeting will be held virtually via Zoom. The link will be emailed closer to the event date.

STEP 1: Confirm Acceptance to the Program

Please complete and submit the attached Acceptance Confirmation Form by the end of the business day on **Friday, July 28, 2023**.

If you have decided not to participate in the Clear Administrative Services Credential Program, please email us at leadershipinstitute@scoe.net to let us know.

Once the Institute has received your Acceptance Confirmation Form, your Induction period begins and the *Moving Leadership Standards into Everyday Work: Description of Practice* assessment booklet will be mailed to you along with instructions on how to complete this online requirement.

You will also be assigned a CASCP coach. This process includes a review of your application and job duties to help ensure you are matched with an experienced coach who will best support you in your leadership development. The Institute has a pool of coaches from the entire Capital Region. The coach is selected based on your position, district, and their background and expertise. Coaches are assigned prior to the Orientation.

STEP 2: Payment for the Clear Administrative Services Credential Program

There are various payment options, but please note that **at least one payment must be received before beginning the program**. Please see options/details and due dates below:

Option 1 – Participants may pay the \$8,000.00 fee in full.

Please make checks/money orders payable to the Sacramento County Office of Education and indicate *Leadership Institute: CASCP* on the memo line.

Submit payment to the following address on or before **August 15, 2023**:

Sacramento County Office of Education
ATTN: Leadership Institute
P.O. Box 269003
Sacramento, CA 95826-9003

Option 2 – Participants may pay the \$8,000.00 in two, \$4,000.00 installments. The first payment is due on or before **August 15, 2023 (Year 1)**, and the second payment is due on or before **August 15, 2024 (Year 2)**.

Please make checks/money orders payable to the Sacramento County Office of Education and indicate *Leadership Institute: CASCP* on the memo line.

Submit payment to the following address on or before **August 15, 2023**:

Sacramento County Office of Education
ATTN: Leadership Institute
P.O. Box 269003
Sacramento, CA 95826-9003

Option 3 – Participants may pay the \$8,000.00 in four, \$2,000.00 installments. The first payment is due on or before **August 15, 2023 (Year 1)**, the second payment is due on or before **February 15, 2024 (Year 1)**, the third payment is due on or before **August 15, 2024 (Year 2)**, and the final payment is due on or before **February 15, 2025 (Year 2)**.

Please make checks/money orders payable to the Sacramento County Office of Education and indicate *Leadership Institute: CASCP* on the memo line.

Submit payment to the following address on or before **August 15, 2023**:

Sacramento County Office of Education
ATTN: Leadership Institute
P.O. Box 269003
Sacramento, CA 95826-9003

Option 4 and 5 – Participants may be eligible to have their district/site pay for the cost of the program in one payment (Option 4) or two (Option 5). It is the participant’s obligation to check with their Human Resources department to see if this is an option. If approved, the district will be invoiced for the amount listed on the CASCP Acceptance Confirmation Form upon acceptance into the program.

Option 6 – Participants may apply for an \$8,000.00 Special Curriculum Loan through SchoolsFirst Financial Credit Union. All paperwork for the loan must be completed by **August 15, 2023**.

For more information, please contact:
SchoolsFirst Financial Credit Union
Website: <https://www.schoolsfirstfcu.org/curriculum>
Phone: 1-800-462-8328
Or visit a branch location

Option 7 – Participants may apply for a loan for the full tuition amount of \$8,000 through Sallie Mae Education Loan Program. Please note, SCOE will only approve loans in the amount of \$8,000 or less. Loan applications above \$8,000 will only be approved at the tuition rate of \$8,000.

For more information, please contact:
Sallie Mae Educational Loan Program
Website: <https://ww2.salliemae.com/student-loans/>
Contact: Sara vanNeerden
Email: Sara.vanNeerden@salliemae.com
Phone: (302) 561-2323

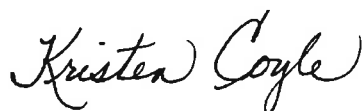
STEP 3: Mark Your Calendar!

Our first meeting with you, your CASCP coach, and the Institute staff will take place at the Orientation for the Induction Competency Plan that is scheduled on **Tuesday, August 22, 2023, from 4:00 – 7:00 p.m.**

This will be held virtually via Zoom. A link to the meeting will be provided closer to the event date. The Orientation will begin at 4:00 p.m. and will conclude at 7:00 p.m.

Thank you in advance for your attention to these important details.

Again, congratulations and welcome!



Kristen Coyle
Director, Leadership Institute
Sacramento County Office of Education

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden Hills Elementary School 2023-2024	04615230110510		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement
- Additional Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Golden Hills Eagles grow together, learn with passion, act with kindness, and change the world!

Vision: Golden Hills is a learning focused school that ensures that every student ends the year having acquired the essential skills, knowledge and behaviors required for success!

Golden Hills plan is to meet each individual student's needs: academically, behaviorally and socially emotionally through a Multi Tier System of Support. Staff uses targeted timely interventions to ensure students will learn the targeted essential standards.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 7
- Educational Partner Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - CAASPP Results..... 13
 - ELPAC Results 17
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 29
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1..... 34
 - Goal 2..... 40
 - Goal 3..... 45
 - Goal 4..... 52
 - Goal 5..... 54
- Budget Summary 55
 - Budget Summary 55
 - Other Federal, State, and Local Funds 55
- Budgeted Funds and Expenditures in this Plan 56
 - Funds Budgeted to the School by Funding Source..... 56
 - Expenditures by Funding Source 56
 - Expenditures by Budget Reference 56
 - Expenditures by Budget Reference and Funding Source 57
 - Expenditures by Goal 57
- School Site Council Membership 58
- Recommendations and Assurances 59

Instructions.....60
 Instructions: Linked Table of Contents.....60
 Purpose and Description.....61
 Educational Partner Involvement61
 Resource Inequities61
Goals, Strategies, Expenditures, & Annual Review62
 Annual Review63
 Budget Summary64
 Appendix A: Plan Requirements66
 Appendix B:.....69
 Appendix C: Select State and Federal Programs71

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder surveys: teachers, families and students.

A school climate survey was given to students in April 2023. The results for students who scored often or always in percents are as follows:

I like school: 73%

I feel like I do well in school: 78%

My school wants me to do well: 95%

My school has clear expectations for behavior: 87%

Teachers treat me with respect: 88%

Good behavior is noticed at my school: 69%

I feel safe at school: 87%

Students treat each other well: 57%

There is an adult at my school who will help me if I need it: 93%

Students in my class behave so that the teachers can teach: 53%

A school climate survey was given to staff in April, 2023. Some of the results for strongly or somewhat agree in percentages are as follows:

I feel supported by other teachers at my school: 95%

I get along well with other staff members at my school. 93%

I feel like I am an important part of my school. 87%

I enjoy working in teams (grade level, content) at my school 94%

I feel like I fit in among other staff members at my school. 100%

I feel connected to the teachers at my school. 82%

Teachers at my school frequently recognize students for good behavior. 100%

Teachers at my school have high standards for achievement. 94%

My school promotes academic success for all students. 94%

All students are treated fairly by the adults at my school. 88%

Teachers at my school treat students fairly regardless of race, ethnicity, or culture. 100%

Teachers at my school work hard to make sure that students do well. 100%

I feel safe at my school. 82%

Teachers at my school keep their classrooms clean and organized. 100%

Teachers make an effort to keep the school building and facilities clean. 100%

Students at my school would help another student who was being bullied. 88%

Students at my school get along well with each other. 88%

Students at my school treat each other with respect. 69%

Students at my school show respect to other students regardless of their academic ability. 88%

Parents at my school attend PTA meetings and parent conferences. 49%

At my school, parents frequently attend school activities. 68%

A survey to our English Learners showed the majority of the families feel their student is safe, they feel welcome on campus, and feel supported.

A school climate survey was given to families in April, 2023. Some of the results for strongly or somewhat agree in percentages are as follows:

Teachers at my student's school have high standards for achievement. 100%

Teachers at my student's school work hard to make sure that students do well. 97%

Teachers at my student's school promote academic success for all students. 97%

My student's school sets clear rules for behavior. 93%

My student feels safe at school. 94%

My student feels safe going to and from school. 96%

School rules are consistently enforced at my student's school. 92%

School rules and procedures at my student's school are fair. 93%

My student feels successful at school. 93%

My student is frequently recognized for good behavior. 90%

I feel comfortable talking to teachers at my student's school. 98%

Staff at my student's school communicate well with parents. 96%

I feel welcome at my student's school. 100%

All students are treated fairly at my student's school. 90%

Teachers at my student's school treat all students with respect. 96%

My student's school building is well-maintained. 100%

Teachers at my student's school keep their classrooms clean and organized. 100%

I attend parent/teacher conferences at my student's school. 93%

I am actively involved in activities at my student's school. 94%

I frequently volunteer to help on special projects at my student's school. 65%

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The contractual agreement for classroom observations when an evaluation is required is a minimum of two formal observations that shall be a minimum of thirty minutes each. In addition to the formal observation, the evaluator shall informally observe the employee at other times during each evaluation year. Informal observations occur daily with administration providing immediate feedback to faculty and staff regarding observations. From these observations teachers are using direct instruction with small and whole group instruction, student collaboration, hands- on learning and students are engaged.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP and Iready data will be analyzed to determine if as a school we making overall growth as well as growth in sub groups. IReady and formative assessments will be used to determine timely targeted interventions based on essential standards. With the analyzed data the site will incorporate different strategies to best address student needs. All students will have access to Common Core standards from California adopted programs in Math and Language Arts. All students will be assigned an intervention class based on individual student data. English learners will be in an EL intervention class focusing on the acquisition of the English language. I-Ready diagnostic and growth monitoring will be given through-out the year, interventions will be reviewed and changed based off of student data. All students can access the Learning Center every afternoon for extra support. Resource teachers will be providing support for students with IEP's and 504 plans. I-Ready learning modules will be monitored and concepts will be re-taught as needed. Intervention teachers will push in for math interventions and teach Just Words Reading groups for reading intervention.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In weekly Professional Learning Community meetings and teacher meetings staff will analyze student data. Teachers will look at the student assessment data to determine interventions targeting essential standards. As students progress their interventions will change to best address their specific need. Through a continuous cycle of improvement staff will address the needs of each individual student for student success.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Golden Hills has 100% of the teachers meeting the requirement for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Golden Hills has sufficient credentialed teacher, 100%. All teachers will have access to professional development in areas of needs. Professional Development from Benchmark Advance will be provided. Professional development on the implementation of Professional Learning Communities, student behaviors and cultural bias/responses will be provided.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development will be provided based off of student data: CAASPP test results, formative assessments and I-Ready scores. Professional Development in Kagan Cooperative Learning, Capturing Kids Hearts and Just Words. Professional development and coaching will be provided to enhance and support the PLC process.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There will be ongoing support for all teachers. The teachers have weekly Professional Learning Community meetings, plus 4 additional days. New teacher induction programs will be ongoing to best support our new teacher. Golden Hills is contracting with Butte County Office of Education Coordinated District Support Division to provide instruction assistance and support for faculty, staff and administration throughout the course of the academic year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers will meet in grade level PLC teams each week to collaborate, analyze student data and share best teaching practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is aligned to content standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are met: Language Arts block is 80 minutes per day, plus a 25 minute LA intervention/ extension block. Math block is one hour per day with a bonus 30 minute intervention class targeting mastery of math essential standards.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

After analyzing student data students will be placed in support/ intervention math classes for a 35 minute block each day. The intervention classes are flexible and based on student needs in mastering the target essential standards. . Staff will analyze data frequently, timely and make changes to address students individual needs. In reading a intervention teacher will teach Just Words as a tier 2 intervention to all students in need. Barton's Reading program will be taught 30 minutes to students who need tier 3 intervention in reading.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to textbooks, chrome books and to content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted curriculum are available to all students. Math adoption is My Math. Language Arts adoption is Benchmark Advance. Social Studies curriculum is Savvas, My World. , Science curriculum is TWIG.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade level teams will analyze grade level standards and determine essential standards. A structured timely targeted intervention will be available for all students whether it is reteaching, extension etc.. A focus on tier 1 strategies to teach the curriculum will be discussed routinely at PLC and staff meetings. All teachers differentiate instruction to all students to address the individual students needs, this will ensure underperforming students will be taught grade level standards, as well as interventions as needed to achieve success. Underperforming students will work with certificated teachers as well as paraprofessionals and have daily access to the Learning Center.

Evidence-based educational practices to raise student achievement

Weekly professional development is provided from the book: Reading and Writing Instruction for Fourth & Fifth Grades: Classrooms in a PLC at work. These strategies include: the value of the PLC process, setting learning expectations, assessment options for literacy, designing a learning progression, etc.. Staff will examine John Hattie's research to develop the systematic use of evidence based practices Teachers teach in whole group and small groups. Students work together and collaborate to create, design and present projects.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families are always encouraged to volunteer and we have a Parent Teacher Group that provides resources as needed. Butte County Office of Education provides several resources for our students: regional programs and McKinney Vento. Victor provides counseling for students. Behavioral Health provides support. The University of California, Cal Fresh Nutrition education provides lessons and events at the school.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council meetings, School wide Title 1 meetings, ELAC/DLAC meetings, Indian education meetings, LCAP meetings and District Leadership team meetings provide input for parents, community representatives, school personnel to help plan, implement and evaluate the Con App programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by ConApp programs include paraprofessionals, tutoring, EI resources/ instruction, bilingual aide, Indian Education in class assistance and professional development. Title 1 paraprofessionals and after school development, Title 2 Professional development funds, Title 3 English Learners, Title 6 Indian Education services.

Fiscal support (EPC)

District office provides fiscal support, monitors budgets and ensures compliance for all regulations for categorical programs. District office assists in developing the LCAP

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Golden Hills Elementary Staff, Palermo Union District Leadership team, School Site Council and parent surveys are used look at data to develop the SPSA. Data from enrollment and the data dashboard are used to make decisions around school improvement. The School Site Council meet 4 times a year to analyze data to determine strengths and areas of growth. The Palermo Union Administration Leadership team meets monthly to review data. The Golden Hills staff have ongoing meeting to determine school improvement goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource Inequities for Golden Hills Elementary School were reflected in data analysis by all stakeholders. This analysis included a need for defining essential grade level standards, planning/ providing targeted and timely instruction on the essential grade level standards. All students will have access to grade level standards and 100% of students will receive interventions in math and reading. Extra support and professional development for all teachers will be provided in to support literacy for all students and in particular English Learners.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	4.0%	3.76%	4.47%	10	10	11
African American	0.8%	0.75%	0.41%	2	2	1
Asian	2.0%	2.63%	5.28%	5	7	13
Filipino	%	%	0%		0	0
Hispanic/Latino	29.1%	31.95%	34.96%	73	85	86
Pacific Islander	%	%	0.41%		0	1
White	52.6%	45.86%	39.84%	132	122	98
Multiple/No Response	6.8%	12.41%	12.6%	17	33	31
	Total Enrollment			251	266	246

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 4	131	135	120
Grade 5	120	131	126
Total Enrollment	251	266	246

Conclusions based on this data:

1. Overall enrollment decreased this past year.
2. The Asian student population and the multiple races or no response has increased
3. The white population has decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	31	32	38	12.4%	12.0%	15.4%
Fluent English Proficient (FEP)	9	14	12	3.6%	5.3%	4.9%
Reclassified Fluent English Proficient (RFEP)	2			6.5%		

Conclusions based on this data:

1. The number of EL students has increased. The number of Fluent English Proficient has decreased.
2. The number of students reclassified has increased from 9 students reclassified in 20/21 to 12 in 22/23.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*				
Grade 4	133	135		0	129		0	129		0.0	95.6	
Grade 5	121	131		0	121		0	121		0.0	92.4	
All Grades	254	267		0	251		0	251		0.0	94.0	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 4		2427.			11.63			19.38			23.26			45.74	
Grade 5		2447.			9.09			23.97			16.53			50.41	
All Grades	N/A	N/A	N/A		10.36			21.51			20.32			47.81	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		*			*			*			*	
Grade 4					9.30			65.89			24.81	
Grade 5					10.74			57.85			31.40	
All Grades					9.96			62.15			27.89	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		*			*			*		
Grade 4					3.88			52.71		43.41
Grade 5					9.92			45.45		44.63
All Grades					6.77			49.00		44.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		4.65			82.95			12.40	
Grade 5		6.61			66.12			27.27	
All Grades		5.58			74.90			19.52	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		6.98			72.09			20.93	
Grade 5		9.92			57.85			32.23	
All Grades		8.37			64.94			26.69	

Conclusions based on this data:

1. In 21-22 the at or near standard is combined together, almost 10 percent are above standard in reading.
2. In 21-22 less than 10 percent of students are above standard in Reading Writing, Listening, Research/Inquiry.
3. The fifth graders scored higher than the fourth grade in above standard in all: Reading Writing, Listening, Research/Inquiry in 21-22.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	133	135		0	129		0	129		0.0	95.6	
Grade 5	121	131		0	121		0	121		0.0	92.4	
All Grades	254	266		0	250		0	250		0.0	94.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		2428.			3.88			13.95			41.09			41.09	
Grade 5		2431.			5.79			9.92			24.79			59.50	
All Grades	N/A	N/A	N/A		4.80			12.00			33.20			50.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		5.43			48.84			45.74	
Grade 5		4.96			38.84			56.20	
All Grades		5.20			44.00			50.80	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		2.33			56.59			41.09	
Grade 5		6.61			38.02			55.37	
All Grades		4.40			47.60			48.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		6.98			55.04			37.98	
Grade 5		4.13			47.11			48.76	
All Grades		5.60			51.20			43.20	

Conclusions based on this data:

1. In 21-22, Concepts & Procedures, Problem Solving & Modeling/Data Analysis, Communicating Reasoning were all under 10 % in percent above standard.
2. In 21-22, 16.8 % of all students were at or above standard in overall math

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	1490.1	1515.1		1488.6	1530.3		1491.3	1499.5		15	17	
5	1523.5	1516.0		1527.1	1520.4		1519.4	1511.1		13	17	
All Grades										28	34	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	0.00	29.41		40.00	29.41		40.00	29.41		20.00	11.76		15	17	
5	23.08	11.76		30.77	47.06		38.46	35.29		7.69	5.88		13	17	
All Grades	10.71	20.59		35.71	38.24		39.29	32.35		14.29	8.82		28	34	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	26.67	41.18		40.00	47.06		20.00	0.00		13.33	11.76		15	17	
5	23.08	41.18		69.23	47.06		0.00	5.88		7.69	5.88		13	17	
All Grades	25.00	41.18		53.57	47.06		10.71	2.94		10.71	8.82		28	34	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	0.00	5.88		13.33	23.53		40.00	41.18		46.67	29.41		15	17	
5	0.00	0.00		15.38	17.65		69.23	47.06		15.38	35.29		13	17	
All Grades	0.00	2.94		14.29	20.59		53.57	44.12		32.14	32.35		28	34	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	33.33	58.82		60.00	29.41		6.67	11.76		15	17	
5	15.38	5.88		76.92	88.24		7.69	5.88		13	17	
All Grades	25.00	32.35		67.86	58.82		7.14	8.82		28	34	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	20.00	41.18		60.00	47.06		20.00	11.76		15	17	
5	76.92	81.25		15.38	12.50		7.69	6.25		13	16	
All Grades	46.43	60.61		39.29	30.30		14.29	9.09		28	33	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	0.00	5.88		60.00	64.71		40.00	29.41		15	17	
5	0.00	11.76		84.62	52.94		15.38	35.29		13	17	
All Grades	0.00	8.82		71.43	58.82		28.57	32.35		28	34	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	0.00	11.76		73.33	64.71		26.67	23.53		15	17	
5	0.00	5.88		92.31	70.59		7.69	23.53		13	17	
All Grades	0.00	8.82		82.14	67.65		17.86	23.53		28	34	

Conclusions based on this data:

1. In the overall score levels 3 and 4 were 58% of the students in 21/22 ELPAC
2. In Oral language 88 % of our EL students are at level 3 or above in 21/22 ELPAC.
3. In Written language 23% of our EL students scored level 3 or above in 21/22 ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
266	83.1	12.0	0.4
Total Number of Students enrolled in Golden Hills Elementary School 2023-2024.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	12.0
Foster Youth	1	0.4
Homeless	18	6.8
Socioeconomically Disadvantaged	221	83.1
Students with Disabilities	28	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8
American Indian	10	3.8
Asian	7	2.6
Filipino		
Hispanic	85	32.0
Two or More Races	33	12.4
Pacific Islander		
White	122	45.9

Conclusions based on this data:

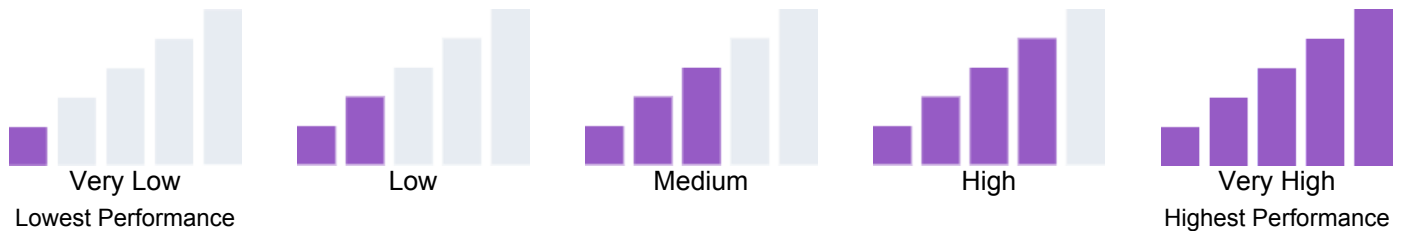
1. In 21-22 Student group of socioeconomically disadvantaged is 83% of our student population.
2. In 21-22 English Learners are 12% of our population and hispanic is 32%
3. In 21-22 Our largest percentage of students are white 46%

School and Student Performance Data

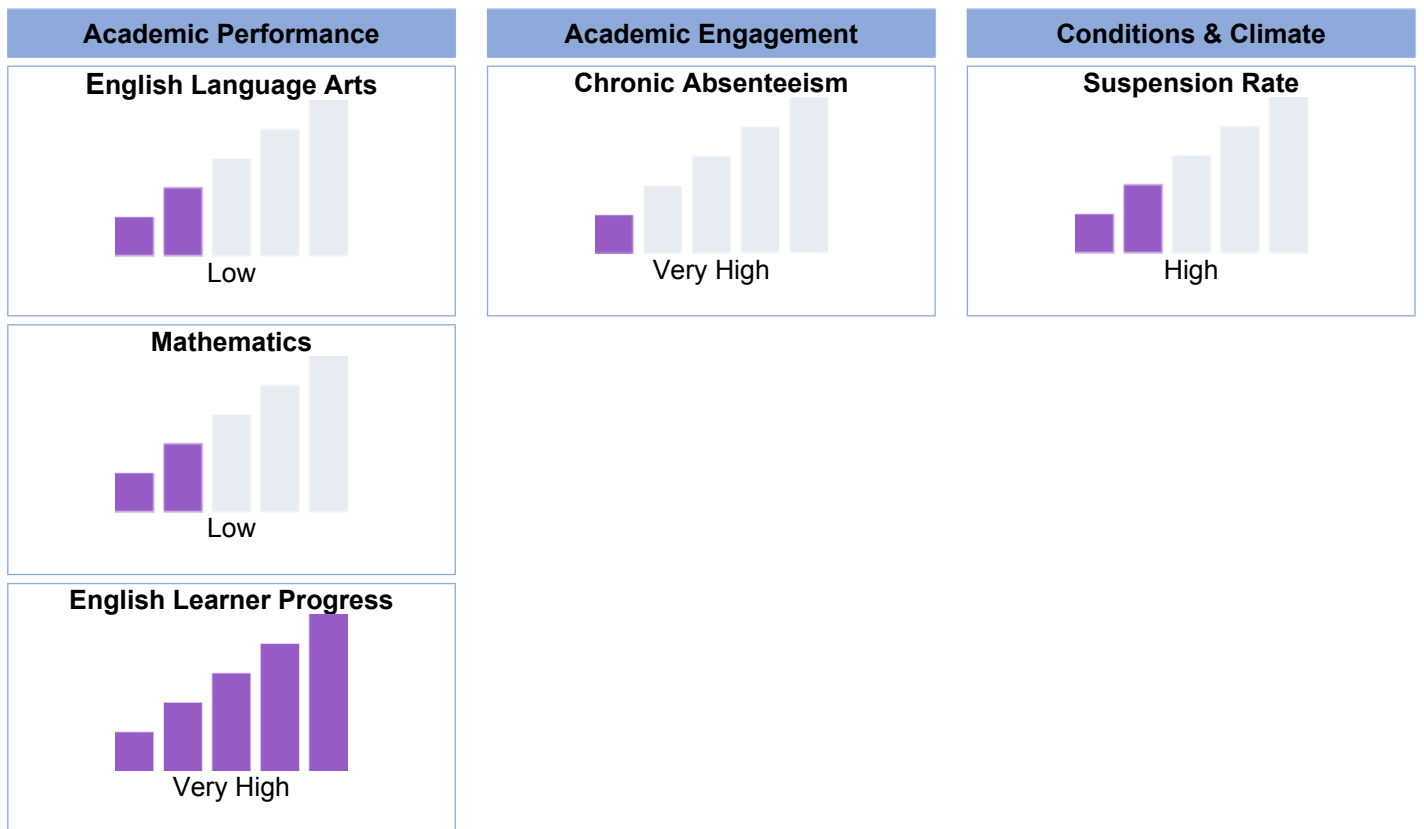
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

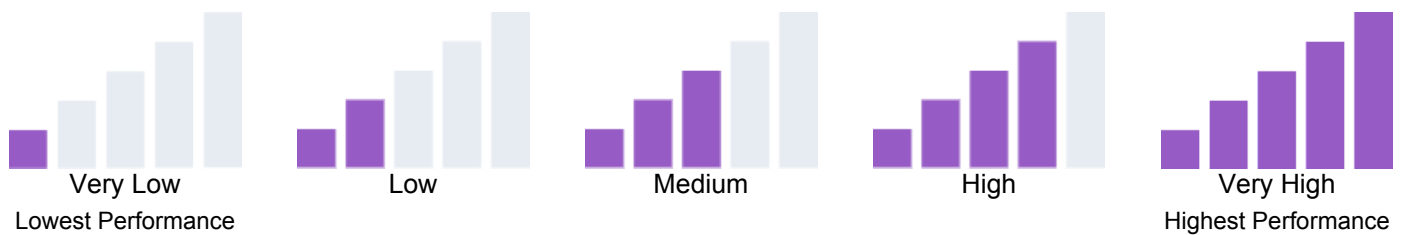
1. Chronic absenteeism is very high, and suspensions are high
2. Language Arts and Math we are low
3. The English Learner Progress is very high.

School and Student Performance Data

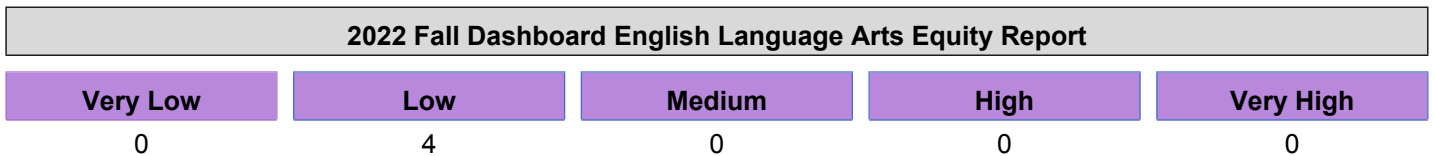
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

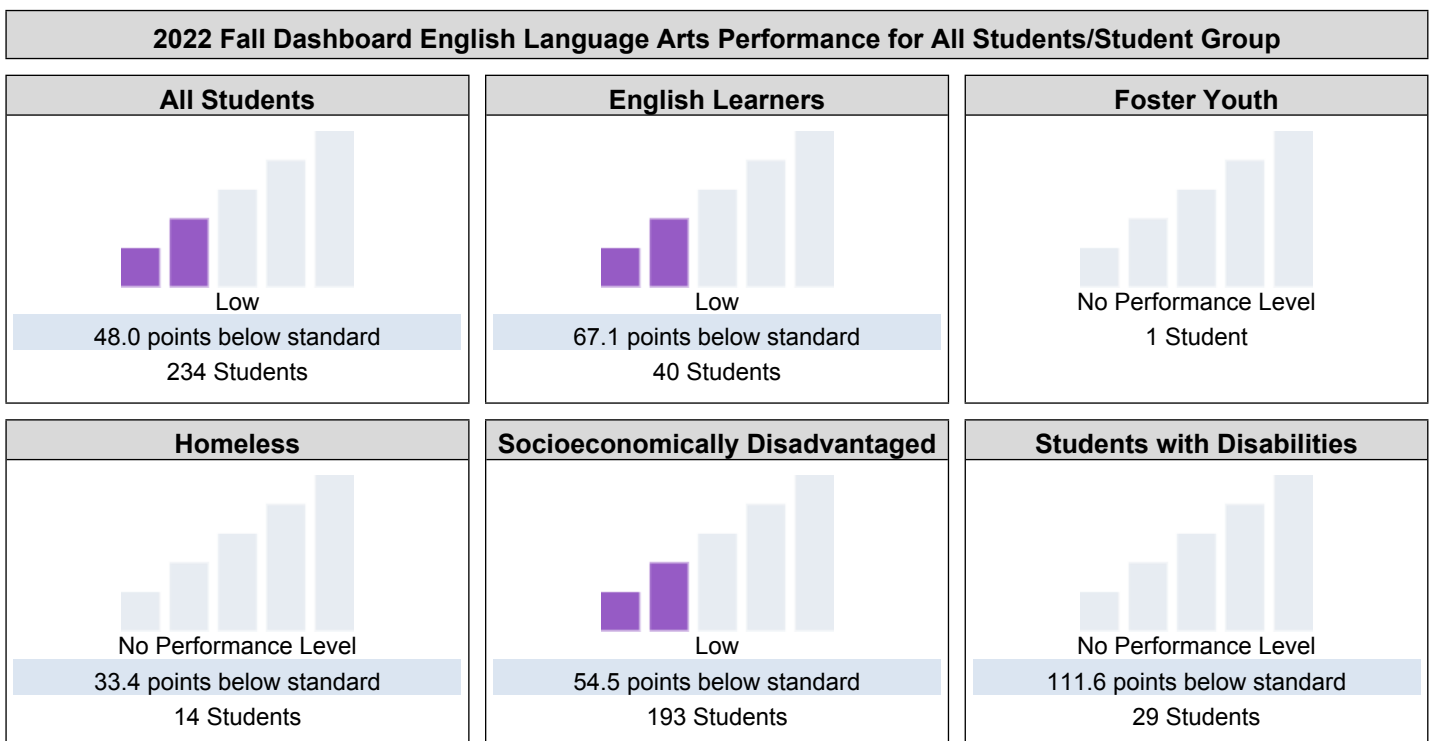
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



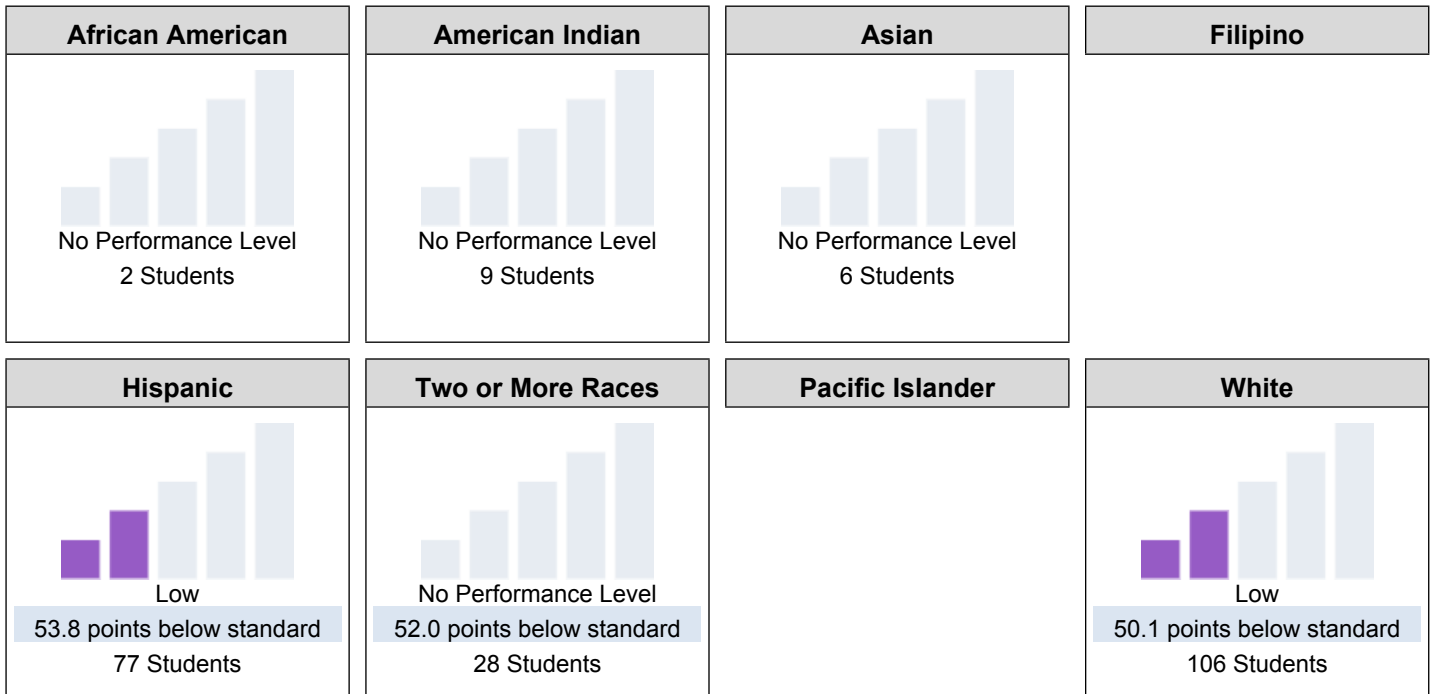
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.2 points below standard 30 Students	10 Students	44.3 points below standard 192 Students

Conclusions based on this data:

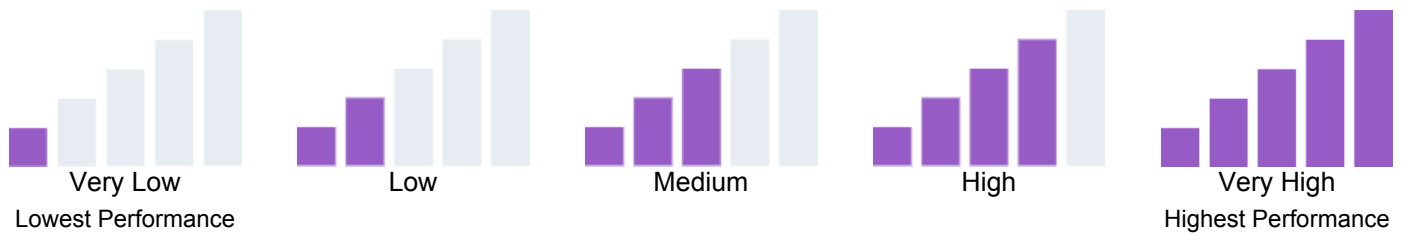
1. All groups combined is low, plus all sub groups are low. English learners, Hispanic, Socioeconomically disadvantaged and white.
2. English learners, Hispanic, Socioeconomically disadvantaged and white. The EL students are 67.1 points below standard. The Hispanic student group are 53.8 points below standard. Socioeconomically disadvantaged are 54.5 points below standard. White students are 50.1 points below standard
3. Students with disabilities are 111.6 points below standard

School and Student Performance Data

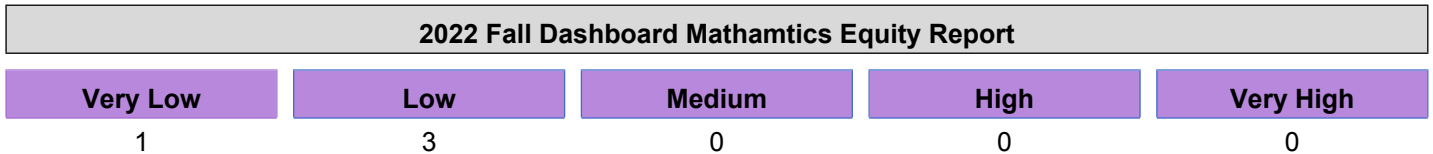
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

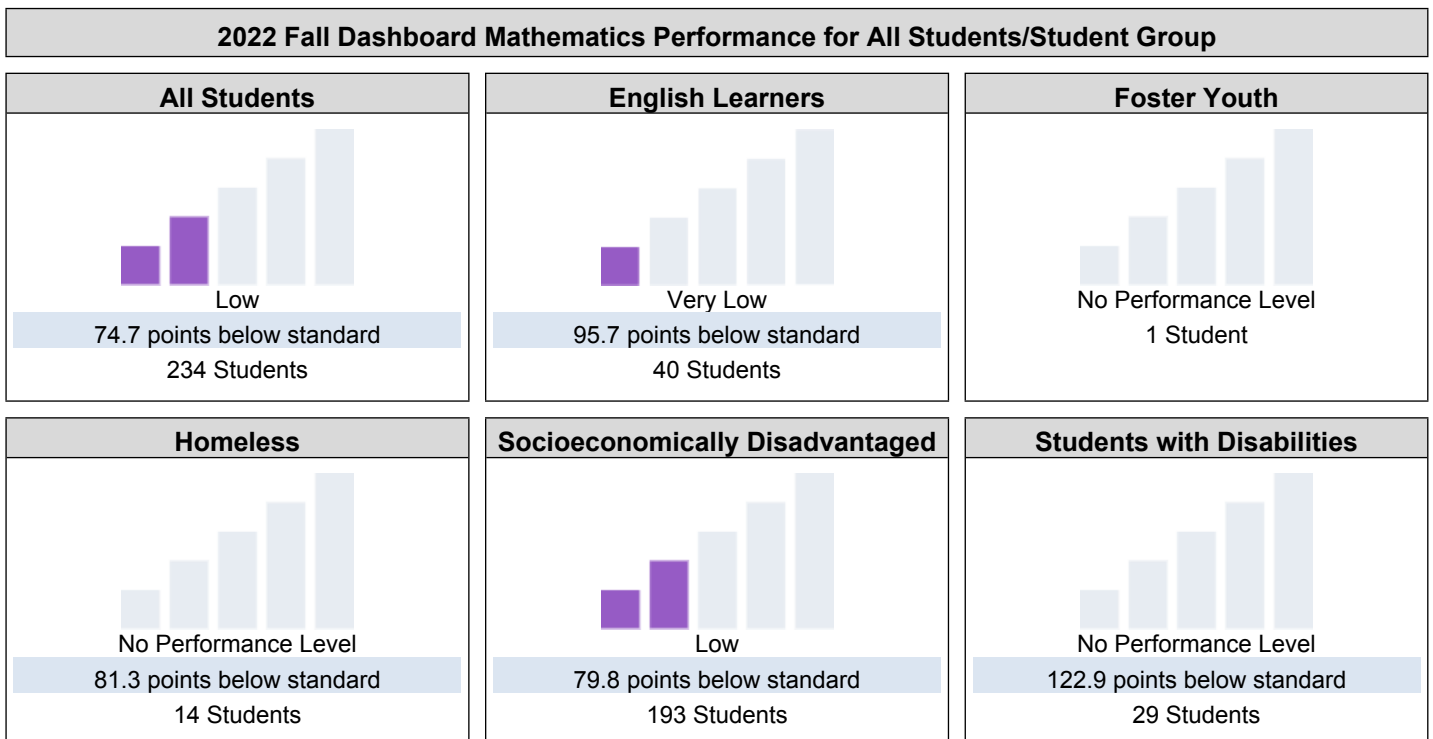
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



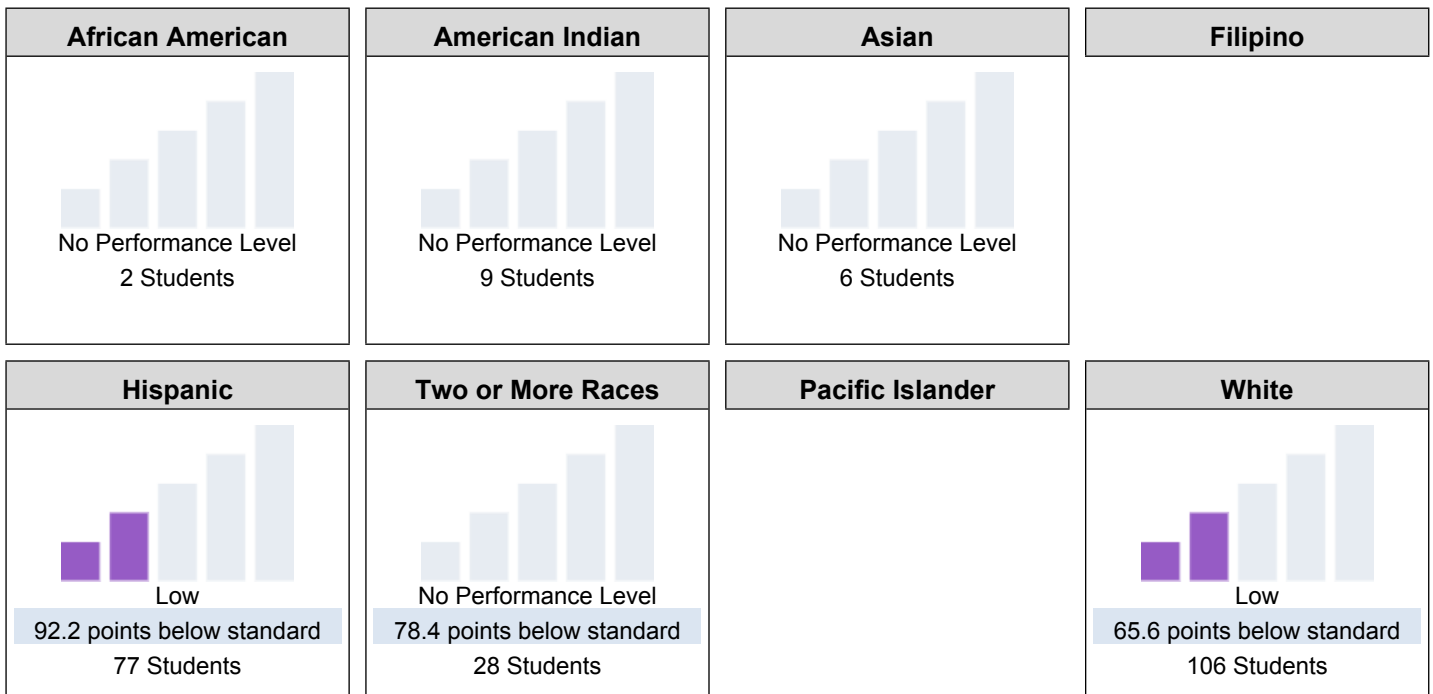
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">99.9 points below standard</p> <p>30 Students</p>	<p>10 Students</p>	<p style="background-color: #e6f2ff;">70.7 points below standard</p> <p>192 Students</p>

Conclusions based on this data:

1. Math is overall 74.7 points below standard.
2. EI students are 95.7 points below standard and are very low The Hispanic students are 92.9 below standard .
3. Students with disabilities are 122.9 below standard

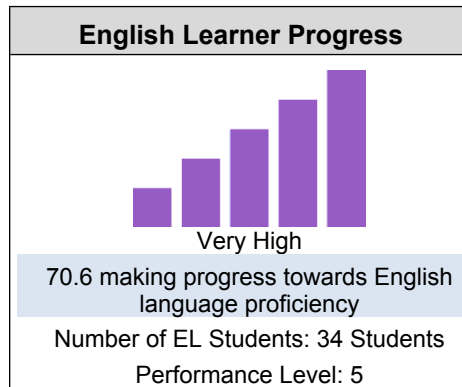
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.9%	23.5%	2.9%	67.6%

Conclusions based on this data:

- 67.6% of students increased at least one ELPI level , 70.6 making progress
- 25 % percent of students maintained ELPI.
- 5.9% of students decreased by 1 ELPI level

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

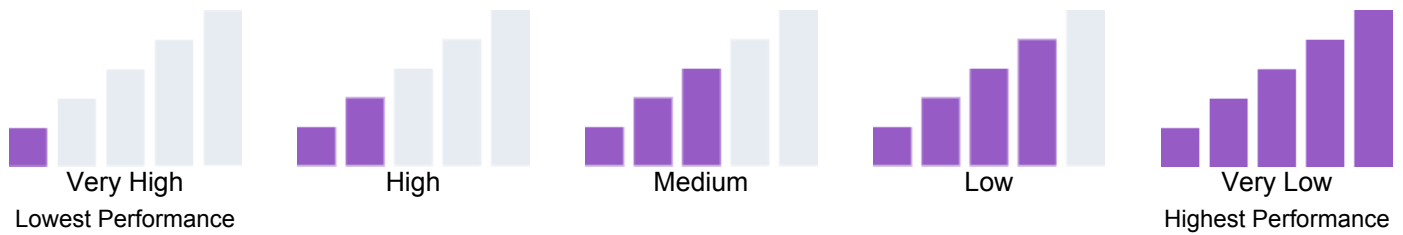
- 1.

School and Student Performance Data

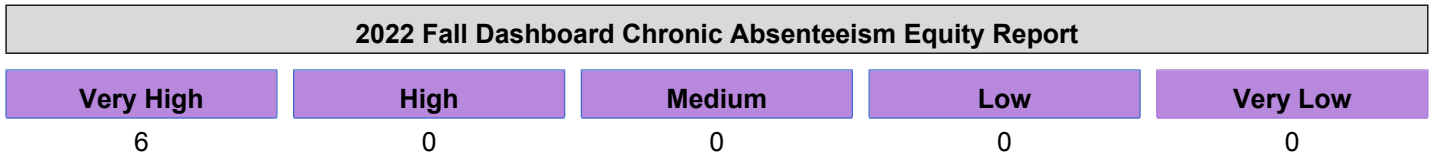
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

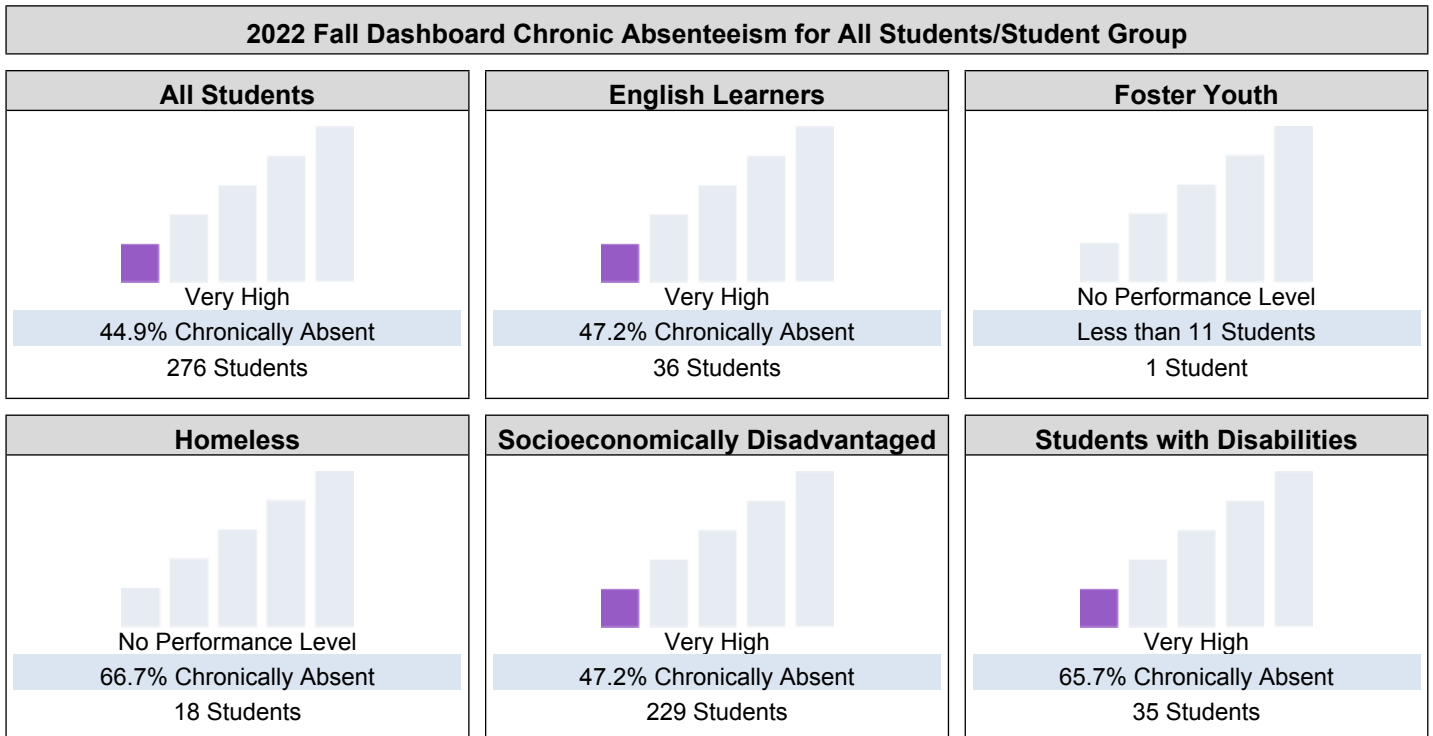
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



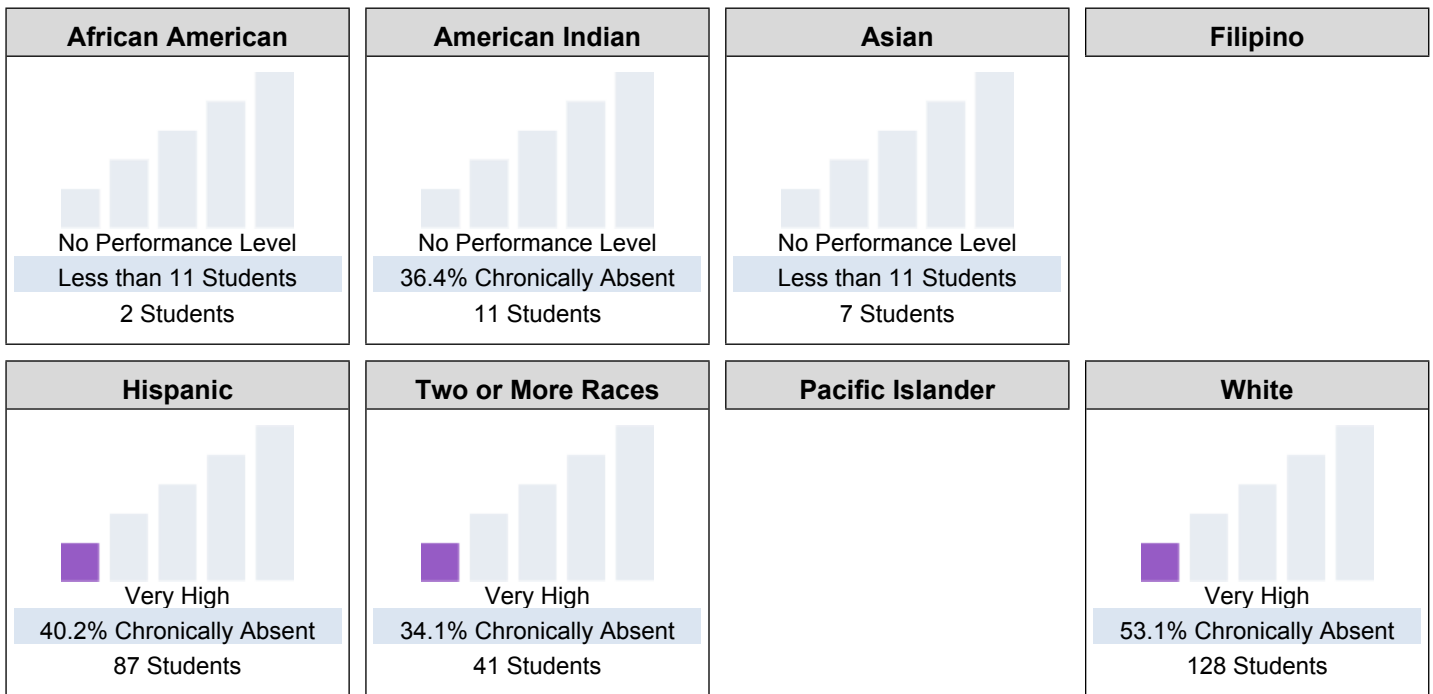
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

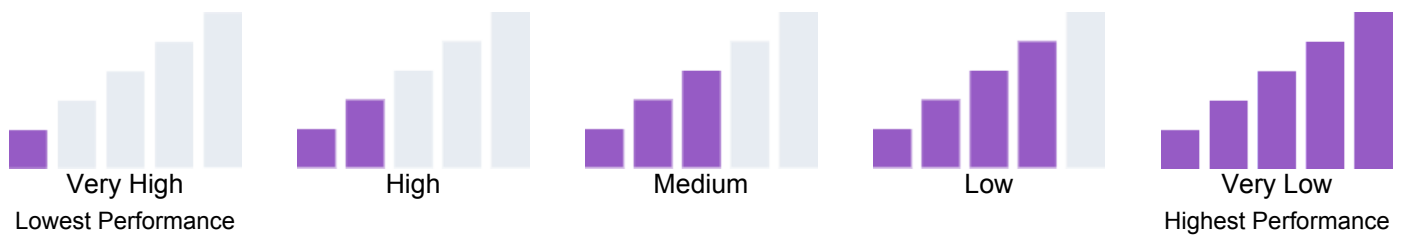
1. Based on the attendance data in 2018-2019, 15.4% , is the overall chronic absentee attendance rate. in 21/22 44.9% of our students were chronically absent. The percentage rates increased signifancity.
2. Students with disabilities were the highest percentage at 65.7%
3. White students were 53.1% . Socioeconomically disadvantaged has 47.2% chronically absent.

School and Student Performance Data

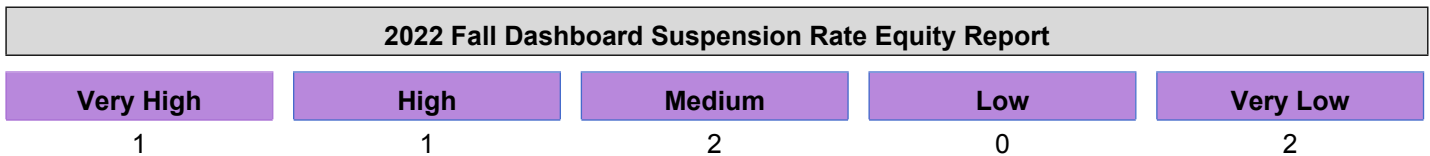
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

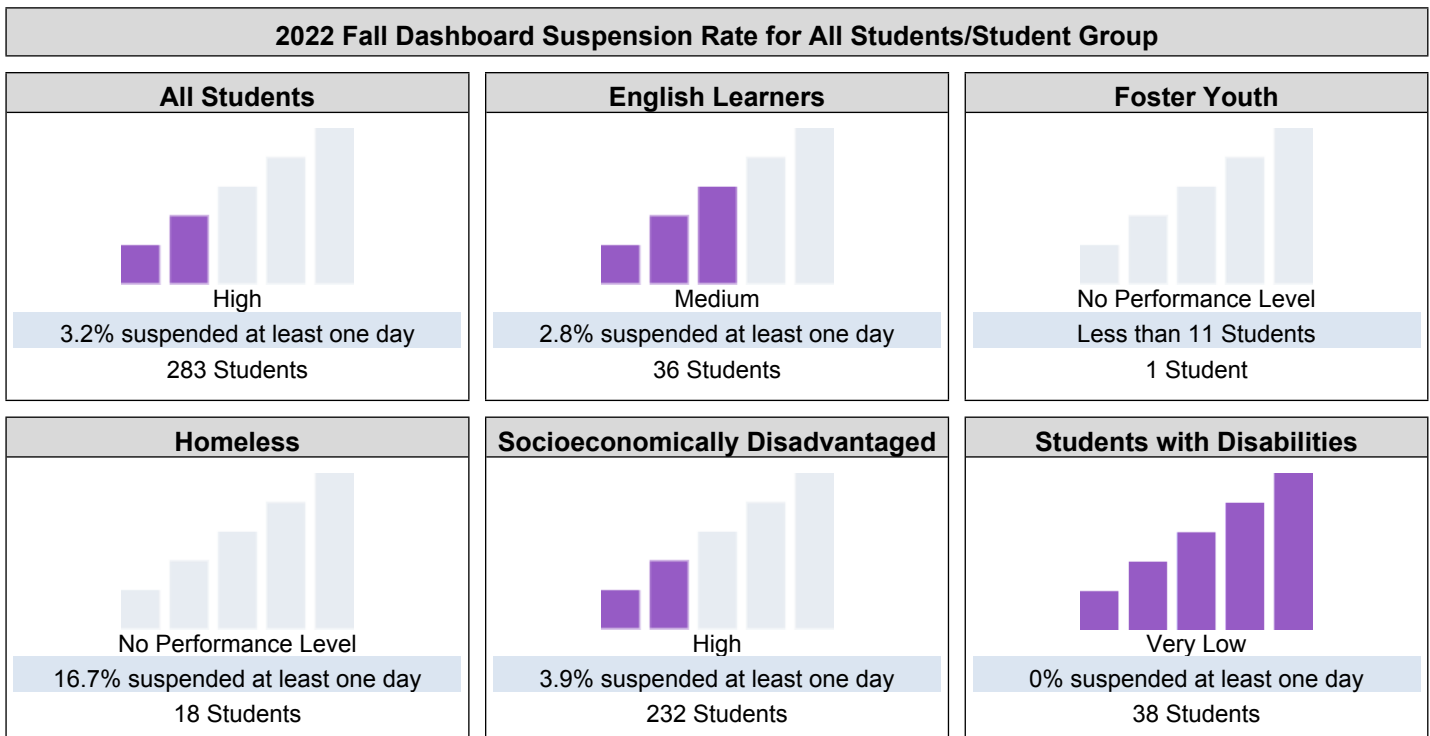
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



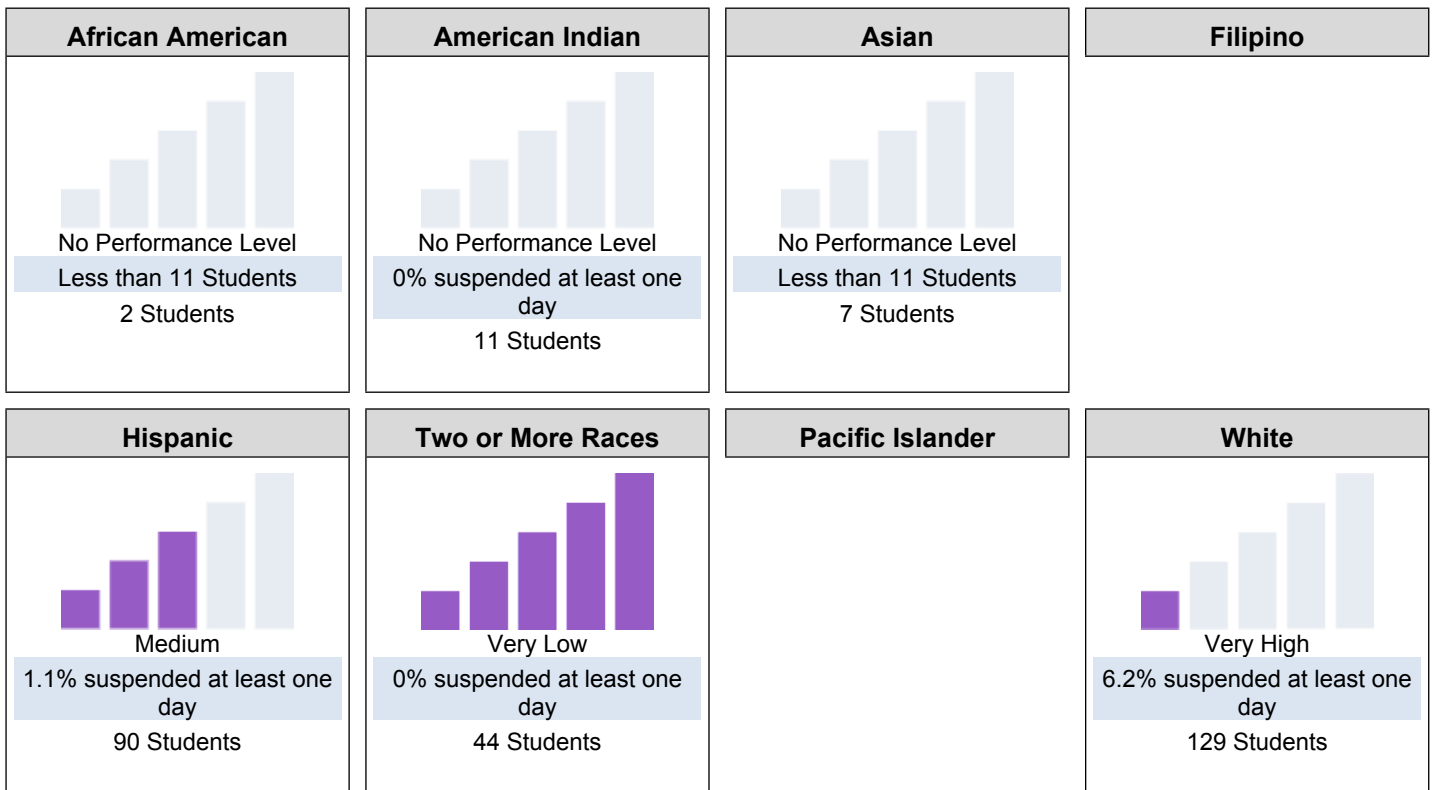
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate overall was 3.2%
2. The highest group was 16.7 % for our homeless population.
3. White students were 6.2 % suspended at least one day

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance

LEA/LCAP Goal

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment.

Goal 1

For the 2022-2023 School Year, the schoolwide growth of reaching standard on the CAASPP/Smarter Balance Assessment will increase to be closer to standard by 5 points from 48 points in 2022 to 43 points . Iready reading goal is to increase from 27% (2022 school wide beginning of year) met/ exceeded standard to 45% in reading. (2024 school wide end of year)

Identified Need

CAASPP scores and i-Ready scores both show the need for continued support for all students to increase student achievement. At Golden Hills there is a need to target essential standards, develop high quality first instruction, formative assessments and increase high level teacher collaboration to increase student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test/ i-Ready Reading Diagnostic	CAASPP in 21/22 students were 48 points below standard, 27% of students met or exceeded standard in I -Ready reading based on assessment taken in August 2022.	CAASPP: 22/23 Language Arts goal is to 43 or less points below standard. IReady: 23/24 goal, by the end of the year 45% of schoolwide students will score met/exceeded standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with an emphasis on sub groups will be served.

Strategy/Activity

At Golden Hills we will have a continued focus on using data to drive planning and to enhance common instructional practices to increase student achievement. Teachers will meet in PLC to determine essential standards, develop high quality first instruction, formative assessments and

high level teacher collaboration to increase student achievement. District wide professional development to provide an overview of the PLC process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries \$200 per day per substitute teacher
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on: Socio-economically disadvantaged, white, hispanic and student with disabilities

Strategy/Activity

Monitor progress of Benchmark Advance, an ELA/ELD state adopted curriculum. Plan and provide Benchmark Advance professional development. Purchase intervention resources as needed. Increase students access to books and celebrate reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase library 6 books for classrooms and school library
7,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase accelerated reader for school and MyOn for access to books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After school tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Extended Learning Opportunity
1000-1999: Certificated Personnel Salaries
after school tutoring

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standard in Language Arts with a focus on the students with disabilities, English Learners, and hispanic students.

Strategy/Activity

Monitor program and analyze student data at the end of each trimester.

Monthly professional development in EL best practices.

Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.

Paraprofessionals will assist teachers in reading instruction.

Indian Ed. Instructional Aide will assist American Indian students

Purchase supplemental resources as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4400

Title I
1000-1999: Certificated Personnel Salaries
for Professional Development (6 participants, 2
day, 7 hours at \$51.97 per hour) Title I

68,000

Title I
2000-2999: Classified Personnel Salaries

	Paraprofessionals
13,100	Title VII Part A: Indian Education 2000-2999: Classified Personnel Salaries Paraprofessional

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use I-Ready diagnostic and learning modules data to place students in intervention classes and prepare teachers for targeted differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12320	LCFF - Supplemental 4000-4999: Books And Supplies I-Ready

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School-wide Daily Intervention Block: Identify struggling readers. Using formative assessments to assess competency in essential standards, provide timely and targeted instruction/ enrichment. Just Reading provided for students needing tier 2 instruction, Barton's Reading Program for students needing tier 3 reading instruction.

Purchase reading intervention materials and resources; purchase supplementary instructional materials.

Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.

Promote reading by increasing class libraries.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Intervention Resources: Purchase Bookworm books and differentiation materials for classrooms
10000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase books for class libraries, including leveled texts
1000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Just Words Student Books

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Site Council will monitor and evaluate reading program goals and objectives; determine if goals and objectives are being met.

Findings will be reflected in the SSC minutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal: For the 2021-2022 School Year, the schoolwide growth of reaching standard on the CAASPP/Smarter Balance Assessment will increase to be closer to standard by 5 points from 38.4 in 2019 to 33.4 .Students did not reach this goal they scored 48 points below standard.

The students started the year with significantly more needs than in the past, the school focused on providing the academic, behavior and social emotional supports for the students. Our I ready growth in Language Arts increased more than in the past. Our team will continue to focus on evidenced based instruction and professional development through the PLC process. We will set short and long term goals around data and work collaboratively to analyze data and drive instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The needs analysis of finding research based strategies/ interventions ' including designing common formative assessments took longer than anticipated. The funding on these interventions will carry over into the fall of 2023. Intervention and professional development provided for Language Arts intervention.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to monitor the data of individual student needs. Provide support for fidelity and supports in academic, behaviors and social emotional for students and staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment.

Goal 2

For the 2022-2023 School Year, our CAASPP goal is to decrease the number of points below standards by 5 points, in 2019 Golden Hills was 52.2 points below standard, the goal is to decrease to less than 47.2 points below standard.

Our I-Ready Goal is to increase to 40% of students scoring met/ exceeded standard in Math. The students scoring at grade level in Math on the i-Ready diagnostic will increase from 4% (August 2021) to 40% by the end of the school year.

Identified Need

CAASPP scores and i-Ready scores both show the need for continued support for all students to increase student achievement. At Golden Hills there is a need to target essential standards, develop high quality first instruction, formative assessments and increase high level teacher collaboration to increase student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test/ i-Ready assessment	CAASP to decrease by 5 points from 52.2 (2019) to 47.2 points below standard I-Ready 4% of Golden Hills students scored met/exceeded standard on the math assessment taken in August 2021	On the CAASPP in 2019 Golden Hills was 52.2 points below standard, the goal is to decrease to less than 47.2 points below standard. I Ready: By June 2023, the 4% (BOY 2021) will increase to 40% of students will meet/exceed standard in math

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with an emphasis on sub groups will be served.

Strategy/Activity

Identify essential standard for the year. Design a plan to design common formative assessments, implement timely, targeted interventions to reteach or enrich in essential standards.

Weekly PLC meetings

Develop and Implement pacing guides for delivering My Math with fidelity.

Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.

Select and/or develop math intervention materials and resources; purchase supplementary instructional materials.

PLC professional development

A daily 35 minute intervention block will be designed around math essential standards. Every student will receive intervention or extension in the essential standard.

Monitor progress of instruction in the My Math core instructional materials aligned to Common Core State Standards

Observe to see that core instructional materials are being used effectively. Schedule additional training, if needed, for instructional staff.

Monitor program implementation and analyze student data at the end of each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Intervention resources: Purchase Bridges
2000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Math Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All fourth grade students, identify students in subgroups from fifth grade that need the program

Strategy/Activity

All 4th grade students, and 5th grade students as needed, will participate in the REFLEX, FRAX math program to determine Tier 1, Tier 2, and Tier 3 math fluency

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3295

Source(s)

Title I
4000-4999: Books And Supplies
All fourth grade students, identify students in subgroups from fifth grade that need the program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student , identify student groups as needed

Strategy/Activity

Stakeholder input/ School Site Council :Monitor and evaluate math program goals and objectives; determine if goals and objectives are being met.

Findings will be reflected in the SSC minutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use I-Ready diagnostic and learning modules data to place students in classes and prepare teachers for targeted differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12320

LCFF - Supplemental
4000-4999: Books And Supplies
I-Ready

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After School tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
after school tutoring

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the global pandemic of COVID 19 we were unable to CAASPP test students at the end of the year of 2021. The CAASPP goal that was written last year for our students to show progress cannot be analyzed because results are not back yet .For the 2021-2022 School Year, our CAASPP goal is to decrease the number of points below standards by 5 points, in 2019 Golden Hills was 52.2 points below standard, the goal is to decrease to less than 47.2 points below standard.

Our I-Ready Goal is to increase to 40% of students scoring met/ exceeded standard in Math.The students students scoring at grade level in Math on the i-Ready diagnostic will increase from 4% (August 2021) to 40% by the end of the school year.

At second trimester, April 2022, the students who have met or exceeded standards in math has increased from 4% to 19%. In fourth grade students (at the end of the second trimester) at our above grade has increased from 2% to 17%. In fifth grade he students who have met or exceeded standards in math has increased from 6% to 22%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Pandemic guidelines greatly affected our attendance, with the students missing school it has been difficult for a consistent education. The intended implementation were on target as well as budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual outcomes for 21/22 were not yet available to analyze the data for the CAASPP test.. the I Ready goal was not met as of May 2022, the final test has not been administered yet. . For the 2022-2023 school year a focus on the PLC process will help us reach the goals for the 2022-2023 school year.1 and 2. Professional development around best practices in effective strategies will be provided as needed in the 2022-2023 school year as referenced in strategy 1

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Physically, Emotionally Safe Environment

LEA/LCAP Goal

ALL PUSD schools will continue to build a positive school climate by creating and/or maintaining environments that are safe, responsive to students needs and invite and engage parents to become active members of the school community.

Goal 3

Golden Hills will have 95% attendance for the 2021/2022 school year. Chronic absenteeism will decrease by 2%.

Identified Need

The school wide need is identified on the California Data Dashboard showing a 3% increase of chronically absent students in 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data Dashboard: Chronic absenteeism	2018- 2019 school year 15.4%	Decrease to 13.4%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Chronic absentee students from all sub groups

Strategy/Activity

The School Site Council will act as a school safety planning committee: review and develop strategies to improve attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Positive Behavior Intervention System (PBIS) Trainings and Meetings/ Multi Tier System of Support Meetings. Monitoring PBIS data to inform best interventions for all students. Provide positive incentives as needed. Determine interventions for academic, behavior and social emotional in MTSS meetings.

Redesign the PBIS system to address the needs of our students to better address chronic absenteeism, to be culturally responsive and social emotional / behavioral needs.

Assemblies to promote positive school culture and kindness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Supplemental 4000-4999: Books And Supplies Incentives
5000	LCFF - Supplemental 0000: Unrestricted Awards for good/ improved attendance
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, chronic absent students from the previous year.

Strategy/Activity

Analyze chronic absenteeism every 6 weeks, meet with the student and parent to develop a plan to decrease absences. Analyze, modify our MTSS for attendance. Director of student parent services position to aide in tier 2 and 3.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30600	Title IV Part A: Student Support and Academic Enrichment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Attendance Improvement Program: Develop attendance improvement strategies, improve parent communication, and create student incentives and assemblies

Monthly/Trimester/End of Year Rewards: Golden Apple Insurance (Iron Man trophy; Kindle Fire drawing, pencils)

Classroom attendance program with class party reward

Truancy phone calls home

Spirit Assemblies

Parent Nights (Back-To-School Night, S.T.E.A.M. Night, Open House)

Attendance Assemblies/ Reward Field Trip

Bilingual Aide to translate as needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

LCFF - Supplemental
 2000-2999: Classified Personnel Salaries
 .5 FTE Bilingual aide

5000

Comprehensive Support and Improvement (CSI)
 4000-4999: Books And Supplies
 Materials

None Specified
 None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Counselor to support students with attendance, emotional and behavior issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

44900

Title I
1000-1999: Certificated Personnel Salaries
Counselor salary

44900

Other
1000-1999: Certificated Personnel Salaries
Counselor salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Support student engagement through technology, music, S.T.E.A.M., recess and PE activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

65,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
PE Teacher salary

105,200

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Music Teacher Salary

30,000

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
STEAM and movement supplies

None Specified
None Specified

50,000

LCFF - Supplemental

1000-1999: Certificated Personnel Salaries
Art Teacher salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Implement a School-wide Social Emotional learning Curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Curriculum- Ruler

None Specified
None Specified

7000

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Books to promote SEL standards

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Continue the use of Go Guardian; to create a safer digital learning environment. A program that uses a multi-layered filtering solution to manage, track and maintain chromebook safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3240

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Go Guardian subscription

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development for staff in trauma responses, student centered coaching, instructional coaching, Universal design for learning, project based lessons and classroom management/ PBIS coaching. Provide a school wide trainings throughout the year on "Learning By Doing" and Teach Ilke a Champion. Principal PD to improve school culture, instruction and culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Kagan Cooperative Learning Professional Development
10000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures BCOE Supports
5000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials to implement UDL and project based learning

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 19/20 an attendance team was designed and the discussion of how to help our students began. Chronically absent students and their families were meeting with the principal to design interventions to better support them. Their attendance was improving. Unfortunately due to the global pandemic :with quarantines and positive COVID students, our attendance is being affected. Golden Hills will have 95% attendance for the 2021/2022 school year. Chronic absenteeism will decrease by 2%. This goal was not met, with the COVID guidelines, attendance has been a struggle.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget was as proposed. The pandemic guidelines and protocols greatly affected us achieving this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal for 22-23: Golden Hills will have 95% attendance for the 2022/2023 school year. Chronic absenteeism will decrease by 2%. (using the 18-19 data of 15.4%)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners

LEA/LCAP Goal

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions and enrichment.

Goal 4

English Learners will increase by at least one level on the yearly ELPAC test.

Identified Need

Data from the 2018-2019 ELPAC showed five students out of 35 not making progress by increasing by at least one or more levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Five students did not increase a level on the ELPAC in 2018-2019	ALL students will increase by at least one level, until they reach level 4.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional Development at staff meetings for designated and integrated ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELD students

Strategy/Activity

Analysis of student data to determine timely targeted interventions for ELD students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Once students were able to be on campus, daily designated ELD was implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures were expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Funding for ELD professional development was increased to support (under goal 1) EL students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$78368
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$628,275.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$119,500.00
Title I	\$121,595.00
Title IV Part A: Student Support and Academic Enrichment	\$30,600.00
Title VII Part A: Indian Education	\$13,100.00

Subtotal of additional federal funds included for this school: \$284,795.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Extended Learning Opportunity	\$5,000.00
LCFF - Supplemental	\$293,580.00
Other	\$44,900.00

Subtotal of state or local funds included for this school: \$343,480.00

Total of federal, state, and/or local funds for this school: \$628,275.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	123,595	2,000.00
LCFF - Supplemental	222,247	-71,333.00
Title IV Part A: Student Support and Academic Enrichment	30,600	0.00
Other	44,900	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	119,500.00
Extended Learning Opportunity	5,000.00
LCFF - Supplemental	293,580.00
Other	44,900.00
Title I	121,595.00
Title IV Part A: Student Support and Academic Enrichment	30,600.00
Title VII Part A: Indian Education	13,100.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	355,500.00
2000-2999: Classified Personnel Salaries	96,100.00
4000-4999: Books And Supplies	145,435.00
5000-5999: Services And Other Operating Expenditures	3,240.00
5800: Professional/Consulting Services And Operating Expenditures	23,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	107,500.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	12,000.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	5,000.00
0000: Unrestricted	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	224,700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	34,640.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,240.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	11,000.00
1000-1999: Certificated Personnel Salaries	Other	44,900.00
1000-1999: Certificated Personnel Salaries	Title I	50,300.00
2000-2999: Classified Personnel Salaries	Title I	68,000.00
4000-4999: Books And Supplies	Title I	3,295.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	30,600.00
2000-2999: Classified Personnel Salaries	Title VII Part A: Indian Education	13,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	160,820.00
Goal 2	26,615.00
Goal 3	440,840.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Kristi Napoli	Principal
Victor Borquez	Classroom Teacher
Elvia Williams	Parent or Community Member
Chelsea Smith	Classroom Teacher
Stephanie Wachtel	Other School Staff Parent or Community Member
Brianna Corkin	Classroom Teacher Parent or Community Member
Serena Moore	Parent or Community Member
Brittney Keding	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Ms. Kristi Napoli on June 1, 2023

SSC Chairperson, Elvia Williams on June 1, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

BID FORM

PALERMO UNION ELEMENTARY SCHOOL DISTRICT
DISTRICT OFFICE BOARD ROOM
7390 BULLDOG WAY
PALERMO, CALIFORNIA 95968

Dear Board Members:

The undersigned, doing business under the firm name of GLOBAL MODULAR, INC. hereby proposes and agrees to enter into a contract, with the Palermo Union School District ("Owner"), to furnish any and all labor, materials, applicable taxes, equipment and services for the completion of Work as described hereinafter and in the Contract Documents as **Helen Wilcox Transitional Kindergarten Relocatable Classrooms** (the "Contract").

The Contract Documents were prepared by the district and Eagle Architects, 169 Picholine Way, Chico, CA 95928, 530-898-0123.

Bid Amount (Base Bid):

The undersigned proposes to furnish such labor, materials, applicable taxes, equipment and services for the amount of SEVEN HUNDREN NINTY SEVEN THOUSAND Dollars (\$ 797,085) EIGHTY FIVE DOLLARS AND ZERO CENTS.

- Construction Phase: The undersigned proposes to furnish such labor, materials, applicable taxes, equipment and services for the amount of SIX HUNDRED SIXTY TWO THOUSAND Dollars (\$ 662,085) EIGHTY FIVE DOLLARS AND ZERO CENTS.
- Engineering Phase: The undersigned proposes to furnish such labor, materials, applicable taxes, equipment and services for the amount of SIXTY FIVE THOUSAND DOLLARS Dollars (\$ 65,000) AND ZERO CENTS.
- Installation Phase: The undersigned proposes to furnish such labor, materials, applicable taxes, equipment and services for the amount of SEVENT THOUSAND DOLLARS Dollars (\$ 70,000) AND ZERO CENTS.

Miscellaneous:

The low bid shall be determined as described in the Notice to Bidders.

The undersigned shall, within ten (10) days after the date of such mailing, faxing, or delivering of a Notice of Award or prior to the commencement of the Work, whichever is earlier, execute and deliver an agreement in the form of agreement present in these Contract Documents and give Performance and Payment Bonds in accordance with the Instructions to Bidders.

The undersigned declares that it has read and understands the Contract Documents, including but not limited to the Notice to Bidders, the Instructions to Bidders, the Agreement, the General Conditions, the Drawings, the Specifications, and any Special Conditions.

The undersigned hereby designates as the office to which such Notice of Award of Contract may be mailed, faxed, or delivered:

ADAM DEBARD ADEBARD@GDVI.NET

Our Public Liability and Property Damage Insurance is placed with:

RICO, PFITZER, PIRES + ASSOC.
SUSAN CAMPIOTTI SCAMPIOTTI@RPPINS.COM
(209) 856-8832

Our Workers' Compensation Insurance is placed with:

RICO, PFITZER, PIRES + ASSOC.
SUSAN CAMPIOTTI SCAMPIOTTI@RPPINS.COM
(209) 856-8832

Circular letters, bulletins, addenda, etc., bound with the specifications or issued during the time of bidding are included in the bid, and, in Completing the Contract, they are to become a part thereof.

The receipt of the following addenda to the specifications is acknowledged:

Addendum No. <u>1</u>	Date <u>7-6-23</u>	Addendum No. _____	Date _____
Addendum No. <u>2</u>	Date <u>7-25-23</u>	Addendum No. _____	Date _____
Addendum No. <u>3</u>	Date <u>7-25-23</u>	Addendum No. _____	Date _____

This bid may be withdrawn in writing at any time prior to the scheduled time for the opening of bids, including any authorized postponement thereof.

A bidder shall not submit this bid form unless the bidder's California contractor's license number appears clearly on it, the license expiration date and class are stated, and the bid form contains a statement that the representations made therein are made under penalty of perjury. Any bid submitted by a contractor who is not licensed pursuant to Business and Professions Code section 7028.15 shall be considered nonresponsive and shall be

rejected. Any bid not containing the above information may be considered nonresponsive and may be rejected.

Proof of Bidder's registration per Labor Code §1725.5 must be submitted with this bid form.

NOTE: This bid form must give the full business address of the bidder and be signed by bidder with bidder's usual signature. Partnerships must furnish the full name of all partners and must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officers signing on behalf of a corporation shall be furnished with the bid.

The undersigned declares under penalty of perjury under the laws of the State of California that the representations made in this bid are true and correct.

Name of Company as Licensed in California: GLOBAL MODULAR, INC.

Business Address: 1120 COMMERCE AVE, #25, ATWATER, CA 95301

Telephone Number: (209) 676-8029

California Contractor License No.: 837357

Class and Expiration Date: B 9/30/2024

Public Works Contractor Registration No.: 1000003715

State of Incorporation, if Applicable: NEVADA

INDIVIDUAL:

Dated: _____, 20__

N/A

(Name)

(Title)

PARTNERSHIP:

Evidence of authority to bind partnership is attached.

Dated: _____, 20__

N/A

(Name)

General Partner

CORPORATION:

Evidence of authority to bind corporation is attached.

Dated: 7-26, 2023

GLOBAL MODULAR, INC

Adam De Bard

(Name) ADAM DEBARD

PRESIDENT

(Chairman, Pres., or Vice-Pres.)

GLOBAL MODULAR, INC

Teresa Robison

(Name) TERESA ROBISON

ASSISTANT TREASURER

(Secretary, Asst. Secretary, CFO, or Asst. Treasurer)