



CENTRAL UNION SCHOOL DISTRICT

May 15, 2023

MINUTES

The regular open public meeting of the Central Union School District Board of Trustees was originally scheduled for May 8, 2023. However, pursuant to Government Code 54955 due to a lack of a quorum the meeting was rescheduled to May 15, 2023 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting began with a preliminary open session at **4:45 p.m.** and adjourned into closed session at **4:45 p.m.** After the closed session the general open session was called to order at **6:00 p.m.** The meeting adjourned at **6:16 p.m.**

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

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

CUSD Mission Statement ~

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

1. OPEN PUBLIC SESSION:

- a. Call to Order
- b. Roll Call
- c. Flag Salute

Trustees:

Dale Davidson, Jeffrey Gilcrease and Ceil Howe III all members were present.

District Administration:

Superintendent Tom Addington, Elizabeth Alvarado, Loretta Black, Darin Denney, Traci Fullerton, Brittany Gately, Anne Gonzales, Christina Gonzales, Michelle King, Penny Miller, Cindee Rael, Teresa Santamaria, Davinder Sidhu, Heiko

Sweeney and Mark Tompkins were present.

CUSD Employee Associations' Representatives and others in attendance

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

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

3. PRESENTATION(S):

- a. None

4. DISTRICT REPORTS

- a. ESSER-III Update
- b. Business Services
- c. Superintendent Update

ENROLLMENT	BEG. OF YEAR 2021-2022	BEG. OF YEAR 2022-2023	April 2021-22	April 2022-23	Inter Districts	TOTAL
AKERS	720	672	707	676	LESD	24
CENTRAL	257	226	280	250	HANFORD	9
NEUTRA	449	413	439	425	OTHER	1
STRATFORD	260	283	385	298	Intra-District	7
TOTAL	1686	1594	1711	1649	TOTAL	41

5. COURTESY TO VISITORS:

6. CORRESPONDENCE AND BOARD INFORMATION:

- a. KCOE certification of second interim report
- b. Impact Spring 2023 Update
- c. School Newsletter
- d. 8th Grade Ceremonies
 - i. Tuesday, May 30, 2023

1. Stratford School - 6:00 PM
- ii. Wednesday, May 31, 2023
 1. Central School - 5:00 PM
 2. Akers School - 6:00 PM

7. CONSENT AGENDA:

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

- a. Approved minutes of the regular board meeting of April 17, 2023
- b. Approved separation:
 - i. 31-4/23
 - ii. 32-4/23
 - iii. 33-4/23
 - iv. 34-4/23
 - v. 35-4/23
 - vi. 36-4/23
 - vii. 37-5/23
- c. Approved CUESD cost coverage for general liability insurance with SISC for School Connected organizations for Akers, Central, and Stratford parent organizations
- d. Approved Agreement with Kings County Office of Education re New Teacher induction
- e. Approved Technology Surplus
- f. Approved Neutra Library Surplus
- g. Approved DELAC Committee Report for 2022-23

Approved items a) through g)

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE
 Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

8. OLD BUSINESS

- a. Approved Second reading of Administrative Regulation 4119.12/4219.12 and Exhibit 4119.12/4219.12 - Title IX Sexual Harassment Complaint Procedures

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE
 Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

9. **NEW BUSINESS**

- a. Mr. Howe announced a decision from closed session that based upon violation of Education Code section 48900 (c), it was moved to expel student **B-05-08-2023**, from the Central Union Elementary School District through the end of the current school year, June 2, 2023.

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

Mr. Gilcrease announced a decision from closed session that based upon violation of Education Code section 48900 (c), it was moved to expel student **C-05-08-2023**, from the Central Union Elementary School District through March 22, 2024.

Further, it was recommended that the student may return under a suspended expulsion order beginning on August 16, 2023. The suspended expulsion order will remain in effect through March 22, 2024. Upon student's return to campus, the site will develop a behavior contract for student **C-05-08-2023**, including satisfactory attendance, appropriate behavior, satisfactory grades, and counseling with the District counselor or psychologist. If the student fails to follow any condition of the behavior contract, the expulsion order will be reinstated.

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

- b. Approved April 2023 District warrants
- c. Approved April 2023 Fiscal Position Reports for General Fund and Cafeteria Fund

One motion was made to approve items b and c.

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

- d. Approved Total Compensation Systems adoption of valuation study

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

e. Approved Resolution H-05-08-2023 CalFire Green Schoolyard grant

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

f. Approved Temporary Custodian hire for summer 2023

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

g. Approved job description and management salary line for Director of Student Services

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

h. Approved revisions to Management Job descriptions

i. Approved revisions to Exhibit 2110 - Organizational flow chart

One motion was made to approve items h and i.

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

j. Approved RMA Geoscience for geotechnical and materials testing for R.J. Neutra PSMI project

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

k. Approved Site Single Plans for Student Achievement for the 2023-24 school year

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

l. Approved Master Plan for English Learners

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

10. **BOARD MEMBER COMMENTS:** None

11. **CLOSED SESSION:**

The closed session of the Board of Trustees will be held to consider the following:

- a. Student Discipline and Other Confidential Student Matters - Consider expulsion of case #B-05-08-2023 (Gov. Code §35146)
- b. Student Discipline and Other Confidential Student Matters - Consider expulsion of case #C-05-08-2023 (Gov. Code §35146)
- c. Labor Negotiations (Gov. Code §54957.6)

Agency designated representatives:

Employee organization: CUETA

Respectively submitted,



President



Clerk



CENTRAL UNION SCHOOL DISTRICT

May 15, 2023

AGENDA

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3. PRESENTATION(S):

- a. None

4. DISTRICT REPORTS

- a. ESSER-III Update (cr)
- b. Business Services (ts)
- c. Superintendent Update (ta)

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 - i. Tuesday, May 30, 2023
 - 1. Stratford School - 6:00 PM

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7. **CONSENT AGENDA:**

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 - vi. 36-4/23
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- c. Approve CUESD cost coverage for general liability insurance with SISC for School Connected organizations for Akers, Central, and Stratford parent organizations (ta)
- d. Approve Agreement with Kings County Office of Education re New Teacher induction (ta)
- e. Approve Technology Surplus (mt)
- f. Approve Neutra Library Surplus (mk)
- g. Approve DELAC Committee Report for 2022-23 (cr)

Approve items a) through g)

8. **OLD BUSINESS**

- a. Approve Second reading of Administrative Regulation 4119.12/4219.12 and Exhibit 4119.12/4219.12 - Title IX Sexual Harassment Complaint Procedures (ta)

9. **NEW BUSINESS**

- a. Announce out any closed session decisions (ta)
- b. Approve April 2023 District warrants (ts)
- c. Approve April 2023 Fiscal Position Reports for General Fund and Cafeteria Fund (ts)
- d. Approve Total Compensation Systems adoption of valuation study (ts)
- e. Approve Resolution H-05-08-2023 CalFire Green Schoolyard grant (ts)
- f. Approve Temporary Custodian hire for summer 2023 (ta)
- g. Approve job description and management salary line for Director of Student Services (ta)

- h. Approve revisions to Management Job descriptions (ta)
- i. Approve revisions to Exhibit 2110 - Organizational flow chart (ta)
- j. Approve RMA Geoscience for geotechnical and materials testing for R.J. Neutra PSMI project (ta)
- k. Approve Site Single Plans for Student Achievement for the 2023-24 school year (ta)
- l. Approve Master Plan for English Learners (cr)

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Agency designated representatives:

Employee organization: CUETA

Thomas Addington

Superintendent

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



Central Union School District
Lemoore, CA

To: Tom Addington, Superintendent
From: Cindee Rael
Date: May 8, 2023

For Board Meeting

- Action (**Consent** or ~~New Business~~)
- Information

Item:

ESSER III Plan 2021-24 Update

Rationale/Purpose:

Local educational agencies (LEAs) that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the ARP Act, referred to as ESSER III funds, are required to develop a plan detailing how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address the academic impact of lost instructional time as well as respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic.

The ESSER III Expenditure Plans are considered “living documents” and as such should be revised as needed to address the changing and newly emerging needs of the LEA’s students, particularly its underserved students.

Fiscal Impact: (Based on FMS Budget Reports as of April 14, 2023)

Strategies for Continuous and Safe In-Person Learning & Use of any Remaining Funds <i>(Resource 3213)</i>	
\$722, 390.99 Funds Expended	\$1,498,221.01 Funds Remaining

Addressing the Impact of Lost Instructional Time *(Resource 3214)*

\$467,817.51 Funds Expended	\$87,335.45 Funds Remaining
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Recommendation:

Approve as a Consent Agenda item.



April 14, 2023

Dale Davidson, Board President
Central Union School District
15783 18th Avenue
Lemoore, CA 93245

Dear Dale Davidson,

Reporting Requirements

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

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

Analysis of District's Fiscal Position

The Kings County Office of Education has reviewed the Second Interim Financial Report submitted by the Central Union School District for the period ending January 31, 2023. Our review included an analysis of the district's estimated average daily attendance (ADA), projected revenues, expenditures, fund balance, cashflow and multiyear financial projections. *The following are our notes:*

- **ADA Estimations:** Due to statewide declines in enrollment, the Local Control Funding Formula (LCFF) was restructured to provide districts with additional ADA relief. In addition to this permanent restructure, the State also implemented a one-time ADA mitigation to allow districts to recoup lost ADA as a result of poor attendance rates. With these protections in place, the impacts from declining enrollment and lost attendance is softened over a period of multiple years. We recommend districts closely monitor enrollment and attendance projections and prepare to make necessary adjustments to staffing and budgets as needed.



- **Revenue/Expenditure Projections:** Based on the general fund unrestricted/restricted multi-year projection, the district is projecting changes in the ending fund balances in the current and next two years as shown below:
 - 2022-23 INCREASE \$2,986,276.49
 - 2023-24 DECREASE \$90,372.48
 - 2024-25 DECREASE \$2,102,850.48

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

- **Cashflow:** Although district are experience healthy cash flow balances as a result of Covid-19 relief and newly introduced categorical funds, cash flow projections should continue to be monitored regularly to ensure the fiscal health of the district.
- **Impact of Negotiations:** The district has indicated that negotiations have been finalized with both the certificated and classified bargaining units as of the Second Interim reporting period.
- **Multi-year Projections:** With respect to the two subsequent fiscal years 2023-24 and 2024-25 it is important that the district's governing board and administration closely monitor and manage the district's financial resources to assure maintenance of a positive financial condition. It remains essential for each school district to maintain the required state minimum unrestricted reserves throughout the current fiscal year and to budget at least the state minimum required reserves in each future year due to the uncertainty of ongoing funding levels at the state or federal levels.

Conclusion

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

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

Future Concerns

The Governor's Budget for 2023-24 anticipates a budget shortfall of \$22.5 billion, however the governor proposes to preserve its commitment to maintain educational programs and fully fund COLA. Districts are experiencing increased costs due to inflation as well as potential loss in ADA funding. These factors should be taken into consideration during future negotiations and budget projections.



Also of note is the growing emphasis on accountability measures as outlined in each district's Local Control Accountability Plan (LCAP), as 2023-24 represents the third year of a three-year LCAP cycle. LCFE continues to be fully funded and districts must ensure they are meeting their minimum proportionality requirement (MPP) as calculated under Title 5, California Code of Regulations, Section 15496(a). During the 2022-23 LCAP development it is critical that districts not only budget to meet the MPP requirement, but also respond to the performance data released by the California School Dashboard to develop goals and actions that are meeting the needs of each district's diverse student population.

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

- 1) AB2756 requires the district to update and certify multiyear financial projections reflecting the impact of any salary negotiations on the current and two subsequent fiscal years prior to board approval. As negotiations are settled, the Disclosure of Collective Bargaining Agreement (DCBA), including the multiyear projection should be sent to the County Office ten (10) days prior to board action.
- 2) AB2756 expanded the responsibilities of the county superintendent in reviewing school district budgets and in monitoring fiscal solvency. Education Code Section 42127.6 (a)(1) now states, "A school district shall provide the county superintendent of schools with a copy of a study, report, evaluation, or audit that was commissioned by the district, the county superintendent, the Superintendent of Public Instruction, and state control agencies and that contains evidence that the school district is showing fiscal distress under the standards and criteria adopted in Section 33127, or a report on the school district by the County Office Fiscal Crisis and Management Assistance Team or any regional team created pursuant to subdivision (i) of Section 42127.8." If the district commissions such a study, please submit a copy to our office to the attention of Maria Contreras.

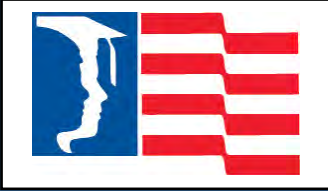
If you have any questions concerning the review of the district's 2022-23 Second Interim Financial Report, please contact the undersigned.

Sincerely,

Jamie Dial

Assistant Superintendent, Business Services

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



National Association of
Federally Impacted Schools
400 N. Capitol Street, NW
Suite 290
Washington, DC 20001
202.624.5455
www.nafisdc.org
Twitter: @NAFISschools

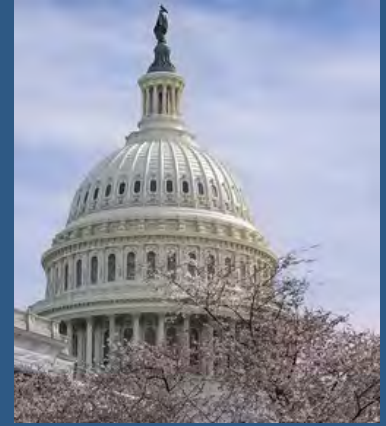


Photo by Architect of the Capitol

NAFIS Spring Conference Inspires and Educates

Spring 2023

IMPACT

When the NAFIS staff selected the theme for the 2023 NAFIS Spring Conference, **Uniting for Education and Innovation**, we intended to pay homage to the major goals of all NAFIS conferences. We are pleased that we achieved them! The NAFIS Family **united** to speak with one voice in support of Impact Aid. We **educated** a new Congress on the importance of the Impact Aid program, while also learning about policies and practices to strengthen work back home. We did it all with an eye toward **innovation**, exploring new strategies to advocate and new ideas to address challenges that school districts face in the current context. These goals were met in a variety of ways, but the conference general sessions set the stage for it all.

Inspiration

NAFIS President Tom Schneider welcomed attendees, delivering inspiring remarks highlighting the important role that public schools play in unifying our nation. While some individuals are inciting divisiveness in school board meetings and principals' offices, Schneider reminded the crowd that when United States educators (not politicians) are allowed to educate, the result is the envy of the world.



Keynote Speaker Principal EL

The First General Session also featured an inspirational presentation directly from those that attendees serve: students. High school students from Salamanca City Central School District (NY) shared the innovative work happening in their district, which includes efforts to both connect the district's Native student population with their traditional practices (for example, hands-on learning of Seneca basket weaving techniques) and prepare students for the careers of tomorrow (such as an advanced drone program).

The session concluded with motivational speaker Dr. Salome Thomas-EL, aka Principal EL, an award-winning principal and teacher, speaker and author. He shared his story as a first-generation college student, highlighting the role that educators played in his life, noting that for many students, "the support doesn't come from anyone but you."

He also shared his journey to the education profession and his experience teaching special education middle school students to play chess. Principal EL was upset when they began winning every match, as "building resilient children is not about teaching them how to be successful, it is about teaching them how to respond when they are not successful."

The students then began competing against high school and college students, and even adults. While occasionally they lost, the team ultimately won the national chess championship. The experience led Principal EL to develop a program teaching every student who enters his school the game, as well as all the noncognitive skills – self regulation, critical reasoning, creativity and more – that accompany it.

He closed by thanking attendees for what they do and saying he came to the NAFIS conference to "encourage and inspire you to continue on, because this work will not get any easier and it won't change. We know

Continued on page 4...

Finding Common Ground

As I sit down to write to you all, my mind is whirling with so much going on in Congress, and I'm smiling just thinking about all the great things we've already accomplished this year. NAFIS held a new staffer congressional briefing in the U.S. Capitol, hosted more than 300 members for our annual spring conference and coordinated a targeted Federal Relations Outreach (FRO) fly-in to meet with congressional leaders serving on education authorizing and appropriating committees – and we're not even halfway through the year!

Advocating for Impact Aid is so fun! Seriously, in the education funding world, I'm constantly excited to talk to Republicans and Democrats alike because in this harsh political reality we're living in, our program is truly common ground.

Common ground. What a novel idea these days, but we all share common ground in Impact Aid. Whether you're living in Arizona, Washington, Georgia or New York, or impacted by Indian Lands, military installations, national laboratories or other federal property, our conferences bring all of us – the NAFIS Family – together in the united pursuit of more Impact Aid funding and a stronger Impact Aid program. If you attended the spring conference, I hope you enjoyed the experience and return in the fall. For those who missed it, please join us to celebrate our 50th anniversary during our next conference, September 17-19 in Washington, DC. This will be an opportunity to meet school leaders from around the country advocating for Impact Aid, hear from policy experts, meet with your congressional delegation and more. It's amazing what common ground you can find within the NAFIS Family. We come from different backgrounds, different states, different impacts. But we have a great thing in common: our strong presence in Washington, DC, and our united efforts across the country to advocate for Impact Aid. We'll be

approaching the end of the federal government's fiscal year in September, so it will be a very important time to be in DC, continuing our strong advocacy efforts and sharing your school district's story.

The NAFIS staff is always hard at work to serve our members and advocate for the Impact Aid program. Behind the scenes we never stop. We are frequently answering inquiries from congressional offices and NAFIS members about the Impact Aid program, estimating payments, liaising with the U.S. Department of Education and keeping the NAFIS Family apprised of what's going on in Congress and around the country that might affect your community.



In this uncertain budget climate, we know it's incredibly important for NAFIS to be in the room when education funding conversations are happening in Congress. Earlier this year, we submitted our FY 2024 appropriations request and testimony to both the House of Representatives and the U.S. Senate. The Advancing Toward Impact Aid Full Funding legislation was introduced with bicameral and bipartisan support. Dear Colleague letters were signed in the House and Senate, demonstrating strong bipartisan support for the Impact Aid program. We're actively working with congressional leaders to introduce an Impact Aid infrastructure bill to help our school districts with much

needed construction dollars. We're meeting frequently with congressional staff, whether in person, on the phone, or via Zoom and Microsoft Teams. These touch points are vital to continue to push the NAFIS message and advocate for the whole NAFIS Family.

Congress needs to take our example, find common ground and protect public education funding. I still have a magic eight ball, but it's anyone's guess right now how Congress may or may not ultimately fund the U.S. Department of Education, or the entire federal budget for that matter.

As I write this, the House just passed (by a vote of 217-215) a bill to cut spending to FY 2022 funding levels in exchange for raising the debt ceiling (which is needed so the federal government can continue borrowing money to make interest payments on its loan obligations). While there is no chance this bill as it currently stands passes the Senate or is signed into law, Republicans will likely continue to push for budget cuts that affect the U.S. Department of Education and Impact Aid. I am certain, though, that we have it better than many other programs because of the longtime support on both sides of the political aisle. And while the NAFIS staff is here monitoring legislation, responding to requests from congressional offices and providing information on how Impact Aid works, congressional support truly happens because of your efforts – the stories and advocacy you do to show Congress how important it is to your school district and the students you serve. Please continue to share your challenges and stories with NAFIS and your congressional delegation.

NAFIS continues to work tirelessly to ensure the students in our member districts receive the best education possible by fighting for Impact Aid. Time will tell how education funding pans out in FY 2024. Maybe I will just give the magic eight ball a shake anyway. ~

Nicole's Bookshelf

Currently on my nightstand:

- *Go, Dog, Go* by P.D. Eastman
- *Crucial Conversations: Tools for Talking When Stakes Are High* by Grenny, Patterson, McMillan, Switzler and Gregory
- *The Bookish Life of Nina Hill* by Abbi Waxman

FY 2024 Impact Aid Application Amendments Due June 30, 2023

Amending FY 2024 Impact Aid Applications

Do you need to amend your original application submission? To start an amendment, log in to the [Impact Aid Grant System](#), click on LEA on the top blue menu, then click the name of your LEA and locate the section labeled “Applications.” Select the FY 2024 application submission and at the application summary page, click the button “Start a 7002 or 7003 Amendment”. For step-by-step instructions, watch the instructional video on [Starting an Application Amendment](#). The deadline to submit an amendment is **June 30, 2023**.

FY21 Final Payments

In the coming weeks Impact Aid will provide an update regarding the status and timeline for final payments for FY21.



DIRECTOR'S UPDATE

FY23 Interim Payments

FY23 payments have been released at 90% of LOT, with Children with Disabilities payments at \$1,050 per weighted unit.

Upcoming Webinars

Impact Aid staff are presenting several free, one-hour webinars in the upcoming months. Find registration links and class descriptions on [ImpactAid.gov](#). Staff highly recommend coming to a webinar if you are new to Impact Aid or just want a refresher.

Impact Aid Main Phone Line

The main telephone number for Impact Aid - (202) 260-3858 - will be discontinued soon. Once it is, you will no longer be able to reach the Impact Aid office using this number. To contact the Impact Aid office, you will have to contact your state assigned analyst directly.

Questions?

Contact your program analyst for support. Find their name and contact information at https://impactaid.ed.gov/iap_staff/.

NAFIS Hosts Successful Federal Relations Outreach Meeting

Last week, leaders from across the NAFIS Family gathered in Washington, DC, for the Federal Relations Outreach (FRO) meeting. FRO is a legislative fly-in targeting key congressional offices, such as leaders of committees relevant to NAFIS advocacy.

Speakers addressed the current state of Impact Aid and education funding. Faatimah Muhammad, U.S. Department of Education Impact Aid Office Director, provided an update and responded to inquiries on streamlining the survey data collection process. She also discussed the possibility of technical edits to the regulations and said final payments for FY21 will hopefully be released within the next 30-45 days. The Department also hopes FY22 payments will close out at the end of this year and FY23 payments will close out by Spring 2024.

Sarah Abernathy, Executive Director of the Committee for Education Funding (CEF, of which NAFIS is a member and NAFIS Executive Director Nicole Russell serves on the board), spoke to the group about how cuts to discretionary funding could drastically affect education programs. She gave a detailed overview of federal education funding in recent years and emphasized the fact that Impact Aid is one of the only programs that is not forward funded. Congress hasn't made any decisions on education funding as of yet because of debates on the debt ceiling, but even a five percent cut to education funding would bring the Department of Education to FY22 levels.

In addition, Jon Bernstein, NAFIS Government Relations Consultant, reviewed talking points for congressional meetings. The talking points asked that all federal K-12 programs, particularly those like Impact Aid that have been significantly underfunded for decades, not be subject to a funding freeze or a low annual funding cap in FY24. They also included a call to increase FY24 Impact Aid appropriations by \$70 million, enact the bipartisan Advancing Towards Impact Aid Full Funding Act and reintroduce the Impact Aid Infrastructure Act, which would help fund school construction projects.

On Thursday, April 20th, FRO teams attended nearly 20 House and Senate meetings to discuss the importance of the Impact Aid program and encourage support for the Advancing Toward Impact Aid Full Funding Act and school construction funds. Attendees were split into teams and had strategically scheduled meetings with offices of House and Senate members in leadership positions within Congress. These legislators serve on the House Education & the Workforce Committee, the House Labor HHS Education Appropriations Subcommittee, the Senate HELP Committee and the Senate Labor HHS Education Appropriations Subcommittee. Some are also part of the Impact Aid Coalition.

The FRO teams had great conversations with these legislators and their staffers, educating them about the Impact Aid program and the importance of funding quality public education for all students. NAFIS is thankful for the fantastic advocacy efforts of FRO attendees and continued support of the Impact Aid program from legislators. ~

NAFIS Conference, cont...

...from page 1

that we've been called to do it... There is a lot of work ahead of us, but it is important work – it is work that must be done.”

Education

The general sessions also educated attendees on the current context. NAFIS Government Relations Consultant Jon Bernstein provided an update on the state of play in Washington, DC, reviewing the make-up of the 118th Congress and the education priorities it will likely address. He also shared NAFIS talking points, preparing attendees to educate their congressional delegations.

Luncheon speaker Myrna Mandlawitz, one of the nation's leading experts on special education, spoke on the current climate around special education and the Individuals with Disabilities Education Act (IDEA) – the top issue in the sphere and a severely underfunded program. She offered a brief history of IDEA through the FY24 President's budget, which proposes increases to the program but still less than half of full funding figures. She does not believe it is likely to be reauthorized anytime soon. Mandlawitz also discussed other special education bills and challenges in the current context, including a very

significant shortage of special education teachers and increased interest in school choice initiatives that potentially harm students with disabilities. She closed with a call for an inclusive setting for all children.

During the Second General Session, U.S. Department of Education Impact Aid Office Director Faatimah Muhammad offered an update on the program and payments, and Jason Cummins, Deputy Director of the White House Initiative on Advancing Educational Equity, Excellence and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities, shared remarks on his organization's work. The session also featured a panel of congressional staff, who offered thoughts in an off-the-record conversation.

Celebrating 50 Years

The NAFIS Spring Conference was the beginning of our 50th anniversary celebration, and we are excited for the 2023 NAFIS Fall Conference, which includes a modified program to accommodate special celebratory events. We look forward to providing even more inspirational and educational content then. We hope you join us in Washington, DC, September 17-19 as we mark our golden anniversary! ~

Meet the NAFIS Board: Deborah Jackson-Dennison

Editor's Note: NAFIS staff wants our members to know the leaders guiding the association through service on the NAFIS Board of Directors. IMPACT is beginning a new feature introducing these individuals to the NAFIS Family. Our first highlights Dr. Deborah Jackson-Dennison, who was elected to the NAFIS Board at the 2023 NAFIS Spring Conference.

Name: Dr. Deborah Jackson-Dennison

Board Position: At-Large Director I

Title/School District: Superintendent, San Carlos Unified School District (AZ)

Personal Philosophy: As an enrolled member of the Diné (Navajo) nation, it has always been my belief and my passion as an educational leader of schools that serve predominately American Indian students to confront such long-standing scars that still impact the here and now of education today through implementing research-based systemic reforms that have proven results with positive community-wide growth and student academic successes.

About her District: San Carlos Unified School District is a pre-K–12+ public school district located on the San Carlos Apache Indian reservation. It serves approximately 1,500 students, 99.6% of whom are enrolled members of the San Carlos Apache Tribe. The district is 100% LOT. Over 50% of the overall budget comes from Impact Aid. Without Impact Aid, the successes our district has experienced over the last seven years would definitely not be possible. Through Impact Aid, our district is innovative and strategic in our approaches to confront the issues and truly meet the needs of our San Carlos Apache students and community.

“Striving for Shilgozhóó”: Through the use of a research-based survey instrument refined from my own doctoral dissertation, we successfully brought forth input from grassroots school community stakeholders including parents, grandparents, family members, traditional elders and Tribal leaders, most of whom historically have never been asked what they want a San Carlos graduate to know and be able to do. This comprehensive process allows for integrating and correlating cultural and historical relevancy to all aspects of the systemic reform process and resulted in development of the district's vision, mission and strategic plan, called “Empowering Our Nínee People the Brave Way”. Encompassed in the strategic plan is the important work of becoming a trauma-informed and trauma-sensitive school system. This journey of passion has become known as **Shilgozhóó**, which in Apache means, “I am balanced, I am in harmony, I am at peace, I am happy.” In essence, “I am ready to learn.”

Using western terms, the state of Shilgozhóó parallels with Maslow's Hierarchy of Needs. It is our philosophy that “Maslow's Hierarchy of Needs” must come before “Bloom's Taxonomy” in reforming school systems that predominately serve American Indian students like San Carlos. The premise of our reform efforts is that the system must meet the needs of the students and their school community. We must ask our elders and forefathers what they want our children to know and be able to do upon completion of school at San Carlos. Without asking,



Legislative Update

Impact Aid Full Funding Legislation Introduced

In March, the Advancing Toward Impact Aid Full Funding Act was introduced in both the House and the Senate. Led by Representatives Mike Levin (D-CA-49) and Tom Cole (R-OK-04) and Senators Ben Ray Lujan (D-NM), Thom Tillis (R-NC), Kirsten Gillibrand (D-NY), Markwayne Mullin (R-OK), Dick Durbin (D-IL) and John Cornyn (R-TX), this bipartisan bill would establish a five-year glidepath to significantly increase Impact Aid funding. It would fully fund the Impact Aid Basic Support formula and provide a proportional increase to the Federal Property program, as well as increase funding for the Impact Aid Children with Disabilities and Construction programs. NAFIS strongly supports this legislation, which was endorsed by organizations representing the education, military and Native American communities.

In addition to the original co-sponsors, eight Representatives have signed on to the legislation: Rep. Marilyn Strickland (D-WA-10), Rep. Sara Jacobs (D-CA-51), Rep. Derek Kilmer (D-WA-6), Rep. Andy Kim (D-NJ-3), Rep. David Valado (R-CA-22), Rep. Stephanie Bice (R-OK-5), Rep. Mike Bost (R-IL-12) and Rep. Joe Courtney (D-CT-2). Two senators - Senators Dianne Feinstein (D-CA) and James Lankford (R-OK) - have also signed on.

President's Budget Request

On March 9, President Biden unveiled his budget request for fiscal year 2024. Under his proposal, the Department of Education (ED) would receive \$90.6 billion in discretionary spending, a \$10.8 billion (or 13.6%) increase from FY23 enacted levels. Major winners include Title I (+\$2.2 billion) and Title III (+\$305 million).

Impact Aid would only see level-funding under President Biden's proposal, which underscores the importance of the increases seen in FY23. While this is not what NAFIS hoped for, it is important to remember that

Impact Aid received more funding in FY23 than Biden requested.

In mid-April, U.S. Secretary of Education Miguel Cardona testified about the President's education budget before the House Appropriations Labor-Health and Human Services-Education (LHHS-ED) Subcommittee. While many Republicans criticized the proposed increase in the Department's budget as imprudent given the state of the nation's debt, Democrats used their time to decry Republican proposals to cut spending in exchange for agreeing to the raise the federal debt ceiling. During the hearing, Secretary Cardona mentioned the importance of Impact Aid in conjunction with a



MISA Executive Director Kyle Fairbairn, FLISA Executive Director Tom Schneider and NIISA Executive Director Brent Gish at FRO

question asked about a failed amendment, which would have eliminated all federal K-12 programs, to the Parents Bill of Rights legislation (discussed in more detail below). Cardona stated that the amendment would cut Title I and effectively eliminate Impact Aid, and that these cuts would be devastating for students and families. The Secretary is expected to testify before the Senate Appropriations' LHHS-ED Subcommittee on the President's budget on May 11.

Debt Ceiling Negotiations

On April 26, the House of Representatives passed Speaker Kevin McCarthy's (R-CA) Limit, Save, Grow Act of 2023, which would

reduce the federal deficit and raise the debt ceiling, by a vote of 217-215. The bill would cap overall FY24 spending at FY22 levels and allow only 1% in increases in each of the next 9 years. In addition, the bill would rescind unobligated funding provided under the American Rescue Plan Act of 2021, nullify President Biden's proposed student loan forgiveness plan and bar the Secretary of Education from implementing any executive action or rule in the future that would suspend student loan payments or waive interest payments. In exchange, the bill would raise the federal debt ceiling, thereby allowing the federal government to continue borrowing money to make interest payments on its loan obligations, until March 31, 2024.

President Biden and Congressional Democrats have assailed this legislation, claiming it would lead to deep cuts in federal domestic programs, particularly in education. Democrats theorize the Defense budget would be spared, leaving education programs to endure cuts of approximately 22%. While unclear how much each federal agency and each program within those agencies would be cut if this plan were enacted, it is highly possible that Impact Aid's budget would be frozen or cut back. White House Office of Management and Budget Director Shalanda Young noted the possible harm to education, stating in part: "A 22 percent cut would impact 25 million students in schools that teach low-income students and 7.5 million students with disabilities, which could force a reduction of up to 108,000 teachers, aides or other key staff."

The Senate is not expected to take up this bill.

The Senate is not expected to take up this bill.

Parents Bill of Rights

By a vote of 213-208 in March, the House passed H.R.5, the Parents Bill of Rights, which would codify certain parental rights in public schools - including curriculum transparency, mandated teacher-parent meetings and public disclosures of budget materials.

Continued on page 6...

Connect with NAFIS on Social Media



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

Twitter: @NAFISschools

Legislative Update, cont...

...from page 5

It would create new requirements on parental signoffs for education technology tools, making it harder for school districts to use them, and require parent permission (rather than notification) for many medical examinations and screenings. However, it does not contain any new rights of action to enforce current law or the bill's proposed new provisions. It is unlikely Senate Democrats take up the legislation.

Pay Teachers Act

Also in March, Senate Health Education Labor and Pensions (HELP) Committee Chairman Bernie Sanders introduced his Pay Teachers

Act (PTA), which would establish a \$60,000 minimum salary for public elementary and secondary school teachers. The bill also proposes to increase federal investments in public schools (including doubling Impact Aid Basic Support payments) and make investments to diversify the teacher workforce, strengthen the educator pipeline and support teachers' career development. It nods to school leader shortages by supporting Grow Your Own programs. The legislation is believed to be a messaging bill that has no legitimate chance of becoming law during the 118th Congress. It is unlikely Chairman Sanders will hold a hearing or a committee mark-up for it. ~

Meet Jackson-Dennison, cont...

...from page 4

the disconnect continues to exist between the two worlds which only contributes to the cycle of continuous low performance, as the education system remains foreign and continues to teach using concepts irrelevant to the way of life for San Carlos Apache students and their communities.

Additional Highlights: Changes to the overall system to help with being both culturally responsive and trauma-informed include ensuring schools are social and emotional learning centered and partnering with local agencies, including Tribal entities. For example, through an MOU with the San Carlos Apache Health Care Corporation, the hospital provides school nurses and therapists at each school. San Carlos is working to provide dental and eye care services in school health clinics. A partnership between the district and the San Carlos Apache Tribe Department of Health and Human Services' Wellness Center provides equine-assisted therapy. By using the horse, a spiritual animal to the Apache people, and learning or just hearing the spiritual horse songs, students are better able to connect with their therapist than in an office setting, to help with mental health healing.



Shilgozhóó Logo, Created by Class of 2022 Students

Need for Additional Impact Aid: Teacher housing is the district's number one challenge with staff recruitment and retention. Housing is limited and in need of renovations. If we received additional Impact Aid funds, most definitely we would use them for infrastructure and new teacher and staff housing to help our students continue to thrive with Shilgozhóó!

Membership Corner



Lynn Watkins

Greetings to the NAFIS Family! We are well into the spring season, which brings a renewed outlook on life. Spring brings with it sounds, sweet aromas and colors to foster hope and a sense of the possibilities to come. But finish up that spring cleaning and garden work, because summer is right around the corner and that's when the FUN starts!

Speaking of new seasons, it's time for the new NAFIS membership season. The 2023-2024 NAFIS membership year kicks off with invoices going out to Impact Aid school districts to renew their membership with us. The membership year starts July 1, 2023, and ends June 30, 2024. Your school district's primary NAFIS contact should expect to receive the renewal invoice via email during the latter part of May. In addition to the email invoice, a paper invoice will be sent to districts by USPS mail. As we celebrate the 50th anniversary of NAFIS, we are looking to make it an especially great membership year!

In advance of invoices going out, please revisit the NAFIS membership portal. Find it at <https://secure.nafisd.org/> (or by clicking the "log in" button in the top right corner of the NAFIS website, nafisd.org). Take a moment to review your information and make updates if necessary. All individuals can access their own accounts. The school district's primary NAFIS contact can make changes to the district's information as well (as can those who have asked for administrative privileges).

We are looking forward to an exciting year, as we celebrate 50 years of Impact Aid advocacy! Be sure to save the date for the 2023 NAFIS Fall Conference - September 17-19, Washington, DC. This conference will include special anniversary events - be on the lookout for more information soon. Please let us know if you have any questions - call us at 202 624-5455 or email info@nafisd.org.

Spring Conference Breakout Session Round-Up

Building Trust with Families

At the 2023 NAFIS Spring Conference, attendees had the opportunity to hear how schools can build relationships with families. Helen Westmoreland, Director of Family Engagement for the National PTA, Amanda Fitzgerald, Assistant Deputy Executive Director for the American School Counselor Association, and Keith Mispagel, NAFIS Board President Elect and Superintendent of Fort Leavenworth Unified School District 207 (KS), spoke on the importance of positive familial relationships and strategies for achieving them.

Building trust with families is important for a number of reasons, including that students perform better in schools with high parent involvement. With the goal of helping students succeed, it is imperative that school staff works with caretakers to create a positive learning environment for all students. Findings from a national parent survey conducted in the fall of 2022 reveal that many parents have a positive rating of their child's school environment but believe schools can improve their communication effectiveness to support student success. One way to address the issue is creating a district-level position responsible for family-school partnerships. If this is not possible in your district, clearly identify someone at the district-level to lead efforts to engage and support families.

The responsibility for building trust does not lie solely with teachers and other school building staff. It is important for school board members to be communicating with parents as well. National PTA recommends school boards ensure meetings and documents are



(L to R) Westmoreland, Fitzgerald

accessible; create opportunities for all constituents to provide public comment; and ensure advisory and governing bodies are representative of the demographics of the community.

School counselors have a growing role in school communities. They help students apply academic achievement strategies, manage emotions, apply interpersonal skills and plan for postsecondary options. School counselor communication with parents is critical when a child faces certain risk factors. It is vital that families and guardians are aware of any major struggles a student is facing in school to help them before they reach a critical point. The session ended with the reminder that parents find it challenging to reach out to administrators, so it is important that school staff reaches out to initiate contact and connections with parents. ~

Electronic Data Collection & Application Monitoring - Tips for Success

Conference attendees also had the chance to hear directly from the U.S. Department of Education Impact Aid Office on best practices for electronic data collection (EDC). Program Analyst Nick Di Taranto and Group Leader Amanda Ognibene began with an overview of the three components of electronic data collection: parents access the survey form in an online system; forms are completed, signed and submitted online; and the LEA exports the survey data to get student counts for each category and property.

Certain requirements must be met for electronic data collection. Software must protect personally identifiable information, ensure limited access and export reports using data submitted on the form.



(L to R) Di Taranto, Ognibene

There is no software or system currently endorsed by the Department, but many options have proven to be successful. Di Taranto explained that LEAs interested in electronic data collection should begin by filling out a proposal questionnaire that will be forwarded to the EDC Team at the Impact Aid Office. It is important to note that the year you pilot an EDC system, you will be selected for a monitoring review.

If you choose to pilot, or if you are otherwise chosen for a monitoring review, take certain steps to ensure a smooth procedure. Ognibene broke a review down into three steps: determine what to submit; collect and organize documents; and upload the information into IAGS. She also noted some common issues that districts should avoid, including counting incomplete or incorrect forms, as well as IEP signatures dated after the survey date. Lastly, she reminded attendees that this process is not meant to be scary and that sometimes monitoring reviews lead to higher payments, and to be as cooperative and efficient as possible during this process.

The Impact Aid Office has [resources](#) that include examples of EDC best practices, sample reports and more on their website. All the information provided during the breakout session is accessible on the Department's website, and there are always staff members available to answer any questions about the Impact Aid application process. The [breakout session slide deck](#) is also available. ~

Round-ups continue on page 8...

Breakout Session Round-Up, cont.

...from page 7

Fostering Student Engagement in Indian Lands School Districts

Another conference breakout session featured a panel discussion on increasing student engagement after the COVID-19 pandemic. Targeted at Indian lands school districts, the panel was moderated by Lory Dufrain, Business Manager of Wagner Community Schools #11-4 (SD) and President of the National Indian Impacted Schools Association (NIISA), and included student panelists from Salamanca High School (NY) and Tuba City High School (AZ).

The students offered suggestions on how to address the recent decline in student engagement. All panelists agreed that hands-on learning, such as creating displays or dioramas, helps students to pay more attention and better retain information from lessons. One student proposed that teachers start off classes with a review of what was taught in previous classes, allowing students to recap before jumping into a new topic. There was also consensus among the panelists that teachers should incorporate breaks into their learning schedules to help students digest the information they are taught. Other tactics for encouraging student engagement are to relate the subject matter back to the real world and help students draw correlations to their own lives.

Students also discussed how the classroom environment plays a role in their engagement levels. They explained that many learn best when they are comfortable in their classrooms and when their teachers have created a nurturing environment. The panel said some students see their teachers more than their parents, and it is important these students feel seen by their teachers. By creating a safe space for students and being a resource for them, teachers can



Student Panelists

help increase students' desires to come to school each day and serve as a role model to look up to.

The session ended with discussion of students' individual needs and different learning styles. Some learners are extroverted, while others are introverted, and it is important for teachers to recognize those differences and adapt their teaching approaches to accommodate students. The panel suggested teachers pair up students with similar personalities or partner someone who is succeeding with someone who is struggling as a peer resource to get them back on track.

NAFIS is grateful to these students for attending the conference and participating in this informative panel. Sharing their stories and bringing the student perspective was a great addition to the conference programming. With over 70 people in the audience, it was a very well attended session. ~

Applying for DoD Impact Aid for Children with Severe Disabilities

The fourth breakout session featured presenters Kathy Facon, Chief of the Educational Partnership and Resources Division at the Department of Defense Education Activity (DoDEA), and Fran Thomas, Budget Analyst from Virginia Beach City Public Schools (VA), who talked about Department of Defense (DoD) Impact Aid for Children with Severe Disabilities (CWSD). The speakers noted that last year DoDEA received 48 applications for these funds, of which 47 were approved. However, 322 school districts were identified as potentially eligible. Approximately 85% of LEAs potentially eligible for DoD CWSD Impact Aid do not apply.

This program reimburses school districts for money previously spent on military dependent children with severe disabilities. There is \$20 million available for reimbursements appropriated each year.

To qualify, a school district must have applied for and received Impact Aid Section 7003(d) Children with Disabilities funding from U.S. Department of Education (ED). These school districts must also have at least two military-impacted children (DoD civilians not included) with severe needs. DoD requests data from ED that provides the basis for determining which districts are eligible to apply for the CWSD Impact Aid funds. The application process



determines whether these districts meet an additional requirement - a cost threshold regarding state per pupil expenditure. Eligible school districts do NOT need to qualify for the DoD Impact Aid Supplemental Program, which requires military students make up at least 20% of average daily attendance.

CWSD funding must be used to provide a free and appropriate education to children with disabilities. More information can be found on the [DoDEA website](#). ~

Impact Aid in the News

NAFIS staff is always following your local news outlets as they report on Impact Aid. The past few months have been eventful for the NAFIS Family between gathering for the 2023 NAFIS Spring Conference, a NAFIS Board election, introducing Advancing Toward Impact Aid Full Funding bills in the House and Senate and more. Here's what local news sources are saying about Impact Aid:

Advancing Toward Impact Aid Full Funding

[My High Plains](#) (TX), March 17, 2023

The Advancing Toward Full Funding Impact Aid bill was introduced by Senators Ben Ray Luján (D-NM), Thom Tillis (R-NC), Kirsten Gillibrand (D-NY), Markwayne Mullin (R-OK), Dick Durbin (D-IL) and John Cornyn (R-TX) to increase funding for the Impact Aid Basic Support, Federal Property, Children with Disabilities and Construction programs. "The federal government has an obligation to fully support public schools on or near federal and tribal lands to ensure they can deliver a high-quality education for their students," said Senator Luján.

[Congressman Mike Levin's Newsletter](#) (CA), March 15, 2023

Representative Mike Levin (CA) issued a press release announcing the legislation in the House. Senator Thomas Tillis (NC) shared a similar [press release](#) on the Senate side.

2023 NAFIS Spring Conference

[Navajo-Hopi Observer](#) (AZ), March 21, 2023

Students from Tuba City High School attended the NAFIS Spring Conference. While there, they spoke on a panel on "Fostering Student Engagement in Indian Lands School Districts", which discussed ways to increase student success and engagement in schools located on tribal lands.



Salamanca Students and Faculty at the NAFIS Spring Conference

[Olean Times Herald](#) (NY), March 16, 2023

Four students from Salamanca High School spoke at the NAFIS Spring Conference, discussing instructional practices designed to engage students in a different way of thinking. Salamanca Assistant Superintendent Karen Magara said, "Everybody was coming up, telling us the kids are fantastic, that this is a great program, it was really cool". The students also participated in a panel on student engagement.

Reporting on NAFIS Members

[Kyrsten Sinema Newsletter](#) (AZ), March 22, 2023

In a weekly newsletter, Senator Kyrsten Sinema shared information and a photo from her visit with the NIISA members during the NAFIS Conference Hill Day. She notes, "Through the Impact Aid program, we've delivered resources to Arizona schools in tribal communities so students can thrive and achieve their dreams."

[Parker Pioneer](#) (AZ), February 1, 2023

Parker Unified School District received half of their FY23 payment for Impact Aid through an early payment process. This money is essential to the function of the school district and is used to pay down property taxes and to keep Le Pera Elementary School open and maintained.

NAFIS Board Election

[Ft. Leavenworth Lamp](#) (KS), March 23, 2023

[Leavenworth Times](#) (KS), March 24, 2023

Dr. Keith Mispagel, superintendent of Fort Leavenworth Unified School District 207 (KS), has been elected NAFIS Board President. As President, Mispagel will serve as a national leader advocating for school districts that receive Impact Aid. He assumes this role after nearly nine years on the NAFIS Board of Directors, including the past two years as vice president and the two years prior to that as secretary. "I am humbled to serve in this leadership capacity, working collaboratively with all members from each of our subgroups with a laser-sharp focus on supporting the more than 1,100 federally impacted school districts educating over 10 million students," he said.



Keith Mispagel, NAFIS President Elect

Additional mentions of the NAFIS Board election and new and re-elected Board members were included in: [Tahlequah Daily Press](#), [Havre Daily News](#), [Tribune & Georgian](#), [Globe Miami Times](#), The Navajo Times (print edition) and Apache Messenger (print edition). ~

Log in to the NAFIS Member Portal

Remember to log in to the NAFIS Member Portal to self-manage your NAFIS membership and subscriptions. All can update their individual contact information, and those who serve as their school district's primary NAFIS contact will be able to easily access dues invoices when available, submit POs, update organizational contacts and more. Access the portal at <https://secure.nafisdc.org/>. ~

Attendees Share Feedback on 2023 NAFIS Spring Conference

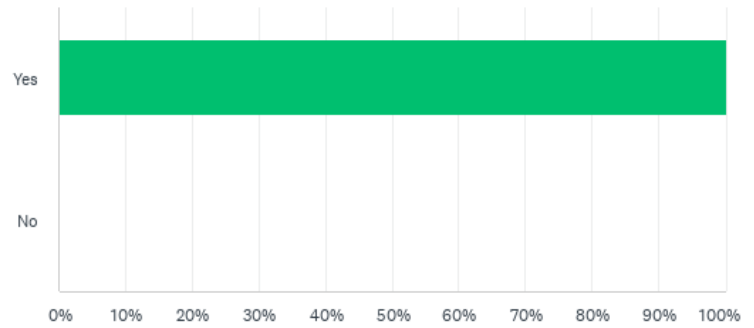
The 2023 NAFIS Spring Conference was the largest in-person gathering since COVID struck, with well over 300 attendees. Of these, 54 took our conference evaluation survey. One hundred percent of respondents found the conference material to be useful in their work. Many commented that they particularly enjoyed hearing from students and appreciated watching the FISEF Good Idea Grant videos to see the positive impact the program made in school districts.

Attendees especially connected with the welcome presentation by NAFIS President Tom Schneider, who spoke on the unifying role of public schools and the innovations these schools produce. His presentation and the legislative update by NAFIS Government Relations Consultant Jon Bernstein (who one respondent called “easy to listen to and understand”) were the highest rated content of the conference, with more than 90% of respondents ranking them as good or excellent. In general, respondents felt general session speakers were very engaging and “of high quality”. Feedback included interest in hearing about the history of Impact Aid, as well as learning from fellow districts about their use of funds.

As an example of how NAFIS staff uses conference evaluation results in planning future conferences, this event featured a motivational speaker as suggested in feedback last fall. Ninety percent of respondents found Principal EL’s presentation to be good or excellent. When asked for feedback on the general sessions, one attendee said “Principal EL was great, and Tom’s message was outstanding”.

This conference featured a new session for school business officials, which ran opposite the school board members session. The session received very positive feedback. The Department Office Hours, which provides the opportunity for attendees to speak one-on-one with staff from the U.S. Department of Education Impact Aid Office, also went over very well. As one respondent said, “As a

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



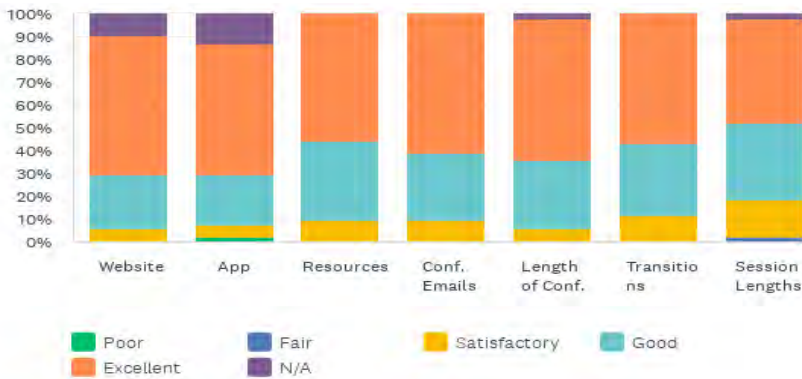
school business official, I really appreciated the session that allowed me to talk with other school business officials and the time with the Impact Aid program staff”.

Many respondents noted the importance of the talking points presentation and handouts for Hill Day (more than 90% rated conference resources as good or excellent). The vast majority of respondents – 87% – thought there was a perfect amount of printed materials. The majority also rated the conference registration website and conference app highly, though some found the app clunky.

Some respondents also commented on the benefit of networking at NAFIS conferences and appreciated the opportunities to do so. One wrote, “It was my first conference and I thought from start to finish it was amazing. Well organized, purposeful and motivating. I felt the family atmosphere.”

The survey also identified areas where NAFIS can further improve the conference experience. Recommendations for upcoming conferences include incorporating the app into more of the conference, adding maps of Capitol Hill to the app, providing more opportunities for networking and hearing more from students.

Please rate the following aspects of the conference



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

We hope to see you at our 2023 Fall Conference, which includes a special celebration of the 50th anniversary of NAFIS! ~

Upcoming Events

June 23, 2023
FLISA Summer Meeting
Colorado Springs, CO

June 25-28, 2023
MISA Summer Meeting
Tacoma, WA

June 29, 2023
FISEF One-Day Workshop
Lakewood, WA (Seattle/Tacoma area)

September 16, 2023
FISEF One-Day Workshop
Washington, DC

September 17-19, 2023
NAFIS Fall Conference
Washington, DC

September 18, 2023
NAFIS 50th Anniversary Celebration
Washington, DC

Conference in Photos

Thank you to all who attended the 2023 NAFIS Spring Conference, **Uniting for Education and Innovation**. It was great to see so many members of the NAFIS Family in DC, and we hope those who came enjoyed the experience. While NAFIS conferences are hard to put into words, a picture is worth 1,000 of them. Here are a few of our favorite images that – in addition to what is described elsewhere in this publication – represent key moments, sentiments and energy from the gathering. Check out our [Flickr album](#) for more.

The work at NAFIS conferences is critical to maintaining and strengthening the Impact Aid program, ensuring students receive resources they deserve. We look forward to welcoming you back for the 2023 NAFIS Fall Conference, September 17-19, which will include a special celebration of our 50th anniversary. ~



NAFIS Honors Contributions to Impact Aid

NAFIS was proud to recognize two long-time Impact Aid advocates with the Friend of NAFIS Award at the 2023 Spring Conference. These outstanding leaders have been essential in strengthening Impact Aid and keeping the NAFIS Family united and successful over the course of three decades. The awards were presented by retired NAFIS Executive Director John Forkenbrock.

Robert (Bob) Brooks, Founder & President of Evergreen Associates, has been involved with Impact Aid for 35 years. Since the 1970s, he has represented federally impacted school districts first through his work with Rep. Norm Dicks (D-WA) and then with Evergreen Associates, the government relations and constituent representation firm he founded in 1982. While building, maintaining and leveraging relationships with the Washington State congressional delegation and working with the



Brooks (on left) and Forkenbrock

Washington State Impact Aid Association, his actions have had wide-ranging implications strengthening and protecting the entire Impact Aid program. For example, Bob served as the catalyst to the founding of the House and Senate Impact Aid Coalitions in the mid-1990s.

“Bob has been an important voice for federally impacted school districts in Washington State and across the nation for many years,” said NAFIS Executive Director Nicole Russell. “Over the past several decades, Bob has worked both behind the scenes and directly with Congress to not only strengthen Impact Aid but to save it in times of turmoil. His work has helped ensure millions of students have access to high quality educational opportunities and experiences they deserve.”

Frances (Fran) Thomas, Budget Analyst for Virginia Beach City Public Schools (VA), has been active in the Impact Aid community for 30 years. She has served as the Virginia State Chair for many years, speaking out for the program and serving as the face of Impact Aid to the Virginia congressional delegation. She has supported and coordinated NAFIS efforts to increase Impact Aid knowledge and advocacy among school districts in her region. She is also active in the Military Impacted Schools Association (MISA, a NAFIS subgroup). In addition, Fran serves as an expert in the program itself, communicating directly with the U.S. Department of Education over the years to ensure that not only Virginia Beach but other Virginia school systems are funded accurately. In addition, she supports other school districts in their Impact Aid work.

“Fran has been an important voice for federally impacted school districts and the students they serve for many years,” said NAFIS Executive Director Nicole Russell. “Whether before



Thomas (on left) and Forkenbrock

Congress or the U.S. Department of Education, she doesn't back down in her work to ensure school districts and students receive the resources to which they are entitled. The relationships she has formed both within her state and with Federal officials have strengthened Impact Aid.”

The entire NAFIS Family joins together in thanking Bob Brooks and Fran Thomas for their support of, and advocacy for, Impact Aid. ~

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MAY/JUNE 2023
ADMIRAL AKERS

Akers Newsletter

“Communication Builds a Community”

Admiral Akers Elementary School
Franklin & Constellation, NAS Lemoore, CA 93245

Mr. Sweeney – Principal

Mr. Denney- Assistant Principal

[Http://www.akers.central.k12.ca.us/](http://www.akers.central.k12.ca.us/)

Office Hours:
7:00-4:00

- May 5 Last Day To Purchase Yearbooks
- May 9 Track Meet- L.H.S.
- May 8 STAR Testing Window opens
- May 16 Adv. Band Concert 6th-8th grade 6:30 p.m.
- May 17 Elementary Band Concert - 12:30 p.m.
- May 18 Open House K-8 5:00 p.m.
- May 19 5th gr. to Burris Park
- May 19 STAR Testing Window closes
- May 20 Last Saturday School
- May 22 ASB to Surf Ranch
- May 25 8th grade – Island Waterpark
- May 29 Holiday- NO SCHOOL
- May 30 Kindergarten Program 12:00pm
- May 30 Pool Party Gr. 1-3 9am – 1230pm
- May 30 Early Dismissal- 1:00 p.m.
- May 31 Pool Party Gr. 4/5 9am- 1230pm
- May 31 Early Dismissal – 1:00pm
- May 31 8th grade Graduation 7:00 p.m.
- Jun 1 1-3 Awards Assembly 8:15am
- Jun 1 Pool Party gr. 6-8 9am- 1230pm
- Jun 1 Early Dismissal 1:00pm
- Jun 2 LAST DAY OF SCHOOL
- Jun 2 Kindergarten Water Day
- Jun 2 6/7 gr. Awards Assembly 8:15am
- Jun 2 4/5 Awards Assembly 10am
- Jun 2 Early Dismissal 1:00pm

dude.
be nice.

**AKERS SCHOOL
OPEN HOUSE**

Thurs. May 18th

5:00 P.M. - 6:30 P.M.

**Grades K-8th~ Fine Arts
Night~Classrooms will be available for
walk through**

For class specific information please
contact your teacher via Parent Square.

Made with PosterMyWall.com

How can I help my child prepare for the test?

You are an important part of your child's education. Some things you can do to help your child are:

- Discuss the test with your child. Make sure they are not scared or anxious.
- Tell your child that you and their teacher have high expectations and that you are both there to help them every step of the way.
- Make sure your child gets a good night's sleep and a nutritious breakfast before testing.
- Review test results with your child and discuss with their teacher where they might need additional help.



End of the year POOL PARTY at Spud's Pool

May 30th ~ 1st-3rd Grade
May 31st ~ 4th /5th Grade
June 1st ~ 6th- 8th Grade

LUNCH WILL BE PROVIDED

**Students will walk from Akers to the Spuds Pool. If you would like to check out your student from the pool please be sure to arrive by 12:30 p.m. Once students have begun walking back they will continue until reaching Akers School, due to safety reasons students will not be allowed pick up from the side of the road. If someone other than a parent is picking up your child please be sure the "Other Transportation" form has been completed or updated no later than the day prior to the event. You may check with your teacher to verify who is approved for pick up from the pool.

**Once you arrive at the pool to pick up your student, please sign your student out on the log sheets, located at the main entrance of the pool (the metal door). Please remain at the door a staff member will find your student. Please do not enter the restrooms or pool area.

**Please be sure to send your student with sunscreen, and appropriate walking shoes (shoes must have a back due to safety reasons). Sunscreen in a spray bottle works best as students are able to apply at various times during the day.

If you have any questions please feel free to contact the Akers office 998-5707 ext 0.

Happy Swimming !!

Library News

LAST DAY FOR BOOK CHECK OUT- MAY 12TH

May 15- May 19 -
All Library Books are due for K-8th graders

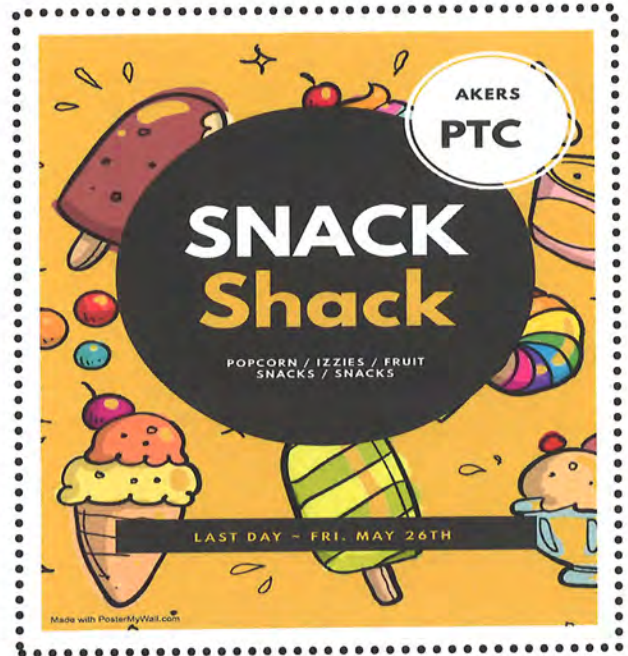
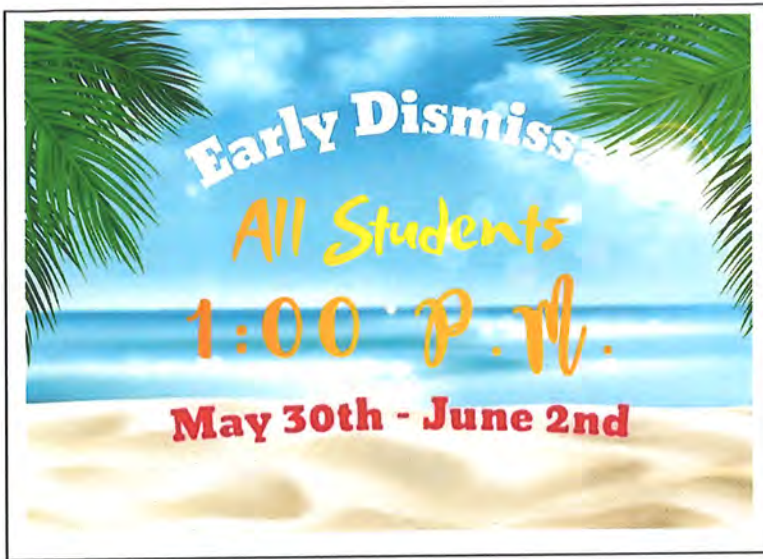
May 24th - All K-5th grade students return any iPad Brick or Charging Cord that was checked out to them during the 22/23 School Year. School iPads will remain on campus through the end of the year.

**6-8 grade- Textbook Return
(hardback books only)**

May 25th - 8th grade
May 25th - 7th grade
May 25th - 6th Grade

**iPAD RETURNS
6TH- 8TH GRADE
MAY 26**





CAFETERIA NEWS:

We have partnered with TITAN as our new payment system for all student meal accounts.

Student meals are FREE, however those 6-8th grade student who would like to purchase snacks from the cart, must have money on their TITAN lunch account.

<https://family.titank12.com/?identifier=7NK96G>

New Student REGISTRATION INFORMATION

2023-2024
 K-8th New Student
 Registration Is available online!
 Go to Akers website:
http://www.central.k12.ca.us/news/what_s_new/new_student_registration

AKERS SCHOOL PRESENTS; **16 MAY**

MUSIC
concert

JR. HIGH CONCERT BAND ~ JAZZ BAND ~ JR. HIGH BEGINNING BAND
 AKERS EVENT CENTER ~ 6:30 P.M.

Aker School / PH: 559-998-5707

Akers School presents

Elementary Music Concert

MAY 17th - 12:30pm

+ Akers Event Center
 + Families are welcome to attend



CENTRAL UNION SCHOOL DISTRICT

April 17, 2023

MINUTES

The regular open public meeting of the Central Union School District Board of Trustees was held on Monday, April 17, 2023 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting began with a preliminary open session at **5:30 p.m.** and adjourned into closed session at **5:30 p.m.** After the closed session the general open session was called to order at **6:14 p.m.** The meeting adjourned at **7:00 p.m.**

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

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

CUSD Mission Statement ~

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

1. OPEN PUBLIC SESSION:

- a. Call to Order
- b. Roll Call
- c. Flag Salute

Trustees:

Dale Davidson, Jeffrey Gilcrease, and Ceil Howe III were all present.

District Administration:

Superintendent Tom Addington, Elizabeth Alvarado, Loretta Black, Darin Denney,

Traci Fullerton, Brittany Gately, Anne Gonzales, Christina Gonzales, Michelle King, Penny Miller, Cindee Rael, Teresa Santamaria, Heiko Sweeney and Steve Tashima were all present. Davinder Sidhu was absent.

CUSD Employee Associations' Representatives and others in attendance

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

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

3. PRESENTATION(S):

- a. Akers Elementary School

4. DISTRICT REPORTS

- a. Business - Teresa Santamaria
- b. Superintendent Update, presentation reviewed with the Board

ENROLLMENT	BEG. OF YEAR 2021-2022	BEG. OF YEAR 2022-2023	March 2021-22	March 2022-23	Inter Districts	TOTAL
AKERS	720	672	723	677	LESD	24
CENTRAL	257	226	267	249	HANFORD	9
NEUTRA	449	413	500	422	OTHER	1
STRATFORD	260	283	311	293	Intra-District	7
TOTAL	1686	1594	1801	1641	TOTAL	41

5. COURTESY TO VISITORS:

6. CORRESPONDENCE AND BOARD INFORMATION:

- a. Spring NAFIS talking point, 2023
- b. NAFIS FY20 Infographic
- c. MISA Newsletter, March 2023
- d. Akers Newsletter
- e. 3rd Quarter Williams Compliance Report

7. CONSENT

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

- a. Approved minutes of the regular board meeting of March 6, 2023
- b. Approved new hires:
 - i. Jessica Burling Specialty Instructional Aide
 - ii. Nicole Little Payroll Technician
 - iii. Jazmine Solis Specialty Instructional Aide
- c. Approved separations:
 - i. 29-3/23
- d. Approved Agreement David Goldsmith for e-Rate consulting services
- e. Approved Agreement with PowerSchool annual enrollment
- f. Approved Agreement with Securly
- g. Approved Memorandum with Kings County Office of Education for math intervention support
- h. Approved Agreement with CWDL for auditing services through FY25
- i. Approved Internet Access Agreement w/Kings County Office of Education
- j. Approved Agreement w/Kings County Office of Education re SARB
- k. Approved Agreement w/ParentSquare
- l. Approved Agreement w/PowerSchool re Student Information System
- m. Approved library surplus from Stratford School
- n. Approved the School Attendance and Review Board (SARB) and SARB Board and Dates for 2023-24 school year
- o. Approved technology surplus request

Approved items a) through o):

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

8. OLD BUSINESS

- a. Approved agreement with BSK for testing services related to Stratford HVAC project

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

9. NEW BUSINESS

- a. President Dale Davidson announced that the Board has approved the unpaid leave request for employee #30-2/23 through December 15, 2023 in closed session. The Superintendent is directed to take the necessary steps to notify the employee of this action.

Mr. Gilcrease announced a decision from closed session that based upon violation of Education Code section 48900 (c), I move that we expel student **A-04-17-2023**, from the Central Union Elementary School District through March 22, 2024. Further, I recommend that the student may return under a suspended expulsion order beginning on August 16, 2023. The suspended expulsion order will remain in effect through March 22, 2024. Upon student's return to campus, the site will develop a behavior contract for student **A-04-17-2023**, to include attendance, appropriate behavior, and participation in counseling with the District counselor or psychologist. If the student fails to follow any condition of the behavior contract, the expulsion order will be reinstated.

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

- b. Approved March 2023 District warrants
- c. Approved March 2023 Fiscal Position Reports for General Fund and Cafeteria Fund

**One motion was made for items b and c

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE
Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

- d. Approved First reading of Administrative Regulation 4119.12/4219.12 and Exhibit 4119.12/4219.12 - Title IX Sexual Harassment Complaint Procedures

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

- e. Approved Job Description and position creation - Behavioral Support Aide

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

- f. Approved Arts, Music, and Instructional Materials Discretionary Block Grant Expenditure Plan

Motion: Jeffrey Gilcrease

Seconded: Ceil Howe, III

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

- g. Adopted Resolution G-04-17-2023 - APRIL 2023 Month of the Military Child

Motion: Ceil Howe, III

Seconded: Jeffrey Gilcrease

Dale Davidson Vote: AYE

Ceil Howe, III Vote: AYE

Jeffrey Gilcrease Vote: AYE

10. CLOSED SESSION:

The closed session of the Board of Trustees will be held to consider the following:

- a. Student Discipline and Other Confidential Student Matters - Consider expulsion of case #A-04-13-2023 (Gov. Code §35146)
- b. Labor Negotiations (Gov. Code §54957.6)
 - Agency designated representatives:
 - Employee organization: CUETA
- c. Personnel (Gov. Code 54957)
 - i. Employee Leave Request

Respectively submitted,

President

Clerk

2023-2024 Renewal Application
School Connected Organization (SCO)
General Liability • Property • Directors & Officers • HNOA Coverage

SCO Identification

Legal Name of Organization: Akers Parent and Community Club
 SCO Physical *Location Address: Constellation Ave, Bldg #968, NAS Lemoore, CA 93245
*Where meetings are held
 SCO Legal Mailing Address: 15783 18th Ave, Lemoore, CA 93245
 SCO Contact & Title: Lacy Dill - President or Amanda Norris - Treasurer
 SCO Phone No.: 559-816-1005 SCO Email: akersptc@gmail.com
 School Name (if applicable): Akers School
 District Name: Central Union Elementary School District
 Mailing Address: 15783 18th Avenue
 City, State Zip: Lemoore, CA 93245
 District Contact: Thomas Addington (Superintendent) or Traci Fullerton (Ex. Asst)
 District Phone: 559+925-2619 District Email: taddingt@central.k12.ca.us or tullerton@central.k12.ca.us

- Our SCO wishes to continue coverage. Affirm group activities remain the same as in original application.
- Total number of participants (including board members) _____
 - Does the group host events with more than 2500 attendees? Yes No
 - Do you Host Events that serve Liquor? Yes No
 - If so, is a Bartender hired? Yes No
 - Is Alcohol obtained with: Ticket Cash Both
 - Does the group sponsor any overnight trips or events? Yes No
 - Please list here any additional activities: _____
 - Would you like to Increase your Business Personal Property Limit? Yes No If so, What Limit? _____
 - Would you like Director's & Officers Liability Coverage**? Yes No
**If so, a representative from Walter Mortensen will contact you

Select delivery preference for your insurance policy and other legal notices:

SCO: Paperless U.S. Mail U.S. Mail and Paperless

Do you wish copy of policy to be delivered to district? Yes No

District copy to be sent to Supt. unless otherwise noted below:

Name _____ Email _____

- Our SCO wishes to discontinue coverage.

SCO Authorization

Akers Parent and Community Club
Official Name of Organization

Lacy Dec J Dill
Signature of Authorized Agent

Lacy Dec J Dill - PTC President
Name and Title (Please Print)

2/28/23
Date

District Authorization

The Central Union Elementary School District has officially recognized the SCO identified in this application and as listed above
District Name

and desires to seek general liability coverage under the SISC program. By signature below, I acknowledge the premium of \$500 shall be included within the scope of the district's SISC premium. The district is therefore responsible to pay the premium to SISC and then collect the amount from the SCO.

Thomas Addington
Signature of Authorized Agent

Thomas Addington Superintendent, (559) 925-2619 March 29, 2023
Name and Title (Please Print) Telephone No. Date

Both signatures required - Email Confirmation Form no later than March 31, 2023 to:



**2023-2024 Renewal Application
School Connected Organization (SCO)
General Liability • Property • Directors & Officers • HNOA Coverage**

SCO Identification

Legal Name of Organization: Central Parent Teacher Club
 SCO Physical *Location Address: 15783 18th Ave. Lemoore, CA 93245
 *Where meetings are held
 SCO Legal Mailing Address: 15783 18th Ave. Lemoore, CA 93245
 SCO Contact & Title: Anne Gonzales, Principal
 SCO Phone No.: 559-924-7797 SCO Email: agonzale@central.k12.ca.us
 School Name (if applicable): Central Elementary School
 District Name: Central Union Elementary School District
 Mailing Address: 15783 18th Avenue
 City, State Zip: Lemoore, CA 93245
 District Contact: Thomas Addington (Superintendent) or Traci Fullerton (Ex. Asst)
 District Phone: 559+925-2619 District Email: taddingt@central.k12.ca.us or fullerton@central.k12.ca.us

Our SCO wishes to continue coverage. Affirm group activities remain the same as in original application.

- Total number of participants (including board members) 10
- Does the group host events with more than 2500 attendees? Yes No
- Do you Host Events that serve Liquor? Yes No
 - If so, is a Bartender hired? Yes No
 - Is Alcohol obtained with: Ticket Cash Both
- Does the group sponsor any overnight trips or events? Yes No
- Please list here any additional activities: _____
- Would you like to Increase your Business Personal Property Limit? Yes No If so, What Limit? _____
- Would you like Director's & Officers Liability Coverage**? Yes No
 **If so, a representative from Walter Mortensen will contact you

Select delivery preference for your insurance policy and other legal notices:

SCO: Paperless U.S. Mail U.S. Mail and Paperless

Do you wish copy of policy to be delivered to district? Yes No

District copy to be sent to Supt. unless otherwise noted below:

Name _____ Email _____

Our SCO wishes to discontinue coverage

SCO Authorization

Central Parent Teacher Club

Official Name of Organization

Kim Hernandez Kim HERNANDEZ-VICE 3.29.23
 Signature of Authorized Agent Name and Title (Please Print) CHAIRMAN Date

District Authorization

The Central Union Elementary School District has officially recognized the SCO identified in this application and as listed above
 District Name

and desires to seek general liability coverage under the SISC program. By signature below, I acknowledge the premium of \$500 shall be included within the scope of the district's SISC premium. The district is therefore responsible to pay the premium to SISC and then collect the amount from the SCO.

Thomas Addington Superintendent, (559) 925-2619 March 29, 2023
 Signature of Authorized Agent Name and Title (Please Print) Telephone No. Date

Both signatures required - Email Confirmation Form no later than March 31, 2023 to:

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



2023-2024 Renewal Application
School Connected Organization (SCO)
General Liability • Property • Directors & Officers • HNOA Coverage

SCO Identification

Legal Name of Organization: Stratford Parent Teacher Club
 SCO Physical *Location Address: Stratford Elementary 20227 First St. Stratford, CA 93260
*Where meetings are held
 SCO Legal Mailing Address: P.O. Box 22 Stratford, CA 93260
 SCO Contact & Title: Yessenia Guzman - President
 SCO Phone No.: (559) 814-8053 SCO Email: _____
 School Name (if applicable): _____
 District Name: Central Union Elementary School District
 Mailing Address: 15783 18th Avenue
 City, State Zip: Lemoore, CA 93245
 District Contact: Thomas Addington (Superintendent) or Traci Fullerton (Ex. Asst)
 District Phone: 559+925-2619 District Email: taddingt@central.k12.ca.us or tfullerton@central.k12.ca.us

- Our SCO wishes to continue coverage. Affirm group activities remain the same as in original application.
- Total number of participants (including board members) _____
 - Does the group host events with more than 2500 attendees? Yes No
 - Do you Host Events that serve Liquor? Yes No
 - If so, is a Bartender hired? Yes No
 - Is Alcohol obtained with: Ticket Cash Both
 - Does the group sponsor any overnight trips or events? Yes No
 - Please list here any additional activities: _____
 - Would you like to Increase your Business Personal Property Limit? Yes No If so, What Limit? _____
 - Would you like Director's & Officers Liability Coverage***? Yes No
- **If so, a representative from Walter Mortensen will contact you

Select delivery preference for your insurance policy and other legal notices:

SCO: Paperless U.S. Mail U.S. Mail and Paperless
 Do you wish copy of policy to be delivered to district? Yes No
 District copy to be sent to Supt. unless otherwise noted below:
 Name _____ Email _____

Our SCO wishes to discontinue coverage.

SCO Authorization

Stratford Parent Teacher Club
 Official Name of Organization
Yessenia Guzman Yessenia Guzman - President 3/3/23
 Signature of Authorized Agent Name and Title (Please Print) Date

District Authorization

The Central Union Elementary School District has officially recognized the SCO identified in this application and as listed above
District Name
 and desires to seek general liability coverage under the SISC program. By signature below, I acknowledge the premium of \$500 shall be included within the scope of the district's SISC premium. The district is therefore responsible to pay the premium to SISC and then collect the amount from the SCO.

Thomas Addington Superintendent (559)-925-2619 March 29, 2023
 Signature of Authorized Agent Name and Title (Please Print) Telephone No. Date

Both signatures required - Email Confirmation Form no later than March 31, 2023 to:

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



Kings County Office of Education New Teacher Induction (NTI) PROGRAM AGREEMENT

A. General

It is the goal of the Kings County Office of Education (KCOE) to coordinate and provide high quality new educator support services to our local districts and educators in effort to improve educational practice and support retention of new teachers within the county. KCOE's New Teacher Induction (NTI) program provides a two-year, individualized, job-embedded program for all teachers new to California schools. As mandated by the state, all new teachers, or teachers newly credentialed in California, must participate in an induction program approved by the Commission on Teacher Credentialing within their first year of teaching. KCOE's NTI program provides thoughtful, research-based, locally personalized professional learning, collaboration, mentorship and other supports to participating districts' new and beginning teachers, while aligning with Teacher Induction standards and guidelines determined by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC).

B. Parameters

This Agreement is entered between the Kings County Office of Education (hereafter, "KCOE"), and Central Union Elementary School District (hereafter, "the DISTRICT") to implement the KCOE New Teacher Induction (NTI) program.

The effective dates for this Agreement are July 1, 2023 through June 30, 2024.

Contract and monitoring responsibilities for the Agreement rest with KCOE. If modifications are necessary during the period of this Agreement, they will be added to this document by mutual agreement of both parties.

C. Purpose

The purpose of this Agreement is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions which will govern participation in the NTI program. KCOE and the DISTRICT agree to form a partnership in providing and coordinating services as part of the KCOE New Teacher Induction program (NTI) as outlined in this Agreement.

D. Responsibilities

KCOE agrees to:

- a. Employ staff adequate to coordinate and implement the KCOE NTI program, including a designated Director with primary program responsibilities to perform lead services, and consultants/technician to provide for the support and clerical needs of the program.
- b. Provide work space for NTI staff, physical and/or virtual meeting space, and supplies for program activities.
- c. Establish and maintain accurate records and reports required by the program; maintain a confidential file, as necessary and required by the program, to store information on candidates involving individual progress through the program in accord with all applicable data privacy and records retention laws and policies.
- d. Maintain a high quality California Commission on Teacher Credentialing (CCTC) and California Department of Education (CDE) approved Teacher Induction program, aligned to the CSTP and best practices, including accreditation.
- e. Supply to the CCTC and the CDE reports and other information as requested on all matters related to program requirements and activities.

- f. Coordinate and convene an Advisory Committee, and develop other administrative processes as required by the CCTC and/or CDE.
- g. Provide candidates appropriate professional learning opportunities designed to support them in meeting their Induction requirements for earning a professional clear credential.

The DISTRICT agrees to:

- a. Appoint a district administrator who will facilitate district general responsibilities as described herein and act as a KCOE NTI Advisory Committee member by attending Advisory Committee meetings to stay informed of KCOE NTI program requirements.
- b. Appoint a district level administrator to participate as a panel member for the Celebration of Growth process in May.
- c. Provide site administrators with information regarding the fall NTI Site Administrator Orientation.
- d. Review all written materials, such as the KCOE New Teacher Induction Handbook and communicate with KCOE's NTI staff as necessary; disbursing and coordinating with applicable district staff as needed.
- e. At the-point-of-hire, determine if teachers qualify for the KCOE NTI program and notify KCOE NTI staff accordingly. Each eligible teacher should then be notified of their responsibility to enter a professional teacher induction program. Recommend eligible teachers to participate in the KCOE NTI program according to the program standards as defined by CCTC mandates.
- f. Provide qualified candidates with information regarding the KCOE NTI program.
- g. Assist site administrators in selecting veteran teachers to serve as mentors to new teacher candidates. Qualifications for mentors must include but are not limited to:
 - Possession of a clear teaching credential for a minimum of 3 years
 - Minimum of 3 years effective teaching experience
 - Knowledge of the context and the content area of the candidate's teaching assignment
 - Knowledge of the current context of public schooling including the California adopted TK-12 content standards, frameworks, and accountability systems
 - Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation
 - Commitment to professional learning and collaboration
 - Ability, willingness and flexibility to meet candidate needs for support, which includes mentoring as specified in the KCOE New Teacher Induction Handbook
 - Understanding of and adherence to the confidentiality between mentor and candidate
 - Demonstration of effective professional practices in teaching and learning, scholarship, and service
- h. Appropriately match candidates with mentors, preferably at the same site, subject matter/grade level taught, and relevant experience. Mentors will be assigned to a candidate within 30 days of the candidate's enrollment in the program.
- i. Ensure candidates and/or mentors attend scheduled NTI trainings as well as provide the necessary release time required to support the design of the program, including time to meet (at least 1 hour per week or a minimum of 40 hours per year) and to observe/visit exemplary veteran teachers as required by the program.
- j. Notify KCOE NTI program staff of any extended absence for either mentor or candidate (i.e. maternity leave, medical leave, etc.). A candidate with 90 calendar days or more of inactive status will be withdrawn from the program and enrolled the following year.
- k. Assume financial responsibility for substitute costs for candidates and mentors to attend professional learning and trainings if needed.
 - All candidates in the NTI program are able to attend any KCOE training free of charge. However, if a candidate registers and does not attend without proper cancellation notice, the district will be billed for the training cost.

- l. Guarantee that the Individualized Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.
- m. Ensure all district and site administrative staff will respect the confidentiality between the mentor and the candidate. NTI program activities, support, and assessment will not be considered in district teacher evaluation, merit pay, salary increases, promotions, or sanctions.
- n. Provide professional learning specific to candidate needs based on their NTI ILP.
- o. Ensure that site administrator will:
 - Provide opportunities for the mentor and the candidate to meet in a quiet place to maintain confidentiality;
 - Provide school site orientation activities for all candidates designed to inform them of site resources, personnel, procedures, policies, and other appropriate information;
 - Understand and agree that the activities of the KCOE NTI program can play no part in the formal evaluation process of any candidate;
 - Attend Site Administrator Orientation in August;
 - Collaborate and support candidate in ILP growth
- p. Participate in formal and informal evaluations of the KCOE NTI program via surveys.
- q. Submit payment of \$4000.00 per candidate to KCOE for the 2023-2024 school year. Fee for Service/Cost Recovery Model: fee structure for subsequent years can vary annually. Fee for Early Completion Option (ECO) is \$5000.00.
 - District will be invoiced for any candidate withdrawn from program after January 1.
- r. Assume full financial responsibility for any mentor stipends or service payments as determined by the district.

E. Other Conditions

Any and all products developed by the KCOE NTI program are the exclusive property of KCOE. School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the expressed written permission of KCOE.

F. Program Participation

- Central Union Elementary School District** will continue the partnership with the KCOE NTI program for the 2023-2024 academic school year.
- Central Union Elementary School District** is withdrawing from the KCOE NTI program for the 2023-2024 academic school year.

KINGS COUNTY SUPERINTENDENT OF SCHOOLS:

By: _____
Signature of Authorized Official
Kings County Superintendent of Schools

Name: Todd Barlow
Title: County Superintendent of Schools
Date: _____

CENTRAL UNION ELEMENTARY SCHOOL DISTRICT:

By: _____
Signature of Authorized District Official
School District

Name: Tom Addington
Title: Superintendent
Date: 4/24/23

Thomas Addington
Superintendent

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



Central Union School District
Lemoore, CA

Board Members

Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

DATE May 8, 2023

Action/Consent:

Approval is sought for surplus of technology equipment for the graduating 8th grade students for the 22-23 school year. Please see the Attached list of equipment and reason for surplus.

DO#	Serial#	Model	Type	Reason
11015240	DMPWND4FJF8M	6th Gen	iPad	obsolete
11015289	DMPWNEJXJF8M	6th Gen	iPad	obsolete
11015341	DMPWNC AKJF8M	6th Gen	iPad	obsolete
11015343	DMPWNC0RJF8M	6th Gen	iPad	obsolete
11015345	DMPWNY0JJF8M	6th Gen	iPad	obsolete
11015410	DMPWNDWRJF8M	6th Gen	iPad	obsolete
11015476	DMPWNXXSJF8M	6th Gen	iPad	obsolete
11015477	DMPWNXW6JF8M	6th Gen	iPad	obsolete
11015481	DMPWNCB1JF8M	6th Gen	iPad	obsolete
11015489	DMPWNVFTJF8M	6th Gen	iPad	obsolete
11015528	DMPWNC EXJF8M	6th Gen	iPad	obsolete
11015529	DMPWNE97JF8M	6th Gen	iPad	obsolete
11015540	DMPWNC P9JF8M	6th Gen	iPad	obsolete
11015542	DMPWNDJ6JF8M	6th Gen	iPad	obsolete
11015552	DMPWNQM QJF8M	6th Gen	iPad	obsolete
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11015562	DMPWNEFMJF8M	6th Gen	iPad	obsolete
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11015565	DMPWNR4LJF8M	6th Gen	iPad	obsolete
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11015592	DMPWNP MZJF8M	6th Gen	iPad	obsolete
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11015878	DMPYP1T4JF8M	6th Gen	iPad	obsolete
11015915	DMPYP01UJF8M	6th Gen	iPad	obsolete
11015945	DMPYP5UYJF8M	6th Gen	iPad	obsolete
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11015999	DMPYP1F7JF8M	6th Gen	iPad	obsolete
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11016001	DMPYM6LWJF8M	6th Gen	iPad	obsolete
11016002	DMPYP1Q5JF8M	6th Gen	iPad	obsolete
11016003	DMPYNFASJF8M	6th Gen	iPad	obsolete
11016004	DMPYP1AMJF8M	6th Gen	iPad	obsolete
11016005	DMPYP5QZJF8M	6th Gen	iPad	obsolete
11016006	DMPYP1HLJF8M	6th Gen	iPad	obsolete
11016007	DMPYNG9WJF8M	6th Gen	iPad	obsolete
11016008	DMPYM3BJJF8M	6th Gen	iPad	obsolete
11016009	DMPYP1SUJF8M	6th Gen	iPad	obsolete
11016010	DMPYM4TWJF8M	6th Gen	iPad	obsolete
11016011	DMPYN78PJF8M	6th Gen	iPad	obsolete
11016012	DMPYK6KSJF8M	6th Gen	iPad	obsolete
11016013	DMPYP5EWJF8M	6th Gen	iPad	obsolete
11016014	DMPYP37AJF8M	6th Gen	iPad	obsolete
11016015	DMPYP3M6JF8M	6th Gen	iPad	obsolete
11016017	DMPYP58EJF8M	6th Gen	iPad	obsolete
11016018	DMPYP4LSJF8M	6th Gen	iPad	obsolete
11016019	DMPYP2S1JF8M	6th Gen	iPad	obsolete
11016020	DMPYP61ZJF8M	6th Gen	iPad	obsolete
11016021	DMPYM6FBJF8M	6th Gen	iPad	obsolete
11016022	DMPYP5HNJF8M	6th Gen	iPad	obsolete
11016023	DMPYP4UPJF8M	6th Gen	iPad	obsolete
11016024	DMPYP5PCJF8M	6th Gen	iPad	obsolete
11016026	DMPYP3Q4JF8M	6th Gen	iPad	obsolete
11016027	DMPYP5ACJF8M	6th Gen	iPad	obsolete
11016028	DMPYNGN3JF8M	6th Gen	iPad	obsolete
11016029	DMPYK9M1JF8M	6th Gen	iPad	obsolete
11016030	DMPYP2X0JF8M	6th Gen	iPad	obsolete
11016031	DMPYNEQFJF8M	6th Gen	iPad	obsolete
11016032	DMPYP1RSJF8M	6th Gen	iPad	obsolete
11016033	DMPYP5F7JF8M	6th Gen	iPad	obsolete
11016034	DMPYP2JEJF8M	6th Gen	iPad	obsolete
11016035	DMPYKBT9JF8M	6th Gen	iPad	obsolete

11016036	DMPYP1RQJF8M	6th Gen	iPad	obsolete
11016037	DMPYP4WZJF8M	6th Gen	iPad	obsolete
11016038	DMPYM14SJF8M	6th Gen	iPad	obsolete
11016039	DMPYNCBKJF8M	6th Gen	iPad	obsolete
11016040	DMPYP397JF8M	6th Gen	iPad	obsolete
11016041	DMPYP1DPJF8M	6th Gen	iPad	obsolete
11016042	DMPYM6E1JF8M	6th Gen	iPad	obsolete
11016043	DMPYND0QJF8M	6th Gen	iPad	obsolete
11016044	DMPYP3QHJF8M	6th Gen	iPad	obsolete
11016045	DMPYP4BZJF8M	6th Gen	iPad	obsolete
11016046	DMPYP64LJF8M	6th Gen	iPad	obsolete
11016047	DMPYP4X7JF8M	6th Gen	iPad	obsolete
11016048	DMPYP4W5JF8M	6th Gen	iPad	obsolete
11016049	DMPYP2Q1JF8M	6th Gen	iPad	obsolete
11016050	DMPYN1RKJF8M	6th Gen	iPad	obsolete
11016051	DMPYP2QXJF8M	6th Gen	iPad	obsolete
11016052	DMPYP0N5JF8M	6th Gen	iPad	obsolete
11016053	DMPYP4HYJF8M	6th Gen	iPad	obsolete
11016054	DMPYN0EXJF8M	6th Gen	iPad	obsolete
11016055	DMPYP0WLJF8M	6th Gen	iPad	obsolete
11016056	DMPYP0QFJF8M	6th Gen	iPad	obsolete
11016057	DMPYN4DSJF8M	6th Gen	iPad	obsolete
11016058	DMPYP104JF8M	6th Gen	iPad	obsolete
11016059	DMPYP0KDJF8M	6th Gen	iPad	obsolete
11016060	DMPYP519JF8M	6th Gen	iPad	obsolete
11016061	DMPYP0U9JF8M	6th Gen	iPad	obsolete
11016062	DMPYNH5LJF8M	6th Gen	iPad	obsolete
11016063	DMPYP5W3JF8M	6th Gen	iPad	obsolete
11016064	DMPYP3BUJF8M	6th Gen	iPad	obsolete
11016065	DMPYP52YJF8M	6th Gen	iPad	obsolete
11016066	DMPYP4UZJF8M	6th Gen	iPad	obsolete
11016067	DMPYM6GJJF8M	6th Gen	iPad	obsolete
11016068	DMPYM6C5JF8M	6th Gen	iPad	obsolete
11016069	DMPYP3UHJF8M	6th Gen	iPad	obsolete
11016070	DMPYP4FSJF8M	6th Gen	iPad	obsolete
11016072	DMPYM6CSJF8M	6th Gen	iPad	obsolete
11016073	DMPYNFB7JF8M	6th Gen	iPad	obsolete
11016074	DMPYNK3XJF8M	6th Gen	iPad	obsolete
11016075	DMPYP5U5JF8M	6th Gen	iPad	obsolete
11016076	DMPYP10HJF8M	6th Gen	iPad	obsolete
11016077	DMPYP1EQJF8M	6th Gen	iPad	obsolete
11016078	DMPYP53AJF8M	6th Gen	iPad	obsolete
11016079	DMPYP0VMJF8M	6th Gen	iPad	obsolete
11016080	DMPYNG39JF8M	6th Gen	iPad	obsolete
11016081	DMPYNA05JF8M	6th Gen	iPad	obsolete
11016082	DMPYN8CPJF8M	6th Gen	iPad	obsolete
11016083	DMPYP1NTJF8M	6th Gen	iPad	obsolete
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11016086	DMPYP0UZJF8M	6th Gen	iPad	obsolete
11016087	DMPYNK89JF8M	6th Gen	iPad	obsolete

11016088	DMPYP3C9JF8M	6th Gen	iPad	obsolete
11016089	DMPYP4C2JF8M	6th Gen	iPad	obsolete
11016090	DMPYP5ALJF8M	6th Gen	iPad	obsolete
11016092	DMPYP1SCJF8M	6th Gen	iPad	obsolete
11016093	DMPYP1VKJF8M	6th Gen	iPad	obsolete
11016094	DMPYP2JFJF8M	6th Gen	iPad	obsolete
11016095	DMPYP4SPJF8M	6th Gen	iPad	obsolete
11016096	DMPYP62XJF8M	6th Gen	iPad	obsolete
11016097	DMPYP43HJF8M	6th Gen	iPad	obsolete
11016098	DMPYP3MDJF8M	6th Gen	iPad	obsolete
11016099	DMPYP615JF8M	6th Gen	iPad	obsolete
11016100	DMPYP5RRJF8M	6th Gen	iPad	obsolete
11016101	DMPYP5LSJF8M	6th Gen	iPad	obsolete
11016102	DMPYP3Y5JF8M	6th Gen	iPad	obsolete
11016103	DMPYP3ZHJF8M	6th Gen	iPad	obsolete
11016105	DMPYP2HPJF8M	6th Gen	iPad	obsolete
11016106	DMPYNT5JF8M	6th Gen	iPad	obsolete
11016107	DMPYP2KSJF8M	6th Gen	iPad	obsolete
11016108	DMPYP1CDJF8M	6th Gen	iPad	obsolete
11016109	DMPYNF7DJF8M	6th Gen	iPad	obsolete
11016110	DMPYP2NJJF8M	6th Gen	iPad	obsolete
11016111	DMPYNLP6JF8M	6th Gen	iPad	obsolete
11016112	DMPYNFWMJF8M	6th Gen	iPad	obsolete
11016114	DMPYNFC0JF8M	6th Gen	iPad	obsolete
11016115	DMPYM6C1JF8M	6th Gen	iPad	obsolete
11016116	DMPYNFB9JF8M	6th Gen	iPad	obsolete
11016117	DMPYP1SMJF8M	6th Gen	iPad	obsolete
11016118	DMPYP1TSJF8M	6th Gen	iPad	obsolete
11016119	DMPYM0Q1JF8M	6th Gen	iPad	obsolete
11016120	DMPYP1SPJF8M	6th Gen	iPad	obsolete
11016121	DMPYNA63JF8M	6th Gen	iPad	obsolete
11016122	DMPYKCMBJF8M	6th Gen	iPad	obsolete
11016123	DMPYNK5WJF8M	6th Gen	iPad	obsolete
11016124	DMPYNFU7JF8M	6th Gen	iPad	obsolete
11016126	DMPYN480JF8M	6th Gen	iPad	obsolete
11016127	DMPYP4MFJF8M	6th Gen	iPad	obsolete
11016128	DMPYNFXLJF8M	6th Gen	iPad	obsolete
11016129	DMPYL4MQJF8M	6th Gen	iPad	obsolete
11016130	DMPYP1SSJF8M	6th Gen	iPad	obsolete
11016131	DMPYNGHSJF8M	6th Gen	iPad	obsolete
11016132	DMPYP1T6JF8M	6th Gen	iPad	obsolete
11016133	DMPYP38NJF8M	6th Gen	iPad	obsolete
11016134	DMPYP32KJF8M	6th Gen	iPad	obsolete
11016135	DMPYP170JF8M	6th Gen	iPad	obsolete
11016136	DMPYL6KYJF8M	6th Gen	iPad	obsolete
11016137	DMPYP2S9JF8M	6th Gen	iPad	obsolete
11016138	DMPYM67BJF8M	6th Gen	iPad	obsolete
11016140	DMPYP5T1JF8M	6th Gen	iPad	obsolete
11016141	DMPYP0X2JF8M	6th Gen	iPad	obsolete
11016142	DMPYP4F4JF8M	6th Gen	iPad	obsolete

11016143	DMPYP0YGJF8M	6th Gen	iPad	obsolete
11016144	DMPYP3VSJF8M	6th Gen	iPad	obsolete
11016145	DMPYNK1NJF8M	6th Gen	iPad	obsolete
11016146	DMPYP2WSJF8M	6th Gen	iPad	obsolete
11016147	DMPYP1WVJF8M	6th Gen	iPad	obsolete
11016148	DMPYP5V0JF8M	6th Gen	iPad	obsolete
11016149	DMPYP41VJF8M	6th Gen	iPad	obsolete
11016150	DMPYP4TCJF8M	6th Gen	iPad	obsolete
11016151	DMPYP1X1JF8M	6th Gen	iPad	obsolete
11016152	DMPYP4JPJF8M	6th Gen	iPad	obsolete
11016153	DMPYP0EQJF8M	6th Gen	iPad	obsolete
11016154	DMPYNJZZJF8M	6th Gen	iPad	obsolete
11016155	DMPYP3K2JF8M	6th Gen	iPad	obsolete
11016156	DMPYP5FBJF8M	6th Gen	iPad	obsolete
11016157	DMPYP04ZJF8M	6th Gen	iPad	obsolete
11016158	DMPYP3SXJF8M	6th Gen	iPad	obsolete
11016159	DMPYP4CCJF8M	6th Gen	iPad	obsolete
11016160	DMPYP0LPJF8M	6th Gen	iPad	obsolete
11016161	DMPYP4MRJF8M	6th Gen	iPad	obsolete
11016162	DMPYP4LBJF8M	6th Gen	iPad	obsolete
11016163	DMPYKG2QJF8M	6th Gen	iPad	obsolete
11016164	DMPYP3BDJF8M	6th Gen	iPad	obsolete
11016165	DMPYP19VJF8M	6th Gen	iPad	obsolete
11016166	DMPYP2X4JF8M	6th Gen	iPad	obsolete
11016167	DMPYP0Z8JF8M	6th Gen	iPad	obsolete
11016168	DMPYP5SPJF8M	6th Gen	iPad	obsolete
11016169	DMPYP03NJF8M	6th Gen	iPad	obsolete
11016170	DMPYP20PJF8M	6th Gen	iPad	obsolete
11016171	DMPYN73CJF8M	6th Gen	iPad	obsolete
11016172	DMPYP1MZJF8M	6th Gen	iPad	obsolete
11016249	F6QZK0A4JF8M	6th Gen	iPad	obsolete
11016250	F6QZK043JF8M	6th Gen	iPad	obsolete
11016256	FPLZL0KCJF8M	6th Gen	iPad	obsolete
11016257	FPLZL0L3JF8M	6th Gen	iPad	obsolete
11016258	FPLZL0BFJF8M	6th Gen	iPad	obsolete
11016380	F6QZT0CCJF8M	6th Gen	iPad	obsolete
11016387	F6QZT0YNJF8M	6th Gen	iPad	obsolete
11016388	FPLZV0TVJF8M	6th Gen	iPad	obsolete
11016389	FPLZV00NJF8M	6th Gen	iPad	obsolete
11016390	FPLZV0MTJF8M	6th Gen	iPad	obsolete
11016391	F6QZV009JF8M	6th Gen	iPad	obsolete
11016392	FPLZV03ZJF8M	6th Gen	iPad	obsolete
11016393	FPLZV059JF8M	6th Gen	iPad	obsolete
11016394	FPLZV003JF8M	6th Gen	iPad	obsolete
11018030	F6QFF022JF8M	6th Gen	iPad	obsolete
11018031	F6QFF021JF8M	6th Gen	iPad	obsolete
11018060	FPLFH06UJF8M	6th Gen	iPad	obsolete
11018033	F6QFH042JF8M	6th Gen	iPad	obsolete
11018038	F6QFH00XJF8M	6th Gen	iPad	obsolete
11018040	F6QFF006JF8M	6th Gen	iPad	obsolete

11018041	FPLFG08QJF8M	6th Gen	iPad	obsolete
11018042	FPLFG0AGJF8M	6th Gen	iPad	obsolete
11018044	FPLFG08XJF8M	6th Gen	iPad	obsolete
11018045	F6QFH01AJF8M	6th Gen	iPad	obsolete
11018046	FPLFF02BJF8M	6th Gen	iPad	obsolete
11018047	FPLFF044JF8M	6th Gen	iPad	obsolete
11018048	FPLFH049JF8M	6th Gen	iPad	obsolete
11018049	FPLFF00ZJF8M	6th Gen	iPad	obsolete
11018050	FPLFF07CJF8M	6th Gen	iPad	obsolete
11018051	F6QFH012JF8M	6th Gen	iPad	obsolete
11018052	F6QFG0F4JF8M	6th Gen	iPad	obsolete
11018053	F6QFH059JF8M	6th Gen	iPad	obsolete
11018054	F6QFH05QJF8M	6th Gen	iPad	obsolete
11018055	FPLFG07NJF8M	6th Gen	iPad	obsolete
11018056	FPLFF06JJF8M	6th Gen	iPad	obsolete
11018057	FPLFG060JF8M	6th Gen	iPad	obsolete
11018058	F6QFH04GJF8M	6th Gen	iPad	obsolete
11018059	FPLFG0A2JF8M	6th Gen	iPad	obsolete
11018061	FPLFG08DJF8M	6th Gen	iPad	obsolete
11018032	F6QFF02NJF8M	6th Gen	iPad	obsolete
11018062	F6QFH02KJF8M	6th Gen	iPad	obsolete
11018063	F6QFG0ARJF8M	6th Gen	iPad	obsolete
11018064	FPLFG094JF8M	6th Gen	iPad	obsolete
11018065	F6QFG0BNJF8M	6th Gen	iPad	obsolete
11018066	F6QFH054JF8M	6th Gen	iPad	obsolete
11018067	F6QFG0DCJF8M	6th Gen	iPad	obsolete
11018068	FPLFF00LJF8M	6th Gen	iPad	obsolete
11018043	FPLFH02KJF8M	6th Gen	iPad	obsolete
11015516	DMPWNNWWJF8M	6th Gen	iPad	obsolete
11015557	DMPWNQT8JF8M	6th Gen	iPad	obsolete
11016071	DMPYP1CGJF8M	6th Gen	iPad	obsolete

DATE: May 1, 2023

TO: Central Union School District Board Members

FROM: Merri Mariano, Neutra Library Clerk

SUBJECT: Discarded Library Books

The attached list includes the discarded library books from Neutra's Library. These books are being discarded because they are damaged, worn from use, outdated, or have additional hardcover copies available. There is a total of 1,194 books.

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/28/2023 - Copies Removed: 31

Are you a ladybug (Removed: 1)

Author: Allen, Judy.

ISBN: 0-7534-5241-3

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

E 595.76 ALL

T 20837

\$12.31

3/22/2012

mmariano

Was Available -- Weeded

Bats : creatures of the night (Removed: 1)

Author: Milton, Joyce.

ISBN: 0-448-40193-2

Published: 1993

Call Number

Barcode

Price

Acquired

Removed By

E 599.4 MIL

T 21115

\$8.91

3/29/2012

mmariano

Was Available -- Weeded

The bone man : a Native American Modoc tale (Removed: 1)

Author: Simms, Laura.

ISBN: 0-7868-0089-5

Published: 1997

Call Number

Barcode

Price

Acquired

Removed By

979.4 SIM

T 12504

\$12.71

6/14/1999

mmariano

Was Available -- Weeded

Bumble bees (Removed: 1)

Author: Coughlan, Cheryl.

ISBN: 0-7368-0236-3

Published: 1999

Call Number

Barcode

Price

Acquired

Removed By

E 595.79 COU

T 35228

\$16.04

8/15/2014

mmariano

Was Available -- Weeded

Buzzing rattlesnakes (Removed: 1)

Author: Berman, Ruth.

ISBN: 0-8225-3603-X

Published: 1998

Call Number

Barcode

Price

Acquired

Removed By

E 597.96 BER

T 21131

\$12.21

3/29/2012

mmariano

Was Available -- Weeded

Chomp! : a book about sharks (Removed: 1)

Author: Berger, Melvin.

ISBN: 0-590-52298-1

Published: 1999

Call Number

Barcode

Price

Acquired

Removed By

E 597.3 BER

T 21145

\$9.21

3/29/2012

mmariano

Was Available -- Weeded

Clinging sea horses (Removed: 1)

Author: Jango-Cohen, Judith.

ISBN: 0-8225-3764-8

Published: 2001

Call Number

Barcode

Price

Acquired

Removed By

E 597 JAN

T 35210

\$13.51

8/15/2014

mmariano

Was Available -- Weeded

Deserts (Removed: 1)

Author: Owen, Andy, 1961-

ISBN: 1-57572-605-X

Published: 1998

Call Number

Barcode

Price

Acquired

Removed By

E 551.41 OWE

T 19732

\$16.99

9/29/2011

mmariano

Was Available -- Weeded

Do whales have wings : a book about animal bodies (Removed: 1)

Author: Dahl, Michael.

ISBN: 1-40480103-0

Published: 2003

Call Number

Barcode

Price

Acquired

Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/28/2023 - Copies Removed: 31

E 573.7 DAH	T 35371	\$19.54	9/2/2014	mmariano
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Was Available -- Weeded

Dragons, dragons, dragons (Removed: 1)

Author: Hoke, Helen, 1903-	ISBN: 0-531-02036-3	Published: 1972		
Call Number	Barcode	Price	Acquired	Removed By
SC HOK	T 1565	\$5.00	7/27/2006	mmariano

Was Available -- Deleted

Earth Day-- hooray! (Removed: 1)

Author: Murphy, Stuart J., 1942-	ISBN: 0-06-000127-5	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
E 513 MUR	T 82904	\$14.49	11/9/2004	mmariano

Was Available -- Weeded

Frogs (Removed: 1)

Author: Driscoll, Laura.	ISBN: 0-448-41868-1	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
E 597.8 DRI	T 35391	\$9.91	8/29/2014	mmariano

Was Available -- Weeded

From bud to blossom (Removed: 1)

Author: Saunders-Smith, Gail.	ISBN: 1-56065-583-6	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
E 571.8 APP	T 82268	\$9.95	9/19/2003	mmariano

Was Available -- Weeded

From egg to butterfly (Removed: 1)

Author: Zemlicka, Shannon.	ISBN: 0-8225-0713-7	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
E 595.78 ZEM	T 70151	\$19.93	3/4/2004	mmariano

Was Available -- Weeded

Grasshoppers (Removed: 1)

Author: Coughlan, Cheryl.	ISBN: 0-7368-0241-X	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
E 595.7 COU	T 35213	\$16.04	8/15/2014	mmariano

Was Available -- Weeded

Great horned owls (Removed: 1)

Author: Wechsler, Doug.	ISBN: 0-8239-5599-0	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
E 598.9 WEC	T 35489	\$15.41	8/27/2014	mmariano

Was Available -- Weeded

Hovering hummingbirds (Removed: 1)

Author: Jango-Cohen, Judith.	ISBN: 0-8225-4666-3	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
E 598.7 JAN	T 35383	\$13.51	9/2/2014	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/28/2023 - Copies Removed: 31

How Ben Franklin stole the lightning (Removed: 1)

Author: Schanzer, Rosalyn.	ISBN: 0-688-16993-7	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
E 530 SCH	T 82562	\$16.99	3/10/2003	mmariano
Was Available -- Weeded				

Islands (Removed: 1)

Author: Llewellyn, Claire.	ISBN: 1-57572-206-2	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
E 551.42 OWE	T 19741	\$16.98	9/29/2011	mmariano
Was Available -- Weeded				

Jungle (Removed: 1)

Author: Greenaway, Theresa, 1947-	ISBN: 0-679-96168-2	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23813	\$17.26	7/17/2001	mmariano
Was Available -- Weeded				

Lions (Removed: 1)

Author: Middleton, Don.	ISBN: 0-8239-5208-8	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
E 599.757 MID	T 21103	\$16.00	3/29/2012	mmariano
Was Available -- Weeded				

Mountains (Removed: 1)

Author: Owen, Andy, 1961-	ISBN: 1-57572-607-6	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
E 551.43 OWE	T 19738	\$16.95	9/29/2011	mmariano
Was Available -- Weeded				

Praying mantises (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0853-1	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
E 595.7 FRO	T 35231	\$16.04	8/15/2014	mmariano
Was Available -- Weeded				

Pumas (Removed: 1)

Author: Middleton, Don.	ISBN: 0-8239-5211-8	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
E 599.75 MID	T 20685	\$16.00	3/29/2012	mmariano
Was Available -- Weeded				

Soaring bald eagles (Removed: 1)

Author: Martin-James, Kathleen.	ISBN: 0-8225-3636-6	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
E 598.9 MAR	T 35385	\$13.51	9/2/2014	mmariano
Was Available -- Weeded				

Spacey riddles (Removed: 1)

Author: Hall, Katy.	ISBN: 0-8037-0814-9	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/28/2023 - Copies Removed: 31

CLB SPA	T 24939	\$8.09	9/20/2001	mmariano
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Was Available -- Deleted

Turtles (Removed: 1)

Author: Rustad, Martha E. H, 1975- (Martha Elizabeth Hillman)	ISBN: 0-7368-0978-3	Published: 2002		
Call Number	Barcode	Price	Acquired	Removed By
E 639.3 RUS	T 35303	\$16.04	8/20/2014	mmariano

Was Available -- Weeded

Walkingsticks (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0854-X	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
E 595.7 FRO	T 35219	\$16.04	8/15/2014	mmariano

Was Available -- Deleted

Wasps (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0855-8	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
E 595.79 FRO	T 35216	\$16.04	8/15/2014	mmariano

Was Available -- Weeded

Water bugs (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0856-6	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
E 595.716 FRO	T 35364	\$16.04	9/2/2014	mmariano

Was Available -- Weeded

What do you do with a tail like this? (Removed: 1)

Author: Jenkins, Steve, 1952-	ISBN: 0-618-25628-8	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
E 573.8 JEN	T 85648	\$15.00	5/24/2004	mmariano

Was Available -- Weeded

4/27/2023 - Copies Removed: 18

Air is all around you (Removed: 1)

Author: Branley, Franklyn Mansfield, 1915-	ISBN: 0-690-04502-6	Published: 1986		
Call Number	Barcode	Price	Acquired	Removed By
CLB WEA	T 25005	\$8.96	9/25/2001	mmariano

Was Available -- Deleted

California Indians Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23815	\$20.00	7/17/2001	mmariano

Was Available -- Weeded

California Missions Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

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CLB CAL	T 23608	\$20.00	6/21/2001	mmariano
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Was Available -- Weeded

Color farm (Removed: 1)

Author: Ehlert, Lois. ISBN: 0-397-32440-5 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
CLB USI	T 25105	\$17.16	9/24/2001	mmariano

Was Available -- Weeded

Color zoo (Removed: 1)

Author: Ehlert, Lois. ISBN: 0-397-32259-3 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
CLB USI	T 25075	\$16.89	9/24/2001	mmariano

Was Available -- Weeded

Dinosaur Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB DIN	T 23837	\$20.00	7/19/2001	mmariano

Was Available -- Weeded

Fairy Tales Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB FAI	T 23670	\$20.00	6/21/2001	mmariano

Was Available -- Weeded

Geology Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB GEO	T 23817	\$20.00	7/17/2001	mmariano

Was Available -- Weeded

Great African Americans Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB GRE	T 25216	\$20.00	8/24/2001	mmariano

Was Available -- Weeded

Habitats classroom library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23816	\$20.00	7/17/2001	mmariano

Was Available -- Weeded

Indigo and moonlight gold (Removed: 1)

Author: Gilchrist, Jan Spivey. ISBN: 0-86316-210-X Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25161	\$13.95	10/1/2001	mmariano

Was Available -- Weeded

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

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Making Alphabet Books Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB MAK	T 23766	\$20.00	6/26/2001	mmariano
Was Available -- Weeded				

THE OCTOPUS'S GARDEN: The secret world under the sea. (Removed: 1)

Author: Norman, Dr. Mark.

Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 16011	\$10.99	3/31/2009	mmariano
Was Available -- Weeded				

Spelling-Grade 1 Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25222	\$20.00	8/24/2001	mmariano
Was Available -- Weeded				

Ten black dots (Removed: 1)

Author: Crews, Donald.

ISBN: 0-688-06067-6

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
T E CRE	T 23541	\$19.95	5/11/2001	mmariano
Was Available -- Weeded				

Welcome to equestria (Removed: 1)

Author: London, Olivia.

ISBN: 978-0-316-22814-5

Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
E LON	T 29657	\$13.96	4/7/2014	mmariano
Was Available -- Deleted				

Writing Poems Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23754	\$20.00	6/26/2001	mmariano
Was Available -- Weeded				

Writing with Patterns Classroom Library. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23741	\$20.00	6/26/2001	mmariano
Was Available -- Weeded				

4/26/2023 - Copies Removed: 138

26 letters and 99 cents (Removed: 1)

Author: Hoban, Tana.

ISBN: 0-688-06361-6

Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
CLB ABC	T 27626	\$15.99	6/28/2002	mmariano
Was Available -- Weeded				

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

ABC of crawlers and flyers (Removed: 1)

Author: Ryden, Hope. ISBN: 0-395-72808-8 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
CLB ABC	T 80783	\$14.95	6/28/2002	mmariano

Was Available -- Weeded

The absolutely awful alphabet (Removed: 1)

Author: Gerstein, Mordicai. ISBN: 0-15-201494-2 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
CLB ABC	T 27613	\$15.00	6/28/2002	mmariano

Was Available -- Weeded

Alphabatics (Removed: 1)

Author: MacDonald, Suse. ISBN: 0-02-761520-0 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
CLB ABC	T 80491	\$17.95	6/28/2002	mmariano

Was Available -- Weeded

Alphabet City. (Removed: 1)

Author: Johnson, Stephen. ISBN: 0-670-85631-2 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
E JOH	T 10779	\$14.11	8/21/1996	mmariano

Was Available -- Weeded

An alphabet of dinosaurs (Removed: 1)

Author: Dodson, Peter. ISBN: 0-590-46486-8 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB ABC	T 27638	\$16.95	6/28/2002	mmariano

Was Available -- Weeded

Anansi and the talking melon (Removed: 1)

Author: Kimmel, Eric A. ISBN: 0-8234-1104-4 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
398.24 KIM	T 12527	\$15.15	6/15/1999	mmariano

Was Available -- Weeded

Anansi does the impossible! : an Ashanti tale (Removed: 1)

Author: Aardema, Verna. ISBN: 0-689-81092-X Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
398.2 AAR	T 22177	\$16.00	5/19/2000	mmariano

Was Available -- Weeded

Animal antics from 1 to 10 (Removed: 1)

Author: Wojtowycz, David. ISBN: 0-8234-1552-X Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 80805	\$16.95	6/28/2002	mmariano

Was Available -- Weeded

Annie, Bea, and Chi Chi Dolores : a school day alphabet (Removed: 1)

Author: Maurer, Donna. ISBN: 0-531-05467-5 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
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Neutra Elementary

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4/26/2023 - Copies Removed: 138

CLB MAK	T 23756	\$12.15	6/26/2001	mmariano
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Was Available -- Weeded

The armadillo from Amarillo (Removed: 1)

Author: Cherry, Lynne.		ISBN: 0-15-200359-2	Published: 1994	
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25112	\$16.00	9/24/2001	mmariano

Was Available -- Weeded

The art box (Removed: 1)

Author: Gibbons, Gail.		ISBN: 0-8234-1386-1	Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 27748	\$16.95	6/26/2002	mmariano

Was Available -- Weeded

Babar's ABC (Removed: 1)

Author: Brunhoff, Laurent de, 1925-		ISBN: 0-8109-5707-8	Published: 2001	
Call Number	Barcode	Price	Acquired	Removed By
CLB ABC	T 27614	\$16.95	6/28/2002	mmariano

Was Available -- Weeded

Baby high, baby low (Removed: 1)

Author: Blackstone, Stella.		ISBN: 0-8234-1345-4	Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
CLB OPP	T 27612	\$14.95	6/28/2002	mmariano

Was Available -- Weeded

Barn cat : a counting book (Removed: 1)

Author: Saul, Carol P.		ISBN: 0-316-76113-3	Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 80802	\$15.95	6/28/2002	mmariano

Was Available -- Weeded

Bear in a square (Removed: 1)

Author: Blackstone, Stella.		ISBN: 1-84148-287-0	Published: 2000	
Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 80806	\$13.95	6/28/2002	mmariano

Was Available -- Weeded

Bears at the beach : counting 10 to 20 (Removed: 1)

Author: Yektai, Niki.		ISBN: 0-7613-0047-3	Published: 1996	
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 27749	\$22.90	6/26/2002	mmariano

Was Available -- Weeded

Best friends sleep over (Removed: 1)

Author: Rogers, Jacqueline.		ISBN: 0-439-19994-8	Published: 2000	
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25140	\$8.90	9/21/2001	mmariano

Was Available -- Weeded

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

Big & little (Removed: 1)

Author: Parr, Todd. ISBN: 0-316-69291-3 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
CLB OPP	T 80793	\$4.95	6/28/2002	mmariano

Was Available -- Weeded

Big, small, little red ball! : a changing picture book of opposites (Removed: 1)

Author: Dodd, Emma, 1969- ISBN: 0-525-46744-0 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
CLB OPP	T 80479	\$11.99	6/28/2002	mmariano

Was Available -- Weeded

Bigfoot Cinderrrella. (Removed: 1)

Author: Johnston, Tony. LCCN: 97-47761 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
398.2 JOH	T 12427	\$15.99	6/11/1999	mmariano

Was Available -- Weeded

The Biggest Boy (classroom library) (Removed: 1)

Author: Henkes, Kevin. ISBN: 0-688-12829-7 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 27627	\$14.89	6/27/2002	mmariano

Was Available -- Weeded

California Missions Fact Cards. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
T 979.402 TOU	T 25157	\$36.00	7/27/2006	mmariano

Was Available -- Weeded

Can I have a Stegosaurus, Mom? Can I? Please!?! (Removed: 1)

Author: Grambling, Lois G. ISBN: 0-8167-3387-2 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23735	\$8.96	6/26/2001	mmariano

Was Available -- Weeded

Can you count ten toes? : count to 10 in 10 different languages (Removed: 1)

Author: Evans, Lezlie. ISBN: 0-395-90499-4 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 80803	\$16.00	6/28/2002	mmariano

Was Available -- Weeded

Carl goes shopping (Removed: 1)

Author: Day, Alexandra. ISBN: 0-374-31110-2 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 80488	\$12.95	7/22/2002	mmariano

Was Available -- Weeded

Carl goes to daycare (Removed: 1)

Author: Day, Alexandra. ISBN: 0-374-31093-9 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
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Neutra Elementary

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CLB BOO	T 80489	\$12.95	7/22/2002	mmariano
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Was Available -- Weeded

Carl's masquerade (Removed: 1)

Author: Day, Alexandra.	ISBN: 0-374-31094-7	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 80487	\$12.95	7/22/2002	mmariano

Was Available -- Weeded

Cendrillon (Removed: 1)

Author: Robert D. San Souci illustrated by Brian Pinkney.	ISBN: 978-0-689-80668-1			
Call Number	Barcode	Price	Acquired	Removed By
398.2 SAN	T 13105	\$16.00	7/27/2006	mmariano

Was Available -- Weeded

City seen from A to Z (Removed: 1)

Author: Isadora, Rachel.	ISBN: 0-688-01802-5	Published: 1983		
Call Number	Barcode	Price	Acquired	Removed By
CLB MAK	T 23765	\$7.70	6/26/2001	mmariano

Was Available -- Weeded

Clifford's opposites (Removed: 1)

Author: Bridwell, Norman.	ISBN: 0-439-15000-0	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB OPP	T 80480	\$3.95	6/28/2002	mmariano

Was Available -- Weeded

Close, closer, closest (Removed: 1)

Author: Rotner, Shelley.	ISBN: 0-689-80762-7	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 80436	\$16.00	6/27/2002	mmariano

Was Available -- Weeded

Clown (Removed: 1)

Author: Blake, Quentin.	ISBN: 0-8050-4399-3	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 80797	\$15.95	7/19/2002	mmariano

Was Available -- Weeded

Counting crocodiles (Removed: 1)

Author: Sierra, Judy.	ISBN: 0-15-200192-1	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 27745	\$16.00	6/26/2002	mmariano

Was Available -- Weeded

Counting kids (Removed: 1)

Author: Golding, Kim.	ISBN: 0-7894-2678-1	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 80153	\$9.95	6/28/2002	mmariano

Was Available -- Weeded

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From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

The cowboy ABC (Removed: 1)

Author: Demarest, Chris L.	ISBN: 0-7894-2509-2	Published: 1999		
Call Number CLB ABC	Barcode T 80784	Price \$15.95	Acquired 6/28/2002	Removed By mmariano

Was Available -- Weeded

Curious George learns the alphabet. (Removed: 1)

Author: Rey, H. A. (Hans Augusto), 1898-	ISBN: 0-395-13718-7	Published: 1963		
Call Number E REY	Barcode T 13600	Price \$14.95	Acquired 1/26/2000	Removed By mmariano

Was Available -- Weeded

Days with Frog and Toad (Removed: 1)

Author: Lobel, Arnold.	ISBN: 0-06-023963-8	Published: 1979		
Call Number E LOB	Barcode T 28173	Price \$10.85	Acquired 5/21/2001	Removed By mmariano

Was Available -- Weeded

Dear Mr. Blueberry (Removed: 1)

Author: James, Simon.	ISBN: 0-689-50529-9	Published: 1991		
Call Number CLB WRI	Barcode T 25106	Price \$8.70	Acquired 9/24/2001	Removed By mmariano

Was Available -- Weeded

Dear Peter Rabbit (Removed: 1)

Author: Ada, Alma Flor.	ISBN: 0-689-31850-2	Published: 1994		
Call Number CLB WRI	Barcode T 25082	Price \$16.00	Acquired 9/24/2001	Removed By mmariano

Was Available -- Weeded

Dear Rebecca, winter is here (Removed: 1)

Author: George, Jean Craighead, 1919-	ISBN: 0-06-443427-3	Published: 1993		
Call Number E GEO	Barcode T 28175	Price \$12.95	Acquired 5/23/2001	Removed By mmariano

Was Available -- Weeded

Dinosaur alphabet book (Removed: 1)

Author: Whitehead, Patricia.	ISBN: 0-8167-0364-7	Published: 1985		
Call Number CLB MAK	Barcode T 23763	Price \$6.96	Acquired 6/26/2001	Removed By mmariano

Was Available -- Weeded

Do like Kyla (Removed: 1)

Author: Johnson, Angela.	ISBN: 0-531-05852-2	Published: 1990		
Call Number CLB WRI	Barcode T 25146	Price \$9.62	Acquired 9/21/2001	Removed By mmariano

Was Available -- Weeded

Do you want to be my friend? (Removed: 2)

Author: Carle, Eric.	ISBN: 0-690-24276-X	Published: 1971		
Call Number	Barcode	Price	Acquired	Removed By

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CLB BOO	T 27637	\$15.95	7/22/2002	mmariano
Was Available -- Weeded				
E CAR	T 12071	\$14.89	2/25/1997	mmariano
Was Available -- Weeded				

Don't forget to write (Removed: 1)

Author: Selway, Martina.		ISBN: 0-8249-8543-5	Published: 1992	
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25077	\$12.95	9/24/2001	mmariano
Was Available -- Weeded				

The doorbell rang (Removed: 1)

Author: Hutchins, Pat, 1942-		ISBN: 0-688-05251-7	Published: 1986	
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23737	\$8.53	6/26/2001	mmariano
Was Available -- Weeded				

Drummer Hoff (Removed: 1)

Author: Emberley, Barbara.		ISBN: 0-671-66248-1	Published: 1987	
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23724	\$8.67	6/26/2001	mmariano
Was Available -- Weeded				

Eating the alphabet : fruits and vegetables from A to Z (Removed: 1)

Author: Ehlert, Lois.		ISBN: 0-15-224435-2	Published: 1989	
Call Number	Barcode	Price	Acquired	Removed By
E EHL	T 12469	\$15.00	6/14/1999	mmariano
Was Available -- Weeded				

Ed Mouse finds out about opposites (Removed: 1)

Author: Head, Honor.		ISBN: 0-8172-5202-9	Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
CLB OPP	T 80478	\$22.83	6/28/2002	mmariano
Was Available -- Weeded				

Ed Mouse finds out about size and shape (Removed: 1)

Author: Head, Honor.		ISBN: 0-8172-5201-0	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 80437	\$19.97	6/27/2002	mmariano
Was Available -- Weeded				

The Egyptian Cinderella (Removed: 1)

Author: Climo, Shirley.		ISBN: 0-690-04822-X	Published: 1992	
Call Number	Barcode	Price	Acquired	Removed By
398.2 CLI	T 28183	\$12.95	5/18/2001	mmariano
Was Available -- Weeded				

Elephant, elephant : a book of opposites (Removed: 1)

Author: Pittau, Francisco.		ISBN: 0-8109-3699-2	Published: 2001	
Call Number	Barcode	Price	Acquired	Removed By

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CLB OPP	T 80477	\$17.95	6/28/2002	mmariano
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Was Available -- Weeded

Feast for 10 (Removed: 1)

Author: Falwell, Cathryn.	ISBN: 0-395-62037-6	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 27744	\$16.00	6/26/2002	mmariano

Was Available -- Weeded

Feathers for lunch (Removed: 1)

Author: Ehlert, Lois.	ISBN: 0-15-200986-8	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
E EHL	T 84765	\$9.96	3/23/2006	mmariano

Was Available -- Weeded

Fish eyes : a book you can count on (Removed: 1)

Author: Ehlert, Lois.	ISBN: 0-15-228051-0	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25155	\$8.40	10/1/2001	mmariano

Was Available -- Weeded

A Frog inside my hat : a first book of poems (Removed: 1)

Author: compiled by Fay Robinson ; pictures by Cyd Moore.	ISBN: 0-8167-3130-6	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23747	\$8.96	6/26/2001	mmariano

Was Available -- Weeded

Froggy learns to swim (Removed: 1)

Author: London, Jonathan, 1947-	ISBN: 0-14-055312-6	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
E LON	T 84599	\$14.47	2/1/2006	mmariano

Was Available -- Weeded

From far away (Removed: 1)

Author: Munsch, Robert N., 1945-	ISBN: 1-55037-397-8	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25094	\$8.12	9/24/2001	mmariano

Was Available -- Weeded

From pictures to words : a book about making a book (Removed: 1)

Author: Stevens, Janet.	ISBN: 0-8234-1154-0	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25160	\$16.10	9/27/2001	mmariano

Was Available -- Weeded

Funny walks (Removed: 1)

Author: Hindley, Judy.	ISBN: 0-8167-3313-9	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25124	\$13.95	10/1/2001	mmariano

Was Available -- Weeded

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The furry animal alphabet book (Removed: 1)

Author: Pallotta, Jerry.	ISBN: 0-88106-465-3	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB MAK	T 23759	\$10.20	6/26/2001	mmariano

Was Available -- Weeded

Ghost's hour, spook's hour (Removed: 1)

Author: Bunting, Eve, 1928-	ISBN: 0-395-51583-1	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25136	\$9.62	10/1/2001	mmariano

Was Available -- Weeded

Grandpa's snowman (Removed: 1)

Author: Barwin, Gary.	ISBN: 1-55037-635-7	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 80486	\$17.95	7/22/2002	mmariano

Was Available -- Weeded

The grey lady and the strawberry snatcher (Removed: 1)

Author: Bang, Molly.	ISBN: 0-02-708140-0	Published: 1986		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 80800	\$16.00	7/19/2002	mmariano

Was Available -- Weeded

The grouchy ladybug (Removed: 1)

Author: Carle, Eric.	ISBN: 0-690-01391-4	Published: 1977		
Call Number	Barcode	Price	Acquired	Removed By
E CAR	T 20984	\$15.95	1/5/2006	mmariano

Was Available -- Weeded

Hailstones and halibut bones : adventures in color (Removed: 1)

Author: O'Neill, Mary Le Duc, 1908-	ISBN: 0-385-41078-6	Published: 1989		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23749	\$11.96	6/26/2001	mmariano

Was Available -- Weeded

Happy Valentine's Day, Miss Hildy! (Removed: 1)

Author: Grambling, Lois G.	ISBN: 0-679-98870-X	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
E GRA	T 28234	\$10.85	6/20/2001	mmariano

Was Available -- Weeded

How do you say it today, Jesse Bear? (Removed: 1)

Author: Carlstrom, Nancy White.	ISBN: 0-02-717276-7	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23732	\$8.70	6/26/2001	mmariano

Was Available -- Weeded

How to make an apple pie and see the world (Removed: 1)

Author: Priceman, Marjorie.	ISBN: 0-679-88083-6	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

E PRI	T 28242	\$14.10	5/23/2001	mmariano
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Was Available -- Weeded

I like me! (Removed: 1)

Author: Carlson, Nancy L.	ISBN: 0-14-050819-8	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25152	\$9.40	9/21/2001	mmariano

Was Available -- Weeded

If anything ever goes wrong at the zoo (Removed: 1)

Author: Hendrick, Mary Jean.	ISBN: 0-15-238007-8	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23722	\$8.40	6/26/2001	mmariano

Was Available -- Weeded

In my garden : a counting book (Removed: 1)

Author: Schumaker, Ward.	ISBN: 0-8118-2689-9	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 80135	\$13.95	6/28/2002	mmariano

Was Available -- Weeded

In the small, small pond (Removed: 1)

Author: Fleming, Denise, 1950-	ISBN: 0-8050-2264-3	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
E FLE	T 7975	\$15.95	5/12/1994	mmariano

Was Available -- Weeded

In the woods : who's been here? (Removed: 1)

Author: George, Lindsay Barrett.	ISBN: 0-688-12318-X	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25118	\$13.60	10/1/2001	mmariano

Was Available -- Weeded

The Irish Cinderlad (Removed: 1)

Author: Climo, Shirley.	ISBN: 0-06-024396-1	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB FAI	T 23657	\$18.05	6/21/2001	mmariano

Was Available -- Weeded

Is a blue whale the biggest thing there is? (Removed: 1)

Author: Wells, Robert E.	ISBN: 0-8075-3655-5	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 80794	\$13.95	6/28/2002	mmariano

Was Available -- Weeded

Is your mama a llama? (Removed: 1)

Author: Guarino, Deborah.	ISBN: 0-590-41387-2	Published: 1989		
Call Number	Barcode	Price	Acquired	Removed By
E GUA	T 82977	\$16.96	11/10/2004	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

It could always be worse : a Yiddish folk tale (Removed: 1)

Author: Zemach, Margot.

ISBN: 0-374-43636-3

Published: 1990

Call Number
398.2 ZEM

Barcode
T 2450

Price
\$6.00

Acquired
7/27/2006

Removed By
mmariano

Was Available -- Weeded

The jolly postman, or, Other people's letters (Removed: 1)

Author: Ahlberg, Janet.

ISBN: 0-316-02036-2

Published: 1986

Call Number
CLB WRI

Barcode
T 25088

Price
\$15.26

Acquired
9/24/2001

Removed By
mmariano

Was Available -- Weeded

Jump, frog, jump! (Removed: 1)

Author: Kalan, Robert.

ISBN: 0-688-13954-X

Published: 1995

Call Number
CLB WRI

Barcode
T 23740

Price
\$9.37

Acquired
6/26/2001

Removed By
mmariano

Was Available -- Weeded

The knight and the dragon (Removed: 1)

Author: De Paola, Tomie.

ISBN: 0-399-20707-4

Published: 1991

Call Number
E DEP

Barcode
T 14491

Price
\$10.21

Acquired
1/18/2008

Removed By
mmariano

Was Available -- Weeded

The leaving morning (Removed: 1)

Author: Johnson, Angela.

ISBN: 0-531-05992-8

Published: 1992

Call Number
CLB WRI

Barcode
T 25158

Price
\$8.96

Acquired
9/21/2001

Removed By
mmariano

Was Available -- Weeded

Let's count it out, Jesse Bear (Removed: 1)

Author: Carlstrom, Nancy White.

ISBN: 0-689-80478-4

Published: 1996

Call Number
CLB COU

Barcode
T 27746

Price
\$16.00

Acquired
6/26/2002

Removed By
mmariano

Was Available -- Weeded

Little Bear's friend (Removed: 1)

Author: Minarik, Else Holmelund.

ISBN: 0-06-444051-6

Published: 1960

Call Number
E MIN

Barcode
T 19962

Price
\$7.95

Acquired
11/28/2011

Removed By
mmariano

Was Available -- Weeded

The little engine that could (Removed: 2)

Author: Piper, Watty.

ISBN: 0-8228-7373-7

Published: 1976

Call Number
E PIP

Barcode
T 9580

Price
\$8.40

Acquired
6/1/1988

Removed By
mmariano

Was Available -- Weeded

E PIP

T 23988

\$12.95

10/17/2012

mmariano

Was Available -- Weeded

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

Little Rabbit's first number book (Removed: 1)

Author: Baker, Alan.	ISBN: 0-7534-5167-0	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 80144	\$11.95	6/28/2002	mmariano

Was Available -- Weeded

The Little Red Hen makes a pizza (Removed: 1)

Author: Sturges, Philemon.	ISBN: 0-525-45953-7	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
E STU	T 9784	\$15.99	9/4/2007	mmariano

Was Available -- Weeded

Little Red Riding Hood (Removed: 1)

Author: Hyman, Trina Schart.	ISBN: 0-8234-0470-6	Published: 1983		
Call Number	Barcode	Price	Acquired	Removed By
398.2 HYM	T 2305	\$13.95	8/30/1989	mmariano

Was Available -- Weeded

Little Red Riding Hood : a newfangled prairie tale (Removed: 1)

Author: Ernst, Lisa Campbell.	ISBN: 0-689-80145-9	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB FAI	T 23658	\$13.60	6/21/2001	mmariano

Was Available -- Weeded

Mary wore her red dress, and Henry wore his green sneakers (Removed: 1)

Author: Peek, Merle.	ISBN: 0-89919-324-2	Published: 1985		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23723	\$8.96	6/26/2001	mmariano

Was Available -- Weeded

Moonbear's skyfire (Removed: 1)

Author: Asch, Frank.	ISBN: 0-689-83545-0	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23725	\$8.70	6/26/2001	mmariano

Was Available -- Weeded

More spaghetti, I say! (Removed: 1)

Author: Gelman, Rita Golden.	ISBN: 0-590-71439-2	Published: 1977		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23730	\$7.40	6/26/2001	mmariano

Was Available -- Weeded

Mouse letters : a very first alphabet book (Removed: 1)

Author: Arnosky, Jim.	ISBN: 0-395-55386-5	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 27649	\$4.95	7/19/2002	mmariano

Was Available -- Weeded

Mouse shapes : a very first book (Removed: 1)

Author: Arnosky, Jim.	ISBN: 0-618-01522-1	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

CLB SHA T 27644 \$5.95 6/27/2002 mmariano
Was Available -- Weeded

My son John (Removed: 1)

Author: Aylesworth, Jim. ISBN: 0-8050-1725-9 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23745	\$9.37	6/26/2001	mmariano

Was Available -- Weeded

My very first look at shapes (Removed: 1)

Author: Gunzi, Christiane. ISBN: 1-58728-238-0 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 80809	\$9.95	6/28/2002	mmariano

Was Available -- Weeded

My very first look at sizes (Removed: 1)

Author: Gunzi, Christiane. ISBN: 1-58728-239-9 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 80808	\$9.95	6/28/2002	mmariano

Was Available -- Weeded

Never take a pig to lunch : and other poems about the fun of eating (Removed: 1)

Author: selected and illustrated by Nadine Bernard Westcott. ISBN: 0-531-08684-4 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23746	\$10.37	6/26/2001	mmariano

Was Available -- Weeded

No jumping on the bed! (Removed: 1)

Author: Arnold, Tedd. ISBN: 0-8037-0038-5 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23720	\$9.40	6/26/2001	mmariano

Was Available -- Weeded

No more water in the tub! (Removed: 1)

Author: Arnold, Tedd. ISBN: 0-8037-1581-1 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23734	\$9.40	6/26/2001	mmariano

Was Available -- Weeded

"Not now!" said the cow (Removed: 1)

Author: Oppenheim, Joanne. ISBN: 0-8368-1752-4 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23752	\$7.78	6/26/2001	mmariano

Was Available -- Weeded

Oink oink (Removed: 1)

Author: Geisert, Arthur. ISBN: 0-395-64048-2 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 80801	\$14.95	7/19/2002	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

On Market Street (Removed: 1)

Author: Lobel, Anita.

ISBN: 0-688-80309-1

Published: 1981

Call Number

Barcode

Price

Acquired

Removed By

CLB MAK

T 23764

\$10.20

6/26/2001

mmariano

Was Available -- Weeded

One of three (Removed: 1)

Author: Johnson, Angela.

ISBN: 0-531-05955-3

Published: 1991

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25134

\$8.96

9/21/2001

mmariano

Was Available -- Weeded

One potato : a counting book of potato prints (Removed: 1)

Author: Pomeroy, Diana.

ISBN: 0-15-202330-5

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

CLB COU

T 80804

\$6.00

6/28/2002

mmariano

Was Available -- Weeded

Patty's pumpkin patch (Removed: 1)

Author: Sloat, Teri.

ISBN: 0-399-23010-6

Published: 1999

Call Number

Barcode

Price

Acquired

Removed By

E SLO

T 84824

\$17.10

3/27/2006

mmariano

Was Available -- Weeded

The Persian Cinderella. (Removed: 1)

Author: Climo, Shirley.

LCCN: 98-36900

Published: 1999

Call Number

Barcode

Price

Acquired

Removed By

CLB FAI

T 23666

\$17.26

6/21/2001

mmariano

Was Available -- Weeded

Peter Rabbit's ABC and 1 2 3 (Removed: 1)

Author: with new reproductions from the original illustrations by Beatrix Potter.

ISBN: 0-7232-4188-0

Published: 1995

Call Number

Barcode

Price

Acquired

Removed By

CLB ABC

T 80490

\$10.99

6/28/2002

mmariano

Was Available -- Weeded

Picnic (Removed: 1)

Author: McCully, Emily Arnold.

ISBN: 0-06-443199-1

Published: 1989

Call Number

Barcode

Price

Acquired

Removed By

CLB BOO

T 27619

\$16.99

7/19/2002

mmariano

Was Available -- Weeded

Pigs from A to Z (Removed: 1)

Author: Geisert, Arthur.

ISBN: 0-395-38509-1

Published: 1986

Call Number

Barcode

Price

Acquired

Removed By

CLB MAK

T 23760

\$10.37

6/26/2001

mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

Re-zoom (Removed: 1)

Author: Banyai, Istvan.

ISBN: 0-670-86392-0

Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 80799	\$15.99	7/19/2002	mmariano

Was Available -- Weeded

Red fox running (Removed: 1)

Author: Bunting, Eve, 1928-

ISBN: 0-395-58919-3

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25130	\$8.96	10/1/2001	mmariano

Was Available -- Weeded

The ring (Removed: 1)

Author: Maizlish, Lisa.

ISBN: 0-688-14217-6

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 80798	\$15.00	7/19/2002	mmariano

Was Available -- Weeded

Rock it, sock it, number line (Removed: 1)

Author: Martin, Bill, 1916-

ISBN: 0-8050-6304-8

Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 27743	\$15.95	6/26/2002	mmariano

Was Available -- Weeded

Round is a mooncake : a book of shapes (Removed: 1)

Author: Thong, Roseanne.

ISBN: 0-8118-2676-7

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 27656	\$13.95	6/27/2002	mmariano

Was Available -- Weeded

Sea shapes (Removed: 1)

Author: MacDonald, Suse.

ISBN: 0-15-200027-5

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 27615	\$13.95	6/27/2002	mmariano

Was Available -- Weeded

Shapes, shapes, shapes (Removed: 1)

Author: Hoban, Tana.

ISBN: 0-688-05832-9

Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 27650	\$15.89	6/27/2002	mmariano

Was Available -- Weeded

Smoky Mountain Rose : an Appalachian Cinderella (Removed: 1)

Author: Schroeder, Alan.

ISBN: 0-8037-1733-4

Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
398.2 SCH	T 12430	\$14.99	6/11/1999	mmariano

Was Available -- Weeded

Sootface : an Ojibwa Cinderella story (Removed: 1)

Author: San Souci, Robert D.

ISBN: 0-440-41363-X

Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

398.2 SAN T 12482 \$9.92 6/15/1999 mmariano
Was Available -- Weeded

This is the bear (Removed: 1)

Author: Hayes, Sarah. ISBN: 1-56402-189-0 Published: 1993
Call Number Barcode Price Acquired Removed By
CLB WRI T 23738 \$9.40 6/26/2001 mmariano
Was Available -- Weeded

Thump, thump, rat-a-tat-tat (Removed: 1)

Author: Baer, Gene, 1927- ISBN: 0-06-020361-7 Published: 1989
Call Number Barcode Price Acquired Removed By
CLB WRI T 25149 \$9.37 10/1/2001 mmariano
Was Available -- Weeded

Time for bed (Removed: 1)

Author: Fox, Mem, 1946- ISBN: 0-15-288183-2 Published: 1993
Call Number Barcode Price Acquired Removed By
CLB WRI T 23736 \$15.51 6/26/2001 mmariano
Was Available -- Weeded

Too big, too small, just right (Removed: 1)

Author: Minters, Frances. ISBN: 0-15-202157-4 Published: 2001
Call Number Barcode Price Acquired Removed By
CLB OPP T 27624 \$13.00 6/28/2002 mmariano
Was Available -- Weeded

Tough Boris (Removed: 1)

Author: Fox, Mem, 1946- ISBN: 0-15-289612-0 Published: 1994
Call Number Barcode Price Acquired Removed By
CLB WRI T 23731 \$8.40 6/26/2001 mmariano
Was Available -- Weeded

A triangle for Adaora : an African book of shapes (Removed: 1)

Author: Onyefulu, Ifeoma. ISBN: 0-525-46382-8 Published: 2000
Call Number Barcode Price Acquired Removed By
CLB SHA T 27621 \$16.99 6/27/2002 mmariano
Was Available -- Weeded

Trouble with trolls (Removed: 1)

Author: Brett, Jan, 1949- ISBN: 0-399-22336-3 Published: 1992
Call Number Barcode Price Acquired Removed By
E BRE T 12563 \$14.44 6/15/1999 mmariano
Was Available -- Weeded

Tuesday (Removed: 1)

Author: Wiesner, David. ISBN: 0-395-55113-7 Published: 1991
Call Number Barcode Price Acquired Removed By
CLB BOO T 27631 \$17.00 7/22/2002 mmariano
Was Available -- Weeded

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From: 8/1/2022 To: 4/30/2023

4/26/2023 - Copies Removed: 138

Twelve snails to one lizard : a tale of mischief and measurement (Removed: 1)

Author: Hightower, Susan.	ISBN: 0-689-80452-0	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB COU	T 27741	\$15.00	6/26/2002	mmariano
Was Available -- Weeded				

A village full of valentines (Removed: 1)

Author: Stevenson, James, 1929-	ISBN: 0-688-13603-6	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25100	\$8.53	9/24/2001	mmariano
Was Available -- Weeded				

What is square? (Removed: 1)

Author: Dotlich, Rebecca Kai.	ISBN: 0-694-01207-6	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 80795	\$9.95	6/28/2002	mmariano
Was Available -- Weeded				

What's opposite? (Removed: 1)

Author: Swinburne, Stephen R.	ISBN: 1-56397-881-4	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB OPP	T 27618	\$15.95	6/28/2002	mmariano
Was Available -- Weeded				

When a line bends-- a shape begins (Removed: 1)

Author: Greene, Rhonda Gowler.	ISBN: 0-395-78606-1	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB SHA	T 80807	\$16.00	6/28/2002	mmariano
Was Available -- Weeded				

Which witch is which? (Removed: 1)

Author: Hutchins, Pat, 1942-	ISBN: 0-688-06357-8	Published: 1989		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 23748	\$17.16	6/26/2001	mmariano
Was Available -- Weeded				

William Wegman ABC (Removed: 1)

Author: Wegman, William.	ISBN: 1-56282-696-4	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB ABC	T 27632	\$18.49	6/28/2002	mmariano
Was Available -- Weeded				

Zoom (Removed: 2)

Author: Banyai, Istvan.	ISBN: 0-670-85804-8	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOO	T 27655	\$16.99	7/22/2002	mmariano
Was Available -- Weeded				
Call Number	Barcode	Price	Acquired	Removed By
E BAN	T 11818	\$7.99	4/22/1999	mmariano
Was Available -- Weeded				

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/25/2023 - Copies Removed: 92

About insects : a guide for children (Removed: 1)

Author: Sill, Cathryn P., 1953-	ISBN: 1-56145-207-6	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80047	\$19.10	6/20/2002	mmariano
Was Available -- Weeded				

Backyard insects (Removed: 1)

Author: Selsam, Millicent Ellis, 1912-	ISBN: 0-590-42256-1	Published: 1981		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25119	\$8.15	10/1/2001	mmariano
Was Available -- Weeded				

Bedbugs in our house : true tales of insect, bug, and spider discovery (Removed: 1)

Author: Dewey, Jennifer.	ISBN: 0-7614-5006-8	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80049	\$14.95	6/20/2002	mmariano
Was Available -- Weeded				

The big bug book (Removed: 1)

Author: Facklam, Margery.	ISBN: 0-316-27389-9	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80048	\$15.95	6/20/2002	mmariano
Was Available -- Weeded				

Bird-eating spiders (Removed: 1)

Author: Gerholdt, James E., 1943-	ISBN: 1-56239-507-6	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPI	T 80027	\$13.84	7/22/2002	mmariano
Was Available -- Deleted				

Black widow spiders (Removed: 1)

Author: Gerholdt, James E., 1943-	ISBN: 1-56239-511-4	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPI	T 80033	\$13.84	7/22/2002	mmariano
Was Available -- Deleted				

A book about your skeleton (Removed: 1)

Author: Gross, Ruth Belov.	ISBN: 0-590-48312-9	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25107	\$7.40	10/1/2001	mmariano
Was Available -- Weeded				

Bug faces (Removed: 1)

Author: Murawski, Darlyne.	ISBN: 0-7922-7557-8	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80059	\$21.10	6/20/2002	mmariano
Was Available -- Weeded				

Bugs! (Removed: 1)

Author: Greenberg, David (David T.)	ISBN: 0-316-32574-0	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/25/2023 - Copies Removed: 92

CLB INS	T 25128	\$15.95	9/21/2001	mmariano
Was Available -- Weeded				

Bugs! Bugs! Bugs! (Removed: 2)

Author: Barner, Bob.		ISBN: 0-8118-2238-9	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
CLB INS	T 25116	\$12.95	9/21/2001	mmariano
Was Available -- Weeded				
CLB INS set 2	T 80056	\$17.10	6/20/2002	mmariano
Was Available -- Weeded				

Bugs for lunch (Removed: 1)

Author: Facklam, Margery.		ISBN: 0-88106-271-5	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80058	\$12.80	6/20/2002	mmariano
Was Available -- Weeded				

Cars! cars! cars! (Removed: 1)

Author: Maccarone, Grace.		ISBN: 0-590-47572-X	Published: 1995	
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25153	\$6.95	10/1/2001	mmariano
Was Available -- Weeded				

Caterpillars (Removed: 1)

Author: Frost, Helen, 1949-		ISBN: 0-7368-0228-2	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
CLB INS	T 25159	\$9.94	9/21/2001	mmariano
Was Available -- Weeded				

Cave life (Removed: 1)

Author: Gunzi, Christiane.		ISBN: 1-56458-212-4	Published: 1993	
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23802	\$11.66	7/17/2001	mmariano
Was Available -- Weeded				

Chester's way (Removed: 2)

Author: Henkes, Kevin.		ISBN: 0-688-07607-6	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
E HEN	T 8371	\$10.36	4/25/1990	mmariano
Was Available -- Weeded				
E HEN	T 19955	\$16.99	11/22/2011	mmariano
Was Available -- Weeded				

Color dance (Removed: 1)

Author: Jonas, Ann.		ISBN: 0-688-05990-2	Published: 1989	
Call Number	Barcode	Price	Acquired	Removed By
CLB USI	T 25098	\$15.89	9/24/2001	mmariano
Was Available -- Weeded				

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/25/2023 - Copies Removed: 92

Cooking the Mexican way (Removed: 1)

Author: Coronado, Rosa.

ISBN: 0-8225-0907-5

Published: 1982

Call Number	Barcode	Price	Acquired	Removed By
KT 972 SUI	T 26792	\$5.95	9/20/2001	mmariano

Was Available -- Weeded

Count your way through Mexico (Removed: 1)

Author: Haskins, James, 1941-

ISBN: 0-87614-349-4

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
KT 972 SUI	T 26793	\$5.95	9/20/2001	mmariano

Was Available -- Weeded

Creepy Crawlies. (Removed: 1)

Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
CLB INS Kindergarten	T 19236	\$5.99	4/28/2011	mmariano

Was Available -- Weeded

Creepy, crawly baby bugs (Removed: 1)

Author: Markle, Sandra.

ISBN: 0-8027-8444-5

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80044	\$20.10	6/20/2002	mmariano

Was Available -- Weeded

Creepy, crawly caterpillars (Removed: 2)

Author: Facklam, Margery.

ISBN: 0-316-27391-0

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80060	\$8.37	6/20/2002	mmariano

Was Available -- Weeded

CLB WRI	T 25131	\$8.37	10/1/2001	mmariano
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Was Available -- Weeded

Crinkleroot's guide to knowing butterflies & moths (Removed: 1)

Author: Arnosky, Jim.

ISBN: 0-689-80587-X

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80052	\$15.00	6/20/2002	mmariano

Was Available -- Weeded

A family in Mexico (Removed: 1)

Author: Moran, Tom.

ISBN: 0-8225-1677-2

Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
KT 972 SUI	T 26787	\$8.95	9/20/2001	mmariano

Was Available -- Weeded

Flash, crash, rumble, and roll (Removed: 1)

Author: Branley, Franklyn Mansfield, 1915-

ISBN: 0-06-027858-7

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
CLB WEA	T 25011	\$8.96	9/25/2001	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/25/2023 - Copies Removed: 92

Flower garden (Removed: 1)

Author: Bunting, Eve, 1928-

ISBN: 0-15-228776-0

Published: 1994

Call Number

Barcode

Price

Acquired

Removed By

E BUN

T 27948

\$16.00

4/7/2000

mmariano

Was Available -- Weeded

Focus on Mexico : modern life in an ancient land (Removed: 1)

Author: Casagrande, Louis B.

ISBN: 0-8225-0645-9

Published: 1986

Call Number

Barcode

Price

Acquired

Removed By

KT 972 SUI

T 26798

\$14.95

9/20/2001

mmariano

Was Available -- Weeded

Granddaddy's place (Removed: 1)

Author: Griffith, Helen V.

ISBN: 0-688-06253-9

Published: 1987

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25086

\$8.53

9/18/2001

mmariano

Was Available -- Weeded

Gray Rabbit's 1, 2, 3 (Removed: 1)

Author: Baker, Alan.

ISBN: 1-85697-952-0

Published: 1994

Call Number

Barcode

Price

Acquired

Removed By

CLB USI

T 25093

\$7.17

9/24/2001

mmariano

Was Available -- Deleted

Greg's microscope (Removed: 1)

Author: Selsam, Millicent Ellis, 1912-

ISBN: 0-06-025296-0

Published: 1963

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25095

\$7.70

10/1/2001

mmariano

Was Available -- Weeded

Here is the wetland (Removed: 1)

Author: Dunphy, Madeleine.

ISBN: 0-7868-0164-6

Published: 1996

Call Number

Barcode

Price

Acquired

Removed By

CLB HAB

T 23814

\$15.89

7/17/2001

mmariano

Was Available -- Weeded

Hop jump (Removed: 1)

Author: Walsh, Ellen Stoll.

ISBN: 0-15-292871-5

Published: 1993

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25123

\$8.40

10/1/2001

mmariano

Was Available -- Weeded

How's the weather? : a look at weather and how it changes (Removed: 1)

Author: Berger, Melvin.

ISBN: 0-8249-8641-5

Published: 1993

Call Number

Barcode

Price

Acquired

Removed By

CLB WEA

T 25018

\$8.30

9/25/2001

mmariano

Was Available -- Weeded

Hurricanes (Removed: 1)

Author: Morgan, Sally.

ISBN: 0-7613-1174-2

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

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CLB WEA	T 25017	\$13.42	9/25/2001	mmariano
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Was Available -- Weeded

I can read about baby animals (Removed: 1)

Author: Warren, Elizabeth, 1960-	ISBN: 0-8167-3640-5	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25101	\$8.12	10/1/2001	mmariano

Was Available -- Weeded

I can read about spiders (Removed: 1)

Author: Merrians, Deborah.	ISBN: 0-8167-4204-9	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25125	\$8.12	10/1/2001	mmariano

Was Available -- Weeded

Insect metamorphosis : from egg to adult (Removed: 1)

Author: Goor, Ron.	ISBN: 0-689-31445-0	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80051	\$13.95	6/20/2002	mmariano

Was Available -- Weeded

Insects. (Removed: 1)

Author: Bernard, Robin.	Published: 2001			
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80043	\$11.80	6/20/2002	mmariano

Was Available -- Weeded

Insects are my life (Removed: 1)

Author: McDonald, Megan.	ISBN: 0-531-06874-9	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25143	\$9.62	10/1/2001	mmariano

Was Available -- Weeded

Is it red? Is it yellow? Is it blue? : An adventure in color (Removed: 1)

Author: Hoban, Tana.	ISBN: 0-688-80171-4	Published: 1978		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25135	\$8.53	10/1/2001	mmariano

Was Available -- Weeded

Janice VanCleave's weather : mind-boggling experiments you can turn into s (Removed: 1)

Author: VanCleave, Janice Pratt.	ISBN: 0-471-03231-X	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB WEA	T 24999	\$14.36	9/25/2001	mmariano

Was Available -- Weeded

Jumping spiders (Removed: 1)

Author: Gerholdt, James E., 1943-	ISBN: 1-56239-508-4	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPI	T 80021	\$13.84	7/22/2002	mmariano

Was Available -- Deleted

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/25/2023 - Copies Removed: 92

The life and times of the honeybee (Removed: 1)

Author: Micucci, Charles. ISBN: 0-395-65968-X Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80053	\$14.95	6/20/2002	mmariano

Was Available -- Weeded

Lightning (Removed: 1)

Author: Saunders-Smith, Gail. ISBN: 1-56065-779-0 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
CLB WEA	T 25030	\$9.94	9/25/2001	mmariano

Was Available -- Weeded

Little blue and little yellow : a story for Pippo and Ann and other childr (Removed: 1)

Author: Lionni, Leo, 1910- LCCN: 94-7324 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB USI	T 25104	\$9.37	9/24/2001	mmariano

Was Available -- Weeded

Lucy's summer (Removed: 1)

Author: Hall, Donald, 1928- ISBN: 0-15-276873-4 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB USI	T 25081	\$8.40	9/24/2001	mmariano

Was Available -- Weeded

Meadow (Removed: 1)

Author: Taylor, Barbara, 1954- ISBN: 1-56458-129-2 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23811	\$8.46	7/17/2001	mmariano

Was Available -- Weeded

Mealworms : raise them, watch them, see them change (Removed: 1)

Author: Mason, Adrienne. ISBN: 1-55074-448-8 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80055	\$16.80	6/20/2002	mmariano

Was Available -- Weeded

Mexican Map. (Removed: 1)

Call Number	Barcode	Price	Acquired	Removed By
KT 972 SUI	T 26786	\$20.00	9/20/2001	mmariano

Was Available -- Weeded

Mexico-- in pictures (Removed: 1)

Author: prepared by Geography Department, Lerner Publications Company. ISBN: 0-8225-1801-5 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
KT 972 SUI	T 26799	\$14.96	9/20/2001	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/25/2023 - Copies Removed: 92

Monarch butterfly (Removed: 1)

Author: Gibbons, Gail.

ISBN: 0-8234-0909-0

Published: 1989

Call Number

Barcode

Price

Acquired

Removed By

CLB INS set 2

T 80050

\$21.10

6/20/2002

mmariano

Was Available -- Weeded

The mother's day mice (Removed: 1)

Author: Bunting, Eve, 1928-

ISBN: 0-89919-702-7

Published: 1986

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25097

\$12.75

9/18/2001

mmariano

Was Available -- Weeded

Mouse paint (Removed: 1)

Author: Walsh, Ellen Stoll.

ISBN: 0-15-200118-2

Published: 1989

Call Number

Barcode

Price

Acquired

Removed By

CLB USI

T 25110

\$7.73

9/24/2001

mmariano

Was Available -- Deleted

My brother, Ant (Removed: 1)

Author: Byars, Betsy Cromer.

ISBN: 0-670-86664-4

Published: 1996

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25091

\$7.73

9/18/2001

mmariano

Was Available -- Weeded

Nature's green umbrella : tropical rain forests (Removed: 1)

Author: Gibbons, Gail.

ISBN: 0-688-12354-6

Published: 1994

Call Number

Barcode

Price

Acquired

Removed By

CLB HAB

T 23812

\$8.96

7/17/2001

mmariano

Was Available -- Weeded

On the same day in March : a tour of the world's weather (Removed: 1)

Author: Singer, Marilyn.

ISBN: 0-06-028187-1

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

CLB WEA

T 24981

\$15.89

9/25/2001

mmariano

Was Available -- Weeded

Our granny (Removed: 1)

Author: Wild, Margaret, 1948-

ISBN: 0-395-67023-3

Published: 1994

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25103

\$8.96

9/18/2001

mmariano

Was Available -- Weeded

Outside and inside spiders (Removed: 1)

Author: Markle, Sandra.

ISBN: 0-02-762314-9

Published: 1994

Call Number

Barcode

Price

Acquired

Removed By

CLB SPI

T 80030

\$11.84

7/22/2002

mmariano

Was Available -- Deleted

Over, under & through, and other spatial concepts (Removed: 1)

Author: Hoban, Tana.

ISBN: 0-02-744820-7

Published: 1973

Call Number

Barcode

Price

Acquired

Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/25/2023 - Copies Removed: 92

CLB WRI	T 25147	\$17.00	10/1/2001	mmariano
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Was Available -- Weeded

Pond & river (Removed: 1)

Author: Parker, Steve.	ISBN: 0-394-89615-7	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23810	\$17.26	7/17/2001	mmariano

Was Available -- Weeded

The popcorn book (Removed: 1)

Author: De Paola, Tomie.	ISBN: 0-8234-0314-9	Published: 1978		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25113	\$15.15	10/1/2001	mmariano

Was Available -- Weeded

Prairies (Removed: 1)

Author: Patent, Dorothy Hinshaw.	ISBN: 0-8234-1277-6	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23805	\$15.95	7/17/2001	mmariano

Was Available -- Weeded

Shapes, shapes, shapes (Removed: 1)

Author: Hoban, Tana.	ISBN: 0-688-05832-9	Published: 1986		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25129	\$8.53	10/1/2001	mmariano

Was Available -- Weeded

Snow is falling (Removed: 1)

Author: Branley, Franklyn Mansfield, 1915-	ISBN: 0-06-027990-7	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB WEA	T 24993	\$8.96	9/25/2001	mmariano

Was Available -- Weeded

Spectacular spiders (Removed: 1)

Author: Glaser, Linda.	ISBN: 0-7613-0353-7	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPI	T 80029	\$13.80	7/22/2002	mmariano

Was Available -- Weeded

Spiders (Removed: 1)

Author: Gibbons, Gail.	ISBN: 0-8234-1006-4	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPI	T 80032	\$21.10	7/22/2002	mmariano

Was Available -- Weeded

Spiders spin webs (Removed: 1)

Author: Winer, Yvonne.	ISBN: 0-88106-983-3	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPI	T 80031	\$12.80	7/22/2002	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/25/2023 - Copies Removed: 92

Stop-go, fast-slow (Removed: 1)

Author: McLenighan, Valjean.

ISBN: 0-516-03617-3

Published: 1982

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25117

\$13.13

10/1/2001

mmariano

Was Available -- Weeded

The storm book (Removed: 1)

Author: Zolotow, Charlotte, 1915-

ISBN: 0-06-027026-8

Published: 1952

Call Number

Barcode

Price

Acquired

Removed By

CLB WRI

T 25137

\$10.20

10/1/2001

mmariano

Was Available -- Weeded

Storm on the desert (Removed: 1)

Author: Lesser, Carolyn.

ISBN: 0-15-272198-3

Published: 1997

Call Number

Barcode

Price

Acquired

Removed By

CLB HAB

T 23809

\$16.00

7/17/2001

mmariano

Was Available -- Weeded

The Suitcase Scholar goes to Mexico. (Removed: 1)

Author: Barysh, Ann.

Call Number

Barcode

Price

Acquired

Removed By

KT 972 SUI

T 26781

\$20.00

9/20/2001

mmariano

Was Available -- Weeded

Summer sands (Removed: 1)

Author: Garland, Sherry.

ISBN: 0-15-282492-8

Published: 1995

Call Number

Barcode

Price

Acquired

Removed By

CLB USI

T 25087

\$15.00

9/24/2001

mmariano

Was Available -- Weeded

Sunshine (Removed: 1)

Author: Saunders-Smith, Gail.

ISBN: 1-56065-780-4

Published: 1998

Call Number

Barcode

Price

Acquired

Removed By

CLB WEA

T 25024

\$9.94

9/25/2001

mmariano

Was Available -- Weeded

Swamp life (Removed: 1)

Author: Greenaway, Theresa, 1947-

ISBN: 1-56458-211-6

Published: 1993

Call Number

Barcode

Price

Acquired

Removed By

CLB HAB

T 23801

\$11.66

7/17/2001

mmariano

Was Available -- Weeded

Tarantula spiders (Removed: 1)

Author: Gerholdt, James E., 1943-

ISBN: 1-56239-506-8

Published: 1996

Call Number

Barcode

Price

Acquired

Removed By

CLB SPI

T 80028

\$13.84

7/22/2002

mmariano

Was Available -- Deleted

Taxi! Taxi! (Removed: 1)

Author: Best, Cari.

ISBN: 0-531-07084-0

Published: 1997

Call Number

Barcode

Price

Acquired

Removed By

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CLB WRI	T 25074	\$9.62	9/18/2001	mmariano
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Was Available -- Weeded

Things you see in the sky? (Removed: 1)

Author: Vullo, Vera.		ISBN: 0-7614-0853-3	Published: 2000	
Call Number	Barcode	Price	Acquired	Removed By
CLB WEA	T 24987	\$22.79	9/25/2001	mmariano

Was Available -- Weeded

Thinking about ants (Removed: 1)

Author: Brenner, Barbara.		ISBN: 1-57255-210-7	Published: 1997	
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80057	\$13.84	6/20/2002	mmariano

Was Available -- Weeded

This place is wet (Removed: 1)

Author: Cobb, Vicki.		ISBN: 0-8027-7399-0	Published: 1989	
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23807	\$11.66	7/17/2001	mmariano

Was Available -- Weeded

Trapdoor spiders (Removed: 1)

Author: Gerholdt, James E., 1943-		ISBN: 1-56239-509-2	Published: 1996	
Call Number	Barcode	Price	Acquired	Removed By
CLB SPI	T 80034	\$13.84	7/22/2002	mmariano

Was Available -- Deleted

Tundra (Removed: 1)

Author: Walsh Shepherd, Donna.		ISBN: 0-531-20249-6	Published: 1996	
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23803	\$16.87	7/17/2001	mmariano

Was Available -- Weeded

Tundra and cold deserts (Removed: 1)

Author: Pipes, Rose.		ISBN: 0-8172-5010-7	Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23804	\$22.83	7/17/2001	mmariano

Was Available -- Weeded

Tundra mouse : a storyknife book (Removed: 1)

Author: McDonald, Megan.		ISBN: 0-531-30047-1	Published: 1997	
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23808	\$15.95	7/17/2001	mmariano

Was Available -- Weeded

Waiting for wings (Removed: 1)

Author: Ehlert, Lois.		ISBN: 0-15-202608-8	Published: 2001	
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80045	\$17.00	6/20/2002	mmariano

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From: 8/1/2022 To: 4/30/2023

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Where butterflies grow (Removed: 1)

Author: Ryder, Joanne.	ISBN: 0-14-055858-6	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80042	\$12.84	6/20/2002	mmariano
Was Available -- Weeded				

White Rabbit's color book (Removed: 1)

Author: Baker, Alan.	ISBN: 1-85697-953-9	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB USI	T 25111	\$6.96	9/24/2001	mmariano
Was Available -- Deleted				

Who eats what? : food chains and food webs (Removed: 1)

Author: Lauber, Patricia.	ISBN: 0-06-022981-0	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB HAB	T 23806	\$12.60	7/17/2001	mmariano
Was Available -- Weeded				

Wolf spiders (Removed: 1)

Author: Gerholdt, James E., 1943-	ISBN: 1-56239-510-6	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPI	T 80035	\$13.84	7/22/2002	mmariano
Was Available -- Deleted				

Wormology (Removed: 1)

Author: Ross, Michael Elsohn, 1952-	ISBN: 1-57505-168-0	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80054	\$14.21	6/20/2002	mmariano
Was Available -- Weeded				

Zoom (Removed: 1)

Author: Banyai, Istvan.	ISBN: 0-670-85804-8	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB WRI	T 25141	\$10.53	10/1/2001	mmariano
Was Available -- Weeded				

4/24/2023 - Copies Removed: 57

Amazing insects (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-55916-309-7	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80037	\$13.84	6/20/2002	mmariano
Was Available -- Weeded				

Animal eyes (Removed: 1)

Author: Schwartz, David M.	ISBN: 0-8368-2423-7	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOD	T 25096	\$14.85	9/21/2001	mmariano
Was Available -- Weeded				

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/24/2023 - Copies Removed: 57

Backyard insects (Removed: 1)

Author: Selsam, Millicent Ellis, 1912-	ISBN: 0-590-42256-1	Published: 1981		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80046	\$10.84	6/20/2002	mmariano
Was Available -- Weeded				

Biggest, Strongest, Fastest (classroom library copy) (Removed: 1)

Author: Jenkins, Steve, 1952-	ISBN: 0-395-69701-8	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 26800	\$8.96	9/25/2001	mmariano
Was Available -- Weeded				

The body book (Removed: 1)

Author: Rotner, Shelley.	ISBN: 0-531-30256-3	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOD	T 25084	\$15.95	9/21/2001	mmariano
Was Available -- Weeded				

Bones (Removed: 1)

Author: Sandeman, Anna.	ISBN: 1-56294-621-8	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOD	T 25090	\$8.49	9/21/2001	mmariano
Was Available -- Weeded				

Bushbaby (Removed: 1)

Author: Kennaway, Adrienne, 1945-	ISBN: 1-887734-54-6	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25049	\$13.95	8/24/2001	mmariano
Was Available -- Weeded				

The California gold rush (Removed: 1)

Author: Stein, R. Conrad.	ISBN: 0-516-06691-9	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB GOL	T 24476	\$15.95	9/24/2001	mmariano
Was Available -- Weeded				

California Gold Rush : a guide to California in the 1850s (Removed: 1)

Author: Ferris, Julie.	ISBN: 0-7534-5218-9	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB GOL	T 24470	\$8.95	9/24/2001	mmariano
Was Available -- Weeded				

The California gold rush : west with the Forty-Niners (Removed: 1)

Author: Van Steenwyk, Elizabeth.	ISBN: 0-531-20032-9	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB GOL	T 24482	\$16.87	9/24/2001	mmariano
Was Available -- Weeded				

Can do, Jenny Archer (Removed: 1)

Author: Conford, Ellen.	ISBN: 0-316-15372-9	Published: 1991		
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CLB SPE	T 25061	\$7.40	8/24/2001	mmariano
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Was Available -- Weeded

Canopy crossing : a story of an Atlantic rainforest (Removed: 1)

Author: Nagda, Ann Whitehead, 1945-	ISBN: 1-56899-449-4	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB RAI	T 80500	\$13.56	7/19/2002	mmariano

Was Available -- Weeded

Come look with me : animals in art (Removed: 1)

Author: Blizzard, Gladys S.	ISBN: 1-56566-013-7	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25048	\$11.90	8/24/2001	mmariano

Was Available -- Weeded

Destination: Rain Forest (Removed: 1)

Author: Grupper, Jonathan.	ISBN: 0-7922-7018-5	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB RAI	T 80498	\$13.60	7/19/2002	mmariano

Was Available -- Weeded

Do not open (Removed: 1)

Author: Turtle, Brinton.	ISBN: 0-14-054747-9	Published: 1985		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25019	\$9.40	8/24/2001	mmariano

Was Available -- Weeded

Earrings! (Removed: 1)

Author: Viorst, Judith.	ISBN: 0-689-71669-9	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25054	\$8.70	8/24/2001	mmariano

Was Available -- Weeded

Exploding ants : amazing facts about how animals adapt (Removed: 1)

Author: Settel, Joanne.	ISBN: 0-689-81739-8	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS	T 25122	\$16.00	9/21/2001	mmariano

Was Available -- Weeded

Flashy fantastic rain forest frogs (Removed: 1)

Author: Patent, Dorothy Hinshaw.	ISBN: 0-8027-8615-4	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB RAI	T 80496	\$13.56	7/19/2002	mmariano

Was Available -- Weeded

Follow the water from brook to ocean (Removed: 1)

Author: Dorros, Arthur.	ISBN: 0-06-021598-4	Published: 1991		
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CLB SPE	T 25055	\$8.53	8/24/2001	mmariano

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The forest in the clouds (Removed: 1)

Author: Collard, Sneed B.

ISBN: 0-88106-985-X

Published: 2000

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\$14.41

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The fossil girl : Mary Anning's dinosaur discovery (Removed: 1)

Author: Brighton, Catherine.

ISBN: 0-7613-1468-7

Published: 1999

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Fossils of the World (Removed: 1)

Author: Pellant, Chris.

ISBN: 1-85028-262-5

Published: 1994

Call Number

Barcode

Price

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CLB GEO

T 23799

\$11.01

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From acorn to zoo and everything in between in alphabetical order (Removed: 1)

Author: Kitamura, Satoshi.

ISBN: 0-374-32470-0

Published: 1992

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Barcode

Price

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CLB SPE

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Gold fever (Removed: 1)

Author: Kay, Verla.

ISBN: 0-399-23027-0

Published: 1999

Call Number

Barcode

Price

Acquired

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CLB GOL

T 24488

\$15.99

9/24/2001

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Golden retrievers (Removed: 1)

Author: Statts, Leo.

ISBN: 978-1-68079-174-7

Published: 2017

Call Number

Barcode

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T 52310

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Hearing (Removed: 1)

Author: Frost, Helen, 1949-

ISBN: 0-7368-0382-3

Published: 1999

Call Number

Barcode

Price

Acquired

Removed By

CLB BOD

T 25072

\$9.94

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Was Available -- Weeded

Homes and habits of insects (Removed: 1)

Author: Stone, Lynn M.

ISBN: 1-55916-310-0

Published: 2000

Call Number

Barcode

Price

Acquired

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CLB INS set 2

T 80038

\$13.84

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Was Available -- Weeded

The insect's body (Removed: 1)

Author: Stone, Lynn M.

ISBN: 1-55916-314-3

Published: 2000

Call Number

Barcode

Price

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Insects of all kinds (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-55916-312-7	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80039	\$13.84	6/20/2002	mmariano

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Janice VanCleave's earth science for every kid : 101 easy experiments that (Removed: 1)

Author: VanCleave, Janice Pratt.	ISBN: 0-471-53010-7	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB GEO	T 23794	\$16.16	7/17/2001	mmariano

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Knowing about noses (Removed: 1)

Author: Fowler, Allan.	ISBN: 0-516-20810-1	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOD	T 25102	\$13.87	9/21/2001	mmariano

Was Available -- Weeded

Life in the rain forests (Removed: 1)

Author: Baker, Lucy.	ISBN: 1-58728-558-4	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB RAI	T 80497	\$9.26	7/19/2002	mmariano

Was Available -- Weeded

Lives of insects (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-55916-313-5	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80040	\$13.84	6/20/2002	mmariano

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A look at rocks : from coal to kimberlite (Removed: 1)

Author: Kittinger, Jo S.	ISBN: 0-531-20310-7	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB GEO	T 23796	\$16.87	7/17/2001	mmariano

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A million fish-- more or less (Removed: 1)

Author: McKissack, Pat, 1944-	ISBN: 0-679-80692-X	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25060	\$9.65	8/24/2001	mmariano

Was Available -- Weeded

National Audubon Society first field guide-Rocks and minerals Rocks and mi (Removed: 1)

Author: Ricciuti, Edward R.	ISBN: 0-590-05484-8	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
CLB GEO	T 23793	\$17.95	7/17/2001	mmariano

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The nature and science of rocks (Removed: 1)

Author: Burton, Jane.	ISBN: 0-8368-1945-4	Published: 1998		
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CLB GEO	T 23797	\$15.95	7/17/2001	mmariano
Was Available -- Weeded				

A North American rain forest scrapbook (Removed: 1)

Author: Wright-Frierson, Virginia.	ISBN: 0-8027-8679-0	Published: 1999		
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CLB RAI	T 80504	\$18.20	7/19/2002	mmariano
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People and insects (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-55916-311-9	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB INS set 2	T 80036	\$13.84	6/20/2002	mmariano
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Pretend you're a cat (Removed: 1)

Author: Marzollo, Jean.	ISBN: 0-14-055993-0	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25031	\$8.57	8/24/2001	mmariano
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Rain forest (Removed: 1)

Author: Taylor, Barbara, 1954-	ISBN: 0-7894-2971-3	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
CLB RAI	T 80495	\$7.96	7/19/2002	mmariano
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Rocks and minerals (Removed: 1)

Author: Staedter, Tracy.	ISBN: 1-57584-290-4	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB GEO	T 23800	\$18.99	7/17/2001	mmariano
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Rocks & minerals (Removed: 1)

Author: Morris, Neil, 1946-	ISBN: 0-86505-835-0	Published: 1998		
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CLB GEO	T 23795	\$20.60	7/17/2001	mmariano
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The salamander room (Removed: 1)

Author: Mazer, Anne.	ISBN: 0-394-82945-X	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 26794	\$9.65	9/25/2001	mmariano
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Seeing (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0383-1	Published: 1999		
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CLB BOD	T 25078	\$9.94	9/21/2001	mmariano
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The signmaker's assistant (Removed: 1)

Author: Arnold, Tedd.	ISBN: 0-8037-1010-0	Published: 1992		
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CLB SPE	T 25025	\$11.39	8/24/2001	mmariano

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Smelling (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0384-X	Published: 1999		
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CLB BOD	T 25071	\$9.94	9/21/2001	mmariano

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Some things go together (Removed: 1)

Author: Zolotow, Charlotte, 1915-	ISBN: 0-694-01197-5	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25043	\$8.46	8/24/2001	mmariano

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Tasting (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0385-8	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOD	T 25070	\$9.94	9/21/2001	mmariano

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There's an ant in Anthony (Removed: 1)

Author: Most, Bernard.	ISBN: 0-688-22226-9	Published: 1980		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25037	\$8.53	8/24/2001	mmariano

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Touching (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0386-6	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB BOD	T 25069	\$9.94	9/21/2001	mmariano

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Two of everything : a Chinese folktale (Removed: 1)

Author: Hong, Lily Toy.	ISBN: 0-8075-8157-7	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
CLB SPE	T 25042	\$15.95	8/24/2001	mmariano

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A walk in the rainforest (Removed: 1)

Author: Pratt, Kristin Joy.	ISBN: 1-878265-53-9	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB RAI	T 80505	\$14.95	7/19/2002	mmariano

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Whales (Removed: 1)

Author: Rustad, Martha E. H, 1975-
(Martha Elizabeth Hillman)

ISBN: 0-7368-0862-0

Published: 2001

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E 599.5 RUS	T 35460	\$16.04	8/28/2014	mmariano

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Your senses (Removed: 1)

Author: Frost, Helen, 1949-

ISBN: 0-7368-0387-4

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
CLB BOD	T 25068	\$9.94	9/21/2001	mmariano

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Your teeth (Removed: 1)

Author: Frost, Helen, 1949-

ISBN: 0-7368-0115-4

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
CLB BOD	T 25067	\$9.94	9/21/2001	mmariano

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Your tongue can tell : discover your sense of taste (Removed: 1)

Author: Cobb, Vicki.

ISBN: 0-7613-1473-3

Published: 2000

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CLB BOD	T 25108	\$16.42	9/21/2001	mmariano

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Animals born alive and well (Removed: 1)

Author: Heller, Ruth, 1924-

ISBN: 0-448-01822-5

Published: 1982

Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 24972	\$10.79	9/20/2001	mmariano

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Animals should definitely not wear clothing (Removed: 1)

Author: Barrett, Judi.

ISBN: 0-689-70807-6

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 24985	\$9.89	9/20/2001	mmariano

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Badgers (Removed: 1)

Author: Stone, Lynn M.

ISBN: 1-57103-094-8

Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 80503	\$16.93	7/22/2002	mmariano

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Bold and bright, black-and-white animals (Removed: 1)

Author: Patent, Dorothy Hinshaw.

ISBN: 0-8027-8672-3

Published: 1998

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CLB ANI	T 24996	\$15.95	9/20/2001	mmariano

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Cats (Removed: 1)

Author: Meadows, Graham.	ISBN: 0-8368-2251-X	Published: 1998		
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CLB ANI	T 24979	\$14.95	9/20/2001	mmariano
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A children's zoo (Removed: 1)

Author: Hoban, Tana.	ISBN: 0-688-05202-9	Published: 1985		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 24990	\$18.10	9/20/2001	mmariano
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Coral reef (Removed: 1)

Author: Taylor, Barbara, 1954-	ISBN: 0-7894-6101-3	Published: 2000		
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CLB OCE	T 24998	\$8.46	10/1/2001	mmariano
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Does a kangaroo have a mother, too? (Removed: 1)

Author: Carle, Eric.	ISBN: 0-06-028768-3	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 25008	\$16.95	9/20/2001	mmariano
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The edible pyramid : good eating every day (Removed: 1)

Author: Leedy, Loreen.	ISBN: 0-8234-1126-5	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB NUT	T 23876	\$14.41	10/1/2001	mmariano
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Fish eyes : a book you can count on (Removed: 1)

Author: Ehlert, Lois.	ISBN: 0-15-228051-0	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
CLB OCE	T 25016	\$14.95	10/1/2001	mmariano
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The grain group (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0538-9	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB NUT	T 23872	\$9.95	10/1/2001	mmariano
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Hidden world. under the ground (Removed: 1)

Author: Delafosse, Claude.	ISBN: 0-590-43812-3	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 25009	\$12.95	9/20/2001	mmariano
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Horses (Removed: 1)

Author: Meadows, Graham.	ISBN: 0-8368-2253-6	Published: 1998		
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I have a weird brother who digested a fly (Removed: 1)

Author: Holub, Joan.	ISBN: 0-8075-3506-0	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB NUT	T 23874	\$13.95	10/1/2001	mmariano

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I know where my food goes (Removed: 1)

Author: Maynard, Jacqui.	ISBN: 0-7636-0505-0	Published: 1999		
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CLB NUT	T 23875	\$8.49	10/1/2001	mmariano

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The meat and protein group (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0539-7	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB NUT	T 23871	\$9.95	10/1/2001	mmariano

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Minks (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-57103-095-6	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 80494	\$16.93	7/22/2002	mmariano

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My visit to the zoo (Removed: 1)

Author: Aliki.	ISBN: 0-06-024939-0	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 24984	\$10.76	9/20/2001	mmariano

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An octopus is amazing (Removed: 1)

Author: Lauber, Patricia.	ISBN: 0-690-04801-7	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
CLB OCE	T 25004	\$8.96	10/1/2001	mmariano

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Octopuses (Removed: 1)

Author: Schaefer, Lola M., 1950-	ISBN: 0-7368-0246-0	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB OCE	T 24986	\$9.94	10/1/2001	mmariano

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Porcupines (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-57103-092-1	Published: 1995		
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River otters (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-57103-096-4	Published: 1995		
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CLB ANI	T 80502	\$16.93	7/22/2002	mmariano
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Sea anemones (Removed: 1)

Author: Schaefer, Lola M., 1950-	ISBN: 0-7368-0248-7	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB OCE	T 24975	\$9.94	10/1/2001	mmariano
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Sea horses (Removed: 1)

Author: Schaefer, Lola M., 1950-	ISBN: 0-7368-0249-5	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB OCE	T 24974	\$9.94	10/1/2001	mmariano
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Sea stars (Removed: 1)

Author: Schaefer, Lola M., 1950-	ISBN: 0-7368-0250-9	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB OCE	T 24980	\$9.94	10/1/2001	mmariano
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Sea urchins (Removed: 1)

Author: Schaefer, Lola M., 1950-	ISBN: 0-7368-0251-7	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB OCE	T 24992	\$9.94	10/1/2001	mmariano
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The seals on the bus (Removed: 1)

Author: Hort, Lenny.	ISBN: 0-8050-5952-0	Published: 2000		
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CLB ANI	T 25002	\$15.95	9/20/2001	mmariano
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Seashells (Removed: 1)

Author: Richardson, Adele, 1966-	ISBN: 0-88682-996-8	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB OCE	T 25010	\$9.95	10/1/2001	mmariano
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Things you find in your backyard? (Removed: 1)

Author: Vullo, Vera.	ISBN: 0-7614-0855-X	Published: 2000		
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CLB ANI	T 24978	\$22.79	9/20/2001	mmariano
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Under a stone (Removed: 1)

Author: Green, Jen.	ISBN: 0-7787-0137-9	Published: 1999		
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We need water (Removed: 1)

Author: Frost, Helen, 1949-	ISBN: 0-7368-0413-7	Published: 1999		
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CLB NUT	T 23873	\$9.95	10/1/2001	mmariano

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Weasels (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-57103-097-2	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 80493	\$16.93	7/22/2002	mmariano

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What's under the log? (Removed: 1)

Author: Hunter, Anne.	ISBN: 0-395-75496-8	Published: 1999		
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CLB ANI	T 25015	\$4.21	9/20/2001	mmariano

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Wild baby animals (Removed: 1)

Author: Wallace, Karen.	ISBN: 0-7894-5420-3	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 25003	\$8.06	9/20/2001	mmariano

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Woodchucks (Removed: 1)

Author: Stone, Lynn M.	ISBN: 1-57103-093-X	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 80501	\$16.93	7/22/2002	mmariano

Was Available -- Weeded

Young Abraham Lincoln : log-cabin president (Removed: 1)

Author: Woods, Andrew.	ISBN: 0-8167-2532-2	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27633	\$9.35	6/26/2002	mmariano

Was Available -- Weeded

Young Amelia Earhart : a dream to fly (Removed: 1)

Author: Alcott, Sarah.	ISBN: 0-8167-2528-4	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27639	\$9.35	6/26/2002	mmariano

Was Available -- Weeded

Young Christopher Columbus : discoverer of new worlds (Removed: 1)

Author: Carpenter, Eric.	ISBN: 0-8167-2526-8	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27645	\$9.35	6/26/2002	mmariano

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Young Davy Crockett : frontier pioneer (Removed: 1)

Author: Carpenter, Eric.	ISBN: 0-8167-3758-4	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 80438	\$9.35	6/26/2002	mmariano

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Young Frederick Douglass : freedom fighter (Removed: 1)

Author: Woods, Andrew.	ISBN: 0-8167-3768-1	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27651	\$9.35	6/26/2002	mmariano

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Young George Washington : America's first president (Removed: 1)

Author: Woods, Andrew.	ISBN: 0-8167-2540-3	Published: 1992		
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CLB FIR	T 27657	\$9.35	6/26/2002	mmariano

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Young Harriet Tubman : freedom fighter (Removed: 1)

Author: Benjamin, Anne.	ISBN: 0-8167-2538-1	Published: 1992		
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CLB FIR	T 27658	\$9.35	6/26/2002	mmariano

Was Available -- Weeded

Young Helen Keller : woman of courage (Removed: 1)

Author: Benjamin, Anne.	ISBN: 0-8167-2530-6	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27659	\$9.35	6/26/2002	mmariano

Was Available -- Weeded

Young Jim Thorpe : All-American athlete (Removed: 1)

Author: Farrell, Edward, 1948-	ISBN: 0-8167-3764-9	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27660	\$9.35	6/26/2002	mmariano

Was Available -- Weeded

Young Martin Luther King, Jr : I have a dream" (Removed: 1)

Author: Mattern, Joanne, 1963-	ISBN: 0-8167-2544-6	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27661	\$9.35	6/26/2002	mmariano

Was Available -- Weeded

Young Orville and Wilbur Wright : first to fly (Removed: 1)

Author: Woods, Andrew.	ISBN: 0-8167-2542-X	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27662	\$9.35	6/26/2002	mmariano

Was Available -- Weeded

Young Pocahontas : Indian princess (Removed: 1)

Author: Benjamin, Anne.	ISBN: 0-8167-2534-9	Published: 1992		
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CLB FIR	T 27663	\$9.35	6/26/2002	mmariano
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Young Squanto : the first Thanksgiving (Removed: 1)

Author: Woods, Andrew.	ISBN: 0-8167-3760-6	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27664	\$9.35	6/26/2002	mmariano

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Young Thomas Edison : great inventor (Removed: 1)

Author: Nemes, Claire.	ISBN: 0-8167-3776-2	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB FIR	T 27665	\$9.35	6/26/2002	mmariano

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The zoo (Removed: 1)

Author: Kallen, Stuart A., 1955-	ISBN: 1-56239-712-5	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB ANI	T 24991	\$13.95	9/20/2001	mmariano

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Aqualicious (Removed: 1)

Author: Kann, Victoria,	ISBN: 978-0-06-233016-1	Published: 2015		
Call Number	Barcode	Price	Acquired	Removed By
E KAN	T 50587	\$17.99	8/27/2015	mmariano

Was Available -- Deleted

Birman cats (Removed: 1)

Author: Petrie, Kristin.	ISBN: 978-1-61783-864-4	Published: 2013		
Call Number	Barcode	Price	Acquired	Removed By
636.8 PET	T 29310	\$25.65	11/21/2013	mmariano

Was Available -- Deleted

California (Removed: 1)

Author: Glaser, Jason.	ISBN: 0-7368-1573-2	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
979.4 GLA	T 65101	\$18.85	12/9/2003	mmariano

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The days of summer (Removed: 1)

Author: Bunting, Eve, 1928-	ISBN: 0-15-201840-9	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
E BUN	T 84746	\$16.00	3/22/2006	mmariano

Was Available -- Deleted

Green eggs and ham (Removed: 1)

Author: Seuss, Dr.	ISBN: 0-375-81088-9	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
E SEU	T 28955	\$8.99	5/28/2013	mmariano

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Happy Go Ducky. (Removed: 1)

Author: Houran, Lori.

Published: 2012

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E HOU	T 28672	\$13.96	4/25/2013	mmariano

Was Available -- Deleted

Look and find Disney frozen (Removed: 1)

Author: illustrated by Art Mawhinney.

ISBN: 1-45085944-5

Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
793.7 DIS	T 50414	\$21.96	2/26/2015	mmariano

Was Available -- Deleted

Super simple no-bake cookies : easy cookie recipes for kids! (Removed: 1)

Author: Kuskowski, Alex,

ISBN: 978-1-62403-950-8

Published: 2016

Call Number	Barcode	Price	Acquired	Removed By
641.86 KUS	T 52140	\$27.07	11/1/2016	mmariano

Was Available -- Deleted

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About crustaceans : a guide for children (Removed: 1)

Author: Sill, Cathryn P., 1953-

ISBN: 1-56145-301-3

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
E 595.3 SIL	T 21140	\$12.41	3/29/2012	mmariano

Was Available -- Weeded

About mollusks : a guide for children (Removed: 1)

Author: Sill, Cathryn P., 1953-

ISBN: 1-56145-331-5

Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
E 594 SIL	T 21166	\$12.41	3/29/2012	mmariano

Was Available -- Weeded

All kinds of plants (Removed: 1)

Author: Branigan, Carrie.

ISBN: 1-58340-610-7

Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
E 580 BRA	T 84933	\$27.07	3/30/2006	mmariano

Was Available -- Weeded

American mastodon (Removed: 1)

Author: Goecke, Michael P, 1968-

ISBN: 1-57765-973-2

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
E 569.67 GOE	T 84208	\$14.95	9/18/2006	mmariano

Was Available -- Weeded

Be a friend to trees (Removed: 1)

Author: Lauber, Patricia.

ISBN: 0-06-021528-3

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
E 582.1 LAU	T 11735	\$11.17	2/5/1999	mmariano

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Biggest, Strongest, Fastest (Removed: 1)

Author: Jenkins, Steve, 1952-	ISBN: 0-395-69701-8	Published: 1995		
Call Number E 591 JEN	Barcode T 28880	Price \$16.00	Acquired 5/14/2013	Removed By mmariano

Was Available -- Weeded

Carnotaurus (Removed: 1)

Author: Devillier, Christy, 1971-	ISBN: 1-59197-536-0	Published: 2004		
Call Number E 567.9 DEV	Barcode T 84158	Price \$15.95	Acquired 9/18/2006	Removed By mmariano

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Corythosaurus (Removed: 1)

Author: Devillier, Christy, 1971-	ISBN: 1-59197-537-9	Published: 2004		
Call Number E 567.9 DEV	Barcode T 84159	Price \$15.95	Acquired 9/18/2006	Removed By mmariano

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Deinonychus (Removed: 1)

Author: Devillier, Christy, 1971-	ISBN: 1-59197-538-7	Published: 2004		
Call Number E 567.9 DEV	Barcode T 85145	Price \$15.95	Acquired 9/18/2006	Removed By mmariano

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Deserts (Removed: 1)

Author: Gibbons, Gail.	ISBN: 0-8234-1276-8	Published: 1996		
Call Number E 508.315 GIB	Barcode T 60023	Price \$15.93	Acquired 12/12/2001	Removed By mmariano

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From seed to pumpkin (Removed: 1)

Author: Pfeffer, Wendy, 1929-	ISBN: 0-06-028038-7	Published: 2004		
Call Number E 583.63 PFE	Barcode T 28874	Price \$11.51	Acquired 5/14/2013	Removed By mmariano

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Gentle giant octopus (Removed: 1)

Author: Wallace, Karen.	ISBN: 978-0-7636-3869-6	Published: 2008		
Call Number E 594.56 WAL	Barcode T 20852	Price \$11.61	Acquired 3/29/2012	Removed By mmariano

Was Available -- Weeded

Giant armadillo (Removed: 1)

Author: Goecke, Michael P, 1968-	ISBN: 1-57765-974-0	Published: 2004		
Call Number E 569.31 GOE	Barcode T 84209	Price \$14.95	Acquired 9/18/2006	Removed By mmariano

Was Available -- Weeded

The great fire (Removed: 1)

Author: Murphy, Jim, 1947-	ISBN: 0-590-47267-4	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By

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PB MUR T 15131 \$9.95 8/22/2008 mmariano
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I wonder what it's like to be a spider. (Removed: 1)

Author: Hovanec, Erin M. ISBN: 0-8239-5453-6 Published: 1999
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 595.4 HOV T 23224 \$13.95 1/8/2001 mmariano
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Irish elk (Removed: 1)

Author: Goecke, Michael P, 1968- ISBN: 1-57765-975-9 Published: 2004
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 569.65 GOE T 84211 \$14.95 9/18/2006 mmariano
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The reasons for seasons (Removed: 1)

Author: Gibbons, Gail. ISBN: 0-8234-1174-5 Published: 1995
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E 525 GIB T 60021 \$15.93 12/12/2001 mmariano
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Saber-Toothed Cats. (Removed: 1)

Author: Goodman, Susan E. Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 569 GOO T 35528 \$12.61 8/26/2014 mmariano
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Scimitar cat (Removed: 1)

Author: Goecke, Michael P, 1968- ISBN: 1-57765-977-5 Published: 2004
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E 569.75 GOE T 84210 \$14.95 9/18/2006 mmariano
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Short-faced bear (Removed: 1)

Author: Goecke, Michael P, 1968- ISBN: 1-57765-976-7 Published: 2004
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 569.78 GOE T 84212 \$14.95 9/18/2006 mmariano
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Spider's lunch : all about garden spiders (Removed: 1)

Author: Cole, Joanna. ISBN: 0-448-40223-8 Published: 1995
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 595.4 COL T 35211 \$9.14 8/15/2014 mmariano
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Spinosaurus (Removed: 1)

Author: Devillier, Christy, 1971- ISBN: 1-59197-539-5 Published: 2004
Call Number **Barcode** **Price** **Acquired** **Removed By**
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Starfish (Removed: 1)

Author: Hurd, Edith Thacher, 1910-1997. ISBN: 0-06-028356-4 Published: 2000

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E 593.9 HUR	T 35516	\$11.71	8/26/2014	mmariano

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Styracosaurus (Removed: 1)

Author: Devillier, Christy, 1971- ISBN: 1-59197-540-9 Published: 2004

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E 567.9 DEV	T 85143	\$15.95	9/18/2006	mmariano

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Sunflower (Removed: 1)

Author: Watts, Barrie. ISBN: 1-58340-232-2 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
E 583.99 WAT	T 95103	\$24.22	3/22/2004	mmariano

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A tree is a plant (Removed: 1)

Author: Bulla, Clyde Robert. ISBN: 0-06-028171-5 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
E 583 BUL	T 35513	\$11.71	8/26/2014	mmariano

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TROODON (Removed: 1)

Author: DEVILLIER, CHRISTY, 1971- ISBN: 1-59197-541-7 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
E 567.9 DEV	T 84160	\$15.95	9/18/2006	mmariano

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Welcome to the green house (Removed: 1)

Author: Yolen, Jane. ISBN: 0-698-11445-0 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
E 574.5 YOL	T 28938	\$12.09	5/15/2013	mmariano

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Wolf spiders (Removed: 1)

Author: Murray, Julie, 1969- ISBN: 1-59197-339-2 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
E 595.4 MUR	T 84203	\$14.95	9/18/2006	mmariano

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Woolly rhinoceros (Removed: 1)

Author: Goecke, Michael P, 1968- ISBN: 1-57765-978-3 Published: 2004

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E 569.66 GOE	T 84207	\$14.95	9/18/2006	mmariano

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100 days of cool (Removed: 1)

Author: Murphy, Stuart J., 1942-	ISBN: 0-06-000121-6	Published: 2004		
Call Number E 513.2 MUR	Barcode T 82903	Price \$14.49	Acquired 11/9/2004	Removed By mmariano
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100 days of school (Removed: 2)

Author: Harris, Trudy.	ISBN: 0-7613-1271-4	Published: 1999		
Call Number E 513.2 HAR	Barcode T 23497	Price \$22.90	Acquired 5/7/2001	Removed By mmariano
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Call Number E 513.2 HAR	Barcode T 27030	Price \$15.00	Acquired 1/24/2002	Removed By mmariano
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About reptiles : a guide for children (Removed: 1)

Author: Sill, Cathryn P, 1953-	ISBN: 1-56145-183-5	Published: 1999		
Call Number E 597.9 SIL	Barcode T 20765	Price \$12.41	Acquired 3/29/2012	Removed By mmariano
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Alabama. (Removed: 1)

Author: Johnston, Lissa.	ISBN: 0-8368-4659-1	Published: 2006		
Call Number 976.1 JOH	Barcode T 84548	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
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Alaska (Removed: 1)

Author: Thomas, William, 1947-	ISBN: 0-8368-4697-4	Published: 2006		
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Anno's Counting book (Removed: 1)

Author: Anno, Mitsumasa, 1926-	ISBN: 0-690-01287-X	Published: 1977		
Call Number E 513 ANN	Barcode T 20868	Price \$10.20	Acquired 2/1/1994	Removed By mmariano
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Ant cities (Removed: 1)

Author: Dorros, Arthur.	ISBN: 0-690-04568-9	Published: 1987		
Call Number E 595.79 DOR	Barcode T 21137	Price \$11.41	Acquired 3/29/2012	Removed By mmariano
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Arizona. (Removed: 1)

Author: Brown, Jonatha A.	ISBN: 0-8368-4660-5	Published: 2006		
Call Number 979.1 BRO	Barcode T 84533	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
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Arkansas. (Removed: 1)

Author: Lantier, Patricia.	ISBN: 0-8368-4661-3	Published: 2006		
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The benefits of bacteria (Removed: 1)

Author: Snedden, Robert.	ISBN: 1-57572-242-9	Published: 2000		
Call Number 660.6 SNE	Barcode T 82309	Price \$16.95	Acquired 9/30/2003	Removed By mmariano
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Changing forms (Removed: 1)

Author: Riley, Peter D.	ISBN: 0-8368-3246-9	Published: 2002		
Call Number E 530.4 Ril	Barcode T 75067	Price \$15.96	Acquired 10/30/2002	Removed By mmariano
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Chirping crickets (Removed: 1)

Author: Berger, Melvin.	ISBN: 0-06-024961-7	Published: 1998		
Call Number E 595.7 BER	Barcode T 9729	Price \$14.99	Acquired 8/28/2007	Removed By mmariano
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Circus shapes (Removed: 1)

Author: Murphy, Stuart J, 1942-	ISBN: 0-06-027436-0	Published: 1998		
Call Number E 513.21 MUR	Barcode T 85029	Price \$12.95	Acquired 8/22/2006	Removed By mmariano
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Colorado. (Removed: 1)

Author: Deady, Kathleen W.	ISBN: 0-8368-4662-1	Published: 2006		
Call Number 978.8 Dea	Barcode T 65649	Price \$15.50	Acquired 5/10/2006	Removed By mmariano
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Connecticut. (Removed: 1)

Author: Mezzanotte, Jim.	ISBN: 0-8368-4663-X	Published: 2006		
Call Number 974.6 MEZ	Barcode T 84542	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
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Delaware (Removed: 1)

Author: Brown, Jonatha A.	ISBN: 0-8368-4698-2	Published: 2007		
Call Number 971.5 BRO	Barcode T 85149	Price \$17.50	Acquired 9/13/2006	Removed By mmariano
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Double the ducks (Removed: 1)

Author: Murphy, Stuart J., 1942-	ISBN: 0-06-028922-8	Published: 2003		
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E 513.2 MUR T 82936 \$14.49 11/10/2004 mmariano
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Each orange had 8 slices : a counting book (Removed: 1)

Author: Giganti, Paul. ISBN: 0-688-10428-2 Published: 1992
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 513.5 GIG T 13723 \$16.95 3/1/2000 mmariano
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Earthquakes (Removed: 1)

Author: Gentle, Victor. ISBN: 0-8368-2832-1 Published: 2001
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 551.22 GEN T 27183 \$14.95 3/4/2002 mmariano
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Electricity (Removed: 1)

Author: Llewellyn, Claire. ISBN: 1-84234-334-3 Published: 2005
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 537 LLE T 84914 \$22.79 3/30/2006 mmariano
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Floating and sinking (Removed: 1)

Author: Riley, Peter D. ISBN: 0-8368-3248-5 Published: 2002
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 532 Ril T 75069 \$15.96 10/30/2002 mmariano
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Florida (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4622-2 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
975.9 BRO T 83935 \$17.50 1/26/2006 mmariano
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Flowers and seeds (Removed: 1)

Author: Branigan, Carrie. ISBN: 1-58340-612-3 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 575.6 BRA T 84932 \$27.07 3/30/2006 mmariano
Was Available -- Weeded

Follow the water from brook to ocean (Removed: 1)

Author: Dorros, Arthur. ISBN: 0-06-021598-4 Published: 1991
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 551.48 DOR T 35375 \$11.71 8/15/2014 mmariano
Was Available -- Weeded

Foods of China (Removed: 1)

Author: Sheen, Barbara. ISBN: 0-7377-3031-5 Published: 2005
Call Number **Barcode** **Price** **Acquired** **Removed By**
641.5 SHE T 84223 \$28.50 9/21/2006 mmariano
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From tadpole to frog (Removed: 1)

Author: Pfeffer, Wendy, 1929-	ISBN: 0-06-023044-4	Published: 1994		
Call Number E 597.8 PFE	Barcode T 28947	Price \$11.51	Acquired 5/15/2013	Removed By mmariano
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Gases (Removed: 1)

Author: Mezzanotte, Jim.	ISBN: 0-8368-6797-1	Published: 2007		
Call Number E 530.4 MEZ	Barcode T 655	Price \$12.95	Acquired 2/2/2007	Removed By mmariano
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Georgia (Removed: 1)

Author: Murphy, Andrea, 1947-	ISBN: 0-8368-4623-0	Published: 2006		
Call Number 975.8 MUR	Barcode T 83948	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
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Hawaii (Removed: 1)

Author: Thomas, William, 1947-	ISBN: 0-8368-4699-0	Published: 2007		
Call Number 996.9 THO	Barcode T 85150	Price \$17.50	Acquired 9/13/2006	Removed By mmariano
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Health and growth (Removed: 1)

Author: Llewellyn, Claire.	ISBN: 1-84234-336-X	Published: 2005		
Call Number E 612.65 LLE	Barcode T 84916	Price \$22.79	Acquired 3/30/2006	Removed By mmariano
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How plants grow (Removed: 1)

Author: Branigan, Carrie.	ISBN: 1-58340-611-5	Published: 2006		
Call Number E 571.82 BRA	Barcode T 84924	Price \$27.07	Acquired 3/30/2006	Removed By mmariano
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Hurricanes (Removed: 1)

Author: Gentle, Victor.	ISBN: 0-8368-2834-8	Published: 2001		
Call Number E 551.55 GEN	Barcode T 27218	Price \$14.95	Acquired 3/4/2002	Removed By mmariano
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I wonder what it's like to be a bee. (Removed: 1)

Author: Hovanec, Erin M.	ISBN: 0-8239-5450-1	Published: 1999		
Call Number E 595.79 HOV	Barcode T 23228	Price \$13.95	Acquired 1/8/2001	Removed By mmariano
Was Available -- Weeded				

I wonder what it's like to be a butterfly. (Removed: 1)

Author: Hovanec, Erin M.	ISBN: 0-8239-5451-X	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

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E 595.78 HOV T 23227 \$13.95 1/8/2001 mmariano
Was Available -- Weeded

I wonder what it's like to be a grasshopper. (Removed: 1)

Author: Hovanec, Erin M. ISBN: 0-8239-5452-8 Published: 1999
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 595.7 HOV T 23223 \$13.95 1/8/2001 mmariano
Was Available -- Weeded

Icky bug numbers 12345 (Removed: 1)

Author: Pallotta, Jerry. ISBN: 0-439-56010-1 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 513.2 PAL T 83692 \$16.96 1/12/2006 mmariano
Was Available -- Weeded

Idaho (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4700-8 Published: 2007
Call Number **Barcode** **Price** **Acquired** **Removed By**
979.6 BRO T 85139 \$17.50 9/13/2006 mmariano
Was Available -- Weeded

Illinois (Removed: 1)

Author: Boekhoff, P. M. (Patti Marlene), 1957- ISBN: 0-8368-4624-9 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
977.3 BOE T 83924 \$17.50 1/26/2006 mmariano
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Indiana (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4625-7 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
977.2 BRO T 83925 \$17.50 1/26/2006 mmariano
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The Indians and the California missions (Removed: 1)

Author: Lyngheim, Linda. ISBN: 0-915369-00-1 Published: 1984
Call Number **Barcode** **Price** **Acquired** **Removed By**
979.4 LYN T 3783 \$14.95 12/3/1990 mmariano
Was Lost on 2/8/2023 -- Weeded

Iowa. (Removed: 1)

Author: Dykstra, Mary. ISBN: 0-8368-4664-8 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
977.7 DYK T 84541 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

It All Begins with Jelly Beans (Removed: 1)

Author: Weetman, Nova, ISBN: 978-1-53449431-2 Published: 2021
Call Number **Barcode** **Price** **Acquired** **Removed By**
F WEE T 10921 \$17.99 8/2/2021 mmariano
Was Available -- Weeded

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

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Jump, kangaroo, jump! (Removed: 1)

Author: Murphy, Stuart J., 1942-	ISBN: 0-06-027614-2	Published: 1999		
Call Number E 513.2 MUR	Barcode T 28211	Price \$11.90	Acquired 5/21/2001	Removed By mmariano
Was Available -- Weeded				

Kansas. (Removed: 1)

Author: Thomas, William.	ISBN: 0-8368-4665-6	Published: 2006		
Call Number 978.1 THO	Barcode T 84539	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
Was Available -- Weeded				

Kentucky. (Removed: 1)

Author: Lantier, Patricia.	ISBN: 0-8368-4666-4	Published: 2006		
Call Number 976.9 LAN	Barcode T 84540	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
Was Available -- Weeded				

Let's fly a kite (Removed: 1)

Author: Murphy, Stuart J.	ISBN: 0-06-028034-4	Published: 2000		
Call Number E 512.9 Mur	Barcode T 50151	Price \$14.49	Acquired 12/17/2002	Removed By mmariano
Was Available -- Weeded				

Light and dark (Removed: 1)

Author: Llewellyn, Claire.	ISBN: 1-84234-333-5	Published: 2005		
Call Number E 535 LLE	Barcode T 84917	Price \$22.79	Acquired 3/30/2006	Removed By mmariano
Was Available -- Weeded				

Light and dark : make it bright (Removed: 1)

Author: Pipe, Jim, 1966-	ISBN: 978-1-59604-079-3	Published: 2006		
Call Number E 535 PIP	Barcode T 1831	Price \$27.07	Acquired 2/26/2007	Removed By mmariano
Was Available -- Weeded				

Liquids (Removed: 1)

Author: Mezzanotte, Jim.	ISBN: 0-8368-6799-8	Published: 2007		
Call Number E 530.4 MEZ	Barcode T 597	Price \$12.95	Acquired 2/2/2007	Removed By mmariano
Was Available -- Weeded				

Louisiana. (Removed: 1)

Author: Lantier, Patricia.	ISBN: 0-8368-4667-2	Published: 2006		
Call Number 976.3 LAN	Barcode T 84549	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
Was Available -- Weeded				

Maine (Removed: 1)

Author: Brown, Jonatha A.	ISBN: 0-8368-4701-6	Published: 2007		
Call Number	Barcode	Price	Acquired	Removed By

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974.1 BRO T 85140 \$17.50 9/13/2006 mmariano
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Maryland. (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4668-0 Published: 2006
Call Number Barcode Price Acquired Removed By
975.2 BRO T 84550 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

Massachusetts (Removed: 1)

Author: Fairley, Melissa. ISBN: 0-8368-4626-5 Published: 2006
Call Number Barcode Price Acquired Removed By
974.4 FAI T 83937 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

Me counting time : from seconds to centuries (Removed: 1)

Author: Sweeney, Joan. ISBN: 0-440-41751-1 Published: 2001
Call Number Barcode Price Acquired Removed By
E 529 Swe T 50155 \$16.96 12/17/2002 mmariano
Was Available -- Weeded

Measuring (Removed: 1)

Author: Gresko, Marcia S. ISBN: 0-8368-4112-3 Published: 2004
Call Number Barcode Price Acquired Removed By
E 530.8 Gre T 75191 \$19.93 3/22/2004 mmariano
Was Available -- Weeded

Michigan (Removed: 1)

Author: Dubois, Muriel L. ISBN: 0-8368-4627-3 Published: 2006
Call Number Barcode Price Acquired Removed By
977.4 DUB T 83926 \$17.50 1/26/2006 mmariano
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Minnesota. (Removed: 1)

Author: Gedatus, Gustav Mark. ISBN: 0-8368-4669-9 Published: 2006
Call Number Barcode Price Acquired Removed By
977.6 GED T 84551 \$17.50 1/26/2006 mmariano
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Mission La Purisima Concepcion. (Removed: 3)

Author: Ostrow, Kim. LCCN: 99-19531 Published: 1999
Call Number Barcode Price Acquired Removed By
979.4 OST T 12926 \$15.95 9/10/1999 mmariano
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979.4 OST T 12927 \$15.95 9/10/1999 mmariano
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979.4 OST T 12928 \$15.95 9/10/1999 mmariano
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Mission Nuestra Senora de la Soledad. (Removed: 3)

Author: Ostrow, Kim.	LCCN: 99-23211	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
979.4 OST	T 12914	\$15.95	9/10/1999	mmariano
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979.4 OST	T 12915	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 OST	T 12916	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Mission of San Fernando, Rey de Espana. (Removed: 3)

Author: Ching, Jacqueline.	LCCN: 99-21539	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
979.4 CHI	T 12917	\$15.95	9/10/1999	mmariano
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979.4 CHI	T 12918	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 CHI	T 12919	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Mission of San Juan Capistrano. (Removed: 3)

Author: Edgar, Kathleen J.	LCCN: 99-31530	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
979.4 EDG	T 12935	\$15.95	9/10/1999	mmariano
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979.4 EDG	T 12936	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 EDG	T 12937	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Mission of San Luis Obispo de Tolosa. (Removed: 3)

Author: Edgar, Kathleen J.	LCCN: 99-21305	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
979.4 EDG	T 12947	\$15.95	9/10/1999	mmariano
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979.4 EDG	T 12948	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 EDG	T 12949	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Mission of San Luis Rey de Francia. (Removed: 3)

Author: Quasha, Jennifer.	LCCN: 99-20441	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
979.4 QUA	T 12902	\$15.95	9/10/1999	mmariano
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979.4 QUA	T 12903	\$15.95	9/10/1999	mmariano
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979.4 QUA	T 12904	\$15.95	9/10/1999	mmariano
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Mission San Antonio de Padua. (Removed: 3)

Author: Serafin, Kim. LCCN: 99-27378 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
979.4 SER	T 12941	\$15.95	9/10/1999	mmariano

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979.4 SER	T 12942	\$15.95	9/10/1999	mmariano
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979.4 SER	T 12943	\$15.95	9/10/1999	mmariano
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Was Available -- Deleted

Mission San Buenaventura. (Removed: 3)

Author: Margaret, Amy. LCCN: 99-46485 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
979.4 MAR	T 12932	\$15.95	9/10/1999	mmariano

Was Available -- Weeded

979.4 MAR	T 12933	\$15.95	9/10/1999	mmariano
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Was Available -- Weeded

979.4 MAR	T 12934	\$15.95	9/10/1999	mmariano
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Was Available -- Weeded

Mission San Carlos Borromeo del Rio Carmelo. (Removed: 3)

Author: Edgar, Kathleen J. LCCN: 99-19098 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
979.4 EDG	T 12938	\$15.95	9/10/1999	mmariano

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979.4 EDG	T 12939	\$15.95	9/10/1999	mmariano
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979.4 EDG	T 12940	\$15.95	9/10/1999	mmariano
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Mission San Diego de Alcalá. (Removed: 3)

Author: Edgar, Kathleen J. LCCN: 99-19096 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
979.4 EDG	T 12893	\$15.95	9/10/1999	mmariano

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979.4 EDG	T 12894	\$15.95	9/10/1999	mmariano
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979.4 EDG	T 12895	\$15.95	9/10/1999	mmariano
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Mission San Francisco de Asis. (Removed: 3)

Author: Edgar, Kathleen J. LCCN: 99-25062 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
979.4 EDG	T 12929	\$15.95	9/10/1999	mmariano

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979.4 EDG	T 12931	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Mission San Francisco de Solano. (Removed: 2)

Author: Draper, Allison Stark.		LCCN: 99-21447	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 DRA	T 12899	\$15.95	9/10/1999	mmariano
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979.4 DRA	T 12900	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Mission San Gabriel Arcangel. (Removed: 3)

Author: McGinty, Alice B.		LCCN: 99-19097	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 MCG	T 12911	\$15.95	9/10/1999	mmariano
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979.4 MCG	T 12912	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 MCG	T 84830	\$19.13	3/27/2006	mmariano
Was Available -- Weeded				

Mission San Jose. (Removed: 3)

Author: Margaret, Amy.		LCCN: 99-24610	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 MAR	T 12944	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 MAR	T 12946	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 MAR	T 84828	\$19.13	3/27/2006	mmariano
Was Available -- Weeded				

Mission San Juan Bautista. (Removed: 3)

Author: Draper, Allison Stark.		LCCN: 99-24063	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 DRA	T 12896	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 DRA	T 12897	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 DRA	T 12898	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Mission San Miguel Arcangel. (Removed: 3)

Author: Edgar, Kathleen J.		LCCN: 99-20507	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 EDG	T 12950	\$15.95	9/10/1999	mmariano
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979.4 EDG	T 12951	\$15.95	9/10/1999	mmariano
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979.4 EDG	T 84831	\$19.13	3/27/2006	mmariano
Was Available -- Weeded				

Mission San Rafael Arcangel. (Removed: 3)

Author: Ching, Jacqueline.		LCCN: 99-23212	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 CHI	T 12908	\$15.95	9/10/1999	mmariano
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979.4 CHI	T 12909	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 CHI	T 84841	\$19.13	3/27/2006	mmariano
Was Available -- Weeded				

Mission Santa Barbara. (Removed: 3)

Author: Margaret, Amy.		LCCN: 99-27379	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 MAR	T 12905	\$15.95	9/10/1999	mmariano
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979.4 MAR	T 12906	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 MAR	T 84829	\$19.13	3/27/2006	mmariano
Was Available -- Weeded				

Mission Santa Clara de Asis. (Removed: 3)

Author: Margaret, Amy.		LCCN: 99-17433	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 MAR	T 12953	\$15.95	9/10/1999	mmariano
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979.4 MAR	T 12954	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 MAR	T 12955	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Mission Santa Cruz. (Removed: 3)

Author: Ostrow, Kim.		LCCN: 99-24609	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
979.4 OST	T 12920	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 OST	T 12921	\$15.95	9/10/1999	mmariano
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979.4 OST	T 12922	\$15.95	9/10/1999	mmariano
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Mission Santa Ines. (Removed: 3)

Author: Ching, Jacqueline.	LCCN: 99-21540	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
979.4 CHI	T 12923	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 CHI	T 12924	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				
979.4 CHI	T 12925	\$15.95	9/10/1999	mmariano
Was Available -- Weeded				

Missions of the central coast (Removed: 2)

Author: Behrens, June.	ISBN: 0-8225-1930-5	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
979.4 BEH	T 10730	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				
979.4 BEH	T 10731	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				

Missions of the inland valleys (Removed: 2)

Author: Brower, Pauline.	ISBN: 0-8225-1929-1 (lib. bdg.)	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
979.4 BRO	T 10736	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				
979.4 BRO	T 10737	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				

Missions of the Los Angeles area (Removed: 2)

Author: MacMillan, Dianne.	ISBN: 0-8225-1927-5	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
979.4 MAC	T 10738	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				
979.4 MAC	T 10739	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				

Missions of the Monterey Bay area (Removed: 2)

Author: Abbink, Emily.	ISBN: 0-8225-1928-3	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
979.4 ABB	T 10729	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				
979.4 ABB	T 10740	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				

Missions of the San Francisco Bay Area (Removed: 2)

Author: White, Tekla N.	ISBN: 0-8225-1926-7 (lib. bdg.)	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
979.4 WHI	T 10732	\$17.21	1/15/1997	mmariano
Was Available -- Weeded				

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979.4 WHI	T 10733	\$17.21	1/15/1997	mmariano
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Missions of the southern coast (Removed: 2)

Author: Lemke, Nancy, 1949-		ISBN: 0-8225-1925-9 (lib. bdg.)	Published: 1996	
Call Number	Barcode	Price	Acquired	Removed By
979.4 LEM	T 10728	\$17.21	1/15/1997	mmariano

Was Available -- Weeded

979.4 LEM	T 10734	\$17.21	1/15/1997	mmariano
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Was Available -- Weeded

Mississippi. (Removed: 1)

Author: Brown, Jonatha A.		ISBN: 0-8368-4670-2	Published: 2006	
Call Number	Barcode	Price	Acquired	Removed By
976.2 BRO	T 84545	\$17.50	1/26/2006	mmariano

Was Available -- Weeded

Missouri (Removed: 1)

Author: Boekhoff, P. M. (Patti Marlene), 1957-		ISBN: 0-8368-4628-1	Published: 2006	
Call Number	Barcode	Price	Acquired	Removed By
977.8 BOE	T 83927	\$17.50	1/26/2006	mmariano

Was Available -- Weeded

The M&M's brand addition book (Removed: 1)

Author: McGrath, Barbara Barbieri, 1954-		ISBN: 0-88106-348-7	Published: 2004	
Call Number	Barcode	Price	Acquired	Removed By
E 513.2 MCG	T 83691	\$17.96	1/12/2006	mmariano

Was Available -- Weeded

The M&M'S brand subtraction book (Removed: 1)

Author: McGrath, Barbara Barbieri, 1954-		ISBN: 1-57091-358-7	Published: 2005	
Call Number	Barcode	Price	Acquired	Removed By
E 513.2 MCG	T 83725	\$17.96	1/10/2006	mmariano

Was Available -- Weeded

Montana (Removed: 1)

Author: Brown, Jonatha A.		ISBN: 0-8368-4702-4	Published: 2007	
Call Number	Barcode	Price	Acquired	Removed By
978.6 BRO	T 85151	\$17.50	9/13/2006	mmariano

Was Available -- Weeded

The Moon (Removed: 1)

Author: Llewellyn, Claire.		ISBN: 1-58340-260-8	Published: 2003	
Call Number	Barcode	Price	Acquired	Removed By
E 523.3 LLE	T 95115	\$21.36	3/22/2004	mmariano

Was Available -- Weeded

My Book of Science Experiments. (Removed: 1)

Author: Baxter, Nicola.		ISBN: 1-58209-563-9	Published: 2004	
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507 BAX T 85666 \$19.95 5/13/2004 mmariano
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Nebraska (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4703-2 Published: 2007
Call Number **Barcode** **Price** **Acquired** **Removed By**
978.2 BRO T 85152 \$17.50 9/13/2006 mmariano
Was Available -- Weeded

Nevada. (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4671-0 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
979.3 BRO T 84546 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

New Hampshire (Removed: 1)

Author: Thomas, William, 1947- ISBN: 0-8368-4704-0 Published: 2007
Call Number **Barcode** **Price** **Acquired** **Removed By**
974.2 THO T 85111 \$17.50 9/13/2006 mmariano
Was Available -- Weeded

New Jersey (Removed: 1)

Author: Malaspina, Ann, 1957- ISBN: 0-8368-4629-X Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
974.9 MAL T 83933 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

New Mexico (Removed: 1)

Author: Weiss-Malik, Linda S. ISBN: 0-8368-4705-9 Published: 2007
Call Number **Barcode** **Price** **Acquired** **Removed By**
978.9 WEI T 85216 \$17.95 10/17/2006 mmariano
Was Available -- Weeded

New York (Removed: 1)

Author: Mezzanotte, Jim. ISBN: 0-8368-4630-3 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
974.7 MEZ T 83939 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

North Carolina (Removed: 1)

Author: Mayr, Diane. ISBN: 0-8368-4631-1 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
975.6 MAY T 83938 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

North Dakota (Removed: 1)

Author: Severin, E. Hoover. ISBN: 0-8368-4706-7 Published: 2007
Call Number **Barcode** **Price** **Acquired** **Removed By**
978.4 SEV T 85119 \$17.50 9/13/2006 mmariano
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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/17/2023 - Copies Removed: 182

Ohio (Removed: 1)

Author: Deady, Kathleen W.	ISBN: 0-8368-4632-X	Published: 2006		
Call Number 977.1 DEA	Barcode T 83934	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
Was Available -- Weeded				

Oklahoma. (Removed: 1)

Author: Brown, Jonatha A.	ISBN: 0-8368-4672-9	Published: 2006		
Call Number 976.6 BRO	Barcode T 84552	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
Was Available -- Weeded				

One is a snail, ten is a crab : a counting by feet book (Removed: 1)

Author: Sayre, April Pulley.	ISBN: 0-7636-1406-8	Published: 2003		
Call Number E 513.2 SAY	Barcode T 85333	Price \$18.96	Acquired 10/26/2006	Removed By mmariano
Was Available -- Weeded				

One watermelon seed (Removed: 1)

Author: Lottridge, Celia Barker.	ISBN: 0-19-540473-4	Published: 1986		
Call Number E 513 LOT	Barcode T 20882	Price \$11.15	Acquired 2/3/1984	Removed By mmariano
Was Available -- Weeded				

Oregon. (Removed: 1)

Author: Sonneborn, Liz.	ISBN: 0-8368-4673-7	Published: 2006		
Call Number 979.5 SON	Barcode T 84536	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
Was Available -- Weeded				

Paddington's colors (Removed: 1)

Author: Bond, Michael.	ISBN: 0-14-055764-4	Published: 1996		
Call Number E 535.6 BON	Barcode T 28287	Price \$11.95	Acquired 5/23/2001	Removed By mmariano
Was Available -- Weeded				

Pennsylvania (Removed: 1)

Author: Rau, Dana Meachen, 1971-	ISBN: 0-8368-4633-8	Published: 2006		
Call Number 974.8 RAU	Barcode T 83950	Price \$17.50	Acquired 1/26/2006	Removed By mmariano
Was Available -- Weeded				

Pippi in the South Seas (Removed: 1)

Author: Lindgren, Astrid, 1907-	ISBN: 0-14-030958-6	Published: 1983		
Call Number PB LIN	Barcode T 83975	Price \$1.50	Acquired 1/6/2006	Removed By mmariano
Was Available -- Weeded				

Projects and Layouts. (Removed: 2)

Author: Nelson, Libby.	LCCN: 97-8482	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By

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726.9 NEL	T 11612	\$17.95	1/13/1999	mmariano
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726.9 NEL	T 11613	\$17.95	1/13/1999	mmariano
Was Available -- Weeded				

Puerto Rico : and other outlying areas. (Removed: 1)

Author: Brown, Jonatha A.		ISBN: 0-8368-4674-5	Published: 2006	
Call Number	Barcode	Price	Acquired	Removed By
972.95 BRO	T 84537	\$17.50	1/26/2006	mmariano
Was Available -- Weeded				

Rhode Island (Removed: 1)

Author: Severin, Carol.		ISBN: 0-8368-4707-5	Published: 2007	
Call Number	Barcode	Price	Acquired	Removed By
974.5 SEV	T 85141	\$17.50	9/13/2006	mmariano
Was Available -- Weeded				

Roman numerals (Removed: 1)

Author: Adler, David A.		ISBN: 0-690-01302-7	Published: 1977	
Call Number	Barcode	Price	Acquired	Removed By
513 ADL	T 12402	\$15.89	6/10/1999	mmariano
Was Available -- Weeded				

The sea (Removed: 1)

Author: Llewellyn, Claire.		ISBN: 1-58340-262-4	Published: 2003	
Call Number	Barcode	Price	Acquired	Removed By
E 551.46 LLE	T 95116	\$21.36	3/22/2004	mmariano
Was Available -- Weeded				

Seasons (Removed: 1)

Author: Pipe, Jim, 1966-		ISBN: 978-1-59604-081-6	Published: 2006	
Call Number	Barcode	Price	Acquired	Removed By
E 525.5 PIP	T 1856	\$27.07	2/26/2007	mmariano
Was Available -- Weeded				

Shark swimathon (Removed: 1)

Author: Murphy, Stuart J., 1942-		ISBN: 0-06-028030-1	Published: 2001	
Call Number	Barcode	Price	Acquired	Removed By
E 513.2 MUR	T 82970	\$14.96	11/10/2004	mmariano
Was Available -- Weeded				

Solids (Removed: 1)

Author: Mezzanotte, Jim.		ISBN: 0-8368-6800-5	Published: 2007	
Call Number	Barcode	Price	Acquired	Removed By
E 530.4 MEZ	T 720	\$12.95	2/2/2007	mmariano
Was Available -- Weeded				

Sound and hearing (Removed: 1)

Author: Llewellyn, Claire.		ISBN: 1-84234-332-7	Published: 2005	
Call Number	Barcode	Price	Acquired	Removed By

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

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E 534 LLE T 84930 \$22.79 3/30/2006 mmariano
Was Available -- Weeded

South Carolina. (Removed: 1)

Author: Dykstra, Mary. ISBN: 0-8368-4675-3 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
975.7 DYK T 84538 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

South Dakota (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4708-3 Published: 2007
Call Number **Barcode** **Price** **Acquired** **Removed By**
978.3 BRO T 85132 \$17.50 9/13/2006 mmariano
Was Available -- Weeded

Tennessee (Removed: 1)

Author: Lantier, Patricia, 1952- ISBN: 0-8368-4634-6 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
976.8 LAN T 83928 \$17.50 1/26/2006 mmariano
Was Available -- Weeded

Texas (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4635-4 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
976.4 BRO T 83940 \$17.50 1/26/2006 mmariano
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Utah (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4709-1 Published: 2007
Call Number **Barcode** **Price** **Acquired** **Removed By**
979.2 BRO T 85218 \$17.95 10/17/2006 mmariano
Was Available -- Weeded

Vermont (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4710-5 Published: 2007
Call Number **Barcode** **Price** **Acquired** **Removed By**
974.3 BRO T 85219 \$17.95 10/17/2006 mmariano
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Virginia (Removed: 1)

Author: Dubois, Muriel L. ISBN: 0-8368-4636-2 Published: 2006
Call Number **Barcode** **Price** **Acquired** **Removed By**
975.5 DUB T 83949 \$17.50 1/26/2006 mmariano
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Volcanoes (Removed: 1)

Author: Gentle, Victor. ISBN: 0-8368-2836-4 Published: 2001
Call Number **Barcode** **Price** **Acquired** **Removed By**
E 551.21 GEN T 27212 \$14.95 3/4/2002 mmariano
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Neutra Elementary

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4/17/2023 - Copies Removed: 182

Washington (Removed: 1)

Author: Boekhoff, P. M. (Patti Marlene), 1957- ISBN: 0-8368-4637-0 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
979.7 BOE	T 83929	\$17.50	1/26/2006	mmariano

Was Available -- Weeded

Washington D.C. (Removed: 1)

Author: Horn, Geoffrey M. ISBN: 0-8368-4676-1 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
975.3 HOR	T 84547	\$17.50	1/26/2006	mmariano

Was Available -- Weeded

Weather (Removed: 1)

Author: created by Gallimard Jeunesse and Pascale de Bourgoing ; illustrated by Sophie Kniffke. ISBN: 0-590-45234-7 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
E 551.5 GOL	T 11670	\$10.95	10/11/2007	mmariano

Was Available -- Weeded

West Virginia (Removed: 1)

Author: Brown, Jonatha A. ISBN: 0-8368-4711-3 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
975.4 BRO	T 85153	\$17.50	9/13/2006	mmariano

Was Available -- Weeded

What happens in the autumn (Removed: 1)

Author: Venino, Suzanne. ISBN: 0-87044-452-2 Published: 1982

Call Number	Barcode	Price	Acquired	Removed By
574.5 VEN	T 16703	\$12.99	11/13/2009	mmariano

Was Available -- Weeded

What makes a magnet? (Removed: 1)

Author: Branley, Franklyn Mansfield, 1915- ISBN: 0-06-026441-1 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
E 538.4 BRA	T 10810	\$13.95	2/18/1997	mmariano

Was Available -- Weeded

Wisconsin (Removed: 1)

Author: Lantier, Patricia, 1952- ISBN: 0-8368-4638-9 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
977.5 LAN	T 83930	\$17.50	1/26/2006	mmariano

Was Available -- Weeded

Wool and cotton (Removed: 1)

Author: Storey, Rita. ISBN: 978-1-59920-001-9 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
E 677 STO	T 35354	\$20.00	8/20/2014	mmariano

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

4/17/2023 - Copies Removed: 182

Wyoming (Removed: 1)

Author: Thomas, William, 1947-	ISBN: 0-8368-4712-1	Published: 2007		
Call Number 978.7 THO	Barcode T 85130	Price \$17.50	Acquired 9/13/2006	Removed By mmariano

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4/14/2023 - Copies Removed: 49

Alabama (Removed: 1)

Author: Welsbacher, Anne.	ISBN: 0-7368-1569-4	Published: 2003		
Call Number 976.1 WEL	Barcode T 65091	Price \$18.85	Acquired 12/9/2003	Removed By mmariano

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Author: Niz, Xavier.	ISBN: 0-7368-1570-8	Published: 2003		
Call Number 979.8 NIZ	Barcode T 65092	Price \$18.85	Acquired 12/9/2003	Removed By mmariano

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Arizona (Removed: 1)

Author: Adamson, Thomas K.	ISBN: 0-7368-1571-6	Published: 2003		
Call Number 979.1 ADA	Barcode T 65096	Price \$18.85	Acquired 12/9/2003	Removed By mmariano

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Arkansas (Removed: 1)

Author: Olien, Rebecca.	ISBN: 0-7368-1572-4	Published: 2003		
Call Number 976.7 OLI	Barcode T 65097	Price \$18.85	Acquired 12/9/2003	Removed By mmariano

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Colorado (Removed: 1)

Author: Christian, Sandra J.	ISBN: 0-7368-1574-0	Published: 2003		
Call Number 978.8 CHR	Barcode T 65102	Price \$18.85	Acquired 12/9/2003	Removed By mmariano

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Connecticut (Removed: 1)

Author: Pell, Ed.	ISBN: 0-7368-1575-9	Published: 2003		
Call Number 974.6 PEL	Barcode T 65103	Price \$18.85	Acquired 12/9/2003	Removed By mmariano

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Delaware (Removed: 1)

Author: Welsbacher, Anne.	ISBN: 0-7368-1576-7	Published: 2003		
Call Number 975.1 WEL	Barcode T 65104	Price \$18.85	Acquired 12/9/2003	Removed By mmariano

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Author: Christian, Sandra J.	ISBN: 0-7368-1577-5	Published: 2003		
Call Number 975.9 CHR	Barcode T 65107	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Georgia (Removed: 1)

Author: Sullivan, Jody.	ISBN: 0-7368-1578-3	Published: 2003		
Call Number 975.8 SUL	Barcode T 65110	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Hawaii (Removed: 1)

Author: Sullivan, Jody.	ISBN: 0-7368-1579-1	Published: 2003		
Call Number 996.9 SUL	Barcode T 65111	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Idaho (Removed: 1)

Author: Hodgkins, Fran.	ISBN: 0-7368-1580-5	Published: 2003		
Call Number 979.6 HOD	Barcode T 65112	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Illinois (Removed: 1)

Author: Sievert, Terri.	ISBN: 0-7368-1581-3	Published: 2003		
Call Number 977.3 SIE	Barcode T 84832	Price \$17.95	Acquired 3/27/2006	Removed By mmariano
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Indiana (Removed: 1)

Author: Pell, Ed.	ISBN: 0-7368-1582-1	Published: 2003		
Call Number 977.2 PEL	Barcode T 65115	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Iowa (Removed: 1)

Author: Christian, Sandra J.	ISBN: 0-7368-1583-X	Published: 2003		
Call Number 977.7 CHR	Barcode T 65116	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Kansas (Removed: 1)

Author: Olien, Rebecca.	ISBN: 0-7368-1584-8	Published: 2003		
Call Number 978.1 OLI	Barcode T 65117	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Kentucky (Removed: 1)

Author: Niz, Xavier.	ISBN: 0-7368-1585-6	Published: 2003		
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Louisiana (Removed: 1)

Author: Glaser, Jason. ISBN: 0-7368-1586-4 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
976.3 GLA T 65120 \$18.85 12/9/2003 mmariano
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Maine (Removed: 1)

Author: Knox, Barbara. ISBN: 0-7368-1587-2 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
974.1 KNO T 65122 \$18.85 12/9/2003 mmariano
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Massachusetts (Removed: 1)

Author: Hodgkins, Fran. ISBN: 0-7368-1589-9 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
974.4 HOD T 65124 \$18.85 12/9/2003 mmariano
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Michigan (Removed: 1)

Author: Knox, Barbara. ISBN: 0-7368-1590-2 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
977.4 KNO T 65125 \$18.85 12/9/2003 mmariano
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Minnesota (Removed: 1)

Author: Glaser, Rebecca Stromstad. ISBN: 0-7368-1591-0 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
977.6 GLA T 65126 \$18.85 12/9/2003 mmariano
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Mississippi (Removed: 1)

Author: Deady, Kathleen W. ISBN: 0-7368-2182-1 Published: 2004
Call Number **Barcode** **Price** **Acquired** **Removed By**
976.2 DEA T 65127 \$18.85 12/9/2003 mmariano
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Missouri (Removed: 1)

Author: Hodgkins, Fran. ISBN: 0-7368-2183-X Published: 2004
Call Number **Barcode** **Price** **Acquired** **Removed By**
977.8 HOD T 65128 \$18.85 12/9/2003 mmariano
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Montana (Removed: 1)

Author: Graf, Mike. ISBN: 0-7368-2184-8 Published: 2004
Call Number **Barcode** **Price** **Acquired** **Removed By**
978.6 GRA T 65129 \$18.85 12/9/2003 mmariano
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Nebraska (Removed: 1)

Author: Christian, Sandra J.

ISBN: 0-7368-2185-6

Published: 2004

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978.2 CHR	T 65130	\$18.85	12/9/2003	mmariano

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Nevada (Removed: 1)

Author: Glaser, Jason.

ISBN: 0-7368-2186-4

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
979.3 GLA	T 65131	\$18.85	12/9/2003	mmariano

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New Hampshire (Removed: 1)

Author: Knox, Barbara.

ISBN: 0-7368-2187-2

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
974.2 KNO	T 65132	\$18.85	12/9/2003	mmariano

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New Jersey (Removed: 1)

Author: Boraas, Tracey.

ISBN: 0-7368-2188-0

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
974.9 BOR	T 65133	\$18.85	12/9/2003	mmariano

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New Mexico (Removed: 1)

Author: Covert, Kim.

ISBN: 0-7368-2189-9

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
978.9 COV	T 65134	\$18.85	12/9/2003	mmariano

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New York (Removed: 1)

Author: Sturm, Ellen.

ISBN: 0-7368-1592-9

Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
974.7 STU	T 65135	\$18.85	12/9/2003	mmariano

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North Carolina (Removed: 1)

Author: Boraas, Tracey.

ISBN: 0-7368-2190-2

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
975.6 BOR	T 65137	\$18.85	12/9/2003	mmariano

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North Dakota (Removed: 1)

Author: Glaser, Rebecca Stromstad.

ISBN: 0-7368-2191-0

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
978.4 GLA	T 65138	\$18.85	12/9/2003	mmariano

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Ohio (Removed: 1)

Author: Sturm, Ellen.

ISBN: 0-7368-1593-7

Published: 2003

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976.6 BOR	T 65140	\$18.85	12/9/2003	mmariano

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Oregon (Removed: 1)

Author: Graf, Mike.	ISBN: 0-7368-2193-7	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
979.5 GRA	T 65141	\$18.85	12/9/2003	mmariano

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Pennsylvania (Removed: 1)

Author: Glaser, Jason.	ISBN: 0-7368-2194-5	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
974.8 GLA	T 65143	\$18.85	12/9/2003	mmariano

Was Available -- Weeded

Puerto Rico (Removed: 1)

Author: Boraas, Tracey.	ISBN: 0-7368-2195-3	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
972.95 BOR	T 65145	\$18.85	12/9/2003	mmariano

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Rhode Island (Removed: 1)

Author: Deady, Kathleen W.	ISBN: 0-7368-2196-1	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
974.5 DEA	T 65146	\$18.85	12/9/2003	mmariano

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South Carolina (Removed: 1)

Author: Christian, Sandra J.	ISBN: 0-7368-2197-X	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
975.7 CHR	T 65149	\$18.85	12/9/2003	mmariano

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South Dakota (Removed: 1)

Author: Adamson, Thomas K.	ISBN: 0-7368-2198-8	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
978.3 ADA	T 65150	\$18.85	12/9/2003	mmariano

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Tennessee (Removed: 1)

Author: Hodgkins, Fran.	ISBN: 0-7368-2199-6	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
976.8 HOD	T 65152	\$18.85	12/9/2003	mmariano

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Author: Deady, Kathleen W.	ISBN: 0-7368-2200-3	Published: 2004		
Call Number 979.2 DEA	Barcode T 65154	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Vermont (Removed: 1)

Author: Knox, Barbara.	ISBN: 0-7368-2201-1	Published: 2004		
Call Number 974.3 KNO	Barcode T 65155	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Virginia (Removed: 1)

Author: Anderson, Judy Lloyd.	ISBN: 0-7368-2202-X	Published: 2004		
Call Number 975.5 AND	Barcode T 65156	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Washington (Removed: 1)

Author: Covert, Kim.	ISBN: 0-7368-2203-8	Published: 2004		
Call Number 979.7 COV	Barcode T 65157	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
Was Available -- Weeded				

Washington, D.C (Removed: 1)

Author: Glaser, Jason.	ISBN: 0-7368-2204-6	Published: 2004		
Call Number 975.3 GLA	Barcode T 65158	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
Was Available -- Weeded				

West Virginia (Removed: 1)

Author: Hodgkins, Fran.	ISBN: 0-7368-2205-4	Published: 2004		
Call Number 975.4 HOD	Barcode T 65178	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Wisconsin (Removed: 1)

Author: Covert, Kim.	ISBN: 0-7368-2206-2	Published: 2004		
Call Number 977.5 COV	Barcode T 65179	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Wyoming (Removed: 1)

Author: Covert, Kim.	ISBN: 0-7368-2207-0	Published: 2004		
Call Number 978.7 COV	Barcode T 65180	Price \$18.85	Acquired 12/9/2003	Removed By mmariano
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Meet Julie: an American Girl (Removed: 1)

Author: McDonald, Megan.

ISBN: 1-59369-257-9

Published: 2007

Call Number

Barcode

Price

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\$6.99

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3/29/2023 - Copies Removed: 4

Clifford the big red dog : Clifford, the big red detective (Removed: 1)

Author: Herman, Gail, 1959-

ISBN: 0-439-47315-2

Published: 2003

Call Number

Barcode

Price

Acquired

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E HER

T 50215

\$13.49

11/12/2003

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Cookie crazy! (Removed: 1)

Author: Herman, Gail, 1959-

ISBN: 0-439-47316-0

Published: 2003

Call Number

Barcode

Price

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Removed By

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T 50218

\$13.49

11/12/2003

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Mayflower treasure hunt (Removed: 1)

Author: Roy, Ron, 1940-

ISBN: 978-0-375-83937-5

Published: 2007

Call Number

Barcode

Price

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Removed By

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T 19707

\$4.99

9/28/2011

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Silly Steggy (Removed: 1)

Author: Herzig, Alison Cragin.

ISBN: 0-8374-9801-5

Published: 1993

Call Number

Barcode

Price

Acquired

Removed By

E HER

T 10392

\$6.99

9/12/2007

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Was Available -- Weeded

3/28/2023 - Copies Removed: 240

20,000 Leagues Under the Sea. (Removed: 1)

Author: Greene, Kim.

Published: 1994

Call Number

Barcode

Price

Acquired

Removed By

PB GRE

T 82826

\$2.50

10/20/2004

mmariano

Was Available -- Weeded

101 wacky state jokes (Removed: 1)

Author: Berger, Melvin.

ISBN: 0-590-44487-5

Published: 1991

Call Number

Barcode

Price

Acquired

Removed By

PB BER

T 15775

\$1.95

3/16/2009

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Was Available -- Weeded

Adrian Goes Out There! (Removed: 1)

Author: Metzenthien, David.

Call Number

Barcode

Price

Acquired

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PB MET

T 53070

\$5.95

8/4/2017

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Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

Alroy's Very Nearly Clean Bedroom. (Removed: 1)

Author: Orr, Wendy.

Call Number	Barcode	Price	Acquired	Removed By
PB ORR	T 53093	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

Annabel the actress, starring in "Gorilla my dreams (Removed: 1)

Author: Conford, Ellen.

ISBN: 0-689-81404-6

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB CON	T 23174	\$3.99	10/15/2012	mmariano

Was Available -- Weeded

Annabel the actress starring in Hound of the Barkervilles (Removed: 1)

Author: Conford, Ellen.

ISBN: 0-689-84734-3

Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB CON	T 83509	\$3.99	1/6/2006	mmariano

Was Available -- Weeded

Anne Frank : life in hiding (Removed: 1)

Author: Hurwitz, Johanna.

ISBN: 0-688-12405-4

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
PB HUR	T 15247	\$3.99	8/20/2008	mmariano

Was Available -- Weeded

Anne of Ingleside (Removed: 1)

Author: Montgomery, L. M (Lucy Maud),
1874-1942.

ISBN: 0-553-20004-6

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
PB MON	T 85052	\$2.95	8/23/2006	mmariano

Was Available -- Weeded

Anne of the island (Removed: 1)

Author: Montgomery, L. M (Lucy Maud),
1874-1942.

ISBN: 1-56138-369-4

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PB MON	T 85049	\$2.95	8/22/2006	mmariano

Was Available -- Weeded

Anne's house of dreams (Removed: 1)

Author: Montgomery, L. M (Lucy Maud),
1874-1942.

ISBN: 0-553-21318-0

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
PB MON	T 85050	\$2.95	8/23/2006	mmariano

Was Available -- Weeded

Apartment fire. (Removed: 1)

ISBN: 1-928591-07-8

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB MOR	T 15226	\$4.99	8/19/2008	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

Arnold for president (Removed: 1)

Author: Bartlett, Craig.

ISBN: 0-689-83361-X

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

PB BAR

T 84361

\$2.99

9/27/2006

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Was Available -- Weeded

Back in the beforetime : tales of the California Indians (Removed: 1)

Author: Curry, Jane Louise.

ISBN: 0-689-50410-1

Published: 1987

Call Number

Barcode

Price

Acquired

Removed By

PB CUR

T 29887

\$4.99

6/6/2014

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Was Available -- Weeded

Balto and th Great Race. (Removed: 1)

Author: Kimmel, Elizabeth Cody.

Call Number

Barcode

Price

Acquired

Removed By

PB KIM

T 53148

\$6.95

8/7/2017

mmariano

Was Available -- Weeded

Barack Obama : our 44th president (Removed: 1)

Author: Gormley, Beatrice.

ISBN: 978-1-41697118-4

Published: 2008

Call Number

Barcode

Price

Acquired

Removed By

PB GOR

T 50097

\$5.99

1/27/2015

mmariano

Was Available -- Weeded

The barrel in the basement (Removed: 1)

Author: Wallace, Barbara Brooks, 1922-

ISBN: 0-689-83295-8

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

PB WAL

T 85563

\$2.95

2/20/2004

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Was Available -- Weeded

Bear attack. (Removed: 1)

ISBN: 1-928591-04-3

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

PB MOR

T 10105

\$3.99

9/7/2007

mmariano

Was Available -- Weeded

The beast in Ms. Rooney's room (Removed: 2)

Author: Giff, Patricia Reilly.

ISBN: 0-440-40485-1

Published: 1984

Call Number

Barcode

Price

Acquired

Removed By

PB GIF

T 19700

\$3.99

9/29/2011

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Was Available -- Weeded

PB GIF

T 28347

\$3.99

11/29/2012

mmariano

Was Available -- Weeded

Believe and you're there when the stone was rolled away (Removed: 1)

Author: Johnson, Alice W.

ISBN: 978-1-59038-723-8

Published: 2008

Call Number

Barcode

Price

Acquired

Removed By

PB JOH

T 17003

\$6.95

5/28/2010

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Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

Benjamin Franklin (Removed: 1)

Author: Roop, Connie.

ISBN: 0-439-15806-0

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

PB ROO

T 53229

\$4.50

8/8/2017

mmariano

Was Available -- Weeded

The Berenstain Bear Scouts and the coughing catfish (Removed: 1)

Author: Berenstain, Stan, 1923-

ISBN: 0-590-60384-1

Published: 1995

Call Number

Barcode

Price

Acquired

Removed By

PB BER

T 82233

\$3.99

9/16/2003

mmariano

Was Available -- Weeded

The Berenstain Bear Scouts and the evil eye (Removed: 1)

Author: Berenstain, Stan, 1923-

ISBN: 0-590-94488-6

Published: 1998

Call Number

Barcode

Price

Acquired

Removed By

PB BER

T 84371

\$3.99

9/26/2006

mmariano

Was Available -- Weeded

The Berenstain Bear Scouts and the humongous pumpkin (Removed: 1)

Author: Berenstain, Stan, 1923-

ISBN: 0-590-60380-9

Published: 1995

Call Number

Barcode

Price

Acquired

Removed By

PB BER

T 14127

\$2.99

10/19/2007

mmariano

Was Available -- Weeded

The Berenstain Bear Scouts and the ripoff queen (Removed: 1)

Author: Berenstain, Stan, 1923-

ISBN: 0-590-94493-2

Published: 1998

Call Number

Barcode

Price

Acquired

Removed By

PB BER

T 84336

\$3.99

9/26/2006

mmariano

Was Available -- Weeded

The Berenstain bear scouts ghost versus ghost (Removed: 1)

Author: Berenstain, Stan, 1923-

ISBN: 0-590-60386-8

Published: 1996

Call Number

Barcode

Price

Acquired

Removed By

PB BER

T 14078

\$2.99

10/16/2007

mmariano

Was Available -- Weeded

The Berenstain Bear Scouts in Giant Bat Cave (Removed: 1)

Author: Berenstain, Stan, 1923-

ISBN: 0-590-60379-5

Published: 1995

Call Number

Barcode

Price

Acquired

Removed By

PB BER

T 14139

\$2.99

10/19/2007

mmariano

Was Available -- Weeded

The Berenstain Bear Scouts save that backscratcher (Removed: 1)

Author: Berenstain, Stan, 1923-

ISBN: 0-590-60382-5

Published: 1996

Call Number

Barcode

Price

Acquired

Removed By

PB BER

T 14130

\$2.99

10/19/2007

mmariano

Was Available -- Weeded

The Berenstain Bears accept no substitutes (Removed: 1)

Author: Berenstain, Stan, 1923-

ISBN: 0-679-94035-9

Published: 1993

Call Number

Barcode

Price

Acquired

Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

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PB BER	T 14117	\$2.99	10/19/2007	mmariano
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Was Available -- Weeded

The Berenstain Bears and the Bermuda Triangle (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-87649-9	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14122	\$3.50	10/19/2007	mmariano

Was Available -- Weeded

The Berenstain Bears and the galloping ghost (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-95815-0	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14120	\$2.99	10/19/2007	mmariano

Was Available -- Weeded

The Berenstain Bears and the giddy grandma (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-95814-2	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14072	\$3.50	10/16/2007	mmariano

Was Available -- Weeded

The Berenstain Bears and the haunted hayride (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-97650-7	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 82075	\$3.99	9/9/2003	mmariano

Was Available -- Weeded

The Berenstain Bears and the nerdy nephew (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-93610-6	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14075	\$2.99	10/16/2007	mmariano

Was Available -- Weeded

The Berenstain Bears and the red-handed thief (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-84033-8	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14066	\$2.99	10/16/2007	mmariano

Was Available -- Weeded

The Berenstain Bears and the school scandal sheet (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-85812-1	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14136	\$2.99	10/19/2007	mmariano

Was Available -- Weeded

The Berenstain bears and the showdown at Chainsaw Gap (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-97571-3	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14084	\$3.99	10/16/2007	mmariano

Was Available -- Weeded

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

The Berenstain Bears and the wheelchair commando (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-94034-0	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14111	\$3.50	10/19/2007	mmariano
Was Available -- Weeded				

The Berenstain Bears at Camp Crush (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-96028-7	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14114	\$2.99	10/19/2007	mmariano
Was Available -- Weeded				

The Berenstain Bears at the Teen Rock Cafe (Removed: 1)

Author: Berenstain, Stan, 1923-2005.	ISBN: 0-679-97570-5	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 16471	\$3.50	9/22/2009	mmariano
Was Available -- Weeded				

The Berenstain Bears gotta dance (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-84032-X	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14124	\$2.99	10/19/2007	mmariano
Was Available -- Weeded				

The Berenstain Bears in maniac mansion (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-98156-X	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14063	\$3.50	10/16/2007	mmariano
Was Available -- Weeded				

The Berenstain Bears in the freaky funhouse (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-87244-2	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14081	\$3.50	10/16/2007	mmariano
Was Available -- Weeded				

The Berenstain Bears' media madness (Removed: 1)

Author: Berenstain, Stan, 1923-	ISBN: 0-679-96664-1	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB BER	T 14145	\$3.50	10/19/2007	mmariano
Was Available -- Weeded				

The best ghost stories ever (Removed: 1)

Author: edited by Christopher Krovatin.	ISBN: 0-439-57426-9	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
PB KRO	T 15784	\$3.99	3/16/2009	mmariano
Was Available -- Weeded				

Big Wave Day. (Removed: 1)

Author: Metzenthien, David.	ISBN: 0-7608-4792-4			
Call Number	Barcode	Price	Acquired	Removed By

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

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PB MET	T 53073	\$5.95	8/4/2017	mmariano
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Was Available -- Weeded

Billy the bird (Removed: 1)

Author: King-Smith, Dick.	ISBN: 0-7868-0586-2	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB KIN	T 19847	\$3.99	10/18/2011	mmariano

Was Available -- Weeded

Blizzard! : the storm that changed America (Removed: 1)

Author: Murphy, Jim, 1947-	ISBN: 0-590-67309-2	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB MUR	T 15157	\$9.95	8/22/2008	mmariano

Was Available -- Weeded

Blue ribbon blues : a Tooter tale (Removed: 1)

Author: Spinelli, Jerry.	ISBN: 0-679-88753-9 (pbk.)	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
PB SPI	T 59125	\$3.99	9/21/2017	mmariano

Was Available -- Weeded

The boy trap (Removed: 1)

Author: Matson, Nancy, 1967-	ISBN: 0-439-22365-2	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB MAT	T 83505	\$4.50	1/6/2006	mmariano

Was Available -- Weeded

BRUCE'S AUSSIE DICTIONARY. (Removed: 1)

Author: MELLONIE, BEN.	Published: 2003			
Call Number	Barcode	Price	Acquired	Removed By
PB MEL	T 15761	\$3.99	3/16/2009	mmariano

Was Available -- Weeded

Bubble Buster. (Removed: 1)

Author: Horsfield, Alan.	Published: 2003			
Call Number	Barcode	Price	Acquired	Removed By
PB HOR	T 53080	\$5.95	8/4/2017	mmariano

Was Available -- Weeded

Bud, not Buddy (Removed: 1)

Author: Curtis, Christopher Paul.	ISBN: 0-385-32306-9	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB CUR	T 50371	\$4.99	1/27/2015	mmariano

Was Available -- Weeded

Bullies are a pain in the brain (Removed: 1)

Author: Romain, Trevor.	ISBN: 0-439-24162-6	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB ROM	T 21525	\$3.99	8/31/2012	mmariano

Was Available -- Weeded

Library Weeding Log

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From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

Bunnies in the bathroom (Removed: 1)

Author: Baglio, Ben M.

ISBN: 0-439-09700-2

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

PB BAG

T 1683

\$3.99

2/5/2007

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Was Available -- Weeded

The candy corn contest (Removed: 1)

Author: Giff, Patricia Reilly.

ISBN: 0-440-41072-X

Published: 1984

Call Number

Barcode

Price

Acquired

Removed By

PB GIF

T 59668

\$4.50

4/5/2018

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Was Available -- Weeded

The cartoonist (Removed: 1)

Author: Byars, Betsy Cromer.

ISBN: 0-14-032309-0

Published: 1987

Call Number

Barcode

Price

Acquired

Removed By

PB BYA

T 85837

\$3.99

8/16/2004

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Was Available -- Weeded

Catwings return (Removed: 1)

Author: Le Guin, Ursula K., 1929-2018.

ISBN: 0-531-05803-4

Published: 1989

Call Number

Barcode

Price

Acquired

Removed By

PB LEG

T 60125

\$3.99

4/5/2018

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Was Available -- Weeded

Cave story : an underground adventure (Removed: 1)

Author: Graf, Mike.

ISBN: 0-7807-6781-0

Published: 1998

Call Number

Barcode

Price

Acquired

Removed By

PB GRA

T 15211

\$4.95

8/20/2008

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Was Available -- Weeded

CAVEMEN DO DRIVE SCHOOL BUSES. (Removed: 1)

Author: JONES, MARCIA THORNTON & DADEY, DEBBIE.

Published: 2008

Call Number

Barcode

Price

Acquired

Removed By

PB JON

T 17623

\$3.99

11/1/2010

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Was Available -- Weeded

Chasing Lincoln's killer (Removed: 1)

Author: Swanson, James L.

ISBN: 978-0-439-90354-7

Published: 2009

Call Number

Barcode

Price

Acquired

Removed By

PB SWA

T 21657

\$5.99

9/21/2012

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Was Available -- Weeded

Clifford makes a splash (Removed: 1)

Author: Lee, Quinlan B.

ISBN: 0-545-00021-1

Published: 2007

Call Number

Barcode

Price

Acquired

Removed By

PB LEE

T 52025

\$3.99

9/19/2016

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Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

Clifford saves the whales (Removed: 1)

Author: Page, Josephine.

ISBN: 0-439-37306-9

Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB PAG	T 84012	\$3.99	1/9/2006	mmariano

Was Available -- Weeded

The clue of the left-handed envelope (Removed: 1)

Author: Stanley, George Edward.

ISBN: 0-689-82194-8

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB STA	T 16195	\$3.99	6/16/2009	mmariano

Was Available -- Weeded

The cobweb confession (Removed: 1)

Author: Stanley, George Edward.

ISBN: 0-689-82197-2

Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB STA	T 16192	\$3.99	6/16/2009	mmariano

Was Available -- Weeded

The Condor Hoax. (Removed: 1)

Author: Pageler, Elaine.

Call Number	Barcode	Price	Acquired	Removed By
PB PAG	T 53172	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

Cracker Jackson (Removed: 1)

Author: Byars, Betsy Cromer.

ISBN: 0-14-031881-X

Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
PB BYA	T 15220	\$4.99	8/20/2008	mmariano

Was Available -- Weeded

Dadsongs : remembering a loved one's melody (Removed: 1)

Author: Barbero, Tia.

ISBN: 978-1-933916-50-7 (pbk.)

Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
PB BAR	T 20351	\$10.95	2/22/2012	mmariano

Was Available -- Weeded

Danger! Boys dancing (Removed: 1)

Author: Weeks, Sarah.

ISBN: 0-439-57471-4

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB WEE	T 15677	\$4.99	2/12/2009	mmariano

Was Available -- Weeded

Day of the dragon : a novelization (Removed: 1)

Author: Willard, Eliza.

ISBN: 0-448-43123-8

Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
PB WIL	T 82367	\$5.99	10/29/2003	mmariano

Was Available -- Weeded

Diary of a drummer boy (Removed: 1)

Author: Brill, Marlene Targ.

ISBN: 0-7613-0118-6

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
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Neutra Elementary

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PB BRI	T 84046	\$3.95	1/6/2006	mmariano
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Was Available -- Weeded

Disney's Flubber : a novel (Removed: 1)

Author: Dubowski, Cathy East.	ISBN: 0-7868-4136-2	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB DUB	T 81255	\$4.95	5/6/2003	mmariano

Was Available -- Weeded

The dog who thought he was Santa (Removed: 1)

Author: Wallace, Bill, 1947-	ISBN: 978-0-8234-2114-5	Published: 2007		
Call Number	Barcode	Price	Acquired	Removed By
PB WAL	T 20129	\$3.99	2/13/2012	mmariano

Was Available -- Weeded

Dragons do eat homework (Removed: 1)

Author: Jones, Marcia Thornton.	ISBN: 978-0-545-00234-9	Published: 2007		
Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 21813	\$3.99	10/9/2012	mmariano

Was Available -- Weeded

Dragons don't cook pizza (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-84904-2	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 26984	\$3.50	11/28/2012	mmariano

Was Available -- Weeded

Drawing lessons (Removed: 1)

Author: Mack, Tracy.	ISBN: 0-439-11203-6	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB MAC	T 82245	\$4.99	9/15/2003	mmariano

Was Available -- Weeded

Dunkin' Dazza's Daring Dribble. (Removed: 1)

Author: Einspruch, Andrew.				
Call Number	Barcode	Price	Acquired	Removed By
PB EIN	T 53107	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

Dunkin' Dazza's Soaring Slammer. (Removed: 1)

Author: Einspruch, Andrew.				
Call Number	Barcode	Price	Acquired	Removed By
PB EIN	T 53104	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

The elephant's ancestors (Removed: 1)

Author: Cosson, M. J.	ISBN: 0-7891-2007-0	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB COS	T 83519	\$4.95	1/6/2006	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

Escape North : the story of Harriet Tubman (Removed: 1)

Author: Kulling, Monica.

ISBN: 0-375-90154-X

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

PB KUL

T 15782

\$3.99

3/16/2009

mmariano

Was Available -- Deleted

Escape south (Removed: 1)

Author: Siegelson, Kim L.

ISBN: 0-307-26504-8

Published: 2004

Call Number

Barcode

Price

Acquired

Removed By

PB SIE

T 16761

\$3.99

11/19/2009

mmariano

Was Available -- Weeded

Every cloud has a silver lining (Removed: 1)

Author: Mazer, Anne.

ISBN: 0-439-14977-0

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

PB MAZ

T 83517

\$4.95

1/6/2006

mmariano

Was Available -- Weeded

Every dog has his day (Removed: 1)

Author: Balaban, Bob.

ISBN: 0-439-43456-4

Published: 2003

Call Number

Barcode

Price

Acquired

Removed By

PB BAL

T 15028

\$4.99

6/4/2008

mmariano

Was Available -- Weeded

Fink's Funk. (Removed: 1)

Author: Weeks, Sarah.

Published: 2004

Call Number

Barcode

Price

Acquired

Removed By

PB WEE

T 15685

\$4.99

2/12/2009

mmariano

Was Available -- Weeded

The Fire-bird. (Removed: 1)

Author: Scott-Mitchell, Clare.

Published: 1989

Call Number

Barcode

Price

Acquired

Removed By

PB SCO

T 16990

\$3.99

5/28/2010

mmariano

Was Available -- Weeded

The first Thanksgiving (Removed: 1)

Author: George, Jean Craighead, 1919-

ISBN: 0-399-21991-9

Published: 1993

Call Number

Barcode

Price

Acquired

Removed By

PB GEO

T 19728

\$4.99

9/29/2011

mmariano

Was Available -- Weeded

Fish face (Removed: 1)

Author: Giff, Patricia Reilly.

ISBN: 0-440-42557-3

Published: 1984

Call Number

Barcode

Price

Acquired

Removed By

PB GIF

T 19678

\$3.99

9/26/2011

mmariano

Was Available -- Weeded

Fish for Sale. (Removed: 1)

Author: Howes, Jim.

Call Number

Barcode

Price

Acquired

Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

PB HOW	T 53100	\$5.95	8/7/2017	mmariano
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Was Available -- Weeded

Footsteps. (Removed: 1)

Author: Rushby, Pamela.

Call Number	Barcode	Price	Acquired	Removed By
PB RUS	T 53079	\$5.95	8/4/2017	mmariano

Was Available -- Weeded

Four things my geeky-jock-of-a-best-friend must do in Europe (Removed: 1)

Author: Harrington, Jane. ISBN: 1-58196-041-7 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
PB HAR	T 15158	\$4.99	8/20/2008	mmariano

Was Available -- Weeded

G-force junior novel (Removed: 1)

Author: Ponti, James. ISBN: 978-1-42311287-7 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
PB PON	T 24864	\$4.99	11/27/2012	mmariano

Was Available -- Weeded

George speaks (Removed: 1)

Author: King-Smith, Dick. ISBN: 0-7613-1544-6 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB KIN	T 21503	\$4.50	8/30/2012	mmariano

Was Available -- Weeded

Ghost boy (Removed: 1)

Author: Lawrence, Iain, 1955- ISBN: 0-385-32739-0 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB LAW	T 28452	\$5.50	1/28/2013	mmariano

Was Available -- Weeded

Ghost class (Removed: 1)

Author: Jones, Marcia Thornton. ISBN: 0-439-42437-2 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 14711	\$3.99	2/8/2008	mmariano

Was Available -- Weeded

Ghost horse (Removed: 1)

Author: Stanley, George Edward. ISBN: 0-307-46500-4 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB STAN	T 16759	\$3.99	11/19/2009	mmariano

Was Available -- Weeded

Ghosts do splash in puddles (Removed: 1)

Author: Jones, Marcia Thornton. ISBN: 978-0-439-87629-2 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 21819	\$3.99	10/9/2012	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

Go fly a kite, Ben Franklin (Removed: 1)

Author: Roop, Peter.

ISBN: 0-439-55442-X

Published: 2003

Call Number

Barcode

Price

Acquired

Removed By

PB ROO

T 29754

\$3.99

5/15/2014

mmariano

Was Available -- Weeded

Grace's letter to Lincoln (Removed: 1)

Author: Roop, Connie.

ISBN: 0-7868-1296-6

Published: 1998

Call Number

Barcode

Price

Acquired

Removed By

PB ROO

T 16767

\$3.95

11/19/2009

mmariano

Was Available -- Weeded

Graven images : 3 stories (Removed: 1)

Author: Fleischman, Paul.

ISBN: 0-590-43196-X

Published: 1989

Call Number

Barcode

Price

Acquired

Removed By

PB FLE

T 15218

\$2.99

8/20/2008

mmariano

Was Available -- Weeded

Graveyard Jokes: That Everyone and Their Dead Ancestors Find Funny! (Removed: 1)

Author: Kent, Robert, 1956-

ISBN: 1-56565-101-4

Published: 1993

Call Number

Barcode

Price

Acquired

Removed By

PB KEN

T 59208

\$3.95

9/28/2017

mmariano

Was Available -- Weeded

Grit, Glory and the Open Road : The adventures of a traveling man. (Removed: 1)

Author: Isham, Bruce.

Published: 1997

Call Number

Barcode

Price

Acquired

Removed By

PB ISH

T 82860

\$12.95

10/20/2004

mmariano

Was Available -- Weeded

Guinea pig in the garage (Removed: 1)

Author: Baglio, Ben M.

ISBN: 0-439-23018-7

Published: 2001

Call Number

Barcode

Price

Acquired

Removed By

PB BAG

T 1937

\$3.99

2/26/2007

mmariano

Was Available -- Weeded

Harry's got a girlfriend (Removed: 1)

Author: Schubert, Ulli.

ISBN: 0-7358-1105-9

Published: 1999

Call Number

Barcode

Price

Acquired

Removed By

PB SCH

T 1550

\$2.99

2/2/2007

mmariano

Was Available -- Weeded

The haunting of grade three (Removed: 1)

Author: Maccarone, Grace.

ISBN: 0-590-43868-9

Published: 1987

Call Number

Barcode

Price

Acquired

Removed By

PB MAC

T 15217

\$3.99

8/22/2008

mmariano

Was Available -- Weeded

Helen Keller (Removed: 1)

Author: Davidson, Margaret.

ISBN: 0-590-42404-1

Published: 1969

Call Number

Barcode

Price

Acquired

Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

PB DAV T 21487 \$3.99 8/30/2012 mmariano
Was Available -- Weeded

Her seven brothers (Removed: 1)

Author: Goble, Paul. ISBN: 0-689-71730-X Published: 1993
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB GOB T 80998 \$5.99 4/7/2003 mmariano
Was Available -- Weeded

Horse in the house (Removed: 1)

Author: Baglio, Ben M. ISBN: 0-439-34387-9 Published: 2001
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB BAG T 15422 \$3.99 12/8/2008 mmariano
Was Available -- Weeded

The house at Pooh Corner (Removed: 1)

Author: Milne, A. A. (Alan Alexander), 1882-1956. ISBN: 0-525-32302-3 Published: 1956
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB MIL T 21902 \$3.99 10/15/2012 mmariano
Was Available -- Weeded

How can I be a detective if I have to baby-sit? (Removed: 1)

Author: Bailey, Linda, 1948- ISBN: 0-8075-3404-8 Published: 1996
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB BAI T 83501 \$4.95 1/6/2006 mmariano
Was Available -- Weeded

I like it here at school : 26 poems (Removed: 1)

Author: collected and introduced by Jack Prelutsky. ISBN: 0-439-56985-0 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB PRE T 14573 \$1.99 2/8/2008 mmariano
Was Available -- Weeded

If you lived with the Hopi (Removed: 1)

Author: Kamma, Anne. ISBN: 0-590-39726-5 Published: 1999
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB KAM T 19749 \$5.99 9/29/2011 mmariano
Was Available -- Weeded

In a messy, messy room : and other scary stories (Removed: 1)

Author: Gorog, Judith. ISBN: 0-06-440480-3 Published: 1994
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB GOR T 85592 \$3.95 2/19/2004 mmariano
Was Available -- Weeded

Indigo (Removed: 1)

Author: Hoffman, Alice. ISBN: 0-439-25636-4 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB HOF T 83522 \$4.99 1/6/2006 mmariano
Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

It came from beneath the bed : tales from the House of Bunnacula (Removed: 1)

Author: Howe, James, 1946-	ISBN: 0-689-83947-2	Published: 2002		
Call Number	Barcode	Price	Acquired	Removed By
PB HOW	T 29767	\$3.99	5/15/2014	mmariano
Was Available -- Weeded				

It's fine to be nine. (Removed: 1)

ISBN: 0-590-38604-2	Published: 1998			
Call Number	Barcode	Price	Acquired	Removed By
PB ITS	T 82077	\$4.99	9/8/2003	mmariano
Was Available -- Weeded				

Jackie Robinson (Removed: 1)

Author: Hanft, Joshua E.	ISBN: 0-590-38604-2	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
PB HAN	T 82602	\$7.95	3/21/2003	mmariano
Was Available -- Weeded				

Jimmy Spoon and the Pony Express (Removed: 1)

Author: Gregory, Kristiana.	ISBN: 0-590-46578-3	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB GRE	T 15277	\$4.50	8/20/2008	mmariano
Was Available -- Weeded				

The kid in the red jacket (Removed: 1)

Author: Park, Barbara.	ISBN: 0-394-88189-3	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
PB PAR	T 15215	\$4.95	8/22/2008	mmariano
Was Available -- Weeded				

Kidnap at the Catfish Cafe (Removed: 1)

Author: Giff, Patricia Reilly.	ISBN: 0-670-88180-5	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
PB GIF	T 28068	\$3.99	11/28/2012	mmariano
Was Available -- Weeded				

Kilmer's pet monster (Removed: 1)

Author: Jones, Marcia (Marcia Thornton)	ISBN: 0-590-10847-6	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 82324	\$2.95	9/30/2003	mmariano
Was Available -- Weeded				

Kitten in the cold (Removed: 1)

Author: Baglio, Ben M.	ISBN: 0-439-09698-7	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB BAG	T 85620	\$3.99	3/10/2004	mmariano
Was Available -- Weeded				

Knightmare (Removed: 1)

Author: Barnes, Johnny Ray.	ISBN: 0-8368-1676-5	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

PB BAR T 19266 \$3.50 5/23/2011 mmariano
Was Available -- Weeded

Kooks in the cafeteria (Removed: 1)

Author: Roland, Timothy. ISBN: 978-0-545-00399-5 Published: 2008
Call Number Barcode Price Acquired Removed By
PB ROL T 19697 \$3.99 9/29/2011 mmariano
Was Available -- Weeded

L. M. Montgomery's Anne of Green Gables (Removed: 1)

Author: Dussling, Jennifer. ISBN: 0-448-42459-2 Published: 2001
Call Number Barcode Price Acquired Removed By
PB MON T 84018 \$3.99 1/6/2006 mmariano
Was Available -- Weeded

Lamb in the Laundry. (Removed: 1)

Author: Baglio, Ben M. Published: 1995
Call Number Barcode Price Acquired Removed By
PB BAG T 21352 \$3.99 8/21/2012 mmariano
Was Available -- Weeded

The legend of the bluebonnet : an old tale of Texas (Removed: 1)

Author: De Paola, Tomie. ISBN: 0-399-20937-9 Published: 1983
Call Number Barcode Price Acquired Removed By
PB DEP T 52085 \$5.99 9/21/2016 mmariano
Was Available -- Weeded

Let's play soldier, George Washington (Removed: 1)

Author: Roop, Peter. ISBN: 0-439-43924-8 Published: 2002
Call Number Barcode Price Acquired Removed By
PB ROO T 53225 \$3.99 8/8/2017 mmariano
Was Available -- Weeded

Let's split logs, Abe Lincoln (Removed: 1)

Author: Roop, Peter. ISBN: 0-439-43926-4 Published: 2002
Call Number Barcode Price Acquired Removed By
PB ROO T 53222 \$3.99 8/8/2017 mmariano
Was Available -- Weeded

Lewis and Clark (Removed: 1)

Author: Sullivan, George, 1927- ISBN: 0-439-09553-0 Published: 1999
Call Number Barcode Price Acquired Removed By
PB SUL T 60093 \$4.50 4/6/2018 mmariano
Was Available -- Weeded

The Littles and the great Halloween scare (Removed: 2)

Author: Peterson, John Lawrence, 1924- ISBN: 0-590-42235-9 Published: 1975
Call Number Barcode Price Acquired Removed By
PB PET T 16752 \$3.99 11/19/2009 mmariano
Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

PB PET	T 19683	\$3.99	9/26/2011	mmariano
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Was Available -- Weeded

The Littles go to school (Removed: 2)

Author: Peterson, John Lawrence, 1924-	ISBN: 0-590-40223-4	Published: 1983		
Call Number	Barcode	Price	Acquired	Removed By
PB PET	T 19680	\$3.99	9/26/2011	mmariano

Was Available -- Weeded

PB PET	T 29138	\$3.99	8/12/2013	mmariano
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Was Available -- Weeded

The Littles to the rescue (Removed: 1)

Author: Peterson, John Lawrence, 1924-	ISBN: 0-590-40137-8	Published: 1968		
Call Number	Barcode	Price	Acquired	Removed By
PB PET	T 10039	\$3.99	8/30/2007	mmariano

Was Available -- Weeded

The long patrol (Removed: 1)

Author: Jacques, Brian.	ISBN: 0-441-00599-3	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB JAC	T 85820	\$6.99	8/16/2004	mmariano

Was Available -- Weeded

Lost in space (Removed: 1)

Author: Shaw, Gina.	ISBN: 0-590-18937-9	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
PB GOL	T 80844	\$3.99	9/24/2002	mmariano

Was Available -- Weeded

The lost prince (Removed: 1)

Author: Burnett, Frances Hodgson, 1849-1924.	ISBN: 0-14-036754-3	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
PB BUR	T 85596	\$3.99	2/19/2004	mmariano

Was Available -- Weeded

Louis Braille, the boy who invented books for the blind (Removed: 1)

Author: Davidson, Margaret, 1936-	ISBN: 0-8038-4281-3	Published: 1972		
Call Number	Barcode	Price	Acquired	Removed By
PB DAV	T 19080	\$1.95	1/13/2011	mmariano

Was Available -- Weeded

Mary Marony and the snake (Removed: 1)

Author: Kline, Suzy.	ISBN: 0-399-22044-5	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
PB KLI	T 28411	\$3.50	12/10/2012	mmariano

Was Available -- Weeded

Mary Marony, mummy girl (Removed: 1)

Author: Kline, Suzy.	ISBN: 0-399-22609-5	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

PB KLI T 21459 \$3.99 8/30/2012 mmariano
Was Available -- Weeded

Max Malone and the great cereal rip-off (Removed: 1)

Author: Herman, Charlotte. ISBN: 0-8050-1069-6 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
PB HER	T 14205	\$2.99	10/24/2007	mmariano

Was Available -- Weeded

Max Malone makes a million (Removed: 1)

Author: Herman, Charlotte. ISBN: 0-8050-1374-1 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
PB HER	T 14181	\$2.99	10/24/2007	mmariano

Was Available -- Weeded

Max Malone the Magnificent (Removed: 1)

Author: Herman, Charlotte. ISBN: 0-8050-2282-1 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
PB HER	T 14208	\$2.99	10/24/2007	mmariano

Was Available -- Weeded

McBroom tells a lie (Removed: 1)

Author: Fleischman, Sid, 1920- ISBN: 0-8431-7497-8 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB FLE	T 84013	\$2.50	1/6/2006	mmariano

Was Available -- Weeded

Merry Christmas, Amelia Bedelia (Removed: 1)

Author: Parish, Peggy. ISBN: 0-688-06101-X Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
PB PAR	T 12055	\$3.99	10/12/2007	mmariano

Was Available -- Weeded

The Midnight Children. (Removed: 1)

Author: Rushby, Pamela.

Call Number	Barcode	Price	Acquired	Removed By
PB RUS	T 53076	\$5.95	8/4/2017	mmariano

Was Available -- Weeded

The midwife's apprentice (Removed: 1)

Author: Cushman, Karen. ISBN: 0-06-440630-X Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB CUS	T 21524	\$4.50	8/30/2012	mmariano

Was Available -- Weeded

Miracle on 34th Street (Removed: 1)

Author: Davies, Valentine, 1905-1961. ISBN: 0-590-44925-7 Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
PB DAV	T 24938	\$7.99	11/26/2012	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

Monarchs at Risk. (Removed: 1)

Author: Pageler, Elaine.

Call Number	Barcode	Price	Acquired	Removed By
PB PAG	T 53102	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

Monster rabbit runs amuck (Removed: 1)

Author: Giff, Patricia Reilly.

ISBN: 0-440-40424-X

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
PB GIF	T 20226	\$3.99	2/13/2012	mmariano

Was Available -- Weeded

The monsters next door (Removed: 1)

Author: Jones, Marcia (Marcia Thornton)

ISBN: 0-606-15447-7

Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 80975	\$3.50	4/7/2003	mmariano

Was Available -- Weeded

Mossflower (Removed: 1)

Author: Jacques, Brian.

ISBN: 0-380-70828-0

Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
PB JAC	T 85809	\$6.99	8/16/2004	mmariano

Was Available -- Weeded

MOUSE MAGIC. (Removed: 1)

Author: BAGLIO, BEN.

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB BAG	T 15749	\$3.99	3/16/2009	mmariano

Was Available -- Weeded

Mrs. Piggle-Wiggle (Removed: 1)

Author: MacDonald, Betty Bard.

ISBN: 0-397-31712-3

Published: 1975

Call Number	Barcode	Price	Acquired	Removed By
PB MAC	T 16440	\$3.99	9/15/2009	mmariano

Was Available -- Weeded

My life with the chimpanzees (Removed: 1)

Author: Goodall, Jane, 1934-

ISBN: 0-671-53669-9

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB GOO	T 15148	\$4.99	8/20/2008	mmariano

Was Available -- Weeded

My man Blue : poems (Removed: 1)

Author: Grimes, Nikki.

ISBN: 0-439-23191-4

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB GRI	T 15855	\$3.99	3/19/2009	mmariano

Was Available -- Weeded

My Weird Mother. (Removed: 1)

Author: Graham, Wendy.

Call Number	Barcode	Price	Acquired	Removed By
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Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

PB GRA	T 53098	\$5.95	8/7/2017	mmariano
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Was Available -- Weeded

The mystery of the blue ring (Removed: 1)

Author: Giff, Patricia Reilly.	ISBN: 007-1-00900275-3	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
PB GIF	T 50551	\$2.75	8/28/2015	mmariano

Was Available -- Weeded

The mystery of the hairy tomatoes (Removed: 1)

Author: Stanley, George Edward.	ISBN: 0-689-82209-X	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB STA	T 16186	\$3.99	6/16/2009	mmariano

Was Available -- Weeded

New ghoul in school (Removed: 1)

Author: Jones, Marcia Thornton.	ISBN: 0-439-42439-9	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 14667	\$3.99	5/29/2008	mmariano

Was Available -- Weeded

No more homework! no more tests! : kids' favorite funny school poems (Removed: 1)

Author: illustrated by Stephen Carpenter ; selected by Bruce Lansky.	ISBN: 0-88166-290-9	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB LAN	T 19860	\$8.00	10/19/2011	mmariano

Was Available -- Weeded

Not-so-perfect Rosie (Removed: 1)

Author: Giff, Patricia Reilly.	ISBN: 0-670-86968-6	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB GIF	T 59062	\$4.99	9/15/2017	mmariano

Was Available -- Weeded

Now I am Six. (Removed: 1)

	ISBN: 0-590-97802-0	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB ITS	T 82087	\$12.49	9/8/2003	mmariano

Was Available -- Weeded

Orphan Puppy. (Removed: 1)

Author: Dale, Jenny.		Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB DAL	T 10820	\$3.99	9/12/2007	mmariano

Was Available -- Weeded

The painter and the wild swans (Removed: 1)

Author: Clement, Claude.	ISBN: 0-8037-0840-8	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
PB CLE	T 82765	\$5.99	10/19/2004	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

PICK UP WHAT THINGS? (Removed: 1)

Author: KEANE, BIL.

Call Number	Barcode	Price	Acquired	Removed By
PB KEA	T 15913	\$1.99	3/19/2009	mmariano

Was Available -- Weeded

Pirates do ride scooters (Removed: 1)

Author: Jones, Marcia Thornton.

ISBN: 978-0-439-87632-2

Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 21816	\$3.99	10/9/2012	mmariano

Was Available -- Weeded

Pony trouble (Removed: 1)

Author: Gasque, Dale Blackwell.

ISBN: 0-7868-2267-8

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
PB GAS	T 9965	\$3.95	8/30/2007	mmariano

Was Available -- Weeded

Popcorn days & buttermilk nights (Removed: 1)

Author: Paulsen, Gary.

ISBN: 0-14-034204-4

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
PB PAU	T 21511	\$4.95	8/30/2012	mmariano

Was Available -- Weeded

The puzzle of the pretty pink handkerchief (Removed: 1)

Author: Stanley, George Edward.

ISBN: 0-689-82232-4

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB STA	T 29771	\$3.99	5/15/2014	mmariano

Was Available -- Weeded

Rascal (Removed: 1)

Author: North, Sterling, 1906-

ISBN: 0-395-73253-0

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB NOR	T 81122	\$2.50	4/28/2003	mmariano

Was Available -- Weeded

Redwall (Removed: 1)

Author: Jacques, Brian.

ISBN: 0-7862-3858-5

Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB JAC	T 85811	\$6.99	8/16/2004	mmariano

Was Available -- Weeded

Reindeer do wear striped underwear (Removed: 1)

Author: Jones, Marcia Thornton.

ISBN: 0-439-87630-3

Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 19365	\$3.99	8/22/2011	mmariano

Was Available -- Weeded

Rescue at sea (Removed: 1)

Author: Hanel, Wolfram.

ISBN: 0-7358-1045-1

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
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Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

PB HAN	T 60143	\$5.95	4/5/2018	mmariano
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Was Available -- Weeded

Return of the Sewer King (Removed: 1)

Author: Bartlett, Craig.	ISBN: 0-689-83360-1	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB BAR	T 84365	\$3.99	9/26/2006	mmariano

Was Available -- Weeded

The riddle of the red purse (Removed: 1)

Author: Giff, Patricia Reilly.	ISBN: 0-440-47534-1	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
PB GIF	T 50557	\$2.50	8/31/2015	mmariano

Was Available -- Weeded

Robbers of the Giant Cactus. (Removed: 1)

Author: Pageler, Elaine.				
Call Number	Barcode	Price	Acquired	Removed By
PB PAG	T 53175	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

Robert Browning (Removed: 1)

Author: Browning, Robert, 1812-1889.	ISBN: 0-439-32018-6	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB GIL	T 17024	\$6.99	6/2/2010	mmariano

Was Available -- Weeded

Rodney, the Surfing Duck. (Removed: 1)

Author: Metzenthien, David.				
Call Number	Barcode	Price	Acquired	Removed By
PB MET	T 53103	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

Rosa and Fredo. (Removed: 1)

Author: Howes, Jim.				
Call Number	Barcode	Price	Acquired	Removed By
PB HOW	T 53106	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

Rose's journal : the story of a girl in the Great Depression (Removed: 1)

Author: Moss, Marissa.	ISBN: 0-15-202423-9	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB MOS	T 15213	\$5.95	8/22/2008	mmariano

Was Available -- Weeded

Runaway bus. (Removed: 1)

	ISBN: 1-928591-09-4	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB MOR	T 15233	\$4.99	8/19/2008	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/28/2023 - Copies Removed: 240

The runaways (Removed: 1)

Author: Snyder, Zilpha Keatley.	ISBN: 0-385-32599-1	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB SNY	T 59660	\$4.99	2/6/2018	mmariano
Was Available -- Weeded				

Sacagawea's son : the life of Jean Baptiste Charbonneau (Removed: 1)

Author: Tinling, Marion, 1904-	ISBN: 0-87842-432-6	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB TIN	T 19068	\$7.50	1/13/2011	mmariano
Was Available -- Weeded				

Sam and Delilah (Removed: 1)

Author: Dale, Jenny.	ISBN: 0-439-21813-6	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB DAL	T 83973	\$3.99	1/6/2006	mmariano
Was Available -- Weeded				

Santa Claus, Inc (Removed: 1)

Author: Ford, Linda.	ISBN: 0-590-11504-9	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB FOR	T 84004	\$3.99	1/6/2006	mmariano
Was Available -- Weeded				

The school mouse (Removed: 1)

Author: King-Smith, Dick.	ISBN: 0-590-06251-4	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB KIN	T 21479	\$4.99	8/30/2012	mmariano
Was Available -- Weeded				

Sea monsters : myth and truth (Removed: 1)

Author: Cosson, M. J.	ISBN: 0-7807-9013-8	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB COS	T 81054	\$4.95	4/21/2003	mmariano
Was Available -- Weeded				

Second-grade friends (Removed: 1)

Author: Cohen, Miriam, 1926-	ISBN: 0-590-47463-4	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
PB COH	T 50542	\$3.99	8/28/2015	mmariano
Was Available -- Weeded				

The secret of the green skin (Removed: 1)

Author: Stanley, George Edward.	ISBN: 0-689-85379-3	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
PB STA	T 16180	\$3.99	6/16/2009	mmariano
Was Available -- Weeded				

Simon and the Aliens. (Removed: 1)

Author: Mills, Eva.				
Call Number	Barcode	Price	Acquired	Removed By

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PB MIL	T 53116	\$5.95	8/7/2017	mmariano
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Was Available -- Weeded

Sixth grade secrets (Removed: 1)

Author: Sachar, Louis, 1954-	ISBN: 0-590-46075-7	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
PB SAC	T 83523	\$4.99	1/6/2006	mmariano

Was Available -- Weeded

Smiffy Blue : ace crime detective : the case of the missing ruby and other (Removed: 1)

Author: Myers, Walter Dean, 1937-	ISBN: 0-590-67666-0	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB MYE	T 82249	\$3.99	9/15/2003	mmariano

Was Available -- Weeded

Snow-White and the seven dwarfs (Removed: 1)

Author: Grimm, Jacob, 1785-1863.	ISBN: 0-374-37099-0	Published: 1972		
Call Number	Barcode	Price	Acquired	Removed By
PB GRI	T 21621	\$5.99	9/24/2012	mmariano

Was Available -- Weeded

Song Lee and the Leech Man (Removed: 1)

Author: Kline, Suzy.	ISBN: 0-670-85848-X	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB KLI	T 21689	\$3.99	9/19/2012	mmariano

Was Available -- Weeded

The spirit of the Wild West (Removed: 1)

Author: Owens, L. L.	ISBN: 0-7807-7850-2	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB OWE	T 59108	\$4.99	9/15/2017	mmariano

Was Available -- Weeded

A splendid little war (Removed: 1)

Author: Jones, S. D.	ISBN: 0-8224-4757-6	Published: 1989		
Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 29756	\$3.99	5/15/2014	mmariano

Was Available -- Weeded

Stealing home (Removed: 1)

Author: Stolz, Mary, 1920-2006.	ISBN: 0-06-021154-7	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
PB STO	T 53176	\$4.99	8/7/2017	mmariano

Was Available -- Weeded

Sticks and stones and doggie bones (Removed: 1)

Author: Jones, Marcia Thornton.	ISBN: 0-7868-1552-3	Published: 2002		
Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 22725	\$3.99	10/15/2012	mmariano

Was Available -- Weeded

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Neutra Elementary

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3/28/2023 - Copies Removed: 240

The sub (Removed: 1)

Author: Petersen, P. J.	ISBN: 0-525-45059-9	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
PB PET	T 17582	\$3.99	11/1/2010	mmariano

Was Available -- Weeded

The substitute creature (Removed: 1)

Author: Coffin, M. T.	ISBN: 0-380-77829-7	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB COF	T 19260	\$3.50	5/23/2011	mmariano

Was Available -- Weeded

Sunny-side up (Removed: 1)

Author: Giff, Patricia Reilly.	ISBN: 0-440-48406-5	Published: 1986		
Call Number	Barcode	Price	Acquired	Removed By
PB GIF	T 10057	\$3.99	9/6/2007	mmariano

Was Available -- Weeded

Tales for the midnight hour : stories of horror (Removed: 1)

Author: Stamper, Judith Bauer.	ISBN: 0-590-45343-2	Published: 1977		
Call Number	Barcode	Price	Acquired	Removed By
PB STA	T 83551	\$4.50	1/30/2006	mmariano

Was Available -- Weeded

Tales of Aesop : retold timeless classics (Removed: 1)

Author: Douglas, Karen Berg.	ISBN: 0-7807-9006-5	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB DOU	T 83511	\$4.95	1/6/2006	mmariano

Was Available -- Weeded

Tales of American Indians : retold timeless classics (Removed: 1)

Author: Hall, Peg.	ISBN: 0-7891-5065-4	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB HAL	T 59137	\$4.99	9/21/2017	mmariano

Was Available -- Weeded

Tales of ancient Egypt (Removed: 1)

Author: Green, Roger Lancelyn.	ISBN: 0-14-036716-0	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB GRE	T 83619	\$3.99	1/6/2006	mmariano

Was Available -- Weeded

Tales of Brothers Grimm : retold timeless tales (Removed: 1)

Author: Hall, Peg.	ISBN: 0-7807-9675-6	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB TAL	T 15206	\$3.99	8/22/2008	mmariano

Was Available -- Weeded

Tales of fate : retold timeless classics (Removed: 1)

Author: Reece, Paula.	ISBN: 0-7807-9678-0	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By

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PB TAL	T 15167	\$3.99	8/22/2008	mmariano
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Was Available -- Weeded

Tales of heroes : retold timeless classics (Removed: 1)

Author: Hall, Peg.	ISBN: 0-7807-9680-2	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB HAL	T 9955	\$3.99	9/6/2007	mmariano

Was Available -- Weeded

Tales of the American Revolution : retold timeless classics (Removed: 1)

Author: Hall, Peg.	ISBN: 0-7807-9684-5	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB HAL	T 10109	\$4.99	9/7/2007	mmariano

Was Available -- Weeded

Tales of the Civil War : retold timeless classics (Removed: 1)

Author: Hall, Peg.	ISBN: 0-7807-9676-4	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB TAL	T 15232	\$3.99	8/22/2008	mmariano

Was Available -- Weeded

Tales of William Shakespeare : retold timeless classics (Removed: 1)

Author: Owens, L. L.	ISBN: 0-7891-5067-0	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB TAL	T 15225	\$4.99	8/22/2008	mmariano

Was Available -- Weeded

Tales of Yore. (Removed: 1)

Author: Kuharski, Janice.	ISBN: 0-7891-2865-9	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB TAL	T 15193	\$3.99	8/22/2008	mmariano

Was Available -- Weeded

Tarnished legacy : the story of the Comstock Lode (Removed: 1)

Author: Hopkins, Ellen.	ISBN: 0-7807-9702-7	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB HOP	T 15187	\$4.95	8/20/2008	mmariano

Was Available -- Weeded

Teacher's Pet. (Removed: 1)

Author: Dale, Jenny.	ISBN: 0-7807-9702-7	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB DAL	T 28389	\$3.99	12/7/2012	mmariano

Was Available -- Weeded

There's a Boy in the Girls Bathroom (Removed: 1)

Author: Sachar, Louis, 1954-	ISBN: 0-394-88570-8	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
PB SAC	T 15222	\$4.99	8/22/2008	mmariano

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Threat to the Sea Otters. (Removed: 1)

Author: Pageler, Elaine.

Call Number	Barcode	Price	Acquired	Removed By
PB PAG	T 53105	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

The Three Musketeers. (Removed: 1)

Author: Deveau, Denise.

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PB DEV	T 82843	\$2.50	10/20/2004	mmariano

Was Available -- Weeded

Titan A.E : the junior novelization (Removed: 1)

Author: Daly, C. R.

ISBN: 0-8431-7584-2

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB DAL	T 83346	\$4.99	1/6/2006	mmariano

Was Available -- Weeded

Top fin : dolphin dives (Removed: 1)

Author: Sanders, Addie Meyer.

ISBN: 0-7891-5430-7

Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB SAN	T 59173	\$4.99	9/25/2017	mmariano

Was Available -- Weeded

Treasure Island (Removed: 1)

Author: Stevenson, Robert Louis, 1850-1894.

ISBN: 0-486-27559-0

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
PB STE	T 1241	\$1.00	10/19/2018	mmariano

Was Available -- Weeded

Triss (Removed: 1)

Author: Jacques, Brian.

ISBN: 0-7862-6207-9

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB JAC	T 85810	\$7.99	8/16/2004	mmariano

Was Available -- Weeded

Trouble for Lucy (Removed: 1)

Author: Stevens, Carla.

ISBN: 0-89919-523-7

Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
PB STE	T 59121	\$5.95	9/21/2017	mmariano

Was Available -- Weeded

True friends (Removed: 1)

Author: Gunn, Robin Jones, 1955-

ISBN: 1-56179-131-8

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
PB GUN	T 59164	\$5.99	9/25/2017	mmariano

Was Available -- Weeded

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Turn on the light, Thomas Edison (Removed: 1)

Author: Roop, Peter.	ISBN: 0-439-43927-2	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
PB ROO	T 29757	\$3.99	5/15/2014	mmariano
Was Available -- Weeded				

The unbreakable code (Removed: 1)

Author: Hunter, Sara Hoagland.	ISBN: 0-87358-638-7	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
PB HUN	T 21609	\$6.99	9/24/2012	mmariano
Was Available -- Weeded				

The underground railroad (Removed: 1)

Author: Bial, Raymond.	ISBN: 0-395-69937-1	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB BIA	T 19098	\$5.95	2/16/2011	mmariano
Was Available -- Weeded				

Vampire trouble (Removed: 1)

Author: Jones, Marcia (Marcia Thornton)	ISBN: 0-590-10846-8	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
PB JON	T 80974	\$3.99	4/7/2003	mmariano
Was Available -- Weeded				

Wackiest jokes in the world (Removed: 1)

Author: Pellowski, Michael.	ISBN: 0-8069-0494-1	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB PEL	T 14158	\$4.95	10/22/2007	mmariano
Was Available -- Weeded				

Water Tales: Aquamarine & Indigo (Removed: 1)

Author: Hoffman, Alice.	ISBN: 0-439-09863-7	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB HOF	T 2428	\$5.99	3/26/2007	mmariano
Was Available -- Weeded				

Which witch (Removed: 1)

Author: Ibbotson, Eva.	ISBN: 0-525-46164-7	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB IBB	T 28400	\$3.99	12/7/2012	mmariano
Was Available -- Weeded				

Whirligig (Removed: 1)

Author: Fleischman, Paul.	ISBN: 0-440-22835-2	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB FLE	T 26993	\$4.99	11/26/2012	mmariano
Was Available -- Weeded				

A wind in the door (Removed: 1)

Author: L'Engle, Madeleine.	ISBN: 0-440-48761-7	Published: 1974		
Call Number	Barcode	Price	Acquired	Removed By

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PB LEN	T 21694	\$4.95	9/19/2012	mmariano
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Was Available -- Weeded

Winnie-the-Pooh (Removed: 1)

Author: Milne, A. A. (Alan Alexander), 1882-1956. ISBN: 0-14-036121-9 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB MIL	T 82607	\$3.99	3/20/2003	mmariano

Was Available -- Weeded

A wish for wings that work : an Opus Christmas story (Removed: 1)

Author: Breathed, Berke. ISBN: 0-590-46368-3 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
PB BRE	T 14194	\$3.99	10/24/2007	mmariano

Was Available -- Weeded

Wolf at the Window. (Removed: 1)

Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB BAG	T 15425	\$3.99	12/8/2008	mmariano

Was Available -- Weeded

Wolves (Removed: 1)

Author: Otto, Carolyn. ISBN: 0-439-16295-5 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB OTT	T 53166	\$3.99	8/7/2017	mmariano

Was Available -- Weeded

Wooden teeth and jelly beans : the Tupperman files (Removed: 1)

Author: Nelson, Ray. ISBN: 1-885223-29-3 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
PB NEL	T 15856	\$3.95	3/23/2009	mmariano

Was Available -- Weeded

The Wright brothers (Removed: 1)

Author: Sullivan, George, 1927- ISBN: 0-439-26320-4 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB SUL	T 19074	\$1.95	1/13/2011	mmariano

Was Available -- Weeded

Zac's Story. (Removed: 1)

Author: Weeks, Jan.

Call Number	Barcode	Price	Acquired	Removed By
PB WEE	T 53083	\$5.95	8/4/2017	mmariano

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4x4 Trucks (Removed: 1)

Author: London, Martha, ISBN: 978-1-64519-051-6 Published: 2020

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3/27/2023 - Copies Removed: 80

629.223 LON T 10650 \$26.95 3/23/2021 mmariano
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All for the better : a story of El Barrio (Removed: 1)

Author: Mohr, Nicholasa. ISBN: 0-8114-7220-5 Published: 1993
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB MOH T 20345 \$11.45 2/22/2012 mmariano
Was Available -- Weeded

Angels don't know karate (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-590-84902-6 Published: 1996
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB DAD T 16994 \$3.99 5/28/2010 mmariano
Was Available -- Weeded

Anne of Avonlea (Removed: 1)

Author: Montgomery, L. M. (Lucy Maud), 1874-1942. ISBN: 0-553-24740-9 Published: 1984
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB MON T 85051 \$2.95 8/23/2006 mmariano
Was Available -- Weeded

Anne of Green Gables (Removed: 1)

Author: Montgomery, L. M. (Lucy Maud), 1874-1942. ISBN: 0-553-21313-X Published: 1987
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB MON T 59704 \$4.50 4/5/2018 mmariano
Was Available -- Weeded

Bigfoot doesn't square dance (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-590-84905-0 Published: 1997
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB DAD T 80978 \$3.50 4/7/2003 mmariano
Was Available -- Deleted

Bobby vs. girls (accidentally (Removed: 1)

Author: Yee, Lisa. ISBN: 978-0-545-05592-5 Published: 2009
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB YEE T 20126 \$4.99 2/13/2012 mmariano
Was Available -- Weeded

Buffalo gal (Removed: 1)

Author: Wallace, Bill. ISBN: 0-671-79899-5 Published: 1993
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB WAL T 80933 \$3.50 3/24/2003 mmariano
Was Available -- Weeded

The case of the dirty clue (Removed: 1)

Author: Stanley, George Edward. ISBN: 0-689-86358-6 Published: 2003
Call Number **Barcode** **Price** **Acquired** **Removed By**
PB STA T 16206 \$3.99 6/16/2009 mmariano
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From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

Commander Toad and the space pirates (Removed: 1)

Author: Yolen, Jane.	ISBN: 0-698-30749-6	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
PB YOL	T 81074	\$4.95	4/24/2003	mmariano

Was Available -- Weeded

Cupid doesn't flip hamburgers (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-48114-2	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 19716	\$3.99	9/28/2011	mmariano

Was Available -- Weeded

Don't call me Beanhead (Removed: 1)

Author: Wojciechowski, Susan.	ISBN: 1-56402-319-2	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB WOJ	T 28346	\$3.99	11/28/2012	mmariano

Was Available -- Weeded

Dragonwings (Removed: 1)

Author: Yep, Laurence.	ISBN: 0-06-440085-9	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB YEP	T 59192	\$3.50	9/25/2017	mmariano

Was Available -- Weeded

Elves don't wear hard hats (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-22637-1	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 82584	\$2.99	3/21/2003	mmariano

Was Available -- Weeded

First stop, New York (Removed: 1)

Author: West, Tracey, 1965-	ISBN: 978-0-448-44842-8	Published: 2008		
Call Number	Barcode	Price	Acquired	Removed By
PB WES	T 17638	\$4.99	11/9/2010	mmariano

Was Available -- Weeded

Fossil fever (Removed: 1)

Author: Zoehfeld, Kathleen Weidner.	ISBN: 0-307-26400-9	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
PB ZOE	T 10015	\$3.99	8/30/2007	mmariano

Was Available -- Weeded

Frankenstein moved in on the fourth floor (Removed: 1)

Author: Levy, Elizabeth, 1942-	ISBN: 0-06-023810-0	Published: 1979		
Call Number	Barcode	Price	Acquired	Removed By
PB LEV	T 28451	\$3.99	1/28/2013	mmariano

Was Available -- Weeded

The friendship (Removed: 1)

Author: Taylor, Mildred D.	ISBN: 0-8037-0418-6	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

PB TAY	T 60138	\$4.99	4/6/2018	mmariano
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Was Available -- Weeded

Gathering blue (Removed: 1)

Author: Lowry, Lois.	ISBN: 0-440-22949-9	Published: 2002		
Call Number	Barcode	Price	Acquired	Removed By
PB LOW	T 81889	\$6.50	8/8/2003	mmariano

Was Available -- Weeded

Genies don't ride bicycles (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-47297-6	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 19696	\$3.99	9/28/2011	mmariano

Was Available -- Weeded

Ghosts don't eat potato chips (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-45854-X	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 19693	\$3.99	9/28/2011	mmariano

Was Available -- Weeded

The gold Cadillac (Removed: 1)

Author: Taylor, Mildred D.	ISBN: 0-8037-0343-0	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
PB TAY	T 17612	\$3.99	11/1/2010	mmariano

Was Available -- Weeded

Hannah (Removed: 1)

Author: Whelan, Gloria.	ISBN: 0-679-82698-X	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
PB WHE	T 84019	\$3.99	1/6/2006	mmariano

Was Available -- Weeded

How to lose your class pet (Removed: 1)

Author: Wesley, Valerie Wilson.	ISBN: 0-7868-0466-1	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
PB WES	T 17628	\$3.99	11/1/2010	mmariano

Was Available -- Weeded

Journey to the center of the earth (Removed: 1)

Author: Verne, Jules, 1828-1905.	ISBN: 0-8125-0471-2	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
PB VER	T 83624	\$2.50	1/6/2006	mmariano

Was Available -- Weeded

Let the circle be unbroken (Removed: 1)

Author: Taylor, Mildred D.	ISBN: 0-14-034892-1	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
PB TAY	T 59201	\$5.99	9/25/2017	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

Little house in the big woods (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. ISBN: 0-06-058180-8

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB WIL	T 52109	\$8.99	10/11/2016	mmariano

Was Available -- Weeded

The Missing Cash Box. (Removed: 1)

Author: Taylor, Dan.

Call Number	Barcode	Price	Acquired	Removed By
PB TAY	T 53121	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

The mixed-up mask mystery (Removed: 1)

Author: Levy, Elizabeth, 1942- ISBN: 0-689-84628-2

Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
PB LEV	T 16305	\$3.99	6/16/2009	mmariano

Was Available -- Weeded

Mrs. Claus doesn't climb telephone poles (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-439-40832-6

Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 16200	\$3.99	6/15/2009	mmariano

Was Available -- Weeded

A picture book of Abraham Lincoln (Removed: 1)

Author: Adler, David A. ISBN: 0-8234-0731-4

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80022	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Amelia Earhart (Removed: 1)

Author: Adler, David A. ISBN: 0-8234-1315-2

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80025	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Anne Frank (Removed: 1)

Author: Adler, David A. ISBN: 0-8234-1003-X

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80024	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Benjamin Franklin (Removed: 1)

Author: Adler, David A. ISBN: 0-8234-0792-6

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80023	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Christopher Columbus (Removed: 1)

Author: Adler, David A. ISBN: 0-8234-0857-4

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
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Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

CLB PIC	T 80020	\$20.85	6/20/2002	mmariano
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Was Available -- Weeded

A picture book of Davy Crockett (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1212-1	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80008	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Eleanor Roosevelt (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0856-6	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80007	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Florence Nightingale (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0965-1	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80006	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Frederick Douglass (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1002-1	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80005	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of George Washington (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0732-2	Published: 1989		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80026	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of George Washington Carver (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1429-9	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80018	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Harriet Tubman (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0926-0	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80012	\$20.85	8/6/2014	mmariano

Was Available -- Weeded

A picture book of Helen Keller (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0818-3	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80010	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

A picture book of Jackie Robinson (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1122-2	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80011	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Jesse Owens (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0966-X	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80004	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of John F. Kennedy (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0884-1	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80003	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Louis Braille (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1291-1	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80002	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Martin Luther King, Jr (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0770-5	Published: 1989		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80009	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Patrick Henry (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1187-7	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80015	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Paul Revere (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1144-3	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80014	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Robert E. Lee (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1111-7	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80013	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Rosa Parks (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1041-2	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

CLB PIC	T 80001	\$20.85	6/20/2002	mmariano
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Was Available -- Weeded

A picture book of Sacagawea (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1485-X	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80019	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Sojourner Truth (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1072-2	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80000	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Thomas Alva Edison (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1246-6	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80017	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

A picture book of Thomas Jefferson (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-0791-8	Published: 1990		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80136	\$20.85	7/22/2002	mmariano

Was Available -- Weeded

A picture book of Thurgood Marshall (Removed: 1)

Author: Adler, David A.	ISBN: 0-8234-1308-X	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB PIC	T 80016	\$20.85	6/20/2002	mmariano

Was Available -- Weeded

Pippi goes on board. (Removed: 1)

Author: Lindgren, Astrid, 1907-2002.	ISBN: 0-14-030957-8	Published: 1957		
Call Number	Barcode	Price	Acquired	Removed By
PB LIN	T 60086	\$4.99	4/5/2018	mmariano

Was Available -- Weeded

Pippi Longstocking (Removed: 1)

Author: Lindgren, Astrid, 1907-	ISBN: 0-14-030957-8	Published: 1978		
Call Number	Barcode	Price	Acquired	Removed By
PB LIN	T 82154	\$4.99	9/11/2003	mmariano

Was Available -- Weeded

Pirates don't wear pink sunglasses (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-47298-4	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 82585	\$2.99	3/21/2003	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

A pocket full of posies : The Mystery of Nursery Rhymes. (Removed: 1)

Author: Trussell-Cullen, Alan.

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB TRU	T 83514	\$5.95	1/6/2006	mmariano

Was Available -- Weeded

The riddle of the stolen sand (Removed: 1)

Author: Stanley, George Edward.

ISBN: 0-689-85377-7

Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
PB STA	T 16183	\$3.99	6/16/2009	mmariano

Was Available -- Weeded

Stargirl (Removed: 1)

Author: Spinelli, Jerry.

ISBN: 0-7362-3141-2

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
PB SPI	T 21877	\$5.99	10/15/2012	mmariano

Was Available -- Weeded

Swamp monster in third grade (Removed: 1)

Author: Dadey, Debbie.

ISBN: 0-439-42441-0

Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 28550	\$3.99	1/28/2013	mmariano

Was Available -- Weeded

Timmy's School Survival Handbook. (Removed: 1)

Author: Willson, Sarah.

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB WIL	T 84041	\$2.50	1/6/2006	mmariano

Was Available -- Weeded

To be a cowboy (Removed: 1)

Author: Taylor, Bonnie Highsmith.

ISBN: 0-7807-8155-4

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
PB TAY	T 59111	\$4.99	9/15/2017	mmariano

Was Available -- Weeded

Tree house trouble (Removed: 1)

Author: Lewis, Beverly, 1949-

ISBN: 1-55661-987-1

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
PB LEW	T 14572	\$3.95	2/8/2008	mmariano

Was Available -- Weeded

Triplet trouble and the cookie contest (Removed: 1)

Author: Dadey, Debbie.

ISBN: 0-590-90728-X

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 82074	\$2.99	9/9/2003	mmariano

Was Available -- Weeded

Triplet trouble and the Field Day disaster (Removed: 1)

Author: Dadey, Debbie.

ISBN: 0-590-58107-4

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
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Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

PB DAD	T 84017	\$3.99	1/6/2006	mmariano
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Was Available -- Weeded

Triplet trouble and the runaway reindeer (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-25473-1	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 82085	\$3.50	9/8/2003	mmariano

Was Available -- Weeded

Under the serpent sea (Removed: 1)

Author: Abbott, Tony.	ISBN: 0-439-20786-X	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB ABB	T 82373	\$3.99	10/29/2003	mmariano

Was Available -- Deleted

Unicorns don't give sleigh rides (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-25783-8	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 21565	\$3.50	8/30/2012	mmariano

Was Available -- Weeded

The well : David's story (Removed: 1)

Author: Taylor, Mildred D.	ISBN: 0-439-07729-X	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB TAY	T 28525	\$3.50	2/6/2013	mmariano

Was Available -- Weeded

Werewolves don't go to summer camp (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-44061-6	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 81043	\$2.99	4/22/2003	mmariano

Was Available -- Weeded

Werewolves don't run for president (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-439-65036-4	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 21544	\$3.99	8/30/2012	mmariano

Was Available -- Weeded

When Mack came back (Removed: 1)

Author: Strickland, Brad.	ISBN: 0-439-45679-7	Published: 2002		
Call Number	Barcode	Price	Acquired	Removed By
PB STR	T 1589	\$3.50	2/2/2007	mmariano

Was Available -- Weeded

Whodunit math puzzles (Removed: 1)

Author: Wise, Bill, 1958-	ISBN: 0-8069-5896-0	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
PB WIS	T 85106	\$2.99	9/11/2006	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/27/2023 - Copies Removed: 80

Wizards don't need computers (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-50962-4	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 19276	\$3.99	5/23/2011	mmariano
Was Available -- Weeded				

Women with grit (Removed: 1)

Author: Taylor, Bonnie Highsmith.	ISBN: 0-7891-5045-X	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
PB TAY	T 15164	\$4.99	8/22/2008	mmariano
Was Available -- Weeded				

Zombies don't play soccer (Removed: 1)

Author: Dadey, Debbie.	ISBN: 0-590-22636-3	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
PB DAD	T 19270	\$3.99	5/23/2011	mmariano
Was Available -- Weeded				

3/23/2023 - Copies Removed: 5

The Indian in the cupboard (Removed: 1)

Author: Reid Banks, Lynne, 1929-	ISBN: 0-385-17060-2	Published: 1980		
Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 10647	\$8.64	2/14/1996	mmariano
Was Available -- Weeded				

The key to the Indian (Removed: 1)

Author: Banks, Lynne Reid, 1929-	ISBN: 0-380-97717-6	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 28219	\$11.85	6/20/2001	mmariano
Was Available -- Weeded				

The mystery of the cupboard (Removed: 1)

Author: Reid Banks, Lynne, 1929-	ISBN: 0-688-12138-1	Published: 1993		
Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 10648	\$8.64	2/14/1996	mmariano
Was Available -- Weeded				

The return of the Indian (Removed: 1)

Author: Reid Banks, Lynne, 1929-	ISBN: 0-385-23497-X	Published: 1986		
Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 10646	\$8.64	2/14/1996	mmariano
Was Available -- Weeded				

The secret of the Indian (Removed: 1)

Author: Reid Banks, Lynne, 1929-	ISBN: 0-385-26292-2	Published: 1989		
Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 10645	\$8.64	2/8/1996	mmariano
Was Available -- Weeded				

3/21/2023 - Copies Removed: 8

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/21/2023 - Copies Removed: 8

Children of promise (Removed: 1)

Author: Tedrow, Thomas L.

ISBN: 0-8407-3398-4

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

PB TED

T 84092

\$5.95

1/6/2006

mmariano

Was Available -- Weeded

Good neighbors (Removed: 1)

Author: Tedrow, Thomas L.

ISBN: 0-8407-3399-2

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

PB TED

T 84038

\$5.95

1/6/2006

mmariano

Was Available -- Weeded

The great debate (Removed: 1)

Author: Tedrow, Thomas L.

ISBN: 0-8407-7734-5

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

PB TED

T 84062

\$4.99

1/6/2006

mmariano

Was Available -- Weeded

Home to the prairie (Removed: 1)

Author: Tedrow, Thomas L.

ISBN: 0-8407-3401-8

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

PB TED

T 84025

\$4.99

1/6/2006

mmariano

Was Available -- Weeded

Land of promise (Removed: 1)

Author: Tedrow, Thomas L.

ISBN: 0-8407-7735-3

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

PB TED

T 84045

\$4.99

1/6/2006

mmariano

Was Available -- Weeded

Missouri homestead (Removed: 1)

Author: Tedrow, Thomas L.

ISBN: 0-8407-3397-6

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

PB TED

T 83996

\$4.99

1/6/2006

mmariano

Was Available -- Weeded

Mountain miracle (Removed: 1)

Author: Tedrow, Thomas L.

ISBN: 0-8407-7733-7

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

PB TED

T 84031

\$4.99

1/6/2006

mmariano

Was Available -- Weeded

The World's Fair (Removed: 1)

Author: Tedrow, Thomas L.

ISBN: 0-8407-7732-9

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

PB TED

T 84039

\$4.99

1/6/2006

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Was Available -- Weeded

3/17/2023 - Copies Removed: 49

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/17/2023 - Copies Removed: 49

Bigmama's (Removed: 2)

Author: Crews, Donald.	ISBN: 0-688-09951-3	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25041	\$15.95	9/24/2001	mmariano
Was Available -- Weeded				
CLB AFR	T 25047	\$15.95	9/24/2001	mmariano
Was Available -- Weeded				

Bill Pickett : rodeo ridin' cowboy (Removed: 1)

Author: Pinkney, Andrea Davis.	ISBN: 0-15-200100-X	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25029	\$16.00	9/24/2001	mmariano
Was Available -- Weeded				

Charlie Parker played be bop (Removed: 1)

Author: Raschka, Christopher.	ISBN: 0-531-05999-5	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25028	\$15.95	9/21/2001	mmariano
Was Available -- Weeded				

Dear Benjamin Banneker (Removed: 1)

Author: Pinkney, Andrea Davis.	ISBN: 0-15-200417-3	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25023	\$16.00	9/24/2001	mmariano
Was Available -- Weeded				

Duke Ellington : the piano prince and his orchestra (Removed: 1)

Author: Pinkney, Andrea Davis.	ISBN: 0-7868-0178-6	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25034	\$15.95	9/21/2001	mmariano
Was Available -- Weeded				

Fly, Bessie, fly (Removed: 1)

Author: Joseph, Lynn.	ISBN: 0-689-81339-2	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25022	\$16.00	9/21/2001	mmariano
Was Available -- Weeded				

Frederick Douglass : the last day of slavery (Removed: 1)

Author: Miller, William, 1959-	ISBN: 1-880000-17-2	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25053	\$13.92	9/21/2001	mmariano
Was Available -- Weeded				

George Washington Carver, what do you see? (Removed: 1)

Author: Benge, Janet, 1958-	ISBN: 1-57537-102-2	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25046	\$14.95	9/21/2001	mmariano
Was Available -- Weeded				

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

3/17/2023 - Copies Removed: 49

Happy birthday, Martin Luther King (Removed: 1)

Author: Marzollo, Jean.

ISBN: 0-590-44065-9

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25059	\$15.95	9/21/2001	mmariano

Was Available -- Weeded

Harriet Tubman : the road to freedom (Removed: 30)

Author: Bains, Rae.

ISBN: 0-89375-760-8

Published: 1982

Call Number	Barcode	Price	Acquired	Removed By
MCB 921 TUB	T 81783	\$5.40	6/12/2003	mmariano

Was Available -- Weeded

MCB 921 TUB	T 81784	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81785	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81786	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81787	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81788	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81794	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81795	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81797	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81798	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81799	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81802	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81803	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81804	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81805	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81807	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81808	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81809	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81810	\$5.40	6/12/2003	mmariano
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MCB 921 TUB	T 81811	\$5.40	6/12/2003	mmariano
Was Available -- Weeded				
MCB 921 TUB	T 81812	\$5.40	6/12/2003	mmariano
Was Available -- Weeded				

I remember "121" (Removed: 1)

Author: Haskins, Francine.		ISBN: 0-89239-100-6	Published: 1991	
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25058	\$14.95	9/21/2001	mmariano
Was Available -- Weeded				

If a bus could talk : the story of Rosa Parks. (Removed: 1)

Author: Ringgold, Faith.		LCCN: 98-22578	Published: 1999	
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25065	\$16.00	9/21/2001	mmariano
Was Available -- Weeded				

If I only had a horn : young Louis Armstrong (Removed: 1)

Author: Orgill, Roxanne.		ISBN: 0-395-75919-6	Published: 1997	
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25035	\$16.00	9/24/2001	mmariano
Was Available -- Weeded				

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Mae Jemison, astronaut (Removed: 1)

Author: Jackson, Garnet.	ISBN: 0-8136-5239-1	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25064	\$13.92	9/21/2001	mmariano
Was Available -- Weeded				

Malcolm X : a fire burning brightly (Removed: 1)

Author: Myers, Walter Dean, 1937-	ISBN: 0-06-027707-6	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25063	\$15.89	9/21/2001	mmariano
Was Available -- Weeded				

Martin Luther King, Jr (Removed: 1)

Author: Murphy, Carol.	ISBN: 0-89868-230-4	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25040	\$13.92	9/21/2001	mmariano
Was Available -- Weeded				

Minty : a story of young Harriet Tubman (Removed: 1)

Author: Schroeder, Alan.	ISBN: 0-8037-1888-8	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25066	\$16.99	9/21/2001	mmariano
Was Available -- Weeded				

The story of Ruby Bridges (Removed: 1)

Author: Coles, Robert.	ISBN: 0-590-43967-7	Published: 1995		
Call Number	Barcode	Price	Acquired	Removed By
CLB AFR	T 25052	\$15.95	9/21/2001	mmariano
Was Available -- Weeded				

The United States of America - a State by state guide. (Removed: 1)

Author: Miller, Millie & Nelson, Cyndi.				
Call Number	Barcode	Price	Acquired	Removed By
MCB 973 MIL	T 60178	\$0.00	5/4/2010	mmariano
Was Available -- Weeded				

3/16/2023 - Copies Removed: 47

California Native American tribes (Removed: 25)

Author: Boule, Mary Null.	ISBN: 1-877599-25-5	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23767	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23768	\$13.00	7/17/2001	mmariano
Was Available -- Weeded				
CLB CAL	T 23769	\$13.00	7/17/2001	mmariano
Was Available -- Weeded				
CLB CAL	T 23770	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23773	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23775	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23777	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23779	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23780	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23781	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23789	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23790	\$13.00	7/17/2001	mmariano
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CLB CAL	T 23791	\$13.00	7/17/2001	mmariano
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3/16/2023 - Copies Removed: 47

A mission for the people : the story of La Purisima (Removed: 1)

Author: Fraser, Mary Ann. ISBN: 0-8050-5050-7 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23609	\$17.26	6/21/2001	mmariano

Was Available -- Weeded

Mission La Purisima Concepcion : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null. ISBN: 1-877599-10-7 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23620	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission Nuestra Senora de La Soledad : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null. ISBN: 1-877599-12-3 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23622	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Antonio de Padua : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null. ISBN: 1-877599-02-6 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23612	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Buenaventura : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null. ISBN: 1-877599-08-5 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23618	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Carlos Borromeo de Carmelo : The Missions: California's herita (Removed: 1)

Author: Boule, Mary Null. ISBN: 1-877599-01-8 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23611	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Fernando Rey de Espana : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null. ISBN: 1-877599-16-6 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23626	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Francisco de Asis : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null. ISBN: 1-877599-05-0 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23615	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Francisco Solano : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null. ISBN: 1-877599-20-4 Published: 1988

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CLB CAL	T 23630	\$12.25	6/21/2001	mmariano
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Mission San Gabriel Arcangel : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.		ISBN: 1-877599-03-4	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23613	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Jose : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.		ISBN: 1-877599-13-1	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23623	\$12.25	6/21/2001	mmariano

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Mission San Juan Bautista : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.		ISBN: 1-877599-14-X	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23624	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Juan Capistrano : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.		ISBN: 1-877599-06-9	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23616	\$12.25	6/21/2001	mmariano

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Mission San Luis Obispo de Tolosa : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.		ISBN: 1-877599-04-2	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23614	\$12.25	6/21/2001	mmariano

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Mission San Luis Rey de Francia : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.		ISBN: 1-877599-17-4	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
CLB CLA	T 23627	\$12.25	6/21/2001	mmariano

Was Available -- Weeded

Mission San Miguel Arcangel : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.		ISBN: 1-877599-15-8	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23625	\$12.25	6/21/2001	mmariano

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Mission San Rafael Arcangel : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.		ISBN: 1-877599-19-0	Published: 1988	
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23629	\$12.25	6/21/2001	mmariano

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Mission Santa Barbara : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.	ISBN: 1-877599-09-3	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23619	\$12.25	6/21/2001	mmariano

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Mission Santa Clara de Asis : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.	ISBN: 1-877599-07-7	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23617	\$12.25	6/21/2001	mmariano

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Mission Santa Cruz : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.	ISBN: 1-877599-11-5	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23621	\$12.25	6/21/2001	mmariano

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Mission Santa Ines : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.	ISBN: 1-877599-18-2	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23628	\$12.25	6/21/2001	mmariano

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Mission San Diego de Alcalá : The Missions: California's heritage (Removed: 1)

Author: Boule, Mary Null.	ISBN: 1-877599-00-X	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
CLB CAL	T 23610	\$12.25	6/21/2001	mmariano

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Adding (Removed: 1)

Author: Williams, Rozanne Lanczak.	ISBN: 0-8368-4108-5	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
E 513.2 Wil	T 75187	\$19.93	3/22/2004	mmariano

Was Available -- Weeded

The beasties (Removed: 1)

Author: Sleanor, William.	ISBN: 0-14-130639-4	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB SLE	T 85108	\$6.99	9/11/2006	mmariano

Was Available -- Deleted

Blizzard night (Removed: 1)

Author: Kennedy, Marlane,	ISBN: 978-0-545-53048-4	Published: 2015		
Call Number	Barcode	Price	Acquired	Removed By
F KEN	T 50656	\$15.96	11/30/2015	mmariano

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Catherine, called Birdy (Removed: 1)

Author: Cushman, Karen.

ISBN: 0-06-440584-2

Published: 1995

Call Number

Barcode

Price

Acquired

Removed By

PB CUS

T 14579

\$6.50

2/7/2008

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Was Available -- Deleted

Counting : follow that fish! (Removed: 1)

Author: Burstein, John.

ISBN: 0-8368-3806-8

Published: 2004

Call Number

Barcode

Price

Acquired

Removed By

E 513.2 Bur

T 75148

\$18.60

12/9/2003

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Crayola counting (Removed: 1)

Author: Williams, Rozanne Lanczak.

ISBN: 0-8368-4109-3

Published: 2004

Call Number

Barcode

Price

Acquired

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E 513.2 Wil

T 75188

\$19.93

3/22/2004

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Doubling : circus stars (Removed: 1)

Author: Burstein, John.

ISBN: 0-8368-3807-6

Published: 2004

Call Number

Barcode

Price

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E 513.2 Bur

T 75149

\$18.60

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Driver's ed (Removed: 1)

Author: Cooney, Caroline B.

ISBN: 0-440-21981-7

Published: 1996

Call Number

Barcode

Price

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PB COO

T 82193

\$3.99

9/15/2003

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Earthquake shock (Removed: 1)

Author: Kennedy, Marlane,

ISBN: 978-0-545-53044-6

Published: 2014

Call Number

Barcode

Price

Acquired

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F KEN

T 50659

\$15.96

11/30/2015

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Was Available -- Deleted

Estimating : how many gollywomples? (Removed: 1)

Author: Burstein, John.

ISBN: 0-8368-3808-4

Published: 2004

Call Number

Barcode

Price

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E 519.5 Bur

T 75150

\$18.60

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Fever, 1793 (Removed: 1)

Author: Anderson, Laurie Halse.

ISBN: 0-689-83858-1

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

PB AND

T 1620

\$4.99

2/5/2007

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Geometry : looking down on Monster Town (Removed: 1)

Author: Burstein, John.

ISBN: 0-8368-3809-2

Published: 2004

Call Number

Barcode

Price

Acquired

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From: 8/1/2022 To: 4/30/2023

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E 516 Bur	T 75151	\$18.60	12/9/2003	mmariano
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The island (Removed: 1)

Author: Paulsen, Gary.	ISBN: 0-531-05749-6	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
PB PAU	T 21680	\$5.99	9/20/2012	mmariano

Was Available -- Weeded

Just don't make a scene, Mum! (Removed: 1)

Author: Rushton, Rosie.	ISBN: 0-7868-1370-9	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
PB RUS	T 82073	\$3.99	9/9/2003	mmariano

Was Available -- Weeded

Making tens : groups of gollywomples (Removed: 1)

Author: Burstein, John.	ISBN: 0-8368-3812-2	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
E 513.2 Bur	T 75153	\$18.60	12/9/2003	mmariano

Was Available -- Weeded

On the long trail home (Removed: 1)

Author: Stewart, Elisabeth Jane.	ISBN: 0-395-68361-0	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
PB STE	T 19072	\$5.95	2/16/2011	mmariano

Was Available -- Deleted

Subtracting (Removed: 1)

Author: Williams, Rozanne Lanczak.	ISBN: 0-8368-4113-1	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
E 513.2 Wil	T 75192	\$19.93	3/22/2004	mmariano

Was Available -- Weeded

Troubles in the Rain Forest. (Removed: 1)

Author: Pageler, Elaine.				
Call Number	Barcode	Price	Acquired	Removed By
PB PAG	T 53169	\$5.95	8/7/2017	mmariano

Was Available -- Weeded

Volcano blast (Removed: 1)

Author: Kennedy, Marlane,	ISBN: 978-0-545-53047-7	Published: 2015		
Call Number	Barcode	Price	Acquired	Removed By
F KEN	T 50665	\$15.96	11/30/2015	mmariano

Was Available -- Deleted

What hearts (Removed: 1)

Author: Brooks, Bruce.	ISBN: 0-06-021131-8	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
PB BRO	T 21476	\$3.95	8/29/2012	mmariano

Was Available -- Deleted

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From: 8/1/2022 To: 4/30/2023

3/3/2023 - Copies Removed: 1

There was a cold lady who swallowed some snow! (Removed: 1)

Author: Colandro, Lucille.

ISBN: 0-439-56703-3

Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
E COL	T 82982	\$16.96	11/10/2004	mmariano

Was Available -- Deleted

2/24/2023 - Copies Removed: 1

I can tell the truth (Removed: 1)

Author: Guntly, Jenette Donovan.

ISBN: 0-8368-4249-9

Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
E 179.9 GUN	T 83242	\$15.95	1/3/2006	mmariano

Was Available -- Weeded

2/23/2023 - Copies Removed: 8

A first book about patterns (Removed: 1)

Author: Tuxworth, Nicola.

ISBN: 0-8368-2288-9

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
E 152.14 TUX	T 13271	\$14.85	11/15/1999	mmariano

Was Available -- Weeded

I can accept others (Removed: 1)

Author: Guntly, Jenette Donovan.

ISBN: 0-8368-4244-8

Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
E 177.5 GUN	T 83241	\$15.95	1/3/2006	mmariano

Was Available -- Weeded

I can share with others (Removed: 1)

Author: Guntly, Jenette Donovan.

ISBN: 0-8368-4246-4

Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
E 177.7 GUN	T 83240	\$15.95	1/3/2006	mmariano

Was Available -- Weeded

I can show respect (Removed: 1)

Author: Guntly, Jenette Donovan.

ISBN: 0-8368-4248-0

Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
E 179.9 GUN	T 83243	\$15.95	1/3/2006	mmariano

Was Available -- Weeded

Star Wars, Darth Maul : Sith apprentice (Removed: 1)

Author: Casey, Jo.

ISBN: 978-0-7566-8865-3

Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
F CAS	T 28694	\$13.96	4/25/2013	mmariano

Was Available -- Weeded

Star Wars : Obi-Wan Kenobi, Jedi knight (Removed: 1)

Author: Saunders, Catherine.

ISBN: 978-0-7566-9811-9

Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
F SAU	T 28684	\$13.96	4/29/2013	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

2/23/2023 - Copies Removed: 8

U.S. Army (Removed: 1)

Author: Bozzo, Linda.

ISBN: 978-1-60753-389-4

Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
E 355 BOZ	T 35412	\$21.43	8/29/2014	mmariano

Was Available -- Weeded

Weapons of World War I (Removed: 1)

Author: Doeden, Matt.

ISBN: 978-1-42961971-4

Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
623.4 DOE	T 15584	\$16.95	12/10/2008	mmariano

Was Available -- Weeded

2/13/2023 - Copies Removed: 1

Military helicopters (Removed: 1)

Author: Doeden, Matt.

ISBN: 0-7368-3658-6

Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
E 623.74 DOE	T 35342	\$18.54	8/19/2014	mmariano

Was Available -- Deleted

2/10/2023 - Copies Removed: 17

Atlantic puffin (Removed: 1)

Author: Wendt, Jennifer.

ISBN: 978-1-64747-146-0

Published: 2021

Call Number	Barcode	Price	Acquired	Removed By
598.3 WEN	T 11322	\$19.00	1/13/2022	mmariano

Was Available -- Deleted

Cragger's revenge (Removed: 1)

Author: King, Trey.

ISBN: 978-0-545-51751-5

Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
E KIN	T 29707	\$13.96	4/8/2014	mmariano

Was Available -- Deleted

Dog man Lord of the Fleas Lord of the fleas (Removed: 1)

Author: Pilkey, Dav, 1966-

ISBN: 978-0-545-93517-3

Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
F PIL	T 10235	\$0.00	9/23/2020	mmariano

Was Available -- Deleted

The field guide (Removed: 1)

Author: DiTerlizzi, Tony.

ISBN: 0-689-85936-8

Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F DIT	T 82352	\$9.95	10/3/2003	mmariano

Was Available -- Deleted

Grizzly bear (Removed: 1)

Author: Rose, Rachel, 1968-

ISBN: 978-1-64747-142-2

Published: 2021

Call Number	Barcode	Price	Acquired	Removed By
599.784 ROS	T 11325	\$19.00	1/13/2022	mmariano

Was Available -- Deleted

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

2/10/2023 - Copies Removed: 17

How I met my monster (Removed: 1)

Author: Stine, R. L.

ISBN: 978-0-545-41800-3

Published: 2013

Call Number

Barcode

Price

Acquired

Removed By

F STI

T 29622

\$17.48

4/7/2014

mmariano

Was Available -- Deleted

I just forgot (Removed: 1)

Author: Mayer, Mercer, 1943-

ISBN: 0-307-61795-5

Published: 1988

Call Number

Barcode

Price

Acquired

Removed By

E MAY

T 20992

\$12.95

1/3/2006

mmariano

Was Available -- Deleted

I would like to actually keep it (Removed: 1)

Author: Child, Lauren.

ISBN: 978-0-448-45678-2

Published: 2011

Call Number

Barcode

Price

Acquired

Removed By

E CHI

T 20539

\$13.96

3/14/2012

mmariano

Was Available -- Deleted

Ice Skater Extraordinaire. (Removed: 1)

Author: O'Connor, Jane (based on her books)

Call Number

Barcode

Price

Acquired

Removed By

E OCO

T 2877

\$13.89

12/11/2018

mmariano

Was Available -- Deleted

Knights vs. dinosaurs (Removed: 1)

Author: Phelan, Matt,

ISBN: 978-0-06-268623-7

Published: 2018

Call Number

Barcode

Price

Acquired

Removed By

F PHE

T 3285

\$16.99

2/21/2019

mmariano

Was Available -- Deleted

Pete the cat and the perfect pizza party (Removed: 1)

Author: Dean, Kim, 1969-

ISBN: 978-0-06-240437-4

Published: 2019

Call Number

Barcode

Price

Acquired

Removed By

E DEA

T 10310

\$18.00

9/28/2020

mmariano

Was Available -- Deleted

Pinkalicious and Planet Pink (Removed: 1)

Author: Kann, Victoria,

ISBN: 978-0-06-241069-6

Published: 2016

Call Number

Barcode

Price

Acquired

Removed By

E KAN

T 52667

\$13.49

1/18/2017

mmariano

Was Available -- Deleted

Prince Fly Guy (Removed: 1)

Author: Arnold, Tedd,

ISBN: 978-0-545-66275-8

Published: 2015

Call Number

Barcode

Price

Acquired

Removed By

E ARN

T 10045

\$6.99

8/13/2020

mmariano

Was Available -- Deleted

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

2/10/2023 - Copies Removed: 17

A timeline of helicopters (Removed: 1)

Author: Cooke, Tim, 1961-	ISBN: 978-1-51579198-0	Published: 2018		
Call Number 358.4 COO	Barcode T 59518	Price \$20.99	Acquired 11/13/2017	Removed By mmariano

Was Available -- Deleted

The ugly dino hatchling : a graphic novel (Removed: 1)

Author: Peters, Stephanie True, 1965-	ISBN: 978-1-49655419-2	Published: 2018		
Call Number F PET	Barcode T 59621	Price \$18.89	Acquired 1/31/2018	Removed By mmariano

Was Available -- Deleted

The U.S. Army (Removed: 1)

Author: Doeden, Matt.	ISBN: 1-42961733-0	Published: 2009		
Call Number E 355 DOE	Barcode T 35450	Price \$18.54	Acquired 8/28/2014	Removed By mmariano

Was Available -- Deleted

Weirdo Halloween (Removed: 1)

Author: Stine, R. L.	ISBN: 978-1-40711637-2	Published: 2010		
Call Number F STI	Barcode T 3067	Price \$12.81	Acquired 1/10/2019	Removed By mmariano

Was Available -- Deleted

2/8/2023 - Copies Removed: 1

Top 10 basketball power forwards (Removed: 1)

Author: Savage, Jeff, 1961-	ISBN: 0-89490-808-1	Published: 1997		
Call Number 796.323 SAV	Barcode T 1301841	Price \$0.00	Acquired 8/24/2017	Removed By mmariano

Was Available -- Deleted

11/29/2022 - Copies Removed: 1

What if you had animal teeth (Removed: 1)

Author: Markle, Sandra.	ISBN: 978-0-545-48438-1	Published: 2013		
Call Number 573.356 MAR	Barcode T 29683	Price \$15.96	Acquired 4/8/2014	Removed By mmariano

Was Checked Out to Armstrong Jr., Jason Jonathan (Student: 19960186) Due 9/6/2022 -- Deleted

11/8/2022 - Copies Removed: 1

A boy called bat (Removed: 1)

Author: Arnold, Elana K.,	ISBN: 978-0-06-244582-7	Published: 2017		
Call Number F ARN	Barcode T 52881	Price \$16.99	Acquired 5/26/2017	Removed By mmariano

Was Checked Out to Garcia, Sophia Natali (Student: 19960647) Due 10/11/2022 -- Deleted

11/3/2022 - Copies Removed: 1

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

11/3/2022 - Copies Removed: 1

Opossums (Removed: 1)

Author: Ripple, William John.

ISBN: 0-7368-4248-9

Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
E 599.2 RIP	T 35539	\$16.04	8/26/2014	mmariano

Was Available -- Weeded

11/2/2022 - Copies Removed: 43

Atlas of the universe (Removed: 1)

Author: Garlick, Mark A (Mark Antony), 1968-

ISBN: 978-1-41695558-0

Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
523 GAR	T 15393	\$19.98	9/11/2008	mmariano

Was Available -- Weeded

The Cell (Removed: 1)

Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
KT 574.87 CEL	T 85258	\$49.95	10/18/2006	mmariano

Was Available -- Weeded

Classifying plants and animals (Removed: 1)

Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
KT 590 CLA	T 85251	\$49.95	10/18/2006	mmariano

Was Available -- Weeded

Climate (Removed: 1)

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
KT 551.6 EAR	T 85253	\$49.95	10/18/2006	mmariano

Was Available -- Weeded

Destination : Jupiter. (Removed: 1)

Author: Simon, Seymour.

LCCN: 97-20488

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
523.4 SIM	T 11717	\$11.20	2/5/1999	mmariano

Was Available -- Weeded

Directions in Geography (Removed: 2)

Author: Ludwig, Gail S.

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
KT 910 LUD	T 85277	\$29.95	10/19/2006	mmariano

Was Available -- Weeded

KT 910 LUD	T 85278	\$29.95	10/19/2006	mmariano
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Was Available -- Weeded

Dreamers (Removed: 1)

Author: Morales, Yuyi,

ISBN: 978-0-8234-4055-9

Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
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Library Weeding Log

From: 8/1/2022 To: 4/30/2023

11/2/2022 - Copies Removed: 43

921 MOR	T 10307	\$0.00	9/28/2020	mmariano
Was Available -- Deleted				

Dynamic Earth (Removed: 1)

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
KT 551.21 DYN	T 85255	\$49.95	10/18/2006	mmariano
Was Available -- Weeded				

The Egyptian News (Removed: 1)

Author: Steedman, Scott.	ISBN: 1-56402-873-9	Published: 2000
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Call Number	Barcode	Price	Acquired	Removed By
932 STE	T 23322	\$15.95	3/19/2001	mmariano
Was Available -- Weeded				

Everyday physical science experiments with gravity (Removed: 1)

Author: Merrill, Amy French.	ISBN: 0-8239-5805-1	Published: 2002
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Call Number	Barcode	Price	Acquired	Removed By
531 MER	T 82486	\$14.50	2/24/2003	mmariano
Was Available -- Weeded				

Explorers (Removed: 1)

Author: Johnstone, Michael.	ISBN: 0-8368-2875-5	Published: 2001
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Call Number	Barcode	Price	Acquired	Removed By
910.92 JOH	T 65012	\$22.60	2/6/2002	mmariano
Was Available -- Weeded				

From tree to paper (Removed: 1)

Author: Marshall, Pam.	ISBN: 0-8225-0720-X	Published: 2003
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Call Number	Barcode	Price	Acquired	Removed By
E 676 MAR	T 70145	\$19.93	3/4/2004	mmariano
Was Available -- Weeded				

Gems. (Removed: 1)

Author: Richardson, Adele.	LCCN: 97-43738	Published: 1998
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Call Number	Barcode	Price	Acquired	Removed By
553.8 RIC	T 12629	\$13.94	6/21/1999	mmariano
Was Available -- Weeded				

The history of baseball. (Removed: 1)

Author: Helmer, Diana Star.	ISBN: 0-8239-5469-2	Published: 1999
-----------------------------	---------------------	-----------------

Call Number	Barcode	Price	Acquired	Removed By
796.357 HEL	T 23180	\$12.95	1/8/2001	mmariano
Was Available -- Weeded				

The history of basketball. (Removed: 1)

Author: Helmer, Diana Star.	ISBN: 0-8239-5470-6	Published: 1999
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Call Number	Barcode	Price	Acquired	Removed By
796.323 HEL	T 23176	\$12.95	1/8/2001	mmariano
Was Available -- Weeded				

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

11/2/2022 - Copies Removed: 43

The history of figure skating. (Removed: 1)

Author: Helmer, Diana Star.	ISBN: 0-8239-5472-2	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
796.91 HEL	T 23179	\$12.95	1/8/2001	mmariano
Was Available -- Weeded				

The history of football. (Removed: 1)

Author: Helmer, Diana Star.	ISBN: 0-8239-5471-4	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
796.33 HEL	T 23177	\$12.95	1/8/2001	mmariano
Was Available -- Weeded				

The history of Hockey. (Removed: 1)

Author: Helmer, Diana Star.	ISBN: 0-8239-5468-4	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
796.962 HEL	T 23178	\$12.95	1/8/2001	mmariano
Was Available -- Weeded				

The History of soccer. (Removed: 1)

Author: Helmer, Diana Star.	ISBN: 0-8239-5467-6	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
796.334 HEL	T 23175	\$12.95	1/8/2001	mmariano
Was Available -- Weeded				

Human Body 1 (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 611 HUM	T 85248	\$49.95	10/18/2006	mmariano
Was Available -- Weeded				

Human Body 2 (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 611 HUM	T 85247	\$49.95	10/18/2006	mmariano
Was Available -- Weeded				

Human Body 3 (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 611 HUM	T 85256	\$49.95	10/18/2006	mmariano
Was Available -- Weeded				

I wonder what it's like to be an ant. (Removed: 1)

Author: Hovanec, ERin M.	ISBN: 0-8239-5449-8	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
E 595.79 HOV	T 23225	\$13.95	1/8/2001	mmariano
Was Available -- Weeded				

Introduction to Weather (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

11/2/2022 - Copies Removed: 43

KT 556.1 INT	T 85252	\$49.95	10/18/2006	mmariano
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Was Available -- Weeded

Inventions we use to go places (Removed: 1)

Author: Bidder, Jane.		ISBN: 0-8368-6901-X	Published: 2006	
Call Number	Barcode	Price	Acquired	Removed By
629.04 BID	T 85233	\$17.95	10/17/2006	mmariano

Was Available -- Deleted

Oceans (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 551.46 OCE	T 85254	\$49.95	10/18/2006	mmariano

Was Available -- Weeded

Outline Maps On File. (Removed: 1)

			Published: 2007	
Call Number	Barcode	Price	Acquired	Removed By
KT 910 OUT	T 13874	\$190.99	10/12/2007	mmariano

Was Available -- Weeded

Outside and inside dinosaurs (Removed: 1)

Author: Markle, Sandra.		ISBN: 0-689-82300-2	Published: 2000	
Call Number	Barcode	Price	Acquired	Removed By
567.9 MAR	T 82911	\$17.96	11/9/2004	mmariano

Was Available -- Weeded

Physical Geography of the World (Removed: 2)

			Published: 1995	
Call Number	Barcode	Price	Acquired	Removed By
KT 910 PHY	T 85249	\$99.95	10/18/2006	mmariano
Was Available -- Weeded				
KT 910 PHY	T 85250	\$99.95	10/18/2006	mmariano
Was Available -- Weeded				

Plants: What it Means to be Green (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 581 PLA	T 85242	\$49.95	10/17/2006	mmariano

Was Available -- Weeded

Playgrounds (Removed: 1)

Author: Mattern, Joanne, 1963-		ISBN: 1-58340-148-2	Published: 2002	
Call Number	Barcode	Price	Acquired	Removed By
796 MAT	T 95023	\$21.36	2/3/2003	mmariano

Was Available -- Weeded

Revolution (Removed: 1)

Author: Maynard, Christopher.		ISBN: 0-8368-2878-X	Published: 2001	
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

11/2/2022 - Copies Removed: 43

909 MAY	T 65066	\$22.60	2/6/2002	mmariano
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Was Available -- Weeded

Rocks and Minerals (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 549 ROC	T 85241	\$49.95	10/17/2006	mmariano

Was Available -- Weeded

Solar System (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 523.2 SOL	T 85257	\$49.95	10/18/2006	mmariano

Was Available -- Weeded

The Stone Age news (Removed: 1)

Author: Macdonald, Fiona.	ISBN: 0-8368-2778-3	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
930.1 MAC	T 27146	\$16.95	2/28/2002	mmariano

Was Available -- Weeded

Structure of Invertebrates (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 592 STR	T 85239	\$49.95	10/18/2006	mmariano

Was Available -- Weeded

Structure of Vertebrates 1 (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 596 STR	T 85238	\$49.95	10/18/2006	mmariano

Was Available -- Weeded

Structure of Vertebrates 2 (Removed: 1)

			Published: 1998	
Call Number	Barcode	Price	Acquired	Removed By
KT 596 STR	T 85240	\$49.95	10/18/2006	mmariano

Was Available -- Weeded

Tornadoes (Removed: 1)

Author: Boekhoff, P. M. (Patti Marlene), 1957-	ISBN: 0-7377-1032-2	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
551.55 BOE	T 70138	\$27.09	3/4/2004	mmariano

Was Available -- Weeded

The Viking News (Removed: 1)

Author: Wright, Rachel.	ISBN: 0-8368-2779-1	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
948 WRI	T 27140	\$16.95	2/28/2002	mmariano

Was Available -- Weeded

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

11/2/2022 - Copies Removed: 43

Volcanoes (Removed: 1)

Author: Netzley, Patricia D.	ISBN: 0-7377-1391-7	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
551.21 NET	T 70137	\$27.09	3/4/2004	mmariano

Was Available -- Weeded

10/19/2022 - Copies Removed: 2

Anna's Birthday Surprise (Removed: 1)

Author: Julius, Jessica,	ISBN: 978-1-48473230-4	Published: 2015		
Call Number	Barcode	Price	Acquired	Removed By
E JUL	T 50728	\$12.49	12/1/2015	mmariano

Was Checked Out to Murray, Ava J (Student: 19963034) Due 9/19/2022 -- Deleted

Sing your song (Removed: 1)

Author: Depken, Kristen L.,	ISBN: 1-52476506-6	Published: 2017		
Call Number	Barcode	Price	Acquired	Removed By
E DEP	T 59412	\$13.89	11/9/2017	mmariano

Was Checked Out to Murray, Ava J (Student: 19963034) Due 9/19/2022 -- Deleted

10/17/2022 - Copies Removed: 2

Sit, marley, sit (Removed: 1)

Author: Grogan, John.	ISBN: 978-0-06-185380-7	Published: 2010		
Call Number	Barcode	Price	Acquired	Removed By
E GRO	T 17845	\$14.49	11/24/2010	mmariano

Was Checked Out to Steigler, Matix Kain (Student: 19963840) Due 9/27/2022 -- Deleted

The Smart Cookie (Removed: 1)

Author: John, Jory,	ISBN: 978-0-06-304540-8	Published: 2021		
Call Number	Barcode	Price	Acquired	Removed By
E JOH	T 15765	\$19.00	2/28/2022	mmariano

Was Available -- Deleted

10/14/2022 - Copies Removed: 2

Duck Days (Removed: 1)

Author: Leach, Sara, 1971-	ISBN: 978-1-77278-148-9	Published: 2020		
Call Number	Barcode	Price	Acquired	Removed By
F LEA	T 10768	\$16.00	4/13/2021	mmariano

Was Checked Out to Davis, Everly M (Student: 19962176) Due 9/29/2022 -- Deleted

Ponies and horses (Removed: 1)

Author: Lock, Fiona.	ISBN: 978-0-329-69220-9	Published: 2009		
Call Number	Barcode	Price	Acquired	Removed By
E 636.1 LOC	T 35362	\$9.14	9/2/2014	mmariano

Was Checked Out to Davis, Everly M (Student: 19962176) Due 9/29/2022 -- Deleted

10/7/2022 - Copies Removed: 1

Library Weeding Log

Neutra Elementary

From: 8/1/2022 To: 4/30/2023

10/7/2022 - Copies Removed: 1

Freight trains (Removed: 1)

Author: Clapper, Nikki Bruno, ISBN: 978-1-49146038-2 Published: 2016

Call Number	Barcode	Price	Acquired	Removed By
E 385.22 CLA	T 50661	\$18.49	12/2/2015	mmariano

Was Checked Out to Hughes, Dylan Rhys (Student: 19963877) Due 9/9/2022 -- Deleted

10/5/2022 - Copies Removed: 1

Insides Out. (Removed: 1)

Author: Zombie, Zack. ISBN: 978-1-54909769-0

Call Number	Barcode	Price	Acquired	Removed By
F ZOM	T 3477	\$17.36	5/14/2019	mmariano

Was Available -- Deleted

8/17/2022 - Copies Removed: 2

Drawn together (Removed: 1)

Author: Lê, Minh, 1979- ISBN: 978-1-48476760-3 Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
E LE	T 10438	\$20.00	8/17/2022	mmariano

Was Checked Out to Brown, Jadon Robert (Student: 19961073) Due 8/31/2022 -- Deleted

Sea monsters (Removed: 1)

Author: Higgins, Melissa, 1953- ISBN: 978-1-62403-152-6 (lib. bdg.) Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
001.944 HIG	T 50207	\$32.72	8/17/2022	mmariano

Was Checked Out to Brown, Jadon Robert (Student: 19961073) Due 8/31/2022 -- Deleted

From: 8/1/2022 To: 4/30/2023 Total Copies Removed: 1,194

Deleted: 73, Transferred: 0, Weeded: 1,121

Thomas Addington

Superintendent

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



Central Union School District
Lemoore, CA

To: Tom Addington, Superintendent
From: Cindee Rael
Date: May 8, 2023

For Board Meeting

Action (**Consent** or ~~New Business~~)
 Information

Item:

DELAC Committee Report, 2021-22

Rationale/Purpose:

As per EdCode 52176 the DELAC committee must report to the Board of Trustees. Parent President presides at the meetings. The District's English Language Advisory Committee shall advise the Board on at least the following tasks: (5 CCR 11308)

- The development of a district master plan of education programs and services for English Learners, taking into consideration the school site plans for English Learners.
- The District wide needs assessment on a school-by-school basis
- Establishment of a District program, goals and objectives for programs and services for English Learners.
- Development of a plan to ensure compliance with applicable teacher and/or aide requirements
- Review of and comment on the District's reclassification procedures
- Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316
- Review and comment on the development or annual update of the Local Control Accountability Plan (LCAP)

Fiscal Impact:

None

Recommendation:

Approve as a Consent Agenda item.

CENTRAL UNION ELEMENTARY SCHOOL DISTRICT

Date: May 8, 2023
To: Central Union School District Board of Trustees
From: Cindee Rael, Coordinator of Curriculum and Instruction
Agenda Subject: DELAC (District English Learner Advisory Committee) Advisory
Agenda Section: Curriculum

Action Discussion Consent
 Reports Correspondence Closed Session

Background/ Summary: As per EdCode 52176 the DELAC committee must report to the Board of Trustees. Parent President presides at the meetings. The District's English Language Advisory Committee shall advise the Board on at least the following tasks: (5 CCR 11308)

- The development of a district master plan of education programs and services for English Learners, taking into consideration the school site plans for English Learners.
 - The District wide needs assessment on a school-by-school basis
 - Establishment of a District program, goals and objectives for programs and services for English Learners.
 - Development of a plan to ensure compliance with applicable teacher and/or aide requirements
 - Review of and comment on the District's reclassification procedures
 - Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316
 - Review and comment on the development or annual update of the Local Control Accountability Plan (LCAP)
1. **October 27, 2022:** DELAC representatives received training on the Role & function of DELAC, Roberts Rules of Order, and Student/Parent/School Compact. The committee reviewed and discussed the District Program, Goals, and Objectives for English Learners. Reclassification Criteria and procedures were reviewed and connected to Annual Notifications provided already for the year. The committee was introduced to the District Plan and Site Plan for Student Achievement. The 2022-23 LCAP Plan was shared with members along with the LCAP timeline. The committee participated in a data walk from multiple sources (Spring STAR Reading & Math, Chronic Absenteeism, Summative ELPAC, Fall iReady Diagnostic) indicating things they noticed and questions.
 2. **January 26, 2023:** The Committee reviewed and Discussed the DELAC Bylaws. Officers were elected. Training was provided on the District's Uniform Complaint Procedures, including William s Requirements. Information and opportunity to comment were provided on the Identification, Programs, Services, and Curriculum for English Learners. The process of conducting a district-wide needs assessment on a site by site basis was shared with the committee including the role of the CA Schools Dashboard. The committee noted celebrations, patterns, and wondering on data from multiple sources (Reclassification rates, Chronic Absenteeism). The Committee received information regarding ST Math a program being considered for ELO-P and indicated they thought it would be beneficial. Members received training on how parents can be involved.
 3. **March 9, 2023:** The committee finalized revisions to the Bylaws. The committee revisited the concept of a districtwide needs assessment, reviewing available LCAP Annual Update metrics, and development of revised EL Master Plan. The identification of the District for Differentiated Assistance (DA) and Sites for Additional Targeted Support and Improvement (ATSI) was communicated along with how and why they were identified. The committee discussed data from multiple sources (Winter SEL Screener, Chronic Absenteeism, iReady Diagnostic Data). Reclassification requirement and steps in the process were revisited as students taking their Summative ELPACs through May.
 4. **April 27, 2023:** The committee reviewed the Consolidated Application process and funding application for 2023-24. The Master Plan for English Learners was reviewed and minor adjustments recommended. Annual Update and 2023-24 LCAP planning was reviewed with committee members. Training was provided on the Expanded Learning Opportunity Program (ELO-P).

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308) Parents receive information that encourages them to participate fully in the academic and social growth of their children who are learning English and some who are experiencing new cultural expectations. Open discussions are encouraged and do occur throughout all of the DELAC meetings.

The 2022-23 DELAC committee recommends the following to the Board at this time:

- Continue to apply for Title I, II, III, and IV Funds through Consolidated Application.
- Approve the Master Plan for English Learners

Thomas Addington
Superintendent

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Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union School Board of Trustees
From: Tom Addington, Superintendent
Date: April 10, 2023

For Board Meeting

x	Action (Consent or New Business)
	Information

Item:

Approve First reading of Administrative Regulation 4119.12/4219.12 Title IX Sexual Harassment Complaint Procedures

Rationale/Purpose:

Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on sex (including sexual harassment). State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation.

While the District has maintained current and consistent policies with anti-discrimination practices, the procedural and regulatory investigations and remedies differ slightly under Title IX potential complaints. Specifically, Title IX regulations need to include the following elements:

- A statement that the district does not discriminate on the basis of sex.
- A definition of sexual harassment and sexual assault, examples of the types of prohibited conduct.
- The position and contact information of the Title IX coordinator
- A grievance procedure that is prompt and equitable for both complainant and respondent.

The Regulations clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; establishes a 60 day timeframe for concluding the complaint process; reflects the right to pursue civil law remedies; and includes the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.

Fiscal Impact:

None noted.

Recommendation:

For District procedural policy, it is recommended to adopted the Administrative Regulations

4119.12/4219.12. Approve First reading of Administrative Regulation 4119.12/4219.12 Title IX Sexual Harassment Complaint Procedures.

Regulation 4119.12: Title IX Sexual Harassment Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations shall be investigated and resolved in accordance with AR 4030 - Nondiscrimination in Employment. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work

locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.
 2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.
 3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.
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Regulation 4219.12: Title IX Sexual Harassment Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations shall be investigated and resolved in accordance with AR 4030 - Nondiscrimination in Employment. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work

locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.
 2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.
 3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.
-

Exhibit 4119.21/4219.21
A NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Assistant Superintendent

15783 18th Avenue Lemoore, CA 93245

(559) 924-3405

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11 - Sexual Harassment and AR 4119.12/4219.12 - Title IX Sexual Harassment Complaint Procedures on the district's web site at www.central.k12.ca.us.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: (559) 925-2619.

Warrant Register For Warrants
Dated 04/05/2023

Warrant Number	Vendor Number	Vendor Name	Amount
12712389	4894	PABLO AVILA	\$64.03
12712390	4833	JAMES BOCHMAN	\$117.90
12712391	165	CALIFORNIA DEPARTMENT OF EDUCATION	\$1,294.48
12712392	4893	THE CALIFORNIA EDUCATION PARTNERS	\$4,469.31
12712393	4873	MIND EDUCATION	\$144,000.00
12712394	725	PACIFIC GAS & ELECTRIC CO	\$5,282.58
Total Amount of All Warrants:			\$155,228.30

1
[Handwritten Signature]

Commercial Payment Register For Payments Dated: 04/05/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12712389	4894	AVILA, PABLO	PV - 26539	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$64.03
Total For Fund Number: 0100							\$64.03
Total Amount of Payment:							\$64.03
12712390	4833	BOCHMAN, JAMES	PV - 26540	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Milcage-Other	\$58.95
			PV - 26541	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	\$58.95
Total For Fund Number: 0100							\$117.90
Total Amount of Payment:							\$117.90
12712391	165	CALIFORNIA DEPARTMENT OF E	PV - 26542	0100-0000-0-0000-0000-866000-000-00-0000	Unrestricted Resources	Interest	\$1,294.48
Total For Fund Number: 0100							\$1,294.48
Total Amount of Payment:							\$1,294.48
12712392	4893	CALIFORNIA EDUCATION PARTN	PO - 25879	0100-6266-0-0000-7410-520000-121-36-0204	Educator Effectiveness, FY 2021-22	Travel and Conferences	\$4,469.31
Total For Fund Number: 0100							\$4,469.31
Total Amount of Payment:							\$4,469.31
12712393	4873	MIND EDUCATION	PO - 25770	0100-2600-0-1110-1000-580011-121-38-0102	Expanded Learning Opportunities Program	Software License Renewals	\$144,000.00
Total For Fund Number: 0100							\$144,000.00
Total Amount of Payment:							\$144,000.00
12712394	725	PACIFIC GAS & ELECTRIC CO	CM - 25114	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	-\$9.59
			CM - 25115	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	-\$12.10
			PO - 25177	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$5.30
			PO - 25177	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$26.29
			PO - 25177	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$26.29
			PV - 26546	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$66.86
			PV - 26547	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$26.29
			PV - 26543	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$26.29
			PV - 26545	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$479.42
			PV - 26544	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	\$2,063.94
			PV - 26548	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	\$2,583.59
Total For Fund Number: 0100							\$5,282.58
Total Amount of Payment:							\$5,282.58

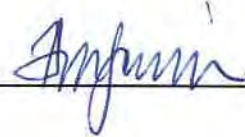
School District Payment Order

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

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

Warrants	6	\$155,228.30
Credit Card Payments	0	
Grand Total for Payments Dated:	04/05/2023	\$155,228.30

Authorized Officer/Employee



Or

Board Members *

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

Date _____

KCOE Examination and Approval	
By _____	Date _____

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

**Warrant Register For Warrants
Dated 04/11/2023**

Warrant Number	Vendor Number	Vendor Name	Amount
12712511	2570	ACP DIRECT	\$448.88
12712512	2789	LAURIE ANDERSON	\$97.96
12712513	63	AT&T	\$44.79
12712514	4202	CALIFORNIA CONSULTING INC.	\$3,500.00
12712515	4895	EDWARD CAMPOS JR.	\$16.75
12712516	4433	JOHN ECKER	\$168.36
12712517	1875	ENVIROCLEAN	\$530.89
12712518	4351	FASTRAK VIOLATION PROCESSING DEPARTM	\$31.00
12712519	353	JULIANNE FEES	\$213.53
12712520	4358	HOME DEPOT PRO	\$159.47
12712521	544	KINGS CO TROPHY	\$21.45
12712522	572	LEMOORE AUTO SUPPLY	\$61.10
12712523	575	LEMOORE HARDWARE	\$222.78
12712524	4898	NICOLE LITTLE	\$14.00
12712525	3537	MID VALLEY DISPOSAL	\$617.72
12712526	4236	PERFORMANCE AIR	\$1,290.00
12712527	4896	CARLA M. RENEA	\$14.00
12712528	4567	SYLVIA RIOS	\$124.06
12712529	4865	JAVIER SANCHEZ	\$148.03
12712530	840	SCHOOL SERV OF CALIF INC	\$275.00
12712531	882	SMART & FINAL	\$49.90
12712532	4897	JAZMINE SOLIS	\$14.00
12712533	4469	NICKOLAS STARNE	\$20.11
12712534	915	STRATFORD AUTO SUPPLY	\$47.50
12712535	916	STRATFORD PUBLIC UTILITY DIST	\$3,837.79
12712536	949	MARK TOMPKINS	\$169.07
12712537	4760	DAVID TOSTE	\$172.92
12712538	4105	TRACTOR SUPPLY CO	\$407.54

Total Amount of All Warrants:**\$12,718.60**

Commercial Payment Register For Payments Dated: 04/11/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12712511	2570	ACP DIRECT	PO - 25838	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$448.88
Total For Fund Number: 0100							\$448.88
Total Amount of Payment:							\$448.88
12712512	2789	ANDERSON, LAURIE	PV - 26537	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	\$97.96
Total For Fund Number: 0100							\$97.96
Total Amount of Payment:							\$97.96
12712513	63	AT&T	PO - 25170	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	\$44.79
Total For Fund Number: 0100							\$44.79
Total Amount of Payment:							\$44.79
12712514	4202	CALIFORNIA CONSULTING R	PO - 25157	0100-0000-0-0000-7200-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	\$3,500.00
Total For Fund Number: 0100							\$3,500.00
Total Amount of Payment:							\$3,500.00
12712515	4895	CAMPOS JR., EDWARD	PV - 26549	0100-4510-0-1110-1000-580004-323-00-0000	Indian Education	Contract w/County Schools	\$16.75
Total For Fund Number: 0100							\$16.75
Total Amount of Payment:							\$16.75
12712516	4433	ECKER, JOHN	PV - 26550	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	\$168.36
Total For Fund Number: 0100							\$168.36
Total Amount of Payment:							\$168.36
12712517	1875	ENVIROCLEAN	PO - 25876	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$530.89
Total For Fund Number: 0100							\$530.89
Total Amount of Payment:							\$530.89
12712518	4351	FASTRAK VIOLATION PROCE	PV - 26567	0100-0000-0-1110-2700-520003-222-00-0000	Unrestricted Resources	Mileage-Other	\$18.00
			PV - 26566	0100-0000-0-1110-2700-520003-222-00-0000	Unrestricted Resources	Mileage-Other	\$13.00
Total For Fund Number: 0100							\$31.00
Total Amount of Payment:							\$31.00
12712519	353	FEES, JULIANNE	PV - 26551	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	\$121.85
			PV - 26552	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$91.68
Total For Fund Number: 0100							\$213.53
Total Amount of Payment:							\$213.53
12712520	4358	HOME DEPOT PRO	PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$9.41
			PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$13.87
			PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$136.19
Total For Fund Number: 0100							\$159.47
Total Amount of Payment:							\$159.47
12712521	544	KINGS CO TROPHY	PV - 26553	0100-0000-0-0000-7490-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$21.45
Total For Fund Number: 0100							\$21.45

Commercial Payment Register

For Payments Dated: 04/11/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							\$21.45
12712522	572	LEMOORE AUTO SUPPLY	PV - 26554	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$18.22
			PO - 25102	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$42.88
Total For Fund Number: 0100							\$61.10
Total Amount of Payment:							\$61.10
12712523	575	LEMOORE HARDWARE	PO - 25103	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$7.47
			PO - 25103	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$7.50
			PO - 25103	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$20.36
			PO - 25103	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$23.57
			PO - 25103	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$24.53
			PO - 25103	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$46.07
			PO - 25103	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$93.28
Total For Fund Number: 0100							\$222.78
Total Amount of Payment:							\$222.78
12712524	4898	LITTLE, NICOLE	PV - 26565	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
Total For Fund Number: 0100							\$14.00
Total Amount of Payment:							\$14.00
12712525	3537	MID VALLEY DISPOSAL	PO - 25176	0100-0000-0-1110-8200-550050-525-00-0000	Unrestricted Resources	Garbage	\$617.72
Total For Fund Number: 0100							\$617.72
Total Amount of Payment:							\$617.72
12712526	4236	PERFORMANCE AIR	PO - 25877	0100-8150-0-0000-8100-560009-525-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$830.00
			PO - 25877	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$460.00
Total For Fund Number: 0100							\$1,290.00
Total Amount of Payment:							\$1,290.00
12712527	4896	RENEA, CARLA M.	PV - 26556	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
Total For Fund Number: 0100							\$14.00
Total Amount of Payment:							\$14.00
12712528	4567	RIOS, SYLVIA	PV - 26557	1300-5310-0-0000-3700-520003-000-00-0000	Child Nutrition - School Programs	Mileage-Other	\$124.06
Total For Fund Number: 1300							\$124.06
Total Amount of Payment:							\$124.06
12712529	4865	SANCHEZ, JAVIER	PV - 26560	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$148.03
Total For Fund Number: 0100							\$148.03
Total Amount of Payment:							\$148.03
12712530	840	SCHOOL SERV OF CALIF INC	PO - 25760	0100-0000-0-0000-7200-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$275.00
Total For Fund Number: 0100							\$275.00

Commercial Payment Register For Payments Dated: 04/11/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
						Total Amount of Payment:	\$275.00
12712531	882	SMART & FINAL	PV - 26564	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$49.90
						Total For Fund Number: 0100	\$49.90
						Total Amount of Payment:	\$49.90
12712532	4897	SOLIS, JAZMINE	PV - 26561	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
						Total For Fund Number: 0100	\$14.00
						Total Amount of Payment:	\$14.00
12712533	4469	STARNE, NICKOLAS	PV - 26558	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$20.11
						Total For Fund Number: 0100	\$20.11
						Total Amount of Payment:	\$20.11
12712534	915	STRATFORD AUTO SUPPLY	PO - 25571	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$47.50
						Total For Fund Number: 0100	\$47.50
						Total Amount of Payment:	\$47.50
12712535	916	STRATFORD PUBLIC UTILIT	PO - 25181	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	\$942.47
			PO - 25181	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	\$1,119.71
			PO - 25181	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	\$1,775.61
						Total For Fund Number: 0100	\$3,837.79
						Total Amount of Payment:	\$3,837.79
12712536	949	TOMPKINS, MARK	PV - 26562	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$136.31
			PV - 26563	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	\$32.76
						Total For Fund Number: 0100	\$169.07
						Total Amount of Payment:	\$169.07
12712537	4760	TOSTE, DAVID	PV - 26559	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	\$172.92
						Total For Fund Number: 0100	\$172.92
						Total Amount of Payment:	\$172.92
12712538	4105	TRACTOR SUPPLY CO	PO - 25844	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$407.54
						Total For Fund Number: 0100	\$407.54
						Total Amount of Payment:	\$407.54

SCHOOL DISTRICT Payment Order

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

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

	Warrants	28	\$12,718.60
	Credit Card Payments	0	
Grand Total for Payments Dated:	04/11/2023		\$12,718.60

Authorized Officer/Employee

Or

Board Members *



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

Date _____

KCOE Examination and Approval

By _____

Date _____

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

**Warrant Register For Warrants
Dated 04/12/2023**

Warrant Number	Vendor Number	Vendor Name	Amount
12712858	4473	GOLD GULCH ADVENTURES	\$1,130.00
12712859	879	SISC III	\$281,474.55
12712860	766	STANDARD LIFE INSURANCE	\$1,557.77

Total Amount of All Warrants:

\$284,162.32



Commercial Payment Register

For Payments Dated: 04/12/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12712858	4473	GOLD GULCH ADVENTURES	PO - 25759	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	\$1,130.00
Total For Fund Number: 0100							\$1,130.00
Total Amount of Payment:							\$1,130.00
12712859	879	SISC III	PV - 26574	0100-0000-0-0000-7490-370200-122-00-0000	Unrestricted Resources	Retiree Benefits, classified	\$4,551.70
			PV - 26572	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	\$5,345.70
			PV - 26573	0100-0000-0-1110-1000-370100-122-00-0000	Unrestricted Resources	Retiree Benefits, certificated	\$35,234.60
			PV - 26571	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$229,074.21
Total For Fund Number: 0100							\$274,206.21
12712859	879	SISC III	PV - 26575	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$7,268.34
Total For Fund Number: 1300							\$7,268.34
Total Amount of Payment:							\$281,474.55
12712860	766	STANDARD LIFE INSURANCE	PV - 26568	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$1,483.13
			PV - 26569	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	\$27.99
Total For Fund Number: 0100							\$1,511.12
12712860	766	STANDARD LIFE INSURANCE	PV - 26570	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	\$46.65
Total For Fund Number: 1300							\$46.65
Total Amount of Payment:							\$1,557.77

SCHOOL DISTRICT Payment Order

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

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

Warrants	3	\$284,162.32
Credit Card Payments	0	
Grand Total for Payments Dated:	04/12/2023	\$284,162.32

Authorized Officer/Employee



Or

Board Members *

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

Date _____

KCOE Examination and Approval	
By _____	Date _____

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

**Warrant Register For Warrants
Dated 04/14/2023**

4/14/2023 7:36:16AM

Warrant Number	Vendor Number	Vendor Name	Amount
12712946	4862	AMAZON CAPITAL SERVICES INC	\$3,780.57
12712947	4568	ARAMARK UNIFORM & CAREER APPAREL GR	\$2,891.22
12712948	58	TOBY ARNOLD	\$119.82
12712949	2661	DASSEL'S PETROLEUM	\$2,239.58
12712950	2864	DIGITECH INTEGRATION INC.	\$345.00
12712951	337	EMPLOYMENT DEVELOPMENT DEPT	\$24,448.42
12712952	3342	ENFINITY	\$12,382.22
12712953	1670	FIRST CLASS PEST CONTROL	\$316.00
12712954	3983	BRITTANY GATELY	\$159.00
12712955	4534	HANFORD SENTINEL	\$321.20
12712956	4358	HOME DEPOT PRO	\$192.67
12712957	1876	KINGS COUNTY PIPE & SUPPLY	\$56.11
12712958	2886	LOWE'S	\$168.93
12712959	4599	PARENTSQUARE INC	\$9,450.00
12712960	1487	POWERSCHOOL GROUP LLC	\$17,352.00
12712961	780	RAMBLIN ROSE FLORIST	\$185.44
12712962	4395	RAPTOR TECHNOLOGIES	\$589.88
12712963	1514	STEVEN TASHIMA	\$752.45
12712964	4117	CARA TUMAN	\$21.69
12712965	1593	VERIZON WIRELESS	\$328.38

Total Amount of All Warrants:**\$76,100.58**

Commercial Payment Register

For Payments Dated: 04/14/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12712946	4862	AMAZON CAPITAL SERVICES	PO - 25848	0100-0000-0-1110-8200-430014-120-00-0000	Unrestricted Resources	Maintenance Supplies	\$41.80
			PO - 25825	0100-0000-0-1110-8200-430012-120-00-0000	Unrestricted Resources	Custodian Supplies	\$141.75
			PO - 25837	0100-0000-0-1110-8200-430014-120-00-0000	Unrestricted Resources	Maintenance Supplies	\$182.60
			PO - 25849	0100-0000-0-1110-8200-430000-120-00-0000	Unrestricted Resources	Materials and Supplies	\$200.41
			PO - 25804	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$107.24
			PO - 25860	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$24.29
			PO - 25856	0100-0000-0-1110-8200-430012-120-00-0000	Unrestricted Resources	Custodian Supplies	\$11.79
			PV - 26578	0100-0000-0-0000-7490-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$71.86
			PV - 26576	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$250.01
			PO - 25870	0100-0038-0-1110-1000-430000-323-00-0000	Donations	Materials and Supplies	\$362.51
			PO - 25843	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	\$316.87
			PO - 25855	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$16.08
			PO - 25822	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	\$75.00
			PO - 25824	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$382.68
			PO - 25799	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	\$321.60
			PO - 25787	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	\$294.80
			PV - 26577	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$22.51
			PO - 25789	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	\$65.40
			PO - 25834	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	\$101.35
			PO - 25788	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$42.86
			PO - 25851	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$33.15
			PO - 25835	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	\$38.56
			PO - 25874	0100-1100-0-1160-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$54.54
			PO - 25861	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$54.67
			PO - 25795	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	\$195.38
			PO - 25846	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$123.24
			PO - 25873	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$124.36
			PO - 25807	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$106.12
Total For Fund Number: 0100							\$3,763.43
12712946	4862	AMAZON CAPITAL SERVICES	PO - 25802	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$273.14
			CM - 25116	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	-\$128.00
			CM - 25117	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	-\$128.00
Total For Fund Number: 1300							\$17.14
Total Amount of Payment:							\$3,780.57

Commercial Payment Register For Payments Dated: 04/14/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12712947	4568	ARAMARK UNIFORM & CAR	PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.01
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$49.27
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$49.27
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.01
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.01
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.01
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$32.01
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$30.02
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$30.02
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$30.02
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$30.02
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$30.02
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$63.66
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$92.11
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$63.66
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$49.27
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$57.15
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$76.32

Commercial Payment Register For Payments Dated: 04/14/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12712947	4568	ARAMARK UNIFORM & CAR	PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$115.08
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$11.59
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$11.59
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$19.16
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$19.16
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$19.16
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$11.59
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$11.59
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$11.59
			PV - 26514	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$62.87
			PV - 26515	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$95.06
			PV - 26520	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$95.06
			PV - 26522	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$95.06
			PV - 26521	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$62.87
			PV - 26523	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$52.51
			PV - 26524	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$19.16
			PV - 26525	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$19.16
			PV - 26526	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$41.36
			PV - 26516	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$95.06
			PV - 26519	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$95.06
			PV - 26517	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$52.51
			PV - 26518	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$52.51
Total For Fund Number: 0100							\$2,140.22

Commercial Payment Register

For Payments Dated: 04/14/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12712947	4568	ARAMARK UNIFORM & CAR	PV - 26536	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$78.71
			PV - 26532	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.49
			PV - 26534	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.49
			PV - 26535	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.49
			PV - 26533	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$78.71
			PV - 26527	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$78.71
			PV - 26530	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$78.71
			PV - 26531	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$78.71
			PV - 26528	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.49
			PV - 26529	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	\$71.49
						Total For Fund Number: 1300	\$751.00
						Total Amount of Payment:	\$2,891.22
12712948	58	ARNOLD, TOBY	PV - 26579	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$119.82
						Total For Fund Number: 0100	\$119.82
						Total Amount of Payment:	\$119.82
12712949	2661	DASSEL'S PETROLEUM	PO - 25545	0100-8150-0-0000-8100-430010-120-00-0000	Ongoing & Major Maint. Acct.	Matl & Suppl. -Gasoline/Diesel Fuel	\$2,239.58
						Total For Fund Number: 0100	\$2,239.58
						Total Amount of Payment:	\$2,239.58
12712950	2864	DIGITECH INTEGRATION INC	PO - 25090	0100-8150-0-0000-8100-560000-120-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	\$345.00
						Total For Fund Number: 0100	\$345.00
						Total Amount of Payment:	\$345.00
12712951	337	EMPLOYMENT DEVELOPME	PV - 26599	0100-0000-0-0000-0000-951500-000-00-0000	Unrestricted Resources	State Unemployment Insurance	\$23,832.03
						Total For Fund Number: 0100	\$23,832.03
12712951	337	EMPLOYMENT DEVELOPME	PV - 26600	1300-0000-0-0000-0000-951500-000-00-0000	Unrestricted Resources	State Unemployment Insurance	\$616.39
						Total For Fund Number: 1300	\$616.39
						Total Amount of Payment:	\$24,448.42
12712952	3342	ENFINITY	PO - 25184	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	\$407.48
			PO - 25184	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$5,434.16
			PO - 25184	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$6,540.58
						Total For Fund Number: 0100	\$12,382.22

Commercial Payment Register

For Payments Dated: 04/14/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							<u>\$12,382.22</u>
12712953	1670	FIRST CLASS PEST CONTROL	PO - 25185	0100-0000-0-1110-8200-550070-424-00-0000	Unrestricted Resources	Pest Control	\$50.00
			PO - 25185	0100-0000-0-1110-8200-550070-323-00-0000	Unrestricted Resources	Pest Control	\$52.00
			PV - 26588	0100-0000-0-1110-8200-550070-222-00-0000	Unrestricted Resources	Pest Control	\$52.00
			PV - 26589	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	\$52.00
			PV - 26587	0100-0000-0-0000-8200-550070-121-00-0000	Unrestricted Resources	Pest Control	\$60.00
			PO - 25185	0100-0026-0-8100-5900-580000-520-00-0000	Local Project	Other Services and Operating Expenditures	\$50.00
Total For Fund Number: 0100							<u>\$316.00</u>
Total Amount of Payment:							<u>\$316.00</u>
12712954	3983	GATELY, BRITTANY	PV - 26590	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	\$159.00
Total For Fund Number: 0100							<u>\$159.00</u>
Total Amount of Payment:							<u>\$159.00</u>
12712955	4534	HANFORD SENTINEL	PV - 26596	1400-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$16.06
Total For Fund Number: 1400							<u>\$16.06</u>
12712955	4534	HANFORD SENTINEL	PV - 26595	3500-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$64.24
Total For Fund Number: 3500							<u>\$64.24</u>
12712955	4534	HANFORD SENTINEL	PV - 26594	4000-0000-0-0000-8500-580010-424-10-7592	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$240.90
Total For Fund Number: 4000							<u>\$240.90</u>
Total Amount of Payment:							<u>\$321.20</u>
12712956	4358	HOME DEPOT PRO	CM - 25118	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	-\$427.93
			PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$141.21
			PO - 25095	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$479.39
Total For Fund Number: 0100							<u>\$192.67</u>
Total Amount of Payment:							<u>\$192.67</u>
12712957	1876	KINGS COUNTY PIPE & SUPP	PV - 26592	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$41.40
			PV - 26591	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$14.71
Total For Fund Number: 0100							<u>\$56.11</u>
Total Amount of Payment:							<u>\$56.11</u>
12712958	2886	LOWE'S	PV - 26584	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$21.70
			PV - 26581	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$12.21
			PV - 26582	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$35.32
			PV - 26583	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$48.88
			PV - 26580	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$50.82
Total For Fund Number: 0100							<u>\$168.93</u>
Total Amount of Payment:							<u>\$168.93</u>
12712959	4599	PARENTSQUARE INC	PO - 25829	0100-0000-0-0000-0000-933000-121-00-0000	Unrestricted Resources	Prepaid Expenditures	\$9,450.00

Commercial Payment Register

For Payments Dated: 04/14/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$9,450.00
Total Amount of Payment:							\$9,450.00
12712960	1487	POWERSCHOOL GROUP LLC	PO - 25828	0100-0000-0-0000-0000-933000-121-00-0000	Unrestricted Resources	Prepaid Expenditures	\$17,352.00
Total For Fund Number: 0100							\$17,352.00
Total Amount of Payment:							\$17,352.00
12712961	780	RAMBLIN ROSE FLORIST	PV - 26598	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$79.85
			PV - 26597	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$105.59
Total For Fund Number: 0100							\$185.44
Total Amount of Payment:							\$185.44
12712962	4395	RAPTOR TECHNOLOGIES	PO - 25839	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$589.88
Total For Fund Number: 0100							\$589.88
Total Amount of Payment:							\$589.88
12712963	1514	TASHIMA, STEVEN	PV - 26585	0100-0315-0-0000-7410-520000-121-00-0000	Tier III, Professional Development Block Grant	Travel and Conferences	\$752.45
Total For Fund Number: 0100							\$752.45
Total Amount of Payment:							\$752.45
12712964	4117	TUMAN, CARA	PV - 26593	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	\$21.69
Total For Fund Number: 0100							\$21.69
Total Amount of Payment:							\$21.69
12712965	1593	VERIZON WIRELESS	PO - 25187	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$249.12
			PO - 25187	0100-8150-0-0000-8100-590010-120-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	\$78.05
			PV - 26586	0100-8150-0-0000-8100-590010-424-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	\$1.21
Total For Fund Number: 0100							\$328.38
Total Amount of Payment:							\$328.38

SCHOOL DISTRICT Payment Order

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

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

	Warrants	20	\$76,100.58
	Credit Card Payments	0	
Grand Total for Payments Dated:	04/14/2023		\$76,100.58

Authorized Officer/Employee



Or

Board Members *

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

Date _____

KCOE Examination and Approval	
By _____	Date _____

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

Warrant Register For Warrants Dated 04/21/2023

Warrant Number	Vendor Number	Vendor Name	Amount
12713391	4112	ELIZABETH ALVARADO	\$178.12
12713392	2395	AMERICAN MUSIC COMPANY	\$10,153.01
12713393	51	APPLE COMPUTER INC	\$7,008.41
12713394	4426	BIMBO BAKERIES USA INC	\$1,201.82
12713395	1751	CDW-G	\$141,729.71
12713396	4808	COAST TROPICAL	\$9,323.05
12713397	280	DEMCO INC.	\$347.77
12713398	4433	JOHN ECKER	\$70.00
12713399	332	CURTIS ELIA	\$61.68
12713400	3715	FLIPSIDE PRODUCTS INC.	\$80.55
12713401	401	GOLD STAR FOODS INC.	\$5,116.73
12713402	2241	ANNE GONZALES	\$76.26
12713403	417	CHRISTINA GONZALES	\$1,056.73
12713404	4901	VERONICA HALES	\$22.00
12713405	4358	HOME DEPOT PRO	\$126.21
12713406	2722	KINGS CO SHERIFF DEPARTMENT	\$17,309.37
12713407	598	LOZANO SMITH	\$8,132.25
12713408	616	ALICIA MARTELLA	\$158.15
12713409	4236	PERFORMANCE AIR	\$7,070.00
12713410	886	SO. CALIF.GAS CO	\$6,992.90
12713411	3232	ANDREA SPRINGER	\$124.32
12713412	1126	HEIKO SWEENEY	\$141.48
12713413	2678	RACHEL TAYLOR	\$247.68
12713414	3984	UNION BANK (ADDINGTON)	\$3,508.42
12713415	3986	UNION BANK (FULLERTON)	\$5,412.65
12713416	3985	UNION BANK (SANTAMARIA)	\$732.92
12713417	4725	SILVIA VILLEGAS-CADENA	\$4,190.00
12713418	2266	VISALIA PIPE & SUPPLY	\$671.35
12713419	4485	ZENDESK GROUP	\$3,964.80

Total Amount of All Warrants:

\$235,208.34

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12713391	4112	ALVARADO, ELIZABETH	PV - 26619	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$178.12
Total For Fund Number: 0100							\$178.12
Total Amount of Payment:							\$178.12
12713392	2395	AMERICAN MUSIC COMPAN'	PO - 25141	0100-0038-0-1110-1000-440000-424-00-0000	Donations	Equipment-Non Depreciated	\$10,153.01
Total For Fund Number: 0100							\$10,153.01
Total Amount of Payment:							\$10,153.01
12713393	51	APPLE COMPUTER INC	PO - 25858	0100-0050-0-0000-7700-440000-121-00-0000	Classroom Standards	Equipment-Non Depreciated	\$7,008.41
Total For Fund Number: 0100							\$7,008.41
Total Amount of Payment:							\$7,008.41
12713394	4426	BIMBO BAKERIES USA INC	PV - 26601	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$113.95
			PV - 26605	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$250.11
			PV - 26604	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$294.11
			PV - 26603	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$168.83
			PO - 25229	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$156.75
			PO - 25229	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$173.32
			PV - 26602	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$44.75
Total For Fund Number: 1300							\$1,201.82
Total Amount of Payment:							\$1,201.82
12713395	1751	CDW-G	PO - 25391	0100-0050-0-0000-7700-440000-121-00-0000	Classroom Standards	Equipment-Non Depreciated	\$5,328.18
			PO - 25857	0100-0050-0-0000-7700-580011-121-00-0000	Classroom Standards	Software License Renewals	\$30,260.00
			PO - 25857	0100-0050-0-0000-7700-440000-121-00-0000	Classroom Standards	Equipment-Non Depreciated	\$105,201.53
			PO - 25391	0100-0050-0-0000-7700-580011-121-00-0000	Classroom Standards	Software License Renewals	\$940.00
Total For Fund Number: 0100							\$141,729.71
Total Amount of Payment:							\$141,729.71
12713396	4808	COAST TROPICAL	CM - 25121	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	-\$10.00
			CM - 25119	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	-\$25.50
			CM - 25120	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	-\$105.00
			PV - 26606	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$618.25
			PV - 26607	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$739.25
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$803.90
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$475.35
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$651.50
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$680.00
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$730.90
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$757.40

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12713396	4808	COAST TROPICAL	PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$664.40			
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$476.45			
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$485.15			
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$621.40			
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$644.10			
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$435.40			
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$298.60			
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$381.50			
Total For Fund Number: 1300							\$9,323.05			
Total Amount of Payment:							\$9,323.05			
12713397	280	DEMCO INC.	PO - 25868	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$347.77			
			Total For Fund Number: 0100							\$347.77
			Total Amount of Payment:							\$347.77
12713398	4433	ECKER, JOHN	PV - 26639	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	\$70.00			
			Total For Fund Number: 0100							\$70.00
			Total Amount of Payment:							\$70.00
12713399	332	ELIA, CURTIS	PV - 26636	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$61.68			
			Total For Fund Number: 0100							\$61.68
			Total Amount of Payment:							\$61.68
12713400	3715	FLIPSIDE PRODUCTS INC.	PO - 25840	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$80.55			
			Total For Fund Number: 0100							\$80.55
			Total Amount of Payment:							\$80.55
12713401	401	GOLD STAR FOODS INC.	PV - 26608	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	\$301.60			
			Total For Fund Number: 0100							\$301.60
			Total Amount of Payment:							\$301.60
12713401	401	GOLD STAR FOODS INC.	PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$179.36			
			PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$127.44			
			PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$283.10			
			PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$285.00			
			PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$351.64			
			PO - 25230	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$16.52			
			PO - 25230	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$2,191.17			
			PO - 25230	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$1,380.90			
Total For Fund Number: 1300							\$4,815.13			
Total Amount of Payment:							\$5,116.73			
12713402	2241	GONZALES, ANNE	PV - 26641	0100-1100-0-1110-2700-430000-323-00-0000	State Lottery	Materials and Supplies	\$76.26			
			Total For Fund Number: 0100							\$76.26

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total Amount of Payment:							<u>\$76.26</u>
12713403	417	GONZALES, CHRISTINA	PV - 26640	0100-1100-0-1110-2700-520003-525-00-0000	State Lottery	Mileage-Other	\$500.42
			PV - 26618	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$401.55
			PV - 26617	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$154.76
Total For Fund Number: 0100							<u>\$1,056.73</u>
Total Amount of Payment:							<u>\$1,056.73</u>
12713404	4901	HALES, VERONICA	PV - 26643	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$22.00
Total For Fund Number: 0100							<u>\$22.00</u>
Total Amount of Payment:							<u>\$22.00</u>
12713405	4358	HOME DEPOT PRO	PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$19.73
			PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$20.46
			PO - 25095	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$68.00
			PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$26.53
			PO - 25095	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$24.20
			PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$36.38
			CM - 25122	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	-\$69.09
Total For Fund Number: 0100							<u>\$126.21</u>
Total Amount of Payment:							<u>\$126.21</u>
12713406	2722	KINGS CO SHERIFF DEPARTM	PO - 25188	0100-0000-0-1110-3130-580090-121-31-0203	Unrestricted Resources	Prof. Serv. & Oper - Safety	\$17,309.37
Total For Fund Number: 0100							<u>\$17,309.37</u>
Total Amount of Payment:							<u>\$17,309.37</u>
12713407	598	LOZANO SMITH	PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$32.50
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$422.50
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$1,598.00
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$1,807.50
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$3,159.25
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$1,112.50
Total For Fund Number: 0100							<u>\$8,132.25</u>
Total Amount of Payment:							<u>\$8,132.25</u>
12713408	616	MARTELLA, ALICIA	PV - 26637	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	\$158.15
Total For Fund Number: 0100							<u>\$158.15</u>
Total Amount of Payment:							<u>\$158.15</u>
12713409	4236	PERFORMANCE AIR	PO - 25888	0100-8150-0-0000-8100-560009-525-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$2,680.00
			PO - 25901	0100-8150-0-0000-8100-560009-323-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$2,040.00
			PO - 25901	0100-8150-0-0000-8100-560009-525-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$2,350.00

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
Total For Fund Number: 0100							\$7,070.00
Total Amount of Payment:							\$7,070.00
12713410	886	SO. CALIF.GAS CO	PO - 25863	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$84.20
			PO - 25863	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$124.23
			PO - 25863	0100-0000-0-1110-8200-550010-525-00-0000	Unrestricted Resources	Gas	\$369.26
			PO - 25863	0100-0000-0-1110-8200-550010-424-00-0000	Unrestricted Resources	Gas	\$1,285.81
			PO - 25863	0100-0000-0-1110-8200-550010-525-00-0000	Unrestricted Resources	Gas	\$1,320.19
			PO - 25863	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	\$860.56
			PO - 25863	0100-0000-0-1110-8200-550010-222-00-0000	Unrestricted Resources	Gas	\$2,948.65
Total For Fund Number: 0100							\$6,992.90
Total Amount of Payment:							\$6,992.90
12713411	3232	SPRINGER, ANDREA	PV - 26638	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$124.32
Total For Fund Number: 0100							\$124.32
Total Amount of Payment:							\$124.32
12713412	1126	SWEENEY, HEIKO	PV - 26644	0100-0000-0-1110-2700-520003-222-00-0000	Unrestricted Resources	Mileage-Other	\$141.48
Total For Fund Number: 0100							\$141.48
Total Amount of Payment:							\$141.48
12713413	2678	TAYLOR, RACHEL	PV - 26642	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	\$247.68
Total For Fund Number: 0100							\$247.68
Total Amount of Payment:							\$247.68
12713414	3984	UNION BANK (ADDINGTON)	PV - 26621	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$4.23
			PV - 26622	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$15.13
			PV - 26630	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$139.95
			PV - 26627	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$295.00
			PV - 26624	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$19.78
			PV - 26625	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$21.41
			PV - 26629	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$81.88
			PV - 26623	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$84.00
			PV - 26620	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$20.79
			PV - 26628	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$879.90
			PV - 26626	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$1,946.35
Total For Fund Number: 0100							\$3,508.42
Total Amount of Payment:							\$3,508.42
12713415	3986	UNION BANK (FULLERTON)	PO - 25878	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.48
			PO - 25842	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$6.28

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12713415	3986	UNION BANK (FULLERTON)	PO - 25842	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	\$6.28
			PO - 25842	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$6.28
			PO - 25842	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$6.30
			PO - 25878	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$20.56
			PO - 25841	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$32.87
			PO - 25841	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	\$32.87
			PO - 25841	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$32.87
			PO - 25841	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$32.88
			PO - 25878	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$52.56
			PV - 26631	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$152.95
			PO - 25811	0100-0000-0-1110-1000-430000-531-00-0000	Unrestricted Resources	Materials and Supplies	\$937.50
			PV - 26633	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$150.68
			PV - 26634	0100-0000-0-0000-0000-933000-121-00-0000	Unrestricted Resources	Prepaid Expenditures	\$116.46
			PV - 26635	0100-0000-0-0000-0000-933000-121-00-0000	Unrestricted Resources	Prepaid Expenditures	\$625.91
			PV - 26632	0100-0000-0-0000-7200-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$1,200.00
			PO - 25845	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$268.03
			PO - 25845	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$4.26
			PO - 25845	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$5.85
			PO - 25865	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$50.77
			PO - 25845	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$51.99
			PO - 25845	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$60.00
			PO - 25850	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	\$24.28
			PO - 25871	0100-4510-0-1110-1000-430001-323-00-0000	Indian Education	Instructional Materials/Classroom	\$233.85
			PO - 25819	0100-8150-0-0000-8100-520000-120-00-0000	Ongoing & Major Maint. Acct.	Travel and Conferences	\$975.00
			Total For Fund Number: 0100				
12713415	3986	UNION BANK (FULLERTON)	PO - 25817	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$309.89
			Total For Fund Number: 1300				
Total Amount of Payment:							\$5,412.65
12713416	3985	UNION BANK (SANTAMARIA)	PO - 25820	0100-0000-0-1110-8200-430012-120-00-0000	Unrestricted Resources	Custodian Supplies	\$119.16
			PO - 25818	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$349.85
Total For Fund Number: 0100							\$469.01
12713416	3985	UNION BANK (SANTAMARIA)	PO - 25853	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$263.91
			Total For Fund Number: 1300				
Total Amount of Payment:							\$732.92

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12713417	4725	VILLEGAS-CADENA, SILVIA	PV - 26615	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$440.00	
			PV - 26614	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$480.00	
			PV - 26613	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$590.00	
			PV - 26609	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$330.00	
			PV - 26616	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$1,100.00	
			PV - 26612	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$320.00	
			PV - 26611	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$450.00	
			PV - 26610	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	\$480.00	
						Total For Fund Number: 0100	\$4,190.00	
						Total Amount of Payment:	\$4,190.00	
12713418	2266	VISALIA PIPE & SUPPLY	PO - 25902	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$671.35	
							Total For Fund Number: 0100	\$671.35
						Total Amount of Payment:	\$671.35	
12713419	4485	ZENDESK GROUP	PO - 25881	0100-0050-0-0000-7700-580011-121-00-0000	Classroom Standards	Software License Renewals	\$3,964.80	
							Total For Fund Number: 0100	\$3,964.80
							Total Amount of Payment:	\$3,964.80

SCHOOL DISTRICT Payment Order

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

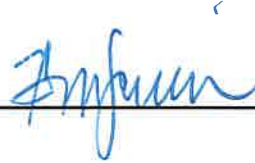
As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	29	\$235,208.34
Credit Card Payments	0	
Grand Total for Payments Dated:	04/21/2023	\$235,208.34

Authorized Officer/Employee

Or

Board Members *



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

Date _____

KCOE Examination and Approval	
By _____	Date _____

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

Warrant Register For Warrants Dated 04/26/2023

Warrant Number	Vendor Number	Vendor Name	Amount
12713876	4595	EMS LINQ INC.	\$65.00
12713877	4739	FOOD 4 THOUGHT LLC	\$1,680.77
12713878	2525	GOLDEN EAGLE CHARTER INC.	\$4,770.00
12713879	3117	P & R PAPER SUPPLY COMPANY INC.	\$2,683.00
12713880	761	PRODUCERS DAIRY	\$12,262.99
12713881	926	SYSCO FOOD SERVICES OF MODESTO	\$19,322.81
12713882	4169	US SOAP WEST LLC	\$756.12

Total Amount of All Warrants:

\$41,540.69



Commercial Payment Register

For Payments Dated: 04/26/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12713876	4595	EMS LINQ INC.	PO - 25923	1300-5310-0-0000-3700-580011-000-00-0000	Child Nutrition - School Programs	Software License Renewals	\$65.00
Total For Fund Number: 1300							\$65.00
Total Amount of Payment:							\$65.00
12713877	4739	FOOD 4 THOUGHT LLC	PO - 25927	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$343.44
			PO - 25927	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$354.15
			PO - 25927	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$983.18
Total For Fund Number: 1300							\$1,680.77
Total Amount of Payment:							\$1,680.77
12713878	2525	GOLDEN EAGLE CHARTER II	PV - 26645	0100-1100-0-1110-1000-580007-222-00-0000	State Lottery	Transportation/not School	\$4,770.00
Total For Fund Number: 0100							\$4,770.00
Total Amount of Payment:							\$4,770.00
12713879	3117	P & R PAPER SUPPLY COMPA	CM - 25126	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	-\$672.30
			PO - 25928	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$552.80
			PO - 25928	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$672.30
			PO - 25928	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$2,130.20
Total For Fund Number: 1300							\$2,683.00
Total Amount of Payment:							\$2,683.00
12713880	761	PRODUCERS DAIRY	PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$140.69
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$175.26
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$192.96
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$192.73
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$175.38
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$280.89
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$210.55
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$210.55
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$228.02
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$245.60
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$245.60
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$245.72
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$245.72
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$245.72
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$245.72
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$246.20
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$279.93
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$280.66
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$280.89

Commercial Payment Register

For Payments Dated: 04/26/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount			
12713880	761	PRODUCERS DAIRY	PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$350.52			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$385.69			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$385.69			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$631.90			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$649.37			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$767.23			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$631.90			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$736.57			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$421.58			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$368.95			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$316.19			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$351.72			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$315.83			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$316.19			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$351.12			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$351.48			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$386.41			
			PO - 25925	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$421.58			
			Total For Fund Number: 1300							\$12,262.99
			Total Amount of Payment:							\$12,262.99
12713881	926	SYSKO FOOD SERVICES OF N	PV - 26648	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$332.23			
Total For Fund Number: 0100							\$332.23			
12713881	926	SYSKO FOOD SERVICES OF N	CM - 25125	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	-\$210.69			
			PO - 25924	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$57.72			
			PO - 25924	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$60.69			
			PO - 25924	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	\$94.13			
			PO - 25924	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	\$100.78			
			PO - 25924	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$199.16			
			PO - 25924	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$457.36			
			PO - 25924	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$594.87			
			PO - 25924	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$973.27			
			PO - 25924	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$976.43			
			PO - 25924	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$680.40			
			PO - 25924	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$1,094.97			
			PO - 25924	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$1,284.71			

Commercial Payment Register

For Payments Dated: 04/26/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
12713881	926	SYSCO FOOD SERVICES OF N	PO - 25924	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$1,469.00
			PO - 25924	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	\$341.14
			PO - 25924	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$2,177.51
			PO - 25924	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$2,347.03
			PO - 25924	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	\$3,102.47
			PO - 25924	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	\$3,189.63
Total For Fund Number: 1300							\$18,990.58
Total Amount of Payment:							\$19,322.81
12713882	4169	US SOAP WEST LLC	PO - 25926	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$93.31
			PO - 25926	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$189.83
			PO - 25926	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$203.78
			PO - 25926	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$269.20
Total For Fund Number: 1300							\$756.12
Total Amount of Payment:							\$756.12

School District Payment Order

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

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

Warrants	7	\$41,540.69
Credit Card Payments	0	
Grand Total for Payments Dated:	04/26/2023	\$41,540.69

Authorized Officer/Employee



Or

Board Members *

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

Date _____

KCOE Examination and Approval	
By _____	Date _____

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

**Warrant Register For Warrants
Dated 04/28/2023**

Warrant Number	Vendor Number	Vendor Name	Amount
12714271	19	TOM ADDINGTON	\$683.50
12714272	4230	JOEL ALVARADO	\$66.81
12714273	4092	AMERICAN BUSINESS MACHINES	\$15.00
12714274	4902	AROUND THE WORLD YOYO ENTERTAINMEN	\$2,656.25
12714275	2796	AT&T	\$908.02
12714276	1880	BRADY INDUSTRIES	\$3,340.31
12714277	4314	CANON FINANCIAL SERVICES INC	\$159.19
12714278	2640	DARIN DENNEY	\$520.05
12714279	2864	DIGITECH INTEGRATION INC.	\$961.25
12714280	2800	CARRIE DOZIER	\$57.77
12714281	3342	ENFINITY	\$2,323.93
12714282	16	FOUNDATION FOR EDUCATIONAL ADMIN.	\$1,500.00
12714283	104	TRACI FULLERTON	\$3,034.96
12714284	2241	ANNE GONZALES	\$490.28
12714285	4358	HOME DEPOT PRO	\$253.49
12714286	516	JONES SCHOOL SUPPLY CO. INC.	\$542.17
12714287	563	LAKESHORE LEARNING MATERIALS	\$97.78
12714288	4765	LEON ENVIRONMENTAL SERVICES	\$800.00
12714289	4839	BIANCA LOPEZ	\$58.95
12714290	3537	MID VALLEY DISPOSAL	\$588.50
12714291	712	OFFICE DEPOT INC	\$11,469.60
12714292	752	POSITIVE PROMOTIONS	\$343.95
12714293	4697	DAVINDER SIDHU	\$1,337.04
12714294	2301	STERLING COMPUTER PRODUCTS	\$352.43
12714295	926	SYSCO FOOD SERVICES OF MODESTO	\$1,089.12
12714296	935	TERMINIX INTL	\$3,834.00
12714297	4892	ZIMMERMAN SCHOOL EQUIPMENT INC.	\$619.55

Total Amount of All Warrants:**\$38,103.90**

Commercial Payment Register For Payments Dated: 04/28/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - LI - L2	Resource	Object	Amount
2714271	19	ADDINGTON, TOM	PV - 26653	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	\$683.50
Total For Fund Number: 0100							\$683.50
Total Amount of Payment:							\$683.50
2714272	4230	ALVARADO, JOEL	PV - 26654	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	\$66.81
Total For Fund Number: 0100							\$66.81
Total Amount of Payment:							\$66.81
2714273	4092	AMERICAN BUSINESS MACH	PV - 26664	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$15.00
Total For Fund Number: 0100							\$15.00
Total Amount of Payment:							\$15.00
2714274	4902	AROUND THE WORLD YOYO	PO - 25943	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	\$2,656.25
Total For Fund Number: 0100							\$2,656.25
Total Amount of Payment:							\$2,656.25
2714275	2796	AT&T	PO - 25174	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$32.57
			PO - 25174	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	\$51.43
			PO - 25174	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	\$72.72
			PO - 25174	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	\$133.94
			PO - 25174	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$225.50
			PO - 25174	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	\$391.86
Total For Fund Number: 0100							\$908.02
Total Amount of Payment:							\$908.02
2714276	1880	BRADY INDUSTRIES	PO - 25936	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$22.68
			PO - 25936	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	\$12.09
			PO - 25936	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$12.09
			PO - 25936	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$35.35
			PO - 25936	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$146.97
			PO - 25936	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$146.97
			PO - 25936	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	\$97.98
			PO - 25936	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$97.98
			PO - 25936	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$171.39
			PO - 25936	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$459.03
			PO - 25936	0100-0000-0-1110-8200-430012-222-00-0000	Unrestricted Resources	Custodian Supplies	\$278.06
			PO - 25936	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	\$459.03
			PO - 25936	0100-0000-0-1110-8200-430012-525-00-0000	Unrestricted Resources	Custodian Supplies	\$459.03
			PO - 25936	0100-0000-0-1110-8200-430012-424-00-0000	Unrestricted Resources	Custodian Supplies	\$941.66
Total For Fund Number: 0100							\$3,340.31

Commercial Payment Register
For Payments Dated: 04/28/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - LI - L2	Resource	Object	Amount
Total Amount of Payment:							\$3,340.31
12714277	4314	CANON FINANCIAL SERVICE	PO - 25171	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	\$159.19
Total For Fund Number: 0100							\$159.19
Total Amount of Payment:							\$159.19
12714278	2640	DENNEY, DARIN	PV - 26661	0100-0000-0-1110-2700-520003-222-00-0000	Unrestricted Resources	Mileage-Other	\$9.80
			PV - 26660	0100-0000-0-1110-2700-520003-222-00-0000	Unrestricted Resources	Mileage-Other	\$510.25
Total For Fund Number: 0100							\$520.05
Total Amount of Payment:							\$520.05
12714279	2864	DIGITECH INTEGRATION INC	PO - 25937	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$961.25
Total For Fund Number: 0100							\$961.25
Total Amount of Payment:							\$961.25
12714280	2800	DOZIER, CARRIE	PV - 26646	0100-0000-0-1110-3140-520003-121-00-0000	Unrestricted Resources	Mileage-Other	\$57.77
Total For Fund Number: 0100							\$57.77
Total Amount of Payment:							\$57.77
12714281	3342	ENFINITY	PO - 25184	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	\$615.94
			PO - 25184	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	\$795.52
			PO - 25184	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	\$912.47
Total For Fund Number: 0100							\$2,323.93
Total Amount of Payment:							\$2,323.93
2714282	16	FOUNDATION FOR EDUCATIO	PO - 25534	0100-6500-0-5760-1110-520000-000-00-0000	Special Education	Travel and Conferences	\$1,500.00
Total For Fund Number: 0100							\$1,500.00
Total Amount of Payment:							\$1,500.00
2714283	104	FULLERTON, TRACI	PV - 26649	0100-0000-0-0000-0000-933000-121-00-0000	Unrestricted Resources	Prepaid Expenditures	\$2,989.11
			PV - 26650	0100-0000-0-0000-7490-520003-121-00-0000	Unrestricted Resources	Mileage-Other	\$45.85
Total For Fund Number: 0100							\$3,034.96
Total Amount of Payment:							\$3,034.96
2714284	2241	GONZALES, ANNE	PV - 26656	0100-0000-0-1110-2700-520003-323-00-0000	Unrestricted Resources	Mileage-Other	\$24.24
			PV - 26655	0100-1100-0-1110-2700-430000-323-00-0000	State Lottery	Materials and Supplies	\$45.16
			PV - 26651	0100-4511-0-1110-1000-430001-323-00-0000	Johnson-O-Malley - Indian Education	Instructional Materials/Classroom	\$210.86
			PV - 26657	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$210.02
Total For Fund Number: 0100							\$490.28
Total Amount of Payment:							\$490.28
2714285	4358	HOME DEPOT PRO	CM - 25127	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	-\$147.63
			PO - 25095	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$18.02
			PO - 25095	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$23.03

Commercial Payment Register For Payments Dated: 04/28/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - LI - L2	Resource	Object	Amount		
2714285	4358	HOME DEPOT PRO	PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$108.17		
			PV - 26652	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$15.96		
			PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$235.94		
			Total For Fund Number: 0100						\$253.49
Total Amount of Payment:						\$253.49			
2714286	516	JONES SCHOOL SUPPLY CO. I	PO - 25904	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$542.17		
			Total For Fund Number: 0100						\$542.17
			Total Amount of Payment:						\$542.17
2714287	563	LAKESHORE LEARNING MAI	PO - 25897	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	\$97.78		
			Total For Fund Number: 0100						\$97.78
			Total Amount of Payment:						\$97.78
2714288	4765	LEON ENVIRONMENTAL SER	PO - 25948	0100-8150-0-0000-8100-560009-120-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	\$800.00		
			Total For Fund Number: 0100						\$800.00
			Total Amount of Payment:						\$800.00
2714289	4839	LOPEZ, BIANCA	PV - 26659	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	\$58.95		
			Total For Fund Number: 0100						\$58.95
			Total Amount of Payment:						\$58.95
2714290	3537	MID VALLEY DISPOSAL	PO - 25176	0100-0000-0-1110-8200-550050-323-00-0000	Unrestricted Resources	Garbage	\$588.50		
			Total For Fund Number: 0100						\$588.50
			Total Amount of Payment:						\$588.50
2714291	712	OFFICE DEPOT INC	PO - 25836	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$8.72		
			PO - 25836	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	\$2,231.33		
			PO - 25806	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$262.19		
			PO - 25847	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$305.69		
			PO - 25793	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$288.22		
			PO - 25796	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$777.51		
			PO - 25793	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$997.32		
			PO - 25833	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$810.26		
			PO - 25847	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$195.72		
			PO - 25833	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	\$137.27		
			PO - 25832	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	\$82.07		
			PO - 25793	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	\$38.56		
			PO - 25805	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	\$99.73		
			PO - 25808	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$2,186.54		
			PO - 25859	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$2,331.03		
PO - 25808	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$274.51					

Commercial Payment Register For Payments Dated: 04/28/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12714291	712	OFFICE DEPOT INC	PO - 25808	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$129.23
			PO - 25808	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$91.68
			PO - 25808	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	\$54.99
						Total For Fund Number: 0100	\$11,302.57
12714291	712	OFFICE DEPOT INC	PO - 25790	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$63.01
			PO - 25790	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	\$104.02
						Total For Fund Number: 1300	\$167.03
						Total Amount of Payment:	\$11,469.60
12714292	752	POSITIVE PROMOTIONS	PO - 25882	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	\$343.95
						Total Amount of Payment:	\$343.95
12714293	4697	SIDHU, DAVINDER	PV - 26662	0100-3213-0-0000-7410-580022-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Professional Development	\$1,337.04
						Total Amount of Payment:	\$1,337.04
12714294	2301	STERLING COMPUTER PROD	PO - 25903	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$352.43
						Total Amount of Payment:	\$352.43
12714295	926	SYSCO FOOD SERVICES OF N	PV - 26663	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	\$1,089.12
						Total Amount of Payment:	\$1,089.12
12714296	935	TERMINIX INTL	PV - 26658	0100-0000-0-0000-0000-933000-121-00-0000	Unrestricted Resources	Prepaid Expenditures	\$3,834.00
						Total Amount of Payment:	\$3,834.00
2714297	4892	ZIMMERMAN SCHOOL EQUIP	PO - 25862	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	\$619.55
						Total Amount of Payment:	\$619.55

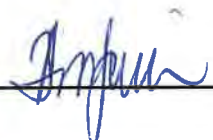
SCHOOL DISTRICT PAYMENT ORDER

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

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

	Warrants	27	\$38,103.90
	Credit Card Payments	0	
Grand Total for Payments Dated:	04/28/2023		\$38,103.90

Authorized Officer/Employee



Or

Board Members *

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

Date _____

KCOE Examination and Approval	
By _____	Date _____

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

Fiscal Position Report
 April 2023

Fund: 0100 General Fund

		April Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$19,962,812.98	\$19,962,812.98		
REVENUES						
1) LCFE Sources	8010-8099	\$0.00	\$14,907,368.42	\$19,447,672.00	76.65	23.35
2) Federal Revenues	8100-8299	\$152,852.00	\$10,206,617.86	\$12,000,029.63	85.05	14.95
3) Other State Revenues	8300-8599	\$939,528.00	\$4,652,622.57	\$6,330,856.34	73.49	26.51
4) Other Local Revenues	8600-8799	\$3,633.49	\$761,442.72	\$914,457.78	83.27	16.73
5) Total, Revenues		\$1,096,013.49	\$30,528,051.57	\$38,693,015.75	78.90	21.10
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$1,208,726.51	\$11,212,911.25	\$14,006,985.01	80.05	19.95
2) Classified Salaries	2000-2999	\$386,220.69	\$3,819,181.14	\$4,554,536.53	83.85	16.15
3) Employee Benefits	3000-3999	\$651,337.31	\$6,220,520.80	\$8,985,063.40	69.23	30.77
4) Books and Supplies	4000-4999	\$156,598.92	\$1,278,107.80	\$1,795,193.52	71.20	28.80
5) Services, Oth Oper Exp	5000-5999	\$286,385.28	\$2,583,593.36	\$3,673,365.31	70.33	29.67
6) Capital Outlay	6000-6999	\$0.00	\$660,000.29	\$1,249,705.51	52.81	47.19
7) Other Outgo(excl. 7300`s)	7100-7499	\$0.00	\$39,833.00	\$311,277.00	12.80	87.20
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$0.00	0.00	100.00
9) Total Expenditures		\$2,689,268.71	\$25,814,147.64	\$34,576,126.28	74.66	25.34
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$25,265.16	\$252,651.64	\$303,182.00	83.33	16.67
B) Transfers Out	7610-7629	\$22,707.51	\$227,075.40	\$272,490.72	83.33	16.67
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$2,557.65	\$25,576.24	\$30,691.28	83.33	16.67
NET INCREASE (DECREASE) IN FUND BALANCE		(\$1,590,697.57)	\$4,739,480.17	\$4,147,580.75		
ENDING FUND BALANCE			\$24,702,293.15	\$24,110,393.73		

Fiscal Position Report
 April 2023
 Unrestricted

Fund: 0100 General Fund

		April Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$17,645,250.01	\$17,645,250.01		
REVENUES						
1) LCFF Sources	8010-8099	\$0.00	\$14,907,368.42	\$19,447,672.00	76.65	23.35
2) Federal Revenues	8100-8299	\$0.00	\$8,645,807.07	\$8,481,495.07	101.94	(1.94)
3) Other State Revenues	8300-8599	\$0.00	\$473,661.53	\$1,253,188.00	37.80	62.20
4) Other Local Revenues	8600-8799	\$3,633.49	\$196,034.41	\$149,394.78	131.22	(31.22)
5) Total, Revenues		\$3,633.49	\$24,222,871.43	\$29,331,749.85	82.58	17.42
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$1,092,917.84	\$9,975,855.51	\$12,661,691.01	78.79	21.21
2) Classified Salaries	2000-2999	\$349,194.98	\$3,233,456.14	\$3,936,620.42	82.14	17.86
3) Employee Benefits	3000-3999	\$594,642.73	\$5,612,587.98	\$6,812,193.29	82.39	17.61
4) Books and Supplies	4000-4999	\$145,417.25	\$866,838.57	\$991,895.95	87.39	12.61
5) Services, Oth Oper Exp	5000-5999	\$120,138.71	\$1,768,259.66	\$2,257,067.41	78.34	21.66
6) Capital Outlay	6000-6999	\$0.00	\$460,585.55	\$954,671.00	48.25	51.75
7) Other Outgo(excl. 7300`s)	7100-7499	\$0.00	\$39,833.00	\$78,485.00	50.75	49.25
9) Total Expenditures		\$2,302,311.51	\$21,957,416.41	\$27,692,624.08	79.29	20.71
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$25,265.16	\$252,651.64	\$303,182.00	83.33	16.67
B) Transfers Out	7610-7629	\$22,707.51	\$227,075.40	\$272,490.72	83.33	16.67
3) Contributions	8980-8999	\$0.00	\$0.00	(\$2,178,482.68)	0.00	100.00
4) Total, Other Financing Sources/Uses		\$2,557.65	\$25,576.24	(\$2,147,791.40)	(29.93)	129.93
NET INCREASE (DECREASE) IN FUND BALANCE		(\$2,296,120.37)	\$2,291,031.26	(\$508,665.63)		
ENDING FUND BALANCE			\$19,936,281.27	\$17,136,584.38		

Fiscal Position Report
 April 2023
 Restricted

Fund: 0100 General Fund

		April Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$2,317,562.97	\$2,317,562.97		
REVENUES						
2) Federal Revenues	8100-8299	\$152,852.00	\$1,560,810.79	\$3,518,534.56	44.36	55.64
3) Other State Revenues	8300-8599	\$939,528.00	\$4,178,961.04	\$5,077,668.34	82.30	17.70
4) Other Local Revenues	8600-8799	\$0.00	\$565,408.31	\$765,063.00	73.90	26.10
5) Total, Revenues		\$1,092,380.00	\$6,305,180.14	\$9,361,265.90	67.35	32.65
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$115,808.67	\$1,237,055.74	\$1,345,294.00	91.95	8.05
2) Classified Salaries	2000-2999	\$37,025.71	\$585,725.00	\$617,916.11	94.79	5.21
3) Employee Benefits	3000-3999	\$56,694.58	\$607,932.82	\$2,172,870.11	27.98	72.02
4) Books and Supplies	4000-4999	\$11,181.67	\$411,269.23	\$803,297.57	51.20	48.80
5) Services, Oth Oper Exp	5000-5999	\$166,246.57	\$815,333.70	\$1,416,297.90	57.57	42.43
6) Capital Outlay	6000-6999	\$0.00	\$199,414.74	\$295,034.51	67.59	32.41
7) Other Outgo(excl. 7300`s)	7100-7499	\$0.00	\$0.00	\$232,792.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$0.00	0.00	100.00
9) Total Expenditures		\$386,957.20	\$3,856,731.23	\$6,883,502.20	56.03	43.97
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$0.00	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$2,178,482.68	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$0.00	\$2,178,482.68	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE		\$705,422.80	\$2,448,448.91	\$4,656,246.38		
ENDING FUND BALANCE			\$4,766,011.88	\$6,973,809.35		

Fiscal Position Report

April 2023

Fund: 1300 Cafeteria Fund

		April Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$263,547.44	\$263,547.44		
REVENUES						
2) Federal Revenues	8100-8299	\$69,612.40	\$544,135.89	\$732,000.00	74.34	25.66
3) Other State Revenues	8300-8599	\$90,697.50	\$560,190.32	\$786,200.00	71.25	28.75
4) Other Local Revenues	8600-8799	\$551.38	\$5,370.03	\$10,630.36	50.52	49.48
5) Total, Revenues		\$160,861.28	\$1,109,696.24	\$1,528,830.36	72.58	27.42
EXPENDITURES						
2) Classified Salaries	2000-2999	\$41,160.45	\$371,757.44	\$476,401.86	78.03	21.97
3) Employee Benefits	3000-3999	\$20,184.88	\$186,392.85	\$228,134.20	81.70	18.30
4) Books and Supplies	4000-4999	\$52,471.43	\$456,204.94	\$479,352.43	95.17	4.83
5) Services, Oth Oper Exp	5000-5999	\$940.06	\$23,861.75	\$23,900.00	99.84	0.16
6) Capital Outlay	6000-6999	\$0.00	\$24,709.48	\$0.00	0.00	100.00
9) Total Expenditures		\$114,756.82	\$1,062,926.46	\$1,207,788.49	88.01	11.99
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$0.00	\$0.00	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$0.00	\$0.00	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE		<u>\$46,104.46</u>	<u>\$46,769.78</u>	<u>\$321,041.87</u>		
ENDING FUND BALANCE			<u><u>\$310,317.22</u></u>	<u><u>\$584,589.31</u></u>		

Thomas Addington
Superintendent

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



Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Tom Addington, Superintendent
From: CUESD Board
Date: May 8, 2023

<input type="checkbox"/>	Action (Consent or New Business)
<input checked="" type="checkbox"/>	Information

Item:
9d.

Rationale/Purpose:

As you may recall, GASB 75 requires a valuation every year, but every two years this requirement can be satisfied by a "roll-forward" valuation. We previously performed a full valuation as of June 30, 2022, so you are able to make use of the roll-forward approach this year. The attached letter outlines your options and next steps for this valuation cycle.

As a reminder, a roll-forward valuation is a streamlined valuation process that is typically done in place of a full valuation every two years. It is less costly and faster than a full valuation, and it does not require you to provide new census data. It is generally appropriate to use a roll-forward valuation as long as there have not been any changes in benefit design or large shifts in the plan population.

Even though the June 30, 2023 roll-forward valuation is part of our current contract and the vast majority of our clients choose to use the roll-forward approach when available, we still like to confirm with you before initiating the process. Please let us know if you have any questions, or that we should begin the June 30, 2023 roll-forward process. The only information we should require from you is your June 30, 2022 audit report.

This June 30, 2023 valuation is dependent on a benchmark interest rate which will be published in July. Therefore, we anticipate delivering our valuation report to you between the middle of July and early August.

Recommendation:

No action or endorsement is necessary. The presentation is to continue with community outreach and notice on these considerations.

TCS Total Compensation Systems, Inc.

April 20, 2023

Teresa Santamaria
Central Union School District
15783 18th Ave
Lemoore, CA 93245-9742

Dear Teresa,

As you know, we performed a full GASB 75 actuarial valuation for Central Union School District with a June 30, 2022 valuation date. GASB 75 requires a valuation every year, but every other year the valuation can be performed by “rolling forward” the Total OPEB Liability (TOL). Because of this, we included a second-year roll-forward valuation in our original GASB 75 proposal and contract for a fee of \$2,925. Although the June 30, 2023 roll-forward valuation is part of our original contract, we like to confirm Central Union School District’s situation has not changed, and that a roll-forward is still the preferred approach for this year’s valuation.

Following are Central Union School District’s options:

Option 1: Perform the June 30, 2023 roll-forward valuation at a fee of \$2,925. As a reminder, a roll-forward valuation is a streamlined approach that does not rely on updated census data or new assumptions. However, interest rates and asset values are updated to reflect the current environment. This is the most common approach and it is less costly.

Option 2: Perform a new full valuation as of June 30, 2023. A full valuation may be done as a matter of preference or because significant changes have been made to the plan or the covered population.

The overwhelming majority of agencies choose Option 1, but we like to get your confirmation before we start the roll-forward process and issue our invoice for the first half of the roll-forward fee. Because the roll-forward valuation was included in the original proposal and contract, we do not need a new signed contract. To perform the roll-forward valuation, all we will need from you is:

- Your June 30, 2022 year-end Audit Report
- Your annual asset statement for the year ending June 30, 2023 (for funded plans only)
- The amount of any benefit payments paid from outside the trust during 2022-23, if available. Otherwise, we will use the expected benefit payments produced by the previous actuarial valuation.

If you prefer Option 2, please let us know, and we will be happy to provide a new proposal and contract for a June 30, 2023 full valuation.

See the following page if you would like more information regarding the difference between a full valuation and roll-forward valuation and when a full valuation may be needed instead of a roll-forward valuation.

We appreciate having the opportunity to help you meet your OPEB accounting needs!

Sincerely,



Geoffrey L. Kischuk
Actuary
gkischuk@totcomp.com



Will Kane
Actuary
wkane@totcomp.com



Luis Murillo
Actuary
lmurillo@totcomp.com

GASB 74/75 Full Valuation vs. Roll-Forward Valuation

GASB 74/75 require annual measurements of liability with a full actuarial valuation required every two years. This means that for the measurement date one year following a full actuarial valuation, a streamlined “roll-forward” valuation may be performed in place of a full valuation. The following outlines the key differences between full and roll-forward valuations.

	Full Actuarial Valuation	Roll-Forward Valuation
Collect New Census Data	Yes	No
Reflect Updates to Plan Design	Yes	No
Update Actuarial Assumptions	Yes	Typically Not
Update Valuation Interest Rate	Yes	Yes
Actual Assets as of Measurement Date	Yes	Yes
Timing	4-6 weeks after information is received	1-2 weeks after information is received
Fees	Full	Reduced
Information Needed from Employer	Moderate	Minimal
Required Frequency	At least every two years	Each year, unless a full valuation is performed

The majority of employers use an alternating cycle of a full valuation one year followed by a roll-forward valuation the next year. However, a full valuation may be required or preferred under certain circumstances. Following are examples of actions that could cause the employer to consider a full valuation instead of a roll-forward valuation.

- The employer adds or terminates a group of participants that constitutes a significant part of the covered group.
- The employer considers or implements changes to retiree benefit provisions or eligibility requirements.
- The employer considers or puts in place an early retirement incentive program.
- The employer desires the measured liability to incorporate more recent census data or assumptions.

**CENTRAL UNION SCHOOL DISTRICT
RESOLUTION #H-05-08-2023**

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

**IN THE MATTER OF
FUNDING FROM THE URBAN AND COMMUNITY FORESTRY GRANT PROGRAM
OF THE CALIFORNIA DEPARTMENT OF FORESTRY AND FIRE PROTECTION**

WHEREAS, the Governor of the State of California in cooperation with the State Legislature has appropriated General Funds for the state's urban forestry programs; and

WHEREAS, the State Department of Forestry and Fire Protection has been delegated the responsibility for the administration of the program within the State, setting up necessary procedures governing application by local agencies and non-profit organizations under the program, and

WHEREAS, said procedures established by the Department of Forestry and Fire Protection require the applicant to certify by resolution the approval of application before submission of said application to the State; and

WHEREAS, the applicant will enter an agreement with the State of California to carry out an urban forestry project;

NOW, THEREFORE, BE IT RESOLVED that the Central Union School Board of Trustees:

1. Approved the filing of an application for the Urban and Community Forestry grant program funds; and
2. Certifies that said applicant has or will have sufficient funds to operate and maintain the project; and,
3. Certifies that funds under the jurisdiction of Central Union School Board available to begin the project.
4. Certifies that said applicant will expend grant funds prior to March 30, 2026.
5. Appoints Thomas Addington, Superintendent, or a designee, as agent of the Central Union School Board conduct negotiations, execute and submit all documents including, but not limited to applications, agreements, amendments,

payment requests and so on, which may be necessary for the completion of the aforementioned project.

The foregoing Resolution was adopted at a regular meeting of the Board of Trustees of the Central Union Elementary School District on this 8th day of May, 2023, by the following vote:

	AYE	NO	ABSTAIN	ABSENT
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dale Davidson, Area 1				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeffrey Gilcrease, Area 2				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vacant, Area 3				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vacant, Area 4				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ceil Howe, III, Area 5				

I, Jeffrey Gilcrease, Clerk of the Board of Trustees of the Central Union Elementary School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its meeting held on **May 8, 2023**.

Jeffrey Gilcrease, Clerk
Board of Trustees
Central Union Elementary School District
Kings County, California

Thomas Addington
Superintendent

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



Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Tom Addington, Superintendent
From: Traci Fullerton, Personnel Analyst
Date: May 8, 2023

For Board Meeting

<input checked="" type="checkbox"/>	Action (Consent or New Business)
<input type="checkbox"/>	Information

Item:

Approval for one (1) 8.0 hour custodian position to serve as short-term temporary classified employee for summer custodial work.

Rationale/Purpose:

A Short-term employee means any person who is employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. Before employing a short-term employee, the governing board, at a regularly scheduled board meeting, shall specify the service required to be performed by the employee pursuant to the definition of "classification", and shall certify the ending date of the service. The ending date may be shortened or extended by the governing board, but shall not extend beyond 75 percent of a school year.

Service:

Primary responsibility will be assigned to the Expanded Learning Opportunity Program (ELOP) and will perform cleaning duties of classrooms and restroom facilities including sweeping, dusting, mopping, facility cleaning, disposal of trash, position will also assist with summer school custodial cleaning deep cleaning at school sites and maintain assigned area with all applicable equipment in a clean, healthy and hazardous free condition; completes minor maintenance repairs and painting

Time Frame:

June 5, 2023 thru July 28, 2023 ~ 8.00 hours day

Recommendation:

Approve request for temporary classified employment.

Thomas Addington

Superintendent

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Central Union School District
Lemoore, CA

Board Members

Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union School District Board
From: Tom Addington, Superintendent
Date: April 28, 2023

X	Action (Consent or New Business)
	Information

Item:

Creation of Director of Student Services Job Description revision, salary schedule adjustment, realignment of Exhibit 2110 (Management and Supervisory Responsibilities).

Rationale/Purpose:

Currently the position of Curriculum Coordinator-Students services resides under the direct supervision of the Assistant Superintendent of Curriculum. These two positions have distinct responsibilities and focus areas. The Assistant Superintendent of Curriculum is primarily responsible for overseeing the development and implementation of the district's educational programs and curricula. This involves working closely with teachers and other curriculum specialists to ensure that the district's academic standards are being met, and that students are receiving a high-quality education.

The area of Student Services is responsible for a range of services and programs that support students' social, emotional, and behavioral needs. This includes overseeing counseling and mental health services, special education programs, and other student support services.

In delineating these two roles, the district can ensure that each position has a clear focus and can provide dedicated attention to their respective areas of responsibility. This can also help to ensure that the district is meeting the needs of both its academically and behaviorally diverse student population.

The adjustment from the Curriculum Coordinator to Director of Student Services, accomplishes this realignment.

Having two separate positions allows for more efficient and effective management of the district's resources. Each position can focus on its specific responsibilities, without the need to divide attention or resources between competing priorities.

Fiscal Implications

Salary schedule line adjustment increases annual compensation line as a result of increasing the work year from 210 days to 215 days per year. Adjustment is the result of five extra work days in the year.

Recommendation:

Approve the modification of position and accompanying work year and salary line.



CENTRAL UNION SCHOOL DISTRICT

Director
Student Services

JOB DESCRIPTION

ESSENTIAL FUNCTION:

Under the direct supervision of the Superintendent, the Director of Student Services coordinates, plans, directs, and provides management and oversight of district programs, including: special education and related services, counseling and school-wide student services programs, and health services. Additionally, the Director of Student Services provides consultation, training, and staff development which concentrate upon the academic, personal, and social development of the children in the District. The Director of Student Services also assists in the leadership of policy planning, implementation, and program development; and monitors management and school compliance with District philosophy, goals, and objectives.

DIRECTLY RESPONSIBLE TO

Superintendent

IMMEDIATE SUBORDINATES

School Psychologist(s)
School Counselor(s)
School Nurse(s)
Clerical Support Staff
Behavior Support Aide(s)

DUTIES AND RESPONSIBILITIES:

- Plan, organize, control and direct a variety of programs, projects, and activities related to the Special Education program for the District.
- Provide technical expertise regarding assigned functions; formulate and develop policies and procedures; develop and evaluate programs for Special Education students.
- Coordinate and Supervise the District programs which focus on the social and emotional development, safety, and well-being of children including Health Services, Pupil Personnel, and Counseling Program
- Assure compliance with various laws and regulations applicable to Special Education.
- Coordinate the program with the Kings County SELPA Advisory Council and related agencies within the SELPA
- Coordinate Section 504 plans and compliance.
- Serve as District liaison for foster youth (AB 460) and homeless students (McKinney-Vento).

- Attend, as necessary, school site IEP, 504 and other meetings, and respond to and work to resolve student, parent/guardian and staff complaints
- Plan, implement, and participate in special education staff meetings, school staff development, program development and innovation of special methods and approaches in special education.
- Supervise and assist as needed in the identification, evaluation and placement of students referred for special education services.
- Provide guidance toward the development and implementation of educational programs for special needs students and assure that pupils have full educational opportunity.
- Explain, justify and defend special education, policies and activities, negotiate and resolve sensitive and controversial issues. Stay abreast of changes and new developments, laws, regulations and requirements in special education.
- Develop, implement, and evaluate the effectiveness of school-wide positive behavioral intervention programs
- Maintain contact, connection and coordination of services with community agencies (i.e., representatives from the health, welfare, law enforcement, juvenile probation, and mental health)
- Ensure that accurate and timely student demographic data is included in District systems for the preparation of reports to appropriate federal and state agencies, including California School Information Services (CSIS), California Basic Education Data System (CBEDS), and California Longitudinal Achievement Data System (CALPADS), Special Education Information System (SEIS)
- Develop and deliver oral and written reports, recommendations and other presentations to committees, agencies, and boards
- Assure timely communications between assigned areas of responsibility and District employees; Resolve issues as appropriate; Diffuse difficult situations; Exercise independent judgment in the use and interpretation of District policies and procedures; Work independently with minimal direction
- Work directly with site administrators regarding all activities related to the well-being of the student population
- Contribute to the integration of the District's Multi-Tiered System of Support through supervision of District behavior management, counseling, guidance and other student support services
- Develop budget recommendations and provide expenditure control on established budgets in areas of responsibility (i.e., Health Services, Student Services)
- Informs Superintendent of any condition, situation, and/or event which has a significant positive or negative impact on the school district in area of responsibility
- Works collaboratively with the Superintendent, Cabinet, District Office staff members, principals, faculty, staff and parents utilizing courtesy, tact, and diplomacy; Establish and maintain effective and cooperative working relationships with those contacted in performance of duties
- Perform related duties as assigned

QUALIFICATIONS:

Knowledge of:

- Current educational administration principles and practices
- District organization, operations, policies and objectives
- State and Federal education statutes, Special Education law and regulations [Individuals with Disabilities Education Act (IDEA)]
- Behavioral and instructional management strategies.
- Staff development
- Computer equipment and operation
- General office procedures

Ability to:

- Establish, cultivate, and maintain cooperative and harmonious working relationships with district and site-level staff
- Analyze, conduct, and carry out program needs assessments and effective alternative solutions to program issues and concerns for each funding source
- Communicate effectively in oral and written form
- Research and problem solve questions dealing with specially funded programs
- Exercise judgment and discretion in interpreting and applying policies and procedures
- Meet schedules and timelines
- Plan and organize work and complete tasks independently with little direction
- Work with staff on Tiered Interventions to meet the needs of at-risk students
- Provide support to staff for the implementation of intervention programs
- Collaborate on intervention programs for effectiveness based on gains in student achievement and social-emotional areas
- As appropriate, assist with grant writing and provides guidance for grant implementation.

Education and Experience:

- Minimum of a Bachelor's Degree in education or a closely related field; Master's Degree preferred
- A minimum of five (5) years of successful educational experience, preferably in Special Education and Student Services.
- Knowledge of general foundations of Psychology and school counseling
- Valid California Teaching Credential or Pupil Services Credential.
- Valid California Administrative Services Credential.
- Valid California Class C driver's license and current auto insurance.

Clearance Information

- TB Test clearance
- Criminal Justice Fingerprint clearance

Physical Abilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Sufficient vision to read printed material, and see objects
- Dexterity of hands to finger, handle, or feel objects, tools, or controls
- Frequently required to sit, stand, and walk for extended periods of time
- Be able to reach with hands and arms; and occasionally stoop, kneel, or crouch
- Occasionally lift and/or move up to 30 pounds
- Be mobile in order to move around to different school sites

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Specific work will be at School sites and the District office, Indoor and outdoor work setting, subject to interaction with other individuals (adults and children). While performing the duties of this job, the employee is regularly required to sit, walk, stand and talk or hear. Specific vision abilities required by the job include close vision and distant vision. Frequently driving is essential in meeting the demands of the job. Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints, while interacting with the public and other workers. Occasionally, the position requires the employee to work irregular and extended hours. Directly responsible for the safety, well-being or work output of other people and the ability to meet multiple demands from several people.

Salary and Work Year Information:

Management Salary: Director of Student Services

Work Year: 215 days, July 1 through June 30 (Positive Attendance)

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

**CENTRAL UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT-CERTIFICATED
2023-24 SCHOOL YEAR**

CERTIFICATED MANAGEMENT

			Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Asst. Supt. - Curriculum		Annual	\$ 163,318	\$ 168,218	\$ 173,264	\$ 178,462	\$ 183,816	\$ 189,330	\$ 195,010
	Days	225	Monthly \$ 13,610	\$ 14,018	\$ 14,439	\$ 14,872	\$ 15,318	\$ 15,778	\$ 16,251
Director of Student Services		Annual	\$ 144,100	\$ 148,423	\$ 152,876	\$ 157,462	\$ 162,186	\$ 167,051	\$ 172,063
	Days	215	Monthly \$ 12,008	\$ 12,369	\$ 12,740	\$ 13,122	\$ 13,515	\$ 13,921	\$ 14,339
Coordinator of Curriculum and Instruction		Annual	\$ 140,085	\$ 144,288	\$ 148,616	\$ 153,075	\$ 157,667	\$ 162,397	\$ 167,269
	Days	210	Monthly \$ 11,674	\$ 12,024	\$ 12,385	\$ 12,756	\$ 13,139	\$ 13,533	\$ 13,939
Principal		Annual	\$ 132,829	\$ 136,814	\$ 140,919	\$ 145,146	\$ 149,501	\$ 153,986	\$ 158,605
	Days	200	Monthly \$ 11,069	\$ 11,401	\$ 11,743	\$ 12,096	\$ 12,458	\$ 12,832	\$ 13,217
Assistant Principal		Annual	\$ 122,929	\$ 126,617	\$ 130,416	\$ 134,328	\$ 138,358	\$ 142,509	\$ 146,784
	Days	200	Monthly \$ 10,244	\$ 10,551	\$ 10,868	\$ 11,194	\$ 11,530	\$ 11,876	\$ 12,232
District Psychologist		Annual	\$ 109,638	\$ 112,927	\$ 116,315	\$ 119,805	\$ 123,399	\$ 127,101	\$ 130,914
	Days	200	Monthly \$ 9,137	\$ 9,411	\$ 9,693	\$ 9,984	\$ 10,283	\$ 10,592	\$ 10,909
School Counselor		Annual	\$ 90,580	\$ 93,297	\$ 96,096	\$ 98,979	\$ 101,948	\$ 105,006	\$ 108,157
	Days	186	Monthly \$ 8,235	\$ 8,482	\$ 8,736	\$ 8,998	\$ 9,268	\$ 9,546	\$ 9,832
		<i>(11month contract)</i>							
Summer School Principal (summer contract)			\$ 6,641	\$ 6,841	\$ 7,046	\$ 7,257	\$ 7,475	\$ 7,699	\$ 7,930
Current Administrative Staff (10 days)									
		10							

COLA _____

Board Approval Date _____

Effective Date _____

Health Benefits Cap for Full Time Employees **\$16,670.76**

Increment between each step **3%**

Thomas Addington
Superintendent

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Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union School Board of Trustees
From: Tom Addington, Superintendent
Date: April 30, 2023

x	Action (Consent or New Business)
	Information

Item:

Job Description Revisions - Chief Technology Officer and Assistant Superintendent of Curriculum.

Rationale/Purpose:

Chief Technology Officer (CTO) Position Overview:

The Chief Technology Officer (CTO) is a high-level executive responsible for overseeing the technology infrastructure within the school district. The CTO develops and implements the district's technology strategy to improve student learning outcomes and oversees the management of the technology budget. The CTO also supervises the district's technology staff and ensures the security and privacy of student and staff data. Additionally, the CTO identifies and implements new technologies that enhance teaching and learning. This job revision brings the duties of the position up with current practices, and realigns the direct supervision of this position under the Superintendent.

Assistant Superintendent of Curriculum Position Overview:

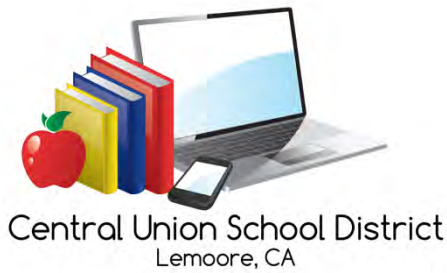
The Assistant Superintendent of Curriculum is responsible for overseeing the educational programming within the school district. This includes collaborating with teachers, administrators, and other stakeholders to identify and implement innovative educational programs. The Assistant Superintendent of Curriculum provides professional development opportunities for teachers and ensures that curriculum and instruction are aligned with state standards and district goals. Under the direction of the Superintendent, the Assistant Superintendent of Curriculum also provides leadership in developing a comprehensive instructional program that meets the needs of all students. The revisions to this position are primarily centered on eliminating certain management employee supervision responsibilities.

Fiscal Implications

None. There are no fiscal impacts on the job description revisions, there are no changes to work year or salary schedule lines..

Recommendation:

Approve recommended management job descriptions.



CHIEF TECHNOLOGY OFFICER

ESSENTIAL FUNCTION:

Under the direction of the Superintendent, the Chief Technology Officer (CTO) provides a proactive, responsive, collaborative and forward-thinking vision consistent with the District mission. The CTO oversees the District's technology department and directs, coordinates, supervises, administers, and recommends district-wide information services. The CTO works with the technology team and other district leaders to support the needs of staff and students. The CTO also supports all Federal, State, and District testing activities and maintains data collection, assessment, monitoring, and analysis of the achievement status of students in the District: provides professional development for school employees and performs other duties as assigned related to student success. This position will also define the District's technological objectives and ensure that fiscally responsible solutions reliably meet the needs of students and staff.

DIRECTLY RESPONSIBLE TO:

Superintendent

IMMEDIATE SUBORDINATES:

Technology Server Coordinator
Network Technician
Technology Support Specialist
Computer Repair Technician
Data Support Specialist

DUTIES AND RESPONSIBILITIES:

- Direct the day-to-day operations and work processes of the District's Technology Department, including network and infrastructure, telecommunications, applications, helpdesk, and desktop support, data infrastructure, project management, and related areas
- Plan, organize, control, and direct technology operations and support services in the areas of education and computer technology, connecting technology into the classroom, telecommunications, network support, applications management, district printing/media services, customer support, workflow monitoring, and productivity assessment
- Conduct and attend meetings and present information and reports to various groups as appropriate
- Ensure appropriate equipment, materials, and resources are available to meet the district's technology needs and goals
- Coordinate the review and evaluation of key program initiatives for effectiveness and make recommendations for improvement
- Ensure the security of the information systems, communications network, and equipment
- Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff
- Conduct evaluations of key program initiatives as a means of informing the Superintendent and Board of Education as to the effectiveness of programming and recommendations for improvement
- Communicate and collaborate with other administrators, district personnel, outside organizations, vendors, contractors, and members of the public to coordinate activities and programs, resolve issues

and conflicts, exchange information and determine functions needing technological enhancements or changes

- Oversee operations and resources to enhance administrative and staff understanding of educational practices, curriculum standards, guidelines, and technology-related requirements
- Provide direction and assistance to technology staff, administration, and teachers in planning instruction that promotes information literacy and integrates meaningful and effective uses of technology into the daily work of teachers and students
- Develops and administers assigned budgets; directs the forecast of and recommends additional funds needed for staffing, equipment, materials and supplies. Monitors and approves expenditures.
- Oversees the development of local and wide area networking plans for the District. Forecasts need and requirements provides recommendations, and directs the design and implementation of systems and procedures for improving efficiency of operations.
- Oversees and coordinates the technological services for the Administrative Services and Curriculum/Instruction operations. Monitors and evaluates workload
- Participate in the selection of new employees. Supervise, train, motivate and evaluate staff. Establish and monitor employee performance and objectives. Prepare and present employee performance reviews. Provide or coordinate staff training. Works with employees to correct deficiencies. Implements discipline procedures
- Coordinate the piloting, implementation, and evaluation of technology-based instructional programs
- Instruct District personnel in the use of software, digital resources, online learning resources, and other internet resources as they pertain to secure, business, and educational standards of technology use
- Coordinate the implementation of the District's student and staff data management systems, to include staff training related to the implementation of data management systems
- Utilize and support all available accountability systems, such as CALPADS, SEIS, CAASPP/ELPAC, SARC, and California School Dashboard.
- Participate in the development and application of assessment tools for measuring effectiveness in instructional technology in teaching and learning
- Develop and implement short-term plans to maintain the District's information and educational technology assets. These assets include, in part: data centers, servers, data peripherals, security infrastructure, and intellectual property
- Manage computer repair center and District web page programs

QUALIFICATIONS:

Knowledge of:

- Technological trends and their relationship to the educational process
- Technical and educational developmental processes
- Cloud-based solutions for business and education
- Network, infrastructure, hardware, and software management
- Modern office practices, procedures, and equipment
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Applicable Federal, State, and District regulations and procedures
- Methods and techniques for the installation, configuration and troubleshooting of hardware, software, and network connectivity: resolve hardware and software problems, and device errors and failures
- Advanced multimedia and computer and server technology including Macintosh and Windows
- LANS and WANS including Ethernet, Fiber, and wireless networking

Ability to:

- Be self-motivated and organized and work independently
- Effectively communicate with staff, suppliers, programmers and users regardless of sophistication
- Develop technology training for teachers and staff
- Perform, supervise and coordinate installation and maintenance for Macintosh and Windows servers
- Develop and implement district-wide databases
- Articulate and communicate with staff, vendors, and the community
- Design and implement LAN and WAN, including wiring, hubs, wireless access, switches and routers
- Manage budgets, purchases, and installation of district technology
- Design, coordinate and implement professional development activities, including but not limited to instructional software, hardware, networking, multimedia, and presentation systems.
- Develop plans for the mass installation of new hardware and software
- Work well under pressure, meeting multiple deadlines
- Demonstrate cooperative behavior with supervisors, colleagues, and subordinates

EDUCATION AND EXPERIENCE

- Any combination of training and experience which demonstrates attainment of the required knowledge and ability to perform the required work (with reasonable accommodation, if needed), typically:
 - Education: Graduation from an accredited college or university with a degree in a technology or related field
~ or ~
 - Experience: Five years of administrative/management with principal experience in educational technology-related fields.
- California Certified Chief Technology Officer Certification
- Demonstrated leadership experience in technology operations at an educational institution in a comparable classified technology management position.
- Possession of Apple Computer Macintosh Service Certificate
- Valid California driver's license.

PHYSICAL ABILITIES

- Ability to work at a desk and in meetings of various configurations
- Digital dexterity to operate office equipment
- Ability to read printed matter and computer screens
- Ability to communicate so others are able to understand a normal conversation
- Ability to hear and understand speech
- Ability to bend, twist, stoop, and reach
- Ability to lift, push, pull, and carry up to fifty (50) pounds and occasionally items up to 100 pounds
- Be mobile in order to move around to different school sites with computer equipment.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Specific work will be at School sites and the District office, Indoor and outdoor work setting, subject to interaction with other individuals (adults and children). While performing the duties of this job, the employee is regularly required to sit, walk, stand and talk or hear, and work around potentially hazardous electrical equipment. Specific vision abilities required by the job include close vision and distant vision. Frequently driving is essential in meeting the demands of the job. Occasionally, yet essential to

this position, the individual must meet deadlines with severe time constraints, while interacting with the public and other workers. Occasionally, the position requires the employee to work irregular and extended hours. Directly responsible for the safety, well-being or work output of other people and the ability to meet multiple demands from several people.

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Salary and Work Year Information:

Management Salary: Chief Technology Officer

Work Year: 12 months, vacation earning



CENTRAL UNION SCHOOL DISTRICT
Assistant Superintendent
Curriculum and Instruction

JOB DESCRIPTION

ESSENTIAL FUNCTION:

Under the direction of the Superintendent, the Assistant Superintendent of Curriculum, Instruction, and Assessment supervises, coordinates, and directs the curriculum and instructional program, monitors and administers State and Federal Education Programs, and participates in designated areas and functions of personnel operations as designated by the Superintendent.

DIRECTLY RESPONSIBLE TO

Superintendent

IMMEDIATE SUBORDINATES

Coordinator of Curriculum and Instruction
DRC Secretary
Clerk

DUTIES AND RESPONSIBILITIES:

- Guides development, implementation, and evaluation of curriculum and instruction program.
- Administers District policies and local, state, and federal regulations as they apply to the instructional program.
- Reviews and revises District Board policies and Administrative regulations, as necessary, within areas of responsibility and/or supervision.
- Conducts, with staff, regular meetings designed to enhance the educational effectiveness of the District's instructional program.
- Coordinates, plans, and directs in-service and professional development programs for certificated personnel.
- Studies, evaluates, and directs the district selection, adoption, and purchase of instructional materials, methods, and programs and assists in budget preparation for newly approved instructional programs as related to instructional supplies, equipment and materials.
- Reviews and recommends budgets required to maintain the District's instructional program.
- Works with principals and teacher committees in organizing and coordinating grade level and departmental meetings, in order to effect continuity and articulation of the instructional program throughout the District.
- Oversees the implementation of state standards and frameworks and assures the instructional leaders have up-to-date information regarding the standards and frameworks.
- Prepares and presents reports to the Superintendent and the Board of Education as directed.

- Coordinates District and State assessment programs, and analyzes local, state and federal assessment data to make recommendations for initiatives that result in sustained increases in student achievement.
- Monitors compliance with state and federal laws, rules and regulations as they pertain to all aspects of consolidated programs & Federal programs.
- Manages and directs the identification, design, dissemination, implementation, and evaluation of promising best practices for integrating technology into the curriculum.
- Participates in the recruitment of personnel as required by Superintendent, including participation in the interview process and providing recommendations for hiring.
- Participates as a representative of the District in County Office advisory committees as appropriate
- Under direction from the Superintendent, administers select sections of the collective bargaining agreements such as evaluations and grievance resolution.
- Provides advice and recommendations to the negotiating team regarding collective bargaining agreements as it relates to curriculum and instruction
- Communicates with other administrators and District personnel to coordinate activities and programs, resolve issues and conflicts, and exchange information; ensure proper implementation and communication of program activities with the instructional area personnel
- Oversees, plans, and monitors new teachers through programs such as New Teacher Orientation
- Serves as the Superintendent's Designee for District Compliance Monitoring, investigation of complaints, and contract grievance settlements
- Serves as Acting Superintendent in the absence of the Superintendent.
- Performs other related duties as assigned by Superintendent.

QUALIFICATIONS:

Knowledge of:

- Current educational administration principles and practices
- District organization, operations, policies and objectives
- Educational programs, curriculum and instruction, and learning of students
- Applicable laws, codes, regulations, policies and procedures
- Computer equipment and operation
- General office procedures

Ability to:

- Plan, organize, and administer the educational program of the District
- Establish and maintain effective working relationships with the staff and the public
- Implement educational strategies based on evaluation and assessment data
- Assess District effectiveness in instructional programs
- Exercise judgment and discretion in interpreting and applying policies and procedures
- Communicate effectively both orally and in writing
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines
- Work independently with little direction
- Demonstrate leadership and organizational ability.

- Supervise and evaluate the performance of assigned staff

Education and Experience:

- Minimum of a Bachelor's Degree in education or closely related field, Master's Degree preferred
- Minimum of four (4) years of successful experience in an administrative capacity in elementary grades with a minimum of two (2) years of District level experience
- Possess a valid California credential authorizing service as an administrator
- Additional years of experience may be substituted for education at the discretion of the district

OTHER REQUIREMENTS:

Licenses and Credentials:

- Valid California driver's license
- Valid California Administrative Services Credential
- Valid California Teaching or Services Credential

Clearance Information

- TB Test clearance
- Criminal Justice Fingerprint clearance
- Valid Driver's license and insurability

Physical Abilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands to finger, handle, or feel objects, tools, or controls, talk, and hear
- Frequently required to sit or stand for extended periods of time
- Be able to reach with hands and arms; and stoop, kneel, or crouch
- Occasionally lift and/or move up to 25 pounds
- Sufficient vision to read printed material, and see objects
- Hearing and speaking to exchange information
- Be mobile in order to move around to different school sites

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Specific work will be at School sites and the District office, Indoor and outdoor work setting, subject to interaction with other individuals (adults and children). While performing the duties of this job, the employee is regularly required to sit, walk, stand and talk or hear. Specific vision abilities required by the job include close vision and distant vision. Frequently driving is essential in meeting the demands of the job. Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints, while interacting with the public and other workers. Occasionally, the position requires the employee to work irregular and extended hours. Directly

responsible for the safety, well-being or work output of other people and the ability to meet multiple demands from several people

Salary and Work Year Information:

Management Salary: Assistant Superintendent

Work Year: 225 Days

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Thomas Addington
Superintendent

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Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union Elementary School Board
From: Tom Addington, Superintendent
Date: April 30, 2023

X	Action (Consent or New Business)
	Information

Item:

Accept revision of Exhibit 2110 - Organizational Structure.

Rationale/Purpose:

As outlined in Board Policy 2110, as the chief executive officer of the district, the Superintendent is charged with implementing and managing the instructional and noninstructional operations of the schools. In organizing this work for efficiency, by Board authority, the Superintendent may recommend and make decisions concerning district operations and structure within the parameters of law and Board policy.

In aligning the overall work of the district, the organizational flowchart has been revised to reflect the work of the departments at the District level, strengthening alignment of responsibilities, creating both autonomous and interrelated interactions between departments at the District level, with the ultimate goal of enhancing services and support to the sites, staff, and students.

Fiscal Impact

None.

Recommendation:

Accept recommended organizational structure of management responsibilities.

Central Union Elementary School District
Organizational/Supervisory Flowchart

CUESD BOARD

Superintendent

Personnel Analyst/
Executive Assistant

CABINET

Chief Technology Officer

Director
(Student Services)

Asst. Supt.
(Curriculum)

Chief Business Official

Principal

Server Coordinator

Technology Staff
* LAN Technician
* Data Specialist
* Repair Technician
* Support Specialist

School Psychologist

School Counselor

District Nurse

Health Staff
* Health Aide

* Behavioral Support Aide

Curriculum Coordinator

Clerical Staff
* Secretary
* Clerk

Assistant Principal

Certificated Staff

Clerical Staff
* Secretary
* Clerk
* Library Clerk

Instructional
* Aide

Maintenance Supervisor

Site Custodial Staff
* Head Custodian
* Night Custodian

Maintenance Staff
* Technician
* Lead Grounds
* Gardener/Yard

* Clerk

Food Services Coordinator

Cafe Staff
* Head Cook
* Assistant
* Helper
* Café Clerk

Clerical Staff
* Bus. Secretary
* Account Clerk
* Payroll Technician

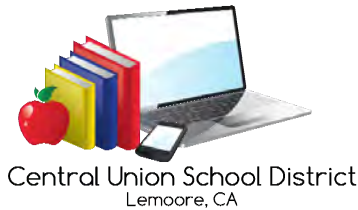
District Delivery Driver

* Solid line = direct supervision and evaluation
* Dashed line = Evaluation input

Exhibit adopted: 01-13-1986
Exhibit revised: 08-11-2003
Exhibit revised: 02-09-2004
Exhibit revised: 02-14-2005
Exhibit revised: 11-14-2005
Exhibit revised: 06-18-2007
Exhibit revised: 08-09-2010
Exhibit revised: 08-15-2011
Exhibit revised: 09-10-2012
Exhibit revised: 08-12-2013
Exhibit revised: 08-10-2015
Exhibit revised: 01-14-2019
Exhibit revised: XX-XX-XXXX

Thomas Addington
Superintendent

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



Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union Elementary School Board
From: Tom Addington, Superintendent
Date: April 30, 2023

X	Action (Consent or New Business)
	Information

Item:

Accept proposal from RMA for Geotechnical Investigation and Geohazards study for planned development of R.J. Neutra PSMI project and secure subsequent agreement for materials testing for full construction project.

Rationale/Purpose:

Geotechnical and materials testing are essential for construction projects as they help ensure the safety and integrity of the structures being built. Geotechnical testing involves evaluating the soil, rock, and groundwater conditions at the construction site, which is critical for determining the appropriate foundation design and construction methods. Materials testing involves examining the physical and chemical properties of construction materials such as concrete, steel, and asphalt to ensure they meet the necessary standards and specifications for the project.

The District publicized requests for qualifications for the purpose of these services, and received three submissions for consideration.

General Services from qualifications review key elements/price points

Company	Minimum Firm Requirements	Rates
Krazan	4 hour min., over 4 overs is 8 hours. Field and office are min. 1 hour. Sample pick up min 1 hour	Professional Staff Average - \$180/hr Project Manager - Average - \$150/hr
RMA Geoscience	2 hour min., 2 hour increments thereafter	Professional Staff - Average - \$151/hr Project Manager - Average -\$145/hr

In consultation with VANIR, the District's construction management company, two firms were deemed appropriate for consideration on the upcoming project, RMA and Krazan. Following that determination, both were subsequently invited to submit proposals for the first stage of the planning.

Services to be performed	Krazan and Associates	RMA Geoscience
Geotechnical Engineering Investigation	\$8,000	\$7,925
Geologic Hazards Evaluation	\$3,900	\$2,000
Firm Total	\$11,900	\$9,925

Fiscal Impact

Listed above in the chart. Fees will be part of the R.J. Neutra project budget, and incorporated into the cost distribution between the Federal and the State/District allocation.

Recommendation:

Accept proposal from RMA Geoscience as geotechnical and materials testing. Accept proposal for initial work to be provided, as specified in attached proposal. Enter into agreement, and develop subsequent contract for overall work to be provided during the construction project.



Proposal No: 07-230319-P

April 28, 2023

Central Union School District
c/o Vanir
2444 Main Street, Suite 130
Fresno, CA 93721

Attention: Mr. Scott Murphy, CCM

Subject: Proposal for a Geotechnical Investigation and Geohazards Study
New Classrooms & Multi-Purpose Room at Neutra Elementary School
Community Center Drive Building 967
NAS Lemoore, CA 93245

Dear Mr. Murphy:

At your request, RMA GeoScience (RMA) has prepared this proposal to perform a geotechnical investigation and geohazards study for the planned new building and improvements as described in a request dated April 21, 2023. The proposed scope of work was developed in general accordance with Section 1803A of the 2022 California Building Code (CBC). We understand that this project will be subject to California Prevailing Wage requirements.

QUALIFICATIONS

RMA GeoScience, a member of the RMA Group of Companies, has been continuously engaged in the practice of Geotechnical Engineering, Engineering Geology, and Material Testing in California since 1962. Our staff includes Registered Geotechnical Engineers, Registered Geologists and Certified Engineering Geologists, as well as qualified technicians and inspectors. Josue Montes, a Principal Geotechnical Engineer with more than 30 years of geotechnical engineering experience with similar projects, will be in responsible charge of this project and will also serve as the Project Manager. Mr. Montes has recently worked on several school projects, including numerous buildings and other improvements at schools within Clovis and Fresno Unified School Districts. Thus, he is quite familiar with applicable DSA and CGS requirements.

PROJECT UNDERSTANDING

Based on our review of information provided in recent emails, which included a site plan prepared by RRM Design Group, we understand the project will consist primarily of the construction of a new classroom building with a footprint area of 9,050 square feet and a multi-purpose building (MPR) with a footprint area of 7,700 square feet. It is anticipated that the new buildings will be wood-framed, with concrete slab-on-grade floors, and shallow reinforced-concrete foundations. Maximum wall and column loads (dead plus live, not including wind or seismic loads) are anticipated to be less than 2.0 kips per foot and 50 kips, respectively. Appurtenant improvements are anticipated to be various underground utilities, a covered walkway, an outdoor pavilion, new asphalt concrete parking and drive areas, new playcourts, new concrete flatwork, landscaping, and two bio-retention areas. We have

prepared this proposal to outline the scope of work required to provide a geotechnical engineering investigation to support the planned development, in accordance with the project requirements.

TECHNICAL APPROACH

We are proposing to perform a geotechnical investigation and geohazards study for the planned improvements in order to identify any geologic or seismic hazards or soil conditions that could impact the design and/or construction of the planned improvements. Of typical particular concern in construction at grass fields similar to the project site include the presence of relatively loose near-surface soils and/or soft soil layers within the upper layers. These soils when present will typically require over-excavation, moisture conditioning and compaction.

SCOPE OF WORK

Our services will consist of office research, field exploration, laboratory testing, review of the compiled data, and preparation of a written report containing recommendations developed in accordance to generally accepted engineering and geologic principles and practices.

OFFICE RESEARCH

Our office research will consist of the following:

- Review of literature to obtain background information of regional geology, seismicity and groundwater.
- Examination of aerial photographs.

FIELD INVESTIGATION

The field exploration will consist of the following:

- Site visit to review existing conditions and mark the test boring locations.
- Contacting Underground Service Alert for mark-out of underground utilities.
- It is understood that you or the property owner will provide information about any existing utilities that are located at the project site prior to conducting the proposed field exploration.
- Marking proposed points of subsurface exploration with white paint or white stakes and contacting Underground Service Alert for mark-out of underground utilities.
- Utilizing a private utility locator to identify and mark any utility lines in the proposed boring area (**Optional - see page 4; Option #1 for cost breakdown**).
- Drilling of four (4) exploratory borings: one to a depth of 50 feet and three to a depth of 20 feet in the area of the planned buildings: two (2) in the new classroom building and two (2) in the new MPR building. Final boring locations shall be coordinated with the Project Architect.
- In addition, we will sample at five (5) locations in the parking lot areas.

- Performing two (2) percolation tests, one in each Bio-Retention Facility at a depth of 8 feet.
- Logging of the borings and identification of the various earth materials encountered during the exploration.
- Samples of the major earth units will be obtained and the relative consistency of the various strata encountered in the exploration will be determined.

LABORATORY TESTING

Laboratory testing will be performed in accordance to the specifications of ASTM International. It is anticipated that the following laboratory tests will be performed on representative soil samples obtained during the field exploration. The laboratory testing program is subject to change depending on the soils encountered at the project site. Laboratory testing will include, but will not be limited to, moisture and density of drive tube samples, direct shear tests, consolidation test, minus #200 sieve, expansion index, Atterberg limits test, R-Value test, soluble sulfate and chloride analysis, pH, and resistivity.

Laboratory testing of any hazardous materials or substances that may be encountered is not included within this scope of services.

GEOTECHNICAL ENGINEERING ANALYSIS AND GEOHAZARDS EVALUTATION

A written report will be prepared presenting the results of the office research, field exploration, laboratory testing and engineering analysis. It will include information on the nature, distribution and strength of the existing soils, and recommendations for grading procedures and design criteria for corrective measures, when necessary. The report will also include a description of the geology of the site and conclusions and recommendations regarding the effect of geologic conditions on the proposed development.

Specific items that will be addressed in our report will include:

- Regional geology and seismicity, groundwater, site soil and geologic conditions.
- Location of geologic faults relative to the project site.
- Liquefaction potential and seismic settlement.
- Potential for flooding.
- Collapsible or expansive soils.
- Other potential geohazards.
- Recommendations regarding earthwork, grading and fill placement.
- Earthwork shrinkage and subsidence.
- Recommendations for removals and over-excavation, temporary excavations near existing foundations; and geotechnical parameters for designing shoring.

- Anticipated excavation characteristics of earth units.
- Recommendations regarding earthwork, grading and fill placement.
- Subdrain, drainage and moisture proofing recommendations.
- Stability of cut, fill and temporary slopes.
- Seismic design parameters and evaluation of secondary seismic hazards including the potential for soil liquefaction.
- Recommendations for designing conventional shallow footings, including the allowable bearing pressure, modulus of subgrade reaction, and the anticipated total and differential settlements.
- Lateral earth pressures and the coefficient of soil friction.
- Recommendations for design of foundations, slabs on grade, and concrete flatwork.
- Preliminary corrosion evaluation of near-surface soils.
- Utility trench backfill recommendations.
- Recommendations for asphalt concrete pavement sections.
- Recommendations for grading and post grading geotechnical observation and testing.

The report will also include logs of the borings, a site map showing the locations of points of subsurface exploration, and other attachments.

Our recommendations will be consistent with sound engineering and geologic practices and shall incorporate federal, state and local laws, codes, ordinances and regulations which, in our professional opinion, are applicable at the time that our professional services are rendered.

ADDITIONAL SERVICES FOLLOWING THE GEOTECHNICAL INVESTIGATION

If requested, we will review pertinent plans and specifications during the design stage of the project to verify that the recommendations contained in the Project Geotechnical Report have been properly interpreted and incorporated into the design documents. This task would include reviewing the draft plans and specifications, preparing an email with our review comments, and a follow-up review of applicable design documents to confirm that revisions were made as recommended.



TERMS

We propose to perform the previously described services on a fixed fee basis for the following amounts:

Cost Estimate for a Geotechnical & Geohazards:

Geotechnical Office Research and Field Exploration	\$4,445.00
Geotechnical Laboratory Testing	\$2,530.00
Geotechnical Engineering Analysis and Report Preparation	\$950.00
TOTAL	\$7,925.00

Option #1 – U/G Utility Locate:

U/G Utility Locate*	\$2,000.00*
TOTAL w/ GPR	\$9,925.00

*RMA can perform a GPR (Ground Penetrating Radar) survey to clear the boring locations from possible underground utilities to avoid damage of existing buried lines. RMA will communicate with maintenance staff to identify areas where buried lines are present to avoid these areas (see Limitations).

If requested, we can perform a geotechnical engineering review of the plans and specifications for this project for an additional fee.

Our estimate may vary due to circumstances that may develop during the course of the work or due to unanticipated or changed conditions. If a change in the scope of work becomes necessary due to unforeseen conditions, which will increase the charges, we will obtain your authorization before proceeding.

An invoice for our services will be rendered upon completion of the report, which will be due and payable upon presentation. Should the duration of the job exceed one month, monthly invoices will be presented for services performed.

PROFESSIONAL INSURANCE

We maintain the following insurance coverage. Certificates of insurance will be provided upon request. However, our professional liability insurance carrier (errors and omissions) will not name any additional insured.

General liability	\$1,000,000.00 limit
Professional Liability	\$1,000,000.00 limit
Workmen's Compensation	\$1,000,000.00 limit

CLOSURE

Thank you for the opportunity to submit this proposal. We look forward to working with you on this project and can begin our work upon receipt of your notice to proceed and receipt of a signed copy of this proposal authorizing us to perform these professional services.

Geotechnical engineering work for the project will be performed under the responsible charge of a geotechnical engineer licensed by the State of California Department of Consumer Affairs Board for Professional Engineers,



Land Surveyor and Geologists. Geologic work for the project will be performed under the responsible charge of a certified engineering geologist licensed by the same agency.

If you have any questions regarding this proposal please contact the undersigned Project Manager.

Authorized By:
Central Union School District

Respectfully submitted,
RMA GeoScience

Josue A. Montes, PE, GE
Principal Geotechnical Engineer

(Signature)

(Print Name & Title)

(Date)

Personnel Charges - Professional Staff

Product Name	Units	Rate (\$)
Staff Geologist – Office	HR	\$135.00
Staff Geologist – Field	HR	\$135.00
Staff Engineer – Office	HR	\$135.00
Staff Engineer - Field	HR	\$135.00
Project Manager - Office	HR	\$155.00
Project Manager - Job Conference	HR	\$155.00
Project Manager - Field	HR	\$155.00
Project Geologist - Office	HR	\$165.00
Project Geologist - Job Conference	HR	\$165.00
Project Geologist - Field	HR	\$165.00
Project Geologist - Consultation	HR	\$165.00
Project Engineer - Office	HR	\$165.00
Project Engineer - Laboratory	HR	\$165.00
Project Engineer - Job Conference	HR	\$165.00
Project Engineer - Field	HR	\$165.00
Project Engineer - Consultation	HR	\$165.00
Principal Geologist - Office	HR	\$175.00
Principal Geologist - Job Conference	HR	\$175.00
Principal Geologist - Field	HR	\$175.00
Principal Geologist - Expert Witness	HR	\$350.00
Principal Geologist - Court Appearance	HR	\$350.00
Principal Geologist - Consultation	HR	\$175.00
Principal Engineer - Office	HR	\$175.00
Principal Engineer - Job Conference	HR	\$175.00
Principal Engineer - Field	HR	\$175.00
Principal Engineer - Expert Witness	HR	\$350.00
Principal Engineer - Court Appearance	HR	\$350.00
Principal Engineer - Consultation	HR	\$175.00
Drafting	HR	\$85.00
Administrative	HR	\$60.00

Personnel Charges - Field Staff

Product Name	Units	Rate (\$)
Special Inspector Masonry (DSA)	HR	\$110.00
Special Inspector (ICC)	HR	\$101.00
Soils Engineering Technician	HR	\$99.00
Public Works Technician - Concrete	HR	\$105.00
Public Works Technician - Asphalt	HR	\$105.00
Public Works Technician	HR	\$105.00
Pick-up and Delivery of Test Specimens	HR	\$65.00
Non Destructive Testing ASNT Level II	HR	\$105.00

Laboratory Tests - Soil

Product Name	Units	Rate (\$)
ASTM D854 Specific Gravity of Soils	EA	\$195.00
ASTM D559 Soil Cement Sample Preparation	EA	\$100.00
ASTM D558 Soil-Cement Maximum Density	EA	\$275.00
ASTM D5333 Hydro Collapse Potential	EA	\$175.00
ASTM D4972 pH of Soils	EA	\$80.00
ASTM D4829 Expansion Index of Soils	EA	\$175.00

ASTM D4318 Plasticity Index of Soils	EA	\$250.00
ASTM D422 Sieve Analysis of Soil	EA	\$250.00
ASTM D422 Hydrometer Analysis	EA	\$175.00
ASTM D3080 Direct Shear, Consol&Drained	EA	\$325.00
ASTM D2974 Moisture, Ash, Organic Matter	EA	\$75.00
ASTM D2937 In-Place Density, Drive Cyl	EA	\$45.00
ASTM D2844 R-Value & Expansive Pressures	EA	\$325.00
ASTM D2435 Consolidation	EA	\$200.00
ASTM D2419 Sand Equivalent	EA	\$120.00
ASTM D2166 Unconfined Comp Strength	EA	\$250.00
ASTM D1633 Compression Test Soil Cement	EA	\$75.00
ASTM D1557 Max Density Optimum Moisture	EA	\$210.00
ASTM D1140 Materials Finer than #200	EA	\$100.00

Laboratory Tests - Masonry

Product Name	Units	Rate (\$)
ASTM C780 Mortar Cylinder Compression	EA	\$30.00
ASTM C140 Block Compressive Strength	SET	\$65.00
ASTM C1019 Grout Prism Compression	EA	\$30.00

Laboratory Tests - Concrete

Product Name	Units	Rate (\$)
ASTM C42 Compressive Strength, Core	EA	\$65.00
ASTM C39 Concrete Cyl Cured or Tested	EA	\$25.00

Laboratory Tests - Caltrans

Product Name	Units	Rate (\$)
CT643 Resistivity and pH	EA	\$95.00
CT422 Chloride Content	EA	\$80.00
CT417 Soluble Sulfates	EA	\$95.00
CT204 Plasticity Index, Atterberg	EA	\$225.00

Equipment Charges

Product Name	Units	Rate (\$)
Per Diem	DAY	\$145.00
Misc. Subconsultant	HR	Quote
Misc Permits	LS	Quote
Misc Fees	HR	Quote
Hollow Stem Auger Drill Rig w/ Operator	HR	\$300.00
Drilling Equip Mobilization / De-Mob	HR	\$250.00
Backhoe	HR	\$150.00

GENERAL CHARGES

- RMA GeoScience requires twenty-four (24) hour prior notification for scheduling inspectors and/or technicians.
- Inspection charges start from our RMA GeoScience regional office, portal to portal. All inspection hours will be billed in the following increments:
 - There will be a minimum two (2) hour charge for any RMA GeoScience employee presence on site.
 - Any additional time will be billed in two (2) increments.
- When personnel are required to work in excess of 5 hours without an uninterrupted meal period of 30 minutes, due to project constraints, ½ hour will be charged at double time rates in addition to any applicable hours worked.
- Rates are valid through June 31, 2023.
- Administrative/clerical support will be charged at 5% of the monthly direct charges.
- Certified Payroll Reports will be prepared upon request. There will be a \$95.00 charge for each certified payroll report.
- Outside services will be billed at cost plus 15% unless billed directly to and paid for by Client.
- Requests made by client for management attendance at meetings at the project site will be charged at standard rate.

OVERTIME CHARGES

- Work performed in excess of 8 hours per day and / or up to eight (8) hours on Saturdays will be billed at 1.5 times the unit rate.
- Work performed on Sunday, recognized holidays, or in excess of eight (8) hours on Saturdays will be billed at 2.0 times the unit rate.
- A 20% surcharge will be applied for laboratory tests performed on a "Rush Basis" or on a Saturday or Sunday.

PER DIEM AND TRAVEL CHARGES

- A \$145.00 charge per day will be applied when our personnel are required to stay overnight at remote locations.
- Time will be billed at the unit rate while traveling to a remote location or if a location requires an overnight stay
- Mileage for travel outside a 50 mile radius from either the project site or the nearest RMA facility whichever is closest, will be charged at a rate of \$0.55 per mile.

NIGHT WORK

- A \$12.00 per hour surcharge will be added to all personnel rates for work performed during night shifts.

LIMITATIONS

- **Moisture:** Water is a highly reflective material that a radar pulse may encounter. Therefore, moisture presence in a concrete slab would inhibit the effectiveness of GPR. Moist or 'green' concrete can be problematic for GPR as the presence of moisture will reflect / inhibit the passage of the radar pulse and thereby limit penetration and data quality.
- **Depth Penetration:** The depth range of GPR is limited by the electrical conductivity of the ground, the transmitted center frequency and the radiated power. As conductivity increases, the penetration depth decreases. This is because the electromagnetic energy is more quickly dissipated into heat, causing a loss in signal strength at greater depth. Higher frequencies do not penetrate as far as lower frequencies, but give better resolution. Good penetration is achieved in dry sandy soils or massive dry materials such as granite, limestone, and concrete.
- **Frequency:** High frequency antennas (1000MHz – 2.6GHz) are typically able to achieve signal penetration ranging between 12"-30".
- **Medium/Composition:** The composition of both the concrete and sub-grade soils is paramount to achieving maximum signal penetration with high frequency antennas.
- **Debris:** As noted above, moisture presence will limit the depth penetration of GPR technology. Furthermore, sub-grade debris and other random anomalies can reflect the radar signal before it is able to achieve maximum penetration. Lastly, the quantity

of reinforcing steel present within the concrete can also reflect the signal and thereby limit its ability to penetrate the concrete.

- **Size of Target:** There are two main ways in which GPR is limited when discussing the size of a target:
 - **Diameter of Target:** GPR technology is unable to determine the size / diameter of the target being located. Ground penetrating radar is collecting a 2-dimensional slice through the scanned medium, such as concrete, and therefore does not detect the entire circumference of the anomaly being located.
 - **Level of Detail when Locating a Target:** While it is possible to locate many objects with GPR, there can be objects that are simply too small for the radar to find. While this limitation is more widely experienced while using low frequency antennas (which provide lower resolution data) it can be an inhibitor when scanning concrete with a high congestion of reinforcing steel or small objects at depths greater than 10”.
- **Quantity of Anomalies:** Our GPR limitations noted above have briefly mentioned this constraint. The quantity of reflective objects found in the scanned medium (concrete or other) can have a direct impact on GPR signal penetration and the radar’s ability to locate objects at greater depths. This is a result of the signal not being able to penetrate beyond the initial layer of anomalies. This is often experienced when scanning concrete on an elevated slab near a column.
- **Composition of Target:** It is possible for GPR to locate targets or anomalies possessing a range of electromagnetic conductivity. That being said, there are objects which are found more easily. For example, GPR can locate empty plastic (PVC) conduits and pipes; however, it is easier to locate a highly reflective piece of metal reinforcing steel. Therefore, composition of the target can be a limitation with regards to locating. It will likely be difficult to locate a plastic conduit running below a tightly spaced grid of reinforcing steel as the rebar is a positive reaction, showing more clearly in the data, than the negative reaction of the plastic conduit. Again, it is possible to locate any object with a differing electromagnetic conductivity but there are objects which are easier to locate as their reflectivity is much higher or lower, by contrast, to the surrounding scanned medium or located anomalies.

CENTRAL UNION SCHOOL DISTRICT

GEOTECHNICAL AND TESTING LABORATORY SERVICES

R. J. NEUTRA ELEMENTARY SCHOOL PROJECT



RMA GeoScience
An RMA Company

RMA GeoScience
3897 North Ann Avenue
Fresno, CA 93727

April 5, 2023
Proposal No.: 07-230243-P



April 5, 2023
07-230243-P

Attn: Thomas Addington, Superintendent
Central Union School District
15783 18th Avenue
Lemoore, CA 93245

RE: RFQ for Geotechnical and Testing Laboratory Services | R. J. Neutra Elementary School Project

Dear Mr. Addington,

RMA GeoScience is a local consulting engineering firm currently providing geotechnical services, construction materials inspection & testing, and special inspection services. We have prepared this Statement of Qualifications to illustrate our team's experience supporting academic projects with comprehensive special inspection and testing and to show our geotechnical engineering experience in providing site investigations and producing geotechnical reports.

THE RMA GEOSCIENCE DIFFERENCE

RMA GeoScience has an unmatched combination of experienced personnel, resources, and proprietary project controls which sets us apart from our competition and uniquely positions us to assist you in successfully delivering your projects.

RELEVANT EXPERIENCE

Our ability to provide services to the District comes from the knowledge gained on multiple academic projects that we've worked on in California. We have in-depth knowledge of the requirements related to our personnel and laboratory certifications as well as the number and types of tests required for the various construction items typically involved in a construction project. Because of this, we understand the issues that are critical to our DSA clients who work within the parameters of carefully prescribed budgets and schedules. We are proud to have Fresno Unified School District, Madera Unified School District, and Visalia Unified School District as some of our K-12 clients. We follow all applicable specifications such as State of California - Division of the State Architect (DSA), industry standard specifications, the Local Assistance Procedures Manual, and University Quality Assurance Plans (QAP).

THE RMA GEOSCIENCE TEAM

I will serve as Principal-In-Charge and **Mr. Zachary Johnstron will serve as Project Manager and the District's primary point of contact. He can be reached at the address listed below, by cell phone at 559.519.3433, or by email at zjohnston@rmageoscience.com.** Zachary will be supported by our LOR Collaborator, Sarah Blomgren, Principal Geotechnical Engineer / LOR Engineering Manager, Josue "JoJo" Montes, PG, as well as our team of geologists, field technicians, full-service laboratory, and administrative staff.

RMA GeoScience is truly vested in the outcome of Central Union School District's R.J. Neutra Elementary School project and the betterment of the community at large. We have an extensive range of experience with projects that will allow us to respond to requests quickly and efficiently. We are confident that our qualifications and client references will attest to our experience as well as our commitment to superior quality of service. We look forward to partnering with you to achieve success on your upcoming projects.

Sincerely,

Gary Blomgren | Principal-In-Charge

CONTACT PERSON

Zachary Johnston
Project Manager
Cell 559.519.3433
zjohnston@rmageoscience.com

OFFICE LOCATION

3897 N. Ann Avenue
Fresno, CA 93727
Office 559.708.8865
Fax 559.228.9488

www.rmageosciene.com

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- 4 ADMINISTRATION
- 5 FEES



1

DESCRIPTION OF FIRM

DESCRIPTION OF FIRM

FIRM BIO

RMA GeoScience was founded in 1997 and has worked with local, state, and municipal agencies throughout California for the last 25 years. RMA GeoScience has offices strategically located in Fresno, Sun Valley, and San Luis Obispo with construction materials testing and inspection facilities and personnel.

RMA GeoScience provides geotechnical and construction services to public agencies, land developers, and institutions for roads, highways, buildings, housing, and utility infrastructure. Our professional team specializes in geotechnical engineering, geo-environmental consulting, materials testing, and special inspection services.

RMA's materials engineers are experts in asphalt and Portland cement concrete pavements. They provide maintenance and pavement management services, design recommendations for rehabilitation of deteriorated pavements, and design recommendations for new construction.

RMA inspectors and technicians are highly qualified to perform tests and inspections for higher education projects. We have successfully performed our work throughout California for more than 25 years. These inspection and testing specialists are experienced, cross-trained, and hold multiple certifications (including DSA, NICET, ICBO, ACI, Caltrans, and OSHPD / HCAI) to inspect the diverse elements of construction projects simultaneously. This allows us to provide inspection services for projects in a highly efficient manner reducing the overall cost of inspection and testing programs.

Our firm is approved to perform geotechnical engineering, materials testing, and special inspection services in accordance with AASHTO, Caltrans, and ASTM standards. Our laboratory has received recognition and accreditation for materials testing from **DSA (LEA #302)**, Caltrans, AASHTO and AMRL. This enables us to provide inspection services for projects that require accreditation and use our experience to perform in a highly efficient manner, reducing the overall cost of inspection and testing programs.

We have extensive experience handling multiple ongoing tasks under tight schedules and even tighter budgets. The combination of our experienced personnel, our physical testing resources, and our proactive management style will assure you that your projects will be staffed with professional inspectors and your team will receive relevant, accurate test results in hours, not days.

LEVEL OF EXPERIENCE

For more than two decades, RMA GeoScience has provided geotechnical engineering, materials testing, and inspection services on hundreds of educational facility projects throughout the Central Valley. These projects include new construction, reconstruction/modernization, and major renovation projects with oversight by the Division of the State Architect (DSA). We proudly consider Fresno Unified School District, Madera Unified School District, Visalia Unified School District, and Clovis Unified School District among our growing list of K-12 clients in the region and pride ourselves on the relationships we've built as a trusted adviser.

FIRM SIZE

80 EMPLOYEES

FIRM LOCATION

3897 N. ANN AVENUE
FRESNO, CA 93727

ADDITIONAL BRANCHES IN
SUN VALLEY AND
SAN LUIS OBISPO

NATURE / SPECIALTY OF WORK

GEOTECHNICAL,
MATERIALS TESTING, &
INSPECTION SERVICES

YEARS IN BUSINESS

26

ESTABLISHED IN 1997

DESCRIPTION OF FIRM

A PROACTIVE APPROACH

The team at RMA GeoScience has developed highly successful internal processes and strategies for executing inspection and testing services on academic projects - including work during instruction hours with minimal disruption to the learning experience. Our projects utilize an effective and detailed management organization and state-of-the-art controls to ensure open and timely communication between the District and its representatives and our staff. Our approach expedites timely response to services requests, RFIs, and change notices, and manages the prompt reporting of all field and laboratory results while delivering a strict cost management practice to provide absolute budget validation.

With our "by the book" approach, RMA GeoScience can assure that all current and applicable procedures are applied to all testing that is performed and test results are documented completely and consistently. Our team members are also experienced in the DSA process (including DSAbox document control) and are proactive in our approach to providing services. This approach is further discussed in Section 4: Administration which is on page 29.

ABSOLUTE BUDGET VALIDATION

Our budget validation project portal is an essential part of RMA GeoScience's proactive approach and strategy during the project construction phase. Clients are able to see real-time budget utilization updates on each project and our project managers are able to track efficiencies and avoid cost overruns.

NAS LEMOORE EXPERIENCE

Additionally, our project team has recently provided services on projects at Naval Air Station (NAS) Lemoore. This experience has not only provided us with familiarity of policies and procedures of the base but also provided our team with the opportunity to gain gate clearance meaning we are able to start work on your project immediately.

A stack of four books is shown from a side-on perspective, resting on a light-colored wooden surface. The books have different colored covers: the top one is light blue, the second is a darker blue, the third is white, and the bottom one is red. The pages are visible between the covers, and the books appear to be of varying thicknesses. The lighting is soft and even, highlighting the textures of the covers and the wood.

2

EXPERIENCE

EXPERIENCE

MATILDA TORRES HIGH SCHOOL MADERA, CA



CLIENT	Madera Unified School District
CONTACT	Rosalind Cox
PHONE	559.675.4548
ADDRESS	1902 Howard Road, Madera, CA 93637
PROJECT TYPE	New Construction
PROJECT SIZE	260,000 square feet
PROJECT COST	\$100 Million
PROJECT DATES	2018 - 2022

With the development of new residential communities, Madera County has experienced tremendous growth. To serve the newly founded demand for schools, Madera Unified School District expanded with the addition of a new high school.

The Matilda Torres High School is made up of single and two-story buildings which will house standard classrooms, science classrooms, career technical education classrooms, administrative space, library / media center, health clinic, cafeteria, gymnasium, locker / shower, performing arts theater, aquatics complex, play courts, playfields, parking and ancillary facilities. The approximately 260,000 square foot campus will sit on an approximately 57 acres site.

The new high school will initially accommodate 2,200 students, but the school district is planning for future growth of an additional 300 students. Additionally, Madera Unified School District is working on a new Concurrent Enrollment Middle School for 8th graders, which will introduce them to Career Technical Education pathways in agriculture, manufacturing, engineering, public safety, digital and performing arts, and entrepreneurship.

RMA GeoScience was selected to provide the District with geotechnical, materials testing, and special inspection services for the project. Our scope of work included earthwork, asphalt, reinforcement for concrete and masonry, concrete design and placement inspection and testing, post-installed anchors, masonry testing and inspection, structural steel for both shop and field, and fireproofing.

FRANCINE AND MURRAY FARBER EDUCATIONAL CAMPUS

FRESNO, CA



CLIENT	Fresno Unified School District
CONTACT	Rick Hopelian
PHONE	559.457.3705
ADDRESS	2309 Tulare Street, Fresno, CA 93721
PROJECT TYPE	New Construction
PROJECT SIZE	12.8-acre campus
PROJECT COST	\$65.3 Million
PROJECT DATES	2022 - Ongoing

RMA GeoScience is currently providing construction inspection and testing services on Fresno Unified School District’s Faber Elementary School Project. The 12.8-acre campus is expected to be the new home for students from three different schools within the Fresno Unified School District once completed. The Farber Campus will include a school library, student union, community meeting spaces, office space for district departments, special education facilities, and the District’s Department of Prevention and Intervention. The Francine and Murray Farber Educational Campus is expected to open in August 2024. RMA GeoScience’s scope of services include concrete, earthwork, masonry, structural steel, post-installed anchors, fireproofing verification, and high strength bolting.

ERICSON ELEMENTARY SCHOOL INTERIM HOUSING PROJECT

FRESNO, CA



CLIENT	Fresno Unified School District
CONTACT	Cecilia Castillo
PHONE	559.457.3070
ADDRESS	2309 Tulare Street, Fresno, CA 93721
PROJECT TYPE	New Construction
PROJECT SIZE	3,360 square feet
PROJECT COST	\$446,535.00
PROJECT DATES	2022 - Ongoing

RMA GeoScience was selected by Fresno Unified School District to provide construction inspection and testing services for the District’s Interim Housing Project at Ericson Elementary School. The project consists of two portable buildings. RMA GeoScience’s scope of services include inspection and testing services during minor earthwork, minor utilities trenching backfill, concrete, and post-installed anchors, as well as other related laboratory testing.

RIDGEVIEW MIDDLE SCHOOL

VISALIA, CA

CLIENT	Visalia Unified School District
CONTACT	Jeff Ramsay
PHONE	559.730.7350
ADDRESS	5000 West Cypress Avenue, Visalia, CA 93277
PROJECT TYPE	New Construction
PROJECT SIZE	114,000 square foot campus
PROJECT COST	\$35 Million
PROJECT DATES	2014 - 2016



This new middle school helped ease the overcrowding being experienced in the Visalia Unified School District. The new two-story school and surrounding campus will include 24 classrooms, five science labs, a food court and snack bar, a large stage for the performing arts, large central kitchen, a band and choir room for music education classes, a gymnasium with seating for about 1,170 people, a technical lab that will include a robotics area, a broadcast studio, library, computer lab and an arts lab with a kiln.

Additional campus amenities will include three parking lots and other common, outdoor areas and landscaping. The school was recently named "Ridgeview" which signifies the view from the school campus of the Sierra Nevada Mountain Range.

RMA provided special inspection and testing for this new campus that was completed for occupancy for the 2016-2017 school year. Services provided include:

- Earthwork and Grading Inspection and Testing of Soils, Aggregates, and Pavement Materials
- Structural Steel Shop and Field Welding
- Concrete Batch Plant Inspection
- Glu-lam Wood Fabrication Inspection
- High Strength Bolt Inspection and Testing
- DSA Masonry Inspection
- Reinforced Concrete Observation and Testing
- Post-installed Anchor Testing and Inspection

CLOVIS UNIFIED SCHOOL DISTRICT ON-CALL CONTRACT

CLOVIS, CA



CLIENT	Clovis Unified School District
CONTACT	Rick Lawson
PHONE	559.327.9241
ADDRESS	2191 Sierra Avenue, Clovis, CA 93611
PROJECT TYPE	Varied Per Project
PROJECT SIZE	Varied Per Project
PROJECT COST	Varied Per Project
PROJECT DATES	2015 - Ongoing

RMA GeoScience is providing on-call services to Clovis Unified School District on an ongoing basis. RMA GeoScience has provided materials testing and construction inspection services for subgrade and aggregate base testing and various other materials testing and inspections on multiple projects including:

- Roger Orazo Elementary School Relocatables
- Clovis East Modernization
- Clovis Adult Modernization
- Paving Projects – 12 School Sites
- Clovis East, Clovis High School And Clovis North – New Snack Bar / Restroom
- Mickey Cox Elementary School Modernization
- Century Elementary School Modernization
- Cedarwood Elementary School Modernization
- Clovis West High School Aquatics
- Parking Lot Reconstruction Project - 11 Sites
- Buchanan HS Modernization
- Clovis ES Modernization
- District Office Remodel
- Photovoltaic Solar Project At 23 School Sites Warehouse And Technology Service Center

This \$8 Million DSA project constructed a new 13,000-sf steel framed and masonry building with a new canopy attached to an adjacent building. The new addition has a structural steel frame, shallow spread footings, a slab-on-grade floor, and metal panel walls. The center was designed to allow for the future build-out of a second floor. When fully constructed, column loads (dead plus live) are expected to range from 20 to 200 kips. In addition, there are some relatively light loaded (approximately 1.0 kip/foot) continuous footings supporting a CMU wainscot. The wide range in foundation loads required some specialized geotechnical recommendations and grading in order to limit the differential settlement between heavily and lightly loaded foundations. Appurtenant improvements included AC and concrete pavement, concrete flatwork, underground utilities, and landscaping.

Services provided by RMA GeoScience included masonry construction observation and inspection, earthwork structural steel special inspection, concrete sampling, high strength bolt testing and inspection, and laboratory testing.

REPAIR POWER CHECK PADS AT NAVAL AIR STATION

LEMOORE, CA



CLIENT	Naval Air Station (NAS)
CONTACT	Alex Franquez
PHONE	909.622.2259
ADDRESS	700 Avenger Avenue, Lemoore, CA 93246
PROJECT TYPE	Demolition & New Construction
PROJECT SIZE	NA
PROJECT COST	NA
PROJECT DATES	2017 - 2018

RMA GeoScience was chosen to provide soil compaction and concrete inspections services.

The work includes demolishing and replacing one existing check pad and constructing additional supplemental pavements such as transitional concrete and asphalt shoulders. Proposed power check pad and shoulders shall be in compliance with the NAVFAC Standard Drawings. The project also includes updating the existing lighting system as needed to reflect the new check pad design and incidental related work.

RMA GeoScience’s scope of services includes Earthwork Observation and Testing, Reinforced Steel Inspection and Concrete Testing, Masonry Inspection and Testing, Post Installed Anchors, Structural Steel (Shop and Field Welding & High Strength Bolting), Nondestructive Testing (NDT), and Laboratory Testing.

F-35V SIMULATOR EXPANSION AT NAVAL AIR STATION

LEMOORE, CA



CLIENT	Naval Air Station (NAS)
CONTACT	Alex Franquez
PHONE	909.622.2259
ADDRESS	700 Avenger Avenue, Lemoore, CA 93246
PROJECT TYPE	Expansion
PROJECT SIZE	26,521 square feet
PROJECT COST	\$25.4 Million
PROJECT DATES	2021 - 2023

RMA GeoScience is currently providing special inspection and testing services at the Naval Air Station in Lemoore on their New F-35V Simulator Expansion Project. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator.

JUAN FELIPE HERRERA ELEMENTARY SCHOOL

FRESNO, CA



CLIENT	Fresno Unified School District
CONTACT	Rick Hopelian
PHONE	559.457.3705
ADDRESS	4600 N. Brawley Avenue, Fresno, CA 93722
PROJECT TYPE	New Construction
PROJECT SIZE	84,242 square foot campus
PROJECT COST	\$37.6 Million
PROJECT DATES	2019 - Ongoing

RMA GeoScience is providing construction inspection and testing services on Fresno Unified School District’ New Herrera Elementary School Project. The project consists of construction of the new elementary school which includes classrooms, administration / library building, health services building, concession building, and a kitchen / multi-purupose building. RMA GeoScience is providing services during earthwrok, concrete placement, structural steel, masonry, post-installed anchors, high strenght bolting, batch plant, and laboratory testing of materials used during construction.

MT. WHITNEY HIGH SCHOOL GYMNASIUM HVAC REPLACEMENT

VISALIA, CA



CLIENT	Visalia Unified School District
CONTACT	Steve Pena
PHONE	559.730.7350
ADDRESS	5000 West Cypress, Visalia, CA 93277
PROJECT TYPE	Modernization
PROJECT SIZE	38,783 square feet
PROJECT COST	\$1.5 Million
PROJECT DATES	2020 - 2021

RMA GeoScience provided construction inspection and testing services on Mt. Whitney High School’s Gymnasium HVAC Replacement and Modernization Project. We provided services during structural steel fabrication and post-installed anchors during construction.

REDWOOD HIGH SCHOOL GYM & LOCKER ROOM MODERNIZATION

VISALIA, CA



CLIENT	Visalia Unified School District
CONTACT	Steve Pena
PHONE	559.730.7350
ADDRESS	5000 West Cypress, Visalia, CA 93277
PROJECT TYPE	Renovation / Modernization
PROJECT SIZE	42,694 square feet
PROJECT COST	Estimated \$4.8 Million
PROJECT DATES	2022 - Ongoing

RMA GeoScience is currently providing special inspection and testing services on Visalia Unified School District's Redwood High School Gym and Locker Room Modernization Project. Our special inspectors assigned to the project are performing building code inspections according to the approved plans and specifications as well as materials testing of samples that were obtained during site inspections.

HANFORD HIGH SCHOOL MODERNIZATION

HANFORD, CA



CLIENT	Hanford Joint High School District
CONTACT	Julie Fagundes
PHONE	559.583.5901
ADDRESS	823 W. Lacey Boulevard, Hanford, CA 93230
PROJECT TYPE	Modernization
PROJECT SIZE	NA
PROJECT COST	\$9.8 Million
PROJECT DATES	2021

RMA GeoScience provided construction inspection and testing services on Hanford High School's Modernization - Phase 4 Project. The project consisted of alterations to existing buildings, construction of a new pool and building, and amphitheater. Additional site work includes a new parking lot and fire lane. RMA GeoScience provided services during earthwork, structural testing, concrete batch plant, shotcrete placement, post-installed anchors, masonry construction, and shop / field welding.

WASHINGTON ELEMENTARY SCHOOL MODERNIZATION

HANFORD, CA



CLIENT	Hanford Elementary School District
CONTACT	Bill Potter
PHONE	559.585.3600
ADDRESS	714 North White Street, Hanford, CA 93230
PROJECT TYPE	Modernization
PROJECT SIZE	NA
PROJECT COST	\$3 Million
PROJECT DATES	2020 - 2021

RMA GeoScience provided construction inspection and testing services on Hanford Elementary School District's modernization project at George Washington Elementary School. The project consisted of alterations to one administration / multi-use building, one kindergarten building, and three classroom buildings.

LEE RICHMOND ELEMENTARY SCHOOL MODERNIZATION

HANFORD, CA



CLIENT	Hanford Elementary School District
CONTACT	Bill Potter
PHONE	559.585.3600
ADDRESS	714 North White Street, Hanford, CA 93230
PROJECT TYPE	Modernization
PROJECT SIZE	NA
PROJECT COST	\$3.2 Million
PROJECT DATES	2021 - 2022

RMA GeoScience provided construction inspection and testing services on Hanford Elementary School District's Lee Richmond Elementary School Modernization Project. The project consisted of alterations to four existing building as well as ADA site improvements. RMA GeoScience provided contactation testing of site improvements, special inspection & testing of post-installed anchors, and special inspection & testing of reinforced concrete construction.

A stack of four books is shown from a side-on perspective, slightly angled. The books have different colored covers: the top one is light blue, the second is a darker blue, the third is white, and the bottom one is red. The pages are visible between the covers. The background is a soft, out-of-focus light blue.

3

MANAGEMENT / STAFF



MANAGEMENT / STAFF

Our clients have counted on RMA GeoScience to meet their staffing levels for projects with multiple phases, providing staff for night work to reduce traffic impacts, and conducting geotechnical and fault investigations as well as preparing materials engineering reports.

RMA GeoScience provides geotechnical and materials engineering services to schools, cities, community college districts, state colleges and universities, public agencies, land developers, and institutions for roads, highways, buildings, housing, and utility infrastructure.

Our professional project management team specializes in geotechnical engineering, geo-environmental consulting, materials testing, and special inspection services. RMA GeoScience's team for this contract will be:

GARY BLOMGREN | PRINCIPAL-IN-CHARGE

Mr. Gary Blomgren has **more than 20 years experience** managing school projects of all types including street reconstruction, street resurfacing, slurry sealing, storm drain replacement and construction, and sewer repair projects. He has provided operational oversight and quality control for materials testing and inspection of earthwork, asphalt concrete, reinforced concrete, masonry, post-installed anchors, structural steel, and fireproofing. As Principal-In-Charge, he **will handle all contractual matters with the District** and ensure all resources necessary to the District's project are in place and available. Gary will provide leadership to ensure that RMA GeoScience's pledge to service, professionalism and technical expertise are delivered consistently throughout all projects.

ZACHARY JOHNSTON | PROJECT MANAGER

Mr. Zachary Johnston will serve as Project Manager and will maintain direct and continued responsibility for all services provided for the duration of the project. As such, he will serve as the **primary point-of-contact and handle all day-to-day activities** on all matters dealing with the project. Zachary will continually monitor the project schedule and proactively plan for increases in personnel in conjunction with and supported by RMA GeoScience management to recruit new personnel or reassign from projects nearing completion.

SARAH BLOMGREN | LOR COLLABORATOR

Ms. Sarah Blomgren will serve as LOR Collaborator and work side-by-side with our Project Manager. Sarah will assist Zachary in assigning and directing project team personnel as well as managing the dispatch of qualified technicians.

JOSUE "JOJO" MONTES, PE, GE | PRINCIPAL GEOTECHNICAL ENGINEER / LOR ENGINEERING MANAGER

Mr. Josue "JoJo" Montes is a **licensed Geotechnical Engineer / Civil Engineer with more than 30 years of experience** managing materials testing, special inspection, and geotechnical projects. He is experienced in business development, staff mentoring and training, preparation of geotechnical reports, plan details, and geotechnical related specifications. JoJo is also experienced in managing and performing challenging geotechnical ground investigations, earthwork design and structure foundations, site-specific evaluation of seismic ground motions, and liquefaction and landslide hazard assessments. He will be in responsible charge for all geotechnical engineering work. JoJo will provide oversight on geotechnical work, materials testing and laboratory testing for the project and will review the results of relevant field and laboratory testing and prepare written reports during construction. JoJo will be available as an additional resource at all times during construction for any consultation regarding site conditions.

MEGAN STEWART, GIT | PROJECT GEOLOGIST

Ms. Megan Stewart, GIT is a Project Geologist at RMA GeoScience. As Project Geologist, she will support the team for any geologic or seismic issues that arise during the term of the contract and will execute any field sampling and logging of borings during geotechnical explorations for the project. Megan will ensure that the collection of samples and proper project controls are met. She will coordinate field sampling, logging and testing of samples taken from the field. She will collect site-specific subsurface soil and groundwater information and will provide field consultation during construction as needed to address soil conditions that may impact construction.

JENNIFER KARR | LABORATORY MANAGER

Ms. Jennifer Karr will oversee all laboratory testing activities for this contract. Jennifer has prior and ongoing experience working with materials testing on academic and municipal projects. Her familiarity with DSA and AASHTO requirements for testing of construction materials have prepared her to know exactly what to look out for during materials testing in the laboratory. She continuously conveys her knowledge of testing standards and code requirements to her supporting staff of laboratory testing technicians. She will communicate directly with other team members on the District’s projects, promptly informing them of test results or any potential problems encountered with the construction materials.

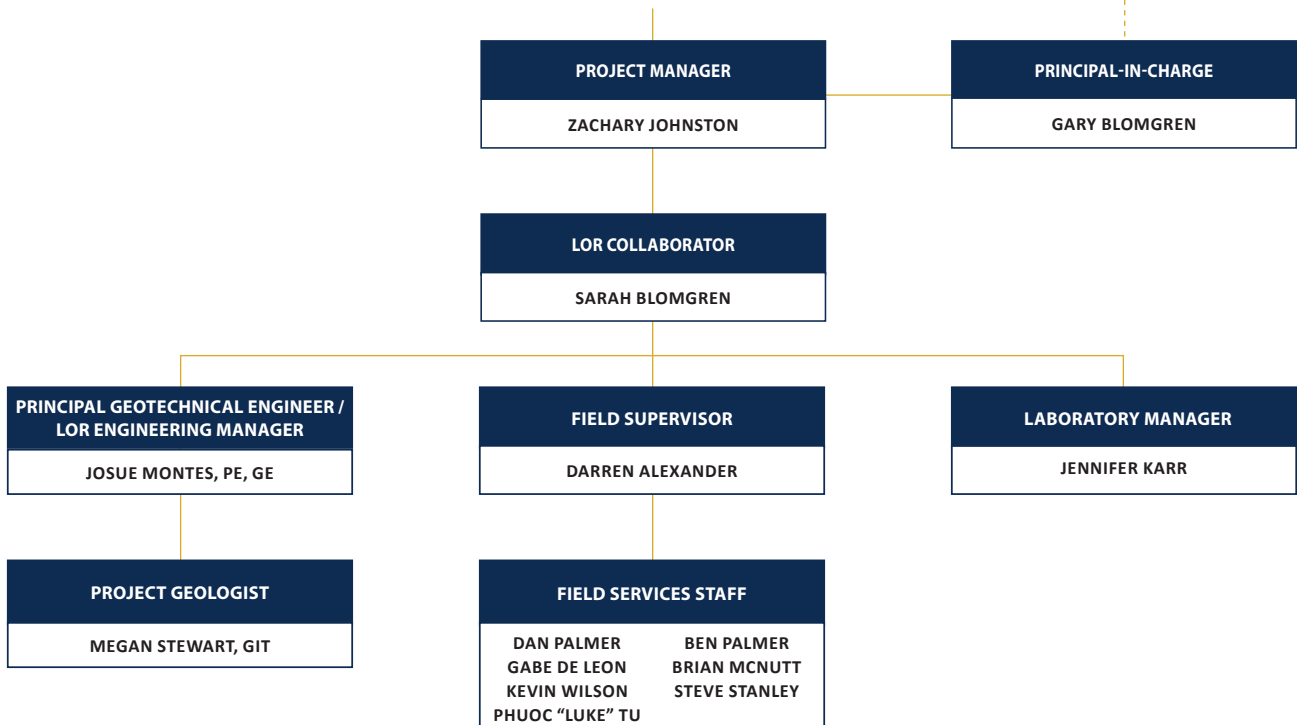
DARREN ALEXANDER | FIELD SUPERVISOR

Mr. Darren Alexander will coordinate testing and inspection activities and will ensure that any staff sent to the project site are properly certified and experienced to perform the inspections and / or tests that have been requested, and that they are properly equipped with currently calibrated equipment. He will hold regular training sessions to ensure that the staff members assigned to your project are instructed and updated daily as to the specific project plans and specifications and any special reporting protocols and job site safety requirements.

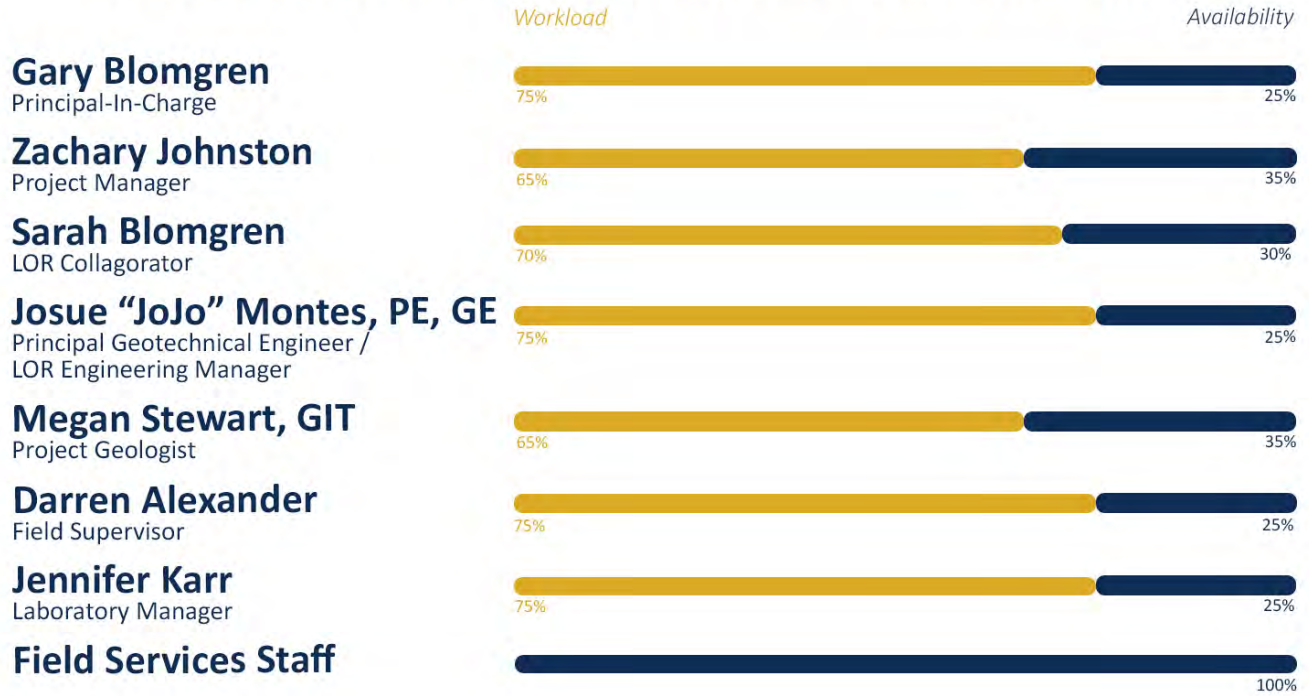
SPECIAL INSPECTORS & FIELD TECHNICIANS

Our field staff will provide field observation, sampling, documentation, and testing of all soil, concrete, reinforcing steel, shotcrete, structural masonry, shotcrete, structural steel, NDT testing, high strength bolting, fireproofing, firestopping, epoxy dowels, and wood framing, as needed, per each task order. Our staff will also include geotechnical technicians for all soil applications and geotechnical investigations. Our technicians are handpicked for specific projects based on their experience and certifications and how well those match up to the requirements and construction elements on each project.

CENTRAL UNION SCHOOL DISTRICT



RMA GEOSCIENCE STAFF WORKLOAD & AVAILABILITY



GARY BLOMGREN

PRINCIPAL-IN-CHARGE

EDUCATION

Post Certification (PC832) California State
Fresno City, College, Pre-Law

PROFESSIONAL ASSOCIATIONS

ASFE - Geoprofessional Business Association
CSHE - California Society for Healthcare
Engineering

PROFILE

Mr. Gary Blomgren manages the engineering and materials testing at the RMA GeoScience office in Fresno, California. Gary has more than 20 years of construction inspection and materials testing experience including more than eight years as a group manager. Gary has provided operational oversight and quality control for materials testing and inspection of earthwork, asphalt concrete, reinforced concrete, masonry, post-installed anchors, structural steel and fireproofing. His experience with construction inspection and testing includes a wide variety of projects such as schools, hospitals, office buildings, wastewater treatment plants, roadway improvements, bridges, and prisons. As the Branch Manager, Gary will be responsible for project oversight and ensuring adequate personnel or laboratory resources are available to the City's project.

RELEVANT EXPERIENCE

SKY WEST APRON, YOSEMITE INTERNATIONAL AIRPORT, FRESNO

Project Manager | Mr. Blomgren provided project management oversight, budget control, and coordination with Airport representatives. He provided and materials testing, laboratory, and inspection staff for this project. Reconstruction of Apron for Skywest involved storm drain realignment, new concrete reinforced apron, special inspections related to concrete, and compaction testing.

EAST RAMP RECONSTRUCTION, YOSEMITE INTERNATIONAL AIRPORT, FRESNO

Project Manager | Mr. Blomgren provided project management oversight, budget control, and coordination with Airport representatives and materials testing, laboratory and inspection staff for this project. Services provided during construction included sampling testing of subgrade, aggregate base, bituminous concrete pavement, bituminous base course, bituminous surface course, and Portland cement concrete paving.

TAXILANE PAVEMENT REHABILITATION, HANFORD MUNICIPAL AIRPORT, HANFORD

Project Manager | This project consisted of grind and replace of taxiway. His services included P-152-Excavation, P-153 - CLSM, P-209 - Aggregate, P-403 HMA, P-605- Structural Concrete and D-701 Storm Drains. Inspection and Testing was performed during construction and QC test during production of materials used.

BSK ASSOCIATES, INC. / TESTING & INSPECTION DIVISION, GROUP MANAGER, FRESNO

Field Technician / Special Inspector | Mr. Blomgren managed a group of 20 inspectors and technicians that were responsible for special inspection and materials testing for a variety of projects, including hospitals, courthouses, airport runways, taxiways, roadway improvements, solar projects, retail and commercial buildings, and schools.

COUNTY OF TULARE FOR VARIOUS COUNTY BRIDGE PROJECTS, TULARE

Project Manager | Mr. Blomgren provided project management oversight, budget control, and coordination with County representatives and materials testing, laboratory and inspection staff for this project. RMA GeoScience was responsible for the compaction testing, concrete sampling, welding inspections, pile integrity testing, HMA pavement inspection and testing, batch plant inspections, and inspections of driven and CIDH piles for multiple bridge projects.

ZACHARY JOHNSTON

PROJECT MANAGER

EDUCATION

BA, Criminal Justice, Psychology w/
International Business Minor
New England College

PROFILE

Mr. Zachary Johnston has over 29 years of professional experience. Delivering innovative and memorable solutions that exceed the expectations of both employers and clients, Zachary excels at managing multiple projects simultaneously. He has acquired an innate understanding of his field, the problems that companies experience, and how to overcome them. With a track record of verifiable business development and project management accomplishments, he successfully collaborates with clients to identify and meet needs and customize solutions that win contracts by delivering value. His efforts facilitate a creative and integrative process that unites diverse needs and ideas for clients.

RELEVANT EXPERIENCE

ERICSON ELEMENTARY SCHOOL INTERIM HOUSING PROJECT, FRESNO

Project Manager | Mr. Johnston's tasks as the Project Manager included developing a project budget, reviewing and approving daily reports, and problem-solving if issues were to come up with the Fresno Unified School District DSA Inspector or in-house staff to ensure a smooth project. Additionally, Mr. Johnston works alongside RMA Geoscience's Regional Vice President with in-person or online meeting coverage, email communications, and monthly budgeting.

SUNNYSIDE HIGH SCHOOL CAREER TECHNICAL EDUCATION BUILDING PROJECT, FRESNO

Project Manager | Mr. Johnston's tasks as the Project Manager included developing a project budget, reviewing, and approving daily reports, and problem-solving if issues were to come up with the Fresno Unified School District DSA Inspector or in-house staff to ensure a smooth project. Additionally, Mr. Johnston works alongside RMA Geoscience's Regional Vice President with in-person or online meeting coverage, email communications, and monthly budgeting.

LA JOYA MIDDLE SCHOOL SCIENCE CLASSROOM REMODEL PROJECT, VISALIA

Project Manager | Mr. Johnston's tasks as the Project Manager included developing a project budget, reviewing and approving daily reports, and problem-solving if issues were to come up with the Visalia Unified School District DSA Inspector or in-house staff to ensure a smooth project. Additionally, Mr. Johnston works alongside RMA Geoscience's Senior Project Manager communications, and monthly budgeting.

SIERRA PACIFIC HIGH SCHOOL SHADE STRUCTURE PROJECT, HANFORD

Project Manager | Mr. Johnston's tasks as the Project Manager included developing a project budget, reviewing, and approving daily reports, and problem-solving if issues were to come up with the Hanford Joint Union High School District DSA Inspector or in-house staff to ensure a smooth project. Additionally, Mr. Johnston works alongside RMA Geoscience's Senior Project Manager communications, and monthly budgeting.

PROJECT MANAGER | CARUTHERS HIGH SCHOOL SCOREBOARD AND DIGITAL MARQUEE SIGN PROJECT, CARUTHERS
PROJECT MANAGER | NEW MODULAR OFFICE BUILDING WEAVER UNIFIED SCHOOL DISTRICT PROJECT, MERCED

JOSUE MONTES, PE, GE

PRINCIPAL GEOTECHNICAL ENGINEER

EDUCATION

BS, Civil Engineering, University of Santo Tomas, Philippines

LICENSES / REGISTRATIONS

CA, Civil Engineer, No. C52610
CA, Geotechnical Engineer, No. G2904

PROFILE

Mr. Josue “JoJo” Montes, PE has more than 29 years of extensive geotechnical assessment, engineering, construction inspections, and materials testing experience in California with successful leadership roles. His duties include proposal preparation, project management, engineering, and completion of various projects from pre-design to detailed design, materials testing, and construction monitoring. He is experienced in business development, staff mentoring and training, preparation of geotechnical reports, plan details, and geotechnical related specifications. Josue is also experienced in managing and performing challenging geotechnical ground investigations, earthwork design and structure foundations, site-specific evaluation of seismic ground motions, and liquefaction and landslide hazard assessments.

RELEVANT EXPERIENCE

NEW STUDENT UNION, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Geotechnical Engineer of Record | Mr. Montes provided Geotechnical Engineering services for the Student Union Building Project. The project site is inside the Fresno State University campus. The project consisted of construction of a new two-story student union building with a planned footprint of approximately 30,000 square feet. Construction consisted primarily of structural steel frame, with concrete slab-on-grade, and supported on reinforced shallow concrete foundations. The new structure will be constructed in an existing landscaped area with concrete sidewalks and irrigation lines. His responsibilities included oversight of field work, laboratory testing program, and engineering evaluation and review of the geotechnical investigation and geohazards study report to meet minimum requirements of the Department of State Architect.

CENTER FOR AGRICULTURE & TECHNOLOGY (CAT) BUILDING, MADERA COMMUNITY COLLEGE, MADERA

Geotechnical Engineer of Record | Mr. Montes served as a Geotechnical Engineer of Record for the CAT Building Project. The project consisted of construction of a Center for Agriculture and Technology Building at the Madera Community College campus, for the State Center Community College District (SCCCD). On-going construction included earthwork of removal and replacing of up to 5 feet below grade, as engineered compacted fill. The planned building will consist of a single-story structure with almost 10,000 square feet of footprint area, mainly metal-frame construction with concrete slab-on-grade, supported on reinforced concrete shallow foundations. Josue’s duties included review of a geotechnical report prepared by others and taking the Geotechnical-Engineer-of-Record responsibilities, including oversight of the project as the State Licensed Geotechnical Engineer, signing off on Department of State Architect (DSA) forms and documents, review of field activities and inspections, including foundation installation in between weather changes, with rain and foundation issues.

RUNWAY 11L-29R / TAXIWAY B, FRESNO YOSEMITE INTERNATIONAL AIRPORT, FRESNO

Geotechnical Engineer of Record | Mr. Montes provided Geotechnical Engineering services for the FYIA Runway 11L-29R, Taxiway B Project. This project consisted of preparing a scope of work for a geotechnical investigation for pavement reconstruction of existing runway and taxiway pavement sections. Work included coordinating with airport personnel, coring of pavement and sampling of asphalt concrete and subgrade soils. Preparation of a laboratory testing program and preparation of a report with results of the testing, and recommendations for subgrade preparation and thickness of pavement design. He reviewed the geotechnical report prior to finalizing and delivery.

MEGAN STEWART, GIT

PROJECT GEOLOGIST

EDUCATION

BS, Geology, California State University, Fresno

LICENSES / REGISTRATIONS

CA, Geologist-In-Training, No. 1031
APNGA Portable Nuclear Gauge Certification

PROFILE

Ms. Megan Stewart has more than six years of geotechnical experience in California. She has extensive knowledge of geotechnical logging and sampling. Her duties include proposal preparation, project coordination, sampling, logging, preparation of geotechnical reports, and liquefaction analysis. In addition, Ms. Stewart is also proficient in geotechnical laboratory testing, construction inspections, and preparing Phase 1 ESA reports.

RELEVANT EXPERIENCE

NAVAL AIR STATION | F-35V SIMULATOR EXPANSION, FRESNO

Staff Geologist | Ms. Stewart served as Staff Geologist for the new F-35V Simulator Expansion Project at the Naval Air Station. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator. RMA GeoScience is currently providing special inspection and testing services.

BULLDOG STADIUM MODERNIZATION, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Staff Geologist | Ms. Stewart served as Staff Geologist for the Fresno State Bulldog Stadium Modernization Project. Geotechnical Investigations for various projects related to the modernization of Bulldog Stadium. Project Coordination, Geotechnical Logging and Sampling, Geotechnical Report Preparation.

NEW STUDENT UNION, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Staff Geologist | Ms. Stewart served as Staff Geologist for the Fresno State New Student Union Project. Geotechnical Investigation for the construction of a new three-story student union. Project Coordination, Geotechnical Logging and Sampling, Geotechnical Report Preparation.

ACADEMIC VILLAGE 2, MADERA COMMUNITY COLLEGE, MADERA

Staff Geologist | Ms. Stewart served as Staff Geologist for the Madera Community College Academic Village 2 Project. Geotechnical Investigation and Geohazards Study for the construction of a new two-story classroom building. Megan's responsibilities included project coordination, geotechnical logging and sampling, geotechnical and geohazards report preparation, and construction inspection.

KASTNER INTERMEDIATE SCHOOL ADMINISTRATION BUILDING, FRESNO

Staff Geologist | Ms. Stewart served as Staff Geologist for the Kastner Intermediate School Administration Building Project. The scope of services included geotechnical investigation and geohazards study for the remodel of the southeastern part of the existing administration building. Her duties consisted of project coordination, geotechnical logging and sampling, as well as geotechnical and geohazards report preparation.

RUIZ EXECUTIVE CLASSROOM, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Staff Geologist | Ms. Stewart served as Staff Geologist for the Ruiz Executive Classroom Project. Geotechnical Investigation for the construction of a new single-story executive classroom building. Project Coordination, Geotechnical Logging and Sampling, Geotechnical Report Preparation.

JENNIFER KARR

LABORATORY MANAGER

EDUCATION

BS, Geology, California State University, Fresno (*In Progress*)

LICENSES / REGISTRATIONS

ACI Concrete Strength Testing Technician
ACI Aggregate Testing Technician - Level I
ACI Concrete Laboratory Testing Technician - Level I
APNGA Portable Nuclear Gauge
APNGA Radiation Safety Officer

PROFILE

Ms. Jennifer Karr brings two years of industry experience in geotechnical investigation, construction materials and geotechnical laboratory testing. She is currently pursuing a path to obtain a license as a Professional Engineering Geologist. Jennifer's daily duties include managing daily laboratory operations, maintaining laboratory accreditations, staff mentoring and training, reporting and reviewing all laboratory testing.

RELEVANT EXPERIENCE

FRANCINE AND MURRAY FARBER EDUCATIONAL COMPLEX, FRESNO

Laboratory Manager | Ms. Karr serves as the Laboratory Manager on the Francine and Murray Farber Educational Complex Project. Building 1000, the Academic/Administration Building, consisted of construction of new 2-Story metal stud framed Academic Building consisting of Administration and Classroom Spaces. Building 2000, the Student Union Building, consisted of construction of new single story metal stud framed Student Center Building consisting of kitchen, kitchen support spaces, dining, and CTE classroom space, and outdoor service yard. Associated site work to serve new buildings including new visitor/staff parking, new student/staff parking, hardscape, turf, and soccer field. RMA GeoScience provided the materials testing and special inspections for this new facility. Testing services provided include concrete, earthwork, masonry, high strength bolting, post installed anchors, and structural steel. Ms. Karr's duties included maintaining laboratory resources, equipment calibration, and test sample recording and documentation during laboratory testing of all materials being tested.

MATILDA TORRES HIGH SCHOOL, MADERA

Laboratory Manager | Ms. Karr served as the Laboratory Manager for the Matilda Torres High School Project. The new high school will initially accommodate 2,200 students, but they are planning for future growth of an additional 300 students. Additionally, Madera Unified School District is working on a new Concurrent Enrollment Middle School for 8th graders, which will introduce them to Career Technical Education pathways in agriculture, manufacturing, engineering, public safety, digital and performing arts, and entrepreneurship.

NEW F-35V SIMULATOR EXPANSION, LEMOORE

Laboratory Manager | Ms. Karr served as the Laboratory Manager for the new F-35V Simulator Expansion Project at Lemoore Naval Air Station. This project consisted of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator. RMA GeoScience provided a collaboration of field and laboratory services to document and observe on-site earthwork in addition to testing of soils, reinforced concrete, and masonry. Ms. Karr's duties included observation of placement of cement slurry for soil stabilization as well as overseeing and reporting laboratory testing of soils, concrete, and masonry materials

DARREN ALEXANDER

FIELD SUPERVISOR

EDUCATION

Technical Degree, College of Oceaneering,
Los Angeles
Technical Certificate in Electronics, US Army,
Fort Gordon, Augusta, GA

LICENSES / REGISTRATIONS

AWS / CWI No. 01060111
ASNT - SNTC - IA
NDT Ultrasonic Level II
NDT Magnetic Particle Testing - Level II
NDT Dye Penetrate Testing Level II
ICC Structural Steel & Bolting
ICC Spray Applied Fireproofing
APNGA Portable Nuclear Gauge Certification
Certified Commercial Diver Specializing in
Underwater Inspection

PROFILE

Mr. Darren Alexander has more than 15 years providing testing and inspection services. His experience includes special inspection, materials testing, project management, estimating, proposal preparation, coordinating personnel and resources. Darren's technical responsibilities include onsite supervision, inspection of welding, nondestructive testing, concrete inspection, fireproof testing, deciphering job codes, plans, and job specifications. Darren prepares and writes field reports /documents, tests and inspects epoxy dowels, provides anchor observation and pull testing, reinforced concrete inspection and testing, and ferroskan testing. He will be responsible for coordinating with project representatives to ensure project schedules are maintained and testing needed is responsive and reliable as well as providing Lead Special Inspection services to this project.

RELEVANT EXPERIENCE

MATILDA TORRES HIGH SCHOOL, MADERA

Field Supervisor | Mr. Alexander served as the Field Supervisor for the Matilda Torres High School. The new high school will initially accommodate 2,200 students, but they are planning for future growth of an additional 300 students. Additionally, Madera Unified School District is working on a new Concurrent Enrollment Middle School for 8th graders, which will introduce them to Career Technical Education pathways in agriculture, manufacturing, engineering, public safety, digital and performing arts, and entrepreneurship.

NAVAL AIR STATION | F-35V SIMULATOR EXPANSION, FRESNO

Field Supervisor | Mr. Alexander served as Field Supervisor for the new F-35V Simulator Expansion Project at the Naval Air Station. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator. RMA GeoScience is currently providing special inspection and testing services.

NEW STUDENT UNION, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Field Supervisor | Mr. Alexander served as the Field Supervisor for the Student Union Building Project. The project site is inside the Fresno State University campus. The project consisted of construction of a new two-story student union building with a planned footprint of approximately 30,000 square feet. Construction consisted primarily of structural steel frame, with concrete slab-on-grade, and supported on reinforced shallow concrete foundations. The new structure will be constructed in an existing landscaped area with concrete sidewalks and irrigation lines.

DAN PALMER

FIELD TECHNICIAN

LICENSES / REGISTRATIONS

AWS / CWI #98050971 Welding Inspector
Destructive & Non-Destructive Testing
ASNT Level II Dye Penetrant
ASNT Level II Ultrasonic Inspection
ASNT Level II Magnetic Particle
APNGA Portable Nuclear Gauge Certification
ACI Concrete Field Testing Technician - Grade I

PROFILE

Mr. Dan Palmer has more than 25 years experience as a welding inspector, six with the U.S. Navy, and 20 years in the private sector. Dan has extensive experience in plan reading, structural steel welding inspection, inspection and procedures for non-destructive testing, welder qualification testing, and welding procedures. He performs inspections of welding, structural steel erection, high strength bolting, reinforced concrete, concrete sampling and testing, and epoxy anchor installations. Dan also performs non-destructive testing with Ultrasonic, as well as Magnetic Particle and Liquid Dye Penetrant methods.

RELEVANT EXPERIENCE

NAVAL AIR STATION | F-35V SIMULATOR EXPANSION, FRESNO

Field Technician | Mr. Palmer serves as a Field Technician for the new F-35V Simulator Expansion Project at the Naval Air Station. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator. RMA GeoScience is currently providing special inspection and testing services.

SAVE MART CENTER, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Special Inspector | Mr. Palmer served as the Senior Welding Inspector for field welding / NDT inspections. He performed and coordinated inspections of structural steel welding and high strength bolting. The project total was \$100 million.

NEW STUDENT UNION, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Special Inspector | Mr. Palmer served as a Special Inspector for the Student Union Building Project. The project site is inside the Fresno State University campus. The project consisted of construction of a new two-story student union building with a planned footprint of approximately 30,000 square feet. Construction consisted primarily of structural steel frame, with concrete slab-on-grade, and supported on reinforced shallow concrete foundations. The new structure will be constructed in an existing landscaped area with concrete sidewalks and irrigation lines.

MATILDA TORRES HIGH SCHOOL, MADERA

Special Inspector | Mr. Palmer served as the Special Inspector for the Matilda Torres High School. The new high school will initially accommodate 2,200 students, but they are planning for future growth of an additional 300 students. Additionally, Madera Unified School District is working on a new Concurrent Enrollment Middle School for 8th graders, which will introduce them to Career Technical Education pathways in agriculture, manufacturing, engineering, public safety, digital and performing arts, and entrepreneurship.

JUVENILE JUSTICE CENTER, FRESNO

Special Inspector | Mr. Palmer was the Senior Inspector supervising all aspects of the special inspection team assembled for this \$100 million project which included an on-site wastewater treatment plant facility. He performed structural steel inspections in addition to his on-site duties.

GABE DE LEON

FIELD TECHNICIAN

LICENSES / REGISTRATIONS

APNGA Portable Nuclear Gauge Certification
ICC Masonry
ACI Concrete Field Testing Technician - Grade I
CALTRANS: 125 AGG, 125 HMA, 231, 375

PROFILE

Mr. De Leon has more than six years of engineering experience primarily involving geotechnical construction inspection, and materials testing in both the private and public sectors. His experience includes providing foundation and earthwork testing and observations for a wide variety of projects such as: bridges; roadway/freeway improvements; schools; hospitals; office buildings; residential subdivisions; prisons; and pipelines.

RELEVANT EXPERIENCE

MATILDA TORRES HIGH SCHOOL, MADERA

Field Technician | Mr. De Leon served as the Special Inspector for the Matilda Torres High School. The new high school will initially accommodate 2,200 students, but they are planning for future growth of an additional 300 students. Additionally, Madera Unified School District is working on a new Concurrent Enrollment Middle School for 8th graders, which will introduce them to Career Technical Education pathways in agriculture, manufacturing, engineering, public safety, digital and performing arts, and entrepreneurship.

EDISON HIGH SCHOOL TENNIS COURT, FRESNO

Field Technician | Mr. De Leon served as a Field Technician for the Edison High School Tennis Court Project. His duties included concrete sampling and compaction testing.

VIRGINA LEE ELEMENTARY SCHOOL, MADERA

Field Technician | Mr. De Leon served as a Field Technician for the New Virginia Lee Elementary School. Gabe performed compaction testing and concrete sampling.

BUCHANAN HIGH SCHOOL CHILLER PROJECT, CLOVIS

Field Technician | Mr. De Leon served as a Field Technician for the Buchanan High School Chiller Project. Gabe performed compaction testing and concrete sampling.

NAVAL AIR STATION | F-35V SIMULATOR EXPANSION, FRESNO

Field Technician | Mr. De Leon serves as a Field Technician for the new F-35V Simulator Expansion Project at the Naval Air Station. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator. RMA GeoScience is currently providing special inspection and testing services.

NORTH & SOUTH GYM REMODEL, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Field Technician | Mr. De Leon served as a Field Technician for the North and South Gym Remodel project at California State University, Fresno. The new South Gym included a kinesiology fitness room, restrooms and women's locker room. North Gym renovations included a new wrestling locker and mat rooms, upgraded labs for kinesiology, men's and women's basketball locker rooms, restrooms, faculty offices and classrooms. Estimated construction costs for the project were \$10 million.

KEVIN WILSON

FIELD TECHNICIAN

LICENSES / REGISTRATIONS

APNGA Portable Nuclear Gauge Certification
ACI Concrete Field Testing Technician - Grade I
CALTRANS: 125 AGG, 125 BIT, 125 GEN, 125
HMA, 231, 375, 504, 518, 523.1, 539, 540,
543, 556, 557

PROFILE

Mr. Wilson has more than 18 years of engineering experience primarily involving geotechnical construction inspection and materials testing in both the private and public sectors. His experience includes providing foundation and earthwork testing and observations for a wide variety of projects such as: bridges; roadway/freeway improvements; schools; hospitals; office buildings; residential subdivisions; prisons; and pipelines.

RELEVANT EXPERIENCE

MATILDA TORRES HIGH SCHOOL, MADERA

Field Technician | Mr. Wilson served as a Field Technician for the Matilda Torres High School. The new high school will initially accommodate 2,200 students, but they are planning for future growth of an additional 300 students. Additionally, Madera Unified School District is working on a new Concurrent Enrollment Middle School for 8th graders, which will introduce them to Career Technical Education pathways in agriculture, manufacturing, engineering, public safety, digital and performing arts, and entrepreneurship.

NAVAL AIR STATION | F-35V SIMULATOR EXPANSION, FRESNO

Field Technician | Mr. Wilson serves as a Field Technician for the new F-35V Simulator Expansion Project at the Naval Air Station. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator. RMA GeoScience is currently providing special inspection and testing services.

UNIVERSITY HOUSE LANAI PROJECT, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Field Technician | Mr. Wilson served as a Field Technician for the University House Lanai project. Kevin performed concrete sampling and compaction testing during construction.

BULLDOG STADIUM MODERNIZATION, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Field Technician | Mr. Wilson served as a Field Technician for various projects related to the modernization of Bulldog Stadium.

NORTH & SOUTH GYM REMODEL, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Field Technician | Mr. Wilson served as a Field Technician for the North and South Gym Remodel project at California State University, Fresno. The new South Gym included a kinesiology fitness room, restrooms and women's locker room. North Gym renovations included a new wrestling locker and mat rooms, upgraded labs for kinesiology, men's and women's basketball locker rooms, restrooms, faculty offices and classrooms. Estimated construction costs for the project were \$10 million.

CIP 15-05 FOWLER AVE RECONSTRUCTION, CLOVIS

Field Technician | Mr. Wilson served as a Field Technician for the Kaweah Delta urgent Care Center project. Kevin performed concrete sampling and compaction testing of subgrade and AC during construction.

PHUOC “LUKE” TU

FIELD TECHNICIAN

EDUCATION

BS, Geology, California State University, Fresno

LICENSES / REGISTRATIONS

IFC Premier Firestop
ICC Spray Applied Fire Proofing
ICC Structural Steel and Bolting
ACI Concrete Field Testing Technician - Grade I
APNGA Portable Nuclear Gauge Certification
CALTRANS: 504, 518, 539, 540, 543, 556, 557

PROFILE

Mr. Phuoc Tu has four years of geotechnical, special inspections, and materials testing experience. His geotechnical experience includes directing a drill rig, sampling and logging, foundation and earthwork testing and observations. Phuoc’s special inspection experience includes firestopping inspections, and fireproofing inspections. His technical skills include sampling and testing concrete, sampling and testing rebar, sampling and testing asphalt, sampling and testing aggregates, sampling and testing soil, and compression / shear testing masonry.

RELEVANT EXPERIENCE

NORTH AND SOUTH GYM REMODEL, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Special Inspector | Mr. Tu served as the Firestop and Fireproofing Special Inspector for the North and South Gym Remodel project at California State University, Fresno. The new South Gym included a kinesiology fitness room, restrooms and women’s locker room. North Gym renovations included a new wrestling locker and mat rooms, upgraded labs for kinesiology, men’s and women’s basketball locker rooms, restrooms, faculty offices and classrooms. Estimated construction costs for the project were \$10 million.

MADERA COMMUNITY COLLEGE CENTER FOR ARCHITECTURE & TECHNOLOGY (CAT) BUILDING, MADERA

Special Inspector | Mr. Tu served as the Special Inspector for the Madera Community College Center CAT Building. The building is approximately 10,000 s.f. and will house general educational classrooms, a plant science lab, faculty offices, and shops for agricultural mechanics, welding, and industrial maintenance. Phuoc performed compaction testing and concrete sampling, as well as batch plant inspection.

CITY OF DINUBA WASTEWATER TREATMENT PLANT , DINUBA

Special Inspector | Mr. Tu served as the Special Inspector for the Wastewater Treatment Plant project. RMA GeoScience provides construction inspection and testing services to the City of Dinuba Wastewater Treatment Plant. The project consists of site improvements to add a third secondary clarifier at an existing Wastewater Treatment Plant.

WILLOW CREEK SURFACE WATER TREATMENT PLANT, BASS LAKE

Field Technician | Mr. Tu currently serves as a Field Technician for the Willow Creek Surface Water Treatment Plant project. This project consists of providing material testing of soils, concrete, rebar, and concrete placement during construction. RMA GeoScience provides construction inspection and testing services.

BENJAMIN PALMER

FIELD TECHNICIAN

LICENSES / REGISTRATIONS

APNGA Portable Nuclear Gauge Certification
ACI Concrete Field Testing Technician - Grade I
ICC Spray Applied Fire Proofing
ICC Structural Steel and Bolting
Caltrans: 504, 518, 539, 540, 543, 556, 557

PROFILE

Mr. Ben Palmer has nearly a decade of experience as a special inspector in both the private and public sectors. His experience includes providing earthwork testing and observations, and special inspections for a wide variety of projects such as schools, hospitals, office buildings, residential subdivisions, and pipelines.

RELEVANT EXPERIENCE

MATILDA TORRES HIGH SCHOOL, MADERA

Field Technician | Mr. Palmer served as a Field Technician for the Matilda Torres High School. The new high school will initially accommodate 2,200 students, but they are planning for future growth of an additional 300 students. Additionally, Madera Unified School District is working on a new Concurrent Enrollment Middle School for 8th graders, which will introduce them to Career Technical Education pathways in agriculture, manufacturing, engineering, public safety, digital and performing arts, and entrepreneurship.

SANGER EDUCATION COMPLEX - PHASE I, FRESNO

Field Technician | Phase 1 of the new Sanger Education Complex consisted of the main academic core for the campus: a three-story academic/administration building, a multipurpose building, a gym, and the central plant for the campus. Total construction cost was \$54 million. Mr. Palmer provided special inspection services on soils, concrete, and steel.

NAVAL AIR STATION | F-35V SIMULATOR EXPANSION, FRESNO

Field Technician | Mr. Palmer serves as a Field Technician for the new F-35V Simulator Expansion Project at the Naval Air Station. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator. RMA GeoScience is currently providing special inspection and testing services.

NEW STUDENT UNION, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Field Technician | Mr. Palmer served as a Field Technician for the Student Union Building Project. The project site is inside the Fresno State University campus. The project consisted of construction of a new two-story student union building with a planned footprint of approximately 30,000 square feet. Construction consisted primarily of structural steel frame, with concrete slab-on-grade, and supported on reinforced shallow concrete foundations. The new structure will be constructed in an existing landscaped area with concrete sidewalks and irrigation lines.

FRESNO SOUTHEAST SURFACE WATER TREATMENT FACILITY, FRESNO

Field Technician | The SESWTF is an 80 mgd facility featuring conventional pretreatment with three stages of flocculation, sedimentation with inclined plate settlers, intermediate ozonation for disinfection and taste and odor control, deep bed dual media granular activated carbon (GAC) filters rated up to 9 gpm/sf, and an 8-million gallon buried reinforced concrete-treated water reservoir. Supporting facilities include treated water and filter backwash pump stations, a constant head box for filter backwashing to eliminate overpressurization of the filter underdrains during backwash, six concrete-lined solids-handling lagoons for filter backwash and residuals equalization, treatment, and storage. Filter backwash water is recycled back to the head of the plant with turbidities less than 2 NTU. Mr. Palmer provided services related to soils and concrete.

BRIAN MCNUTT

FIELD TECHNICIAN

LICENSES / REGISTRATIONS

ACI Field Testing Technician - Grade I
APNGA Portable Nuclear Gauge Certification
Caltrans: 504, 518,539, 540, 543, 556, 557

PROFILE

Mr. Brian McNutt has more than 17 years of engineering experience primarily involving geotechnical construction and materials testing in both the private and public sectors. His experience includes providing earthwork testing and observations for a wide variety of projects such as bridges, roadway / freeway improvements, schools, hospitals, office buildings, residential subdivisions, prisons, and pipelines.

RELEVANT EXPERIENCE

NAVAL AIR STATION | F-35V SIMULATOR EXPANSION, FRESNO

Field Technician | Mr. McNutt served as Field Technician for the new F-35V Simulator Expansion Project at the Naval Air Station. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilize expansive soils below the new simulator. RMA GeoScience is currently providing special inspection and testing services.

CITY OF DINUBA WASTEWATER TREATMENT PLANT, DINUBA

Field Technician | Mr. McNutt performed special inspection services for the Wastewater Treatment Plant project. RMA GeoScience provides construction inspection and testing services to the City of Dinuba Wastewater Treatment Plant. The project consists of site improvements to add a third secondary clarifier at an existing Wastewater Treatment Plant.

WELL 16 EMERGENCY, SANGER

Field Technician | Mr. McNutt served as a Field Technician for the Well 16 Emergency project. RMA GeoScience provided materials testing and inspections services. This project consists of grading observations and testing, and compaction testing for asphalt concrete pavements.

DRY CREEK BRIDGE, TULARE COUNTY

Field Technician | Mr. McNutt served as a Field Technician for the Dry Creek Bridge project. Brian performed concrete sampling and compaction testing during construction.

ANNADALE AVE IMPROVEMENTS, SANGER

Field Technician | Mr. McNutt served as a Field Technician for the Annadale Avenue Improvements Project. His duties included concrete sampling and compaction testing of subgrade and AC during construction.

CIP 15-05 FOWLER AVE RECONSTRUCTION, CLOVIS

Field Technician | Mr. McNutt performed special inspection services for the CIP 15-05 Fowler Avenue Reconstruction Project. His responsibilities included concrete sampling and compaction testing of subgrade and AC during construction.

CALIFORNIA AVE RECONSTRUCTION, KERMAN

Field Technician | Mr. McNutt served as a Field Technician for the California Avenue Improvements Project. Brian performed concrete sampling and compaction testing of subgrade and AC during construction.

STEVE STANLEY

FIELD TECHNICIAN

LICENSES / REGISTRATIONS

ICC Masonry
ICC Soils
ICC Reinforced Concrete
ICC Structural Masonry
ACI

PROFILE

Mr. Steve Stanley is a Field Technician with RMA GeoScience and brings years of experience in geotechnical, sepcial inspections, and materials testing. His experience includes providing foundation and earthwork testing and observations for a wide variety of projects such as: bridges, roadway/freeway improvements, schools, hospitals, office buildings, residential subdivisions, prisons, and pipelines.

RELEVANT EXPERIENCE

MATILDA TORRES HIGH SCHOOL, MADERA

Special Inspector | Mr. Stanley served as the Special Inspector for the Matilda Torres High School. Steve performed rebar sampling and testing. The new high school will initially accommodate 2,200 students, but they are planning for future growth of an additional 300 students. Additionally, Madera Unified School District is working on a new Concurrent Enrollment Middle School for 8th graders, which will introduce them to Career Technical Education pathways in agriculture, manufacturing, engineering, public safety, digital and performing arts, and entrepreneurship.

DEL ORO HIGH SCHOOL, LOOMIS

Field Technician | Mr. Stanley served as a Field Technician at Del Oro High School. RMA GeoScience provided full time excavation & underground services and inspection services regarding masonry, pull testting, torque testing, batch plant inspection and concrete sampling.

NORTH HIGH SCHOOL MODERNIZATION, BAKERSFIELD

Field Technician | Mr. Stanley served as a Field Technician on the North High School Modernization Project. RMA GeoScience provided special inspection services on masonry, batch plant, and concrete sampling.

WASCO HIGH SCHOOL, WASCO

Field Technician | Mr. Stanley served as a Field Technician at Wasco High School. RMA GeoScience provided full time inspection services on masonry.

NAVAL AIR STATION | F-35V SIMULATOR EXPANSION, FRESNO

Field Technician | Mr. Stanley serves as a Field Technician for the new F-35V Simulator Expansion Project at the Naval Air Station. The project consists of inspecting the installation of approximately 540 soilcrete columns which were used to stabilized expansive soils below the new simulator. RMA GeoScience is currently providing special inspection and testing services.

NORTH & SOUTH GYM REMODEL, CALIFORNIA STATE UNIVERSITY, FRESNO, FRESNO

Special Inspector | Mr. Stanley served as the Firestop and Fireproofing Special Inspector for the North and South Gym Remodel project at California State University, Fresno. The new South Gym included a kinesiology fitness room, restrooms and women's locker room. North Gym renovations included a new wrestling locker and mat rooms, upgraded labs for kinesiology, men's and women's basketball locker rooms, restrooms, faculty offices and classrooms. Estimated construction costs for the project were \$10 million.

4

ADMINISTRATION





ADMINISTRATION

RMA GeoScience has successfully delivered hundreds of academic projects within constrained time frames. We fully expect that urgent or last minute requests from the District will occur and are prepared to accommodate them. All of our staff, from the Project Executive through the Dispatcher and the field staff, are fully dedicated to accommodating short notice requests to eliminate any negative potential impacts to the project schedule or cost. Since our daily operations are customer service focused, we have an excellent reputation for responding to urgent and last minute client requests. **We can easily accommodate requests for testing or inspection based on a 24-hour advance notice.** However, anyone who works in a construction field knows that today's construction environment is much more dynamic than that and because of our depth of lab and personnel resources we can normally accommodate requests with a 4-hour notice.

To ensure that project schedules are adhered to, our Project Manager will maintain contact with the District to schedule testing and inspection services in an effective manner. When we receive a request to dispatch a technician, our project team will decide which District-approved personnel would be best suited for the work. The individual, or multiple individuals if necessary, assigned to the project will be entered by our dispatching team into the field schedule of our Laboratory Information Management System (LIMS) software. The software will automatically send a pre-formatted daily report to the email address of the scheduled personnel, who are also notified by phone call of their reporting instructions.

Our technicians will also proactively communicate with the District's representatives on-site and will provide a detailed daily report at the end of each shift via the TIM™ application. The report will include a summary of observations and of testing performed, including a breakdown of items that were re-tested or re-inspected. The project team will review this information and, if necessary, contact the District to address any potential concerns they have identified in the ongoing work.

RMA GeoScience is an early adopter of new technologies and as such we have embraced the paper free digital reporting of inspection activities wholeheartedly. We have developed a **proprietary Testing and Inspection Management (TIM)™ application for budget validation, robust digital reports, and assured project closeout.** This software is an essential part of RMA GeoScience's proactive project approach and strategy for successfully executing inspection and testing services.

To provide real-time budget validation we developed a budget based on the review of the plans, specifications and construction schedule. After our team has completed an initial review of the plans and specifications we request an initial scoping / project kick-off meeting with the project and construction team. The detailed scope of work, manpower estimate taken from our initial review of the project plans and specification, and any special requirements identified in the initial scoping meeting will be used to develop a final project budget that clearly reflects all of the project requirements.

Once the detailed project budget has been developed, it will be entered into our TIM™ application. The TIM™ application is utilized to dispatch our inspectors, schedule laboratory tests and manage the inspection and testing activities. Each dispatch request for either a field inspection or laboratory test is electronically and automatically validated against the line item estimate in real time, providing absolute budget validation.

The system provides automated workflow that generates an e-mail alert whenever a task or test is requested that was not included in the project budget. This alert allows the Project Manager to identify the disposition of any requests for work that fall outside of the initial scope of work and budget.



5

FEES



PERSONNEL RATES

Professional and Office Staff

Staff Type	Rate/Cost
Principal Engineer / Geologist	\$175.00 /hour
Project Engineer / Geologist	\$165.00 /hour
Project Manager / Project Engineer	\$145.00 /hour
Quality Control Manager	\$135.00 /hour
Staff Engineer / Geologist	\$135.00 /hour
Drafting	\$80.00 /hour
Administrative	\$60.00 /hour

Inspectors and Technicians

Staff Type	Rate/Cost
Laboratory Technician	\$88.00 /hour
Soils Engineering Technician	\$102.00 /hour
Public Works Technician	\$110.00 /hour
ACI Concrete Technician	\$102.00 /hour
Pull Torque Testing Technician	\$102.00 /hour
Coring Technician	\$102.00 /hour
Public Works Inspector	\$111.00 /hour
Special Inspector (ICC)	\$104.00 /hour
Special Inspector Coatings (NACE)	\$110.00 /hour
Special Inspector DSA Masonry	\$111.00 /hour
Special Inspector Wood Construction	\$100.00 /hour
AWS Certified Welding Inspector – Field	\$104.00 /hour
AWS Certified Welding Inspector – Shop	\$98.00 /hour
Non-Destructive Testing ASNT Level II	\$110.00 /hour
Non-Destructive Testing ASNT Level III	\$125.00 /hour
Project Inspector (IOR)	\$145.00 /hour
Field Supervisor	\$105.00 /hour
Pick-up and Delivery of Test Specimens	\$68.00 /hour

EXPLORATORY AND FIELD TESTING EQUIPMENT

Description	Rate/Cost
Dutch Cone Penetrometer with Operator	\$250.00 /hour
Hollow Stem Auger Drill Rig with Operator	\$350.00 /hour
Portable Drilling Equipment with Operator	\$400.00 /hour
Bucket Auger Drill Rig with Operator	\$450.00 /hour
Air Rotary Drill Rig with Operator	\$500.00 /hour
Rotary Wash Drill Rig with Operator	\$500.00 /hour
Dutch Cone / Drilling Equipment Mobilization	\$600.00 /each
Mobile Laboratory	\$450.00 /day
Diamond Bit Core Rig and Generator	\$400.00 /day
Nuclear Density Test Gage	\$25.00 /day
Hand Held Turbidity Meter	\$20.00 /day
Ultrasonic Test Unit and Consumables	\$50.00 /day
Magnetic Particle Test Unit	\$50.00 /day
Skidmore	\$50.00 /day
Schmidt Hammer	\$50.00 /day
Torque Wrench	\$50.00 /day
Proof Load Testing Equipment	\$100.00 /day
Ground Penetrating Radar	\$800.00 /day
Inertial Profiler	\$1,800.00 /day
ASTM C1028 Coefficient of Friction	\$350.00 /day
Mini Environmental Quality Meter	\$250.00 /day

Schedule of Fees 2023 - Prevailing Wage

LABORATORY TESTS

Aggregate Tests

Description	Rate/Cost
ASTM C131 Abrasion, Los Angeles Rattler	\$250.00 /each
ASTM C40 Organic Impurities in Fine Agg	\$95.00 /each
ASTM D4791 Flat & Elongated Particles	\$275.00 /each
ASTM D5821 Percent Fractured Particles	\$150.00 /each
ASTM C123 Percent Lightweight Particles	\$200.00 /each
ASTM C566 Moisture Content by Drying	\$20.00 /each
ASTM C1252 Angularity and Voids in Fine Agg	\$175.00 /each
ASTM C117 Materials Finer than No. 200	\$100.00 /each
ASTM C289 Potential Alkali Silica Reaction	\$500.00 /each
ASTM D2419 Sand Equivalent Value	\$120.00 /each
ASTM C136 Sieve Analysis-Combined Sample	\$175.00 /each
ASTM C136 Sieve Analysis-Fine Aggregate	\$150.00 /each
ASTM C136 Sieve Analysis-Coarse Aggregate	\$135.00 /each
ASTM C88 Soundness by Sodium Sulfate	\$400.00 /each
ASTM C127 Specific Gravity of Coarse Agg	\$150.00 /each
ASTM C128 Specific Gravity of Fine Agg	\$175.00 /each
ASTM C142 Clay and Friable Particles	\$190.00 /each
AASHTO T304 Angularity and Voids in Fine Agg	\$165.00 /each
AASHTO T84 Specific Gravity, Fine Agg	\$175.00 /each
AASHTO T85 Specific Gravity, Coarse Agg	\$150.00 /each
AASHTO T96 Abrasion, Los Angeles Rattler	\$250.00 /each
AASHTO T27 Sieve Analysis, Combined Agg	\$175.00 /each
AASHTO T27 Sieve Analysis, Fine Agg	\$150.00 /each
AASHTO T27 Sieve Analysis, Coarse Agg	\$135.00 /each
AASHTO T176 Sand Equivalent	\$120.00 /each
AASHTO T335 Crushed Particles	\$150.00 /each

Asphalt Tests

Description	Rate/Cost
ASTM D2726 Core Density (SSD)	\$45.00 /each
ASTM D1188 Core Density Parafilm Coated	\$50.00 /each
ASTM D6926 Lab Max Density Marshall Method	\$250.00 /each
ASTM D6927 Marshall Stability and Flow	\$325.00 /each
ASTM D1561 LTMD Kneading Compactor	\$260.00 /each
ASTM D1560 Hveem Stability	\$225.00 /each
ASTM D1560 Hveem Stability and Density	\$325.00 /each
ASTM D2041 Maximum Theoretical Density	\$195.00 /each
ASTM D6307 Asphalt Content by Ignition	\$185.00 /each
ASTM D6307 Ignition Oven Calibration	\$300.00 /each
ASTM D2172 Asphalt Content by Solvents	\$275.00 /each
ASTM D4125 Asphalt Content by Nuclear Gauge	\$250.00 /each
ASTM D5444 Gradation of Extracted Aggregate	\$200.00 /each
ASTM D244 Emulsion Residue, Evaporation	\$175.00 /each
ASTM D244 Emulsion Sieve Analysis	\$115.00 /each
ASTM D3910 Wet Tract Abrasion	\$150.00 /each
AASHTO T324 Hamburg Wheel Tracking Test	\$900.00 /each
AASHTO T283 Tensile Strength Ratio	\$1,100.00 /each
AASHTO T312 Core Density Paraffin Coated	\$50.00 /each
AASHTO T312/T275 LTMD Gyrotory Compactor	\$325.00 /each
AASHTO T308 Asphalt Content by Ignition	\$185.00 /each
AASHTO T308A Ignition Oven Calibration	\$350.00 /each
AASHTO T209 Theoretical Maximum Density	\$195.00 /each



Schedule of Fees 2023 - Prevailing Wage

LABORATORY TESTS

Concrete Tests

Description	Rate/Cost
Mix Design Review – Calculations Only	\$300.00 /each
ASTM C39 Concrete Cylinder Cured or Tested	\$24.00 /each
ASTM C39 Cylinder Tested out of Sequence	\$35.00 /each
ASTM C39 Compressive Strength - Core	\$50.00 /each
ASTM C495 Lightweight Concrete Strength	\$45.00 /each
ASTM C78 Flexural Strength - Beam	\$85.00 /each
ASTM C39 Gunite Cyl Compression Test	\$35.00 /each
ASTM C157 Linear Shrinkage (Set of 3)	\$450.00 /each
ASTM C138 Unit Weight of Concrete	\$55.00 /each
ASTM C469 Concrete Modulus of Elasticity	\$150.00 /each
ASTM C495 Oven Dry Density Light Weight Conc	\$175.00 /each
ASTM C496 Splitting Tensile Strength	\$90.00 /each
ASTM C1140 Shotcrete Panel Test	\$250.00 /each
AASHTO T336 Coefficient of Thermal Expansion	\$500.00 /each

Caltrans Tests

Description	Rate/Cost
CT 202 Sieve Analysis-Combined Sample	\$180.00 /each
CT 202 Sieve Analysis-Fine Aggregate	\$150.00 /each
CT 202 Sieve Analysis-Coarse Aggregate	\$135.00 /each
CT 204 Plasticity Index Atterberg	\$225.00 /each
CT 205 Percentage Crushed Particles	\$150.00 /each
CT 206 Specific Gravity of Coarse Aggregate	\$125.00 /each
CT 207 Specific Gravity of Fine Aggregate	\$165.00 /each
CT 208 Apparent Specific Gravity of Fines	\$200.00 /each
CT 209 Specific Gravity of Soils	\$200.00 /each
CT 211 Abrasion by Los Angeles Rattler	\$250.00 /each
CT 213 Organic Impurities in Sand	\$95.00 /each
CT 214 Soundness by Sodium Sulfate	\$375.00 /each
CT 216 California Impact Max Density	\$225.00 /each
CT 216 CA Impact Max Dens - Rock Correction	\$45.00 /each
CT 217 Sand Equivalent Value	\$120.00 /each
CT 226 Moisture Content by Oven Drying	\$25.00 /each
CT 227 Cleanness Value	\$285.00 /each
CT 229 Durability Index	\$300.00 /each
CT 234 Angularity & Voids Fine Aggregate	\$195.00 /each
CT 235 Flat and Elongated Particles	\$285.00 /each
CT 301 Resistance R-Value Stabilometer	\$320.00 /each
CT 302 Film Stripping	\$250.00 /each
CT 303 Approximate Bitumen Ratio	\$250.00 /each
CT 304/308 LTMD Kneading Compactor	\$325.00 /each
CT 305 Swell of Bituminous Mixtures	\$350.00 /each
CT 308 (A) Core Density Paraffin Coated	\$50.00 /each
CT 308 (C) Core Density SSD	\$45.00 /each
CT 308, CT 366 Stability & Density	\$325.00 /each
CT 309 Maximum Theoretical Density	\$200.00 /each
CT 366 Stabilometer Value	\$265.00 /each
CT 370 Moisture Content by Microwave	\$75.00 /each
CT 371 Tensile Strength Ratio	\$1,100.00 /each
CT 379 Asphalt content Nuclear Gauge	\$200.00 /each
CT 382 Asphalt Content, Correction Factor	\$700.00 /each
CT 382 Asphalt Content by Ignition Oven	\$185.00 /each
CT 417 Soluble Sulfates	\$95.00 /each
CT 422 Chloride Content	\$80.00 /each
CT 515 Relative Mortar Strength, PCC Sand	\$600.00 /each
CT 521 Concrete Compressive Strength	\$25.00 /each
CT 523 Conc Flexural Strength - Beam	\$85.00 /each

CT 531 Length of Drilled Concrete Cores	\$45.00 /each
CT 534 Water Retention, Liq Curing Cmpnd	\$425.00 /each
CT 550 Surface Abrasion of Concrete	\$400.00 /each
CT 643 Resistivity and pH	\$115.00 /each

LABORATORY TESTS

Masonry Tests

Description	Rate/Cost
ASTM C140 Block Compressive Strength	\$65.00 /set
ASTM C140 Block Moisture & Absorption	\$75.00 /set
ASTM C426 Block Linear Shrinkage	\$275.00 /set
ASTM C140 Block Unit Wt & Dimensions	\$195.00 /set
ASTM C90 Masonry Block Conformance	\$550.00 /set
ASTM C67 Brick Compressive Strength	\$85.00 /set
ASTM C67 Brick Moisture & Absorption	\$75.00 /set
ASTM C67 Brick 5 Hour Boil	\$95.00 /each
ASTM C67 Brick Modulus of Rupture	\$95.00 /each
ASTM C780 Mortar Cylinder Compression	\$30.00 /each
ASTM C1019 Grout Prism Compression	\$30.00 /each
ASTM C1314 Masonry Core Cmp Str 8" max dia	\$65.00 /each
ASTM C1314 Masonry Core Shear 8" max dia	\$75.00 /each
ASTM E519 Assemblage Comp Str 8" Block	\$85.00 /each
ASTM E519 Assemblage Comp Str 12" Block	\$100.00 /each
ASTM E519 Assemblage Comp Str 16" Block	\$125.00 /each
ASTM C109 Compression Test 2" Cube	\$30.00 /each

Soils Tests

Description	Rate/Cost
ASTM D4318 Plasticity Index of Soils	\$250.00 /each
ASTM D1883 CA Bearing Ratio of Soils	\$450.00 /each
ASTM D2435 Consolidation	\$250.00 /each
ASTM D2435 Consolidation, with Time Rate	\$300.00 /each
ASTM D3080 Direct Shear, Consol & Drained	\$325.00 /each
ASTM D4829 Expansion Index of Soils	\$175.00 /each
ASTM D2166 Unconfined Comp Strength	\$250.00 /each
ASTM D2434 Const Head Permeability Test	\$350.00 /each
ASTM D5333 Hydro-Collapse Potential	\$175.00 /each
ASTM D2050 Tri-Axial Shear Strength	\$350.00 /each
ASTM D422 Hydrometer Analysis	\$250.00 /each
ASTM D854 Specific Gravity of Soils	\$195.00 /each
ASTM D4546 Swell Potential	\$175.00 /each
ASTM D4943 Shrinkage Factor by Resin	\$190.00 /each
ASTM D559 Soil Cement Sample Preparation	\$100.00 /each
ASTM D558 Soil Cement Maximum Density	\$275.00 /each
ASTM D1633 Compression Test Soil Cement	\$75.00 /each
ASTM D2937 In-Place Density, Drive Cylinder	\$45.00 /each
ASTM D2216 Soil Moisture Content by Mass	\$25.00 /each
ASTM D698 Maximum Density Std Effort	\$210.00 /each
ASTM D1557 Max Density Optimum Moisture	\$210.00 /each
ASTM D2974 Moisture, Ash, Organic Matter	\$90.00 /each
ASTM D4972 pH of Soils	\$80.00 /each
ASTM D2844 R-Value & Expansion Pressures	\$245.00 /each
ASTM D2419 Sand Equivalent	\$120.00 /each
ASTM D422 Sieve Analysis of Soils	\$175.00 /each
ASTM D1140 Materials Finer than #200	\$100.00 /each
AASHTO T100 Specific Gravity of Soils	\$200.00 /each



Schedule of Fees 2023 - Prevailing Wage

LABORATORY TESTS

Reinforcing Steel Bars

Description	Rate/Cost
ASTM A370 Rebar Tension up to #8	\$ 50.00/each
ASTM A370 Rebar Tension #9 to #11	\$60.00/each
ASTM A370 Rebar Tension #12 to #14	\$ 80.00/each
ASTM A370 Rebar Tension #15 to #18	\$120.00/each
ASTM E290 Bend Test Rebar up to #8	\$40.00/each
ASTM E290 Bend Test Rebar #9 to #11	\$50.00/each
ASTM E290 Bend Test Rebar #12 to #14	\$ 80.00/each
ASTM E290 Bend Test Rebar #15 to #18	\$120.00/each

LABORATORY TESTS

Mechanical Splices of Reinforcing Steel

Description	Rate/Cost
CT670 Tensile Strength up to #8	\$50.00 /each
CT670 Tensile Strength #8 - #11	\$75.00 /each
CT670 Tensile Strength #12 to #14	\$100.00 /each
CT670 Tensile Strength #15 to #18	\$150.00 /each
CT 52-1-08C Slip Test	\$150.00 /each

Operator Qualifications Reinforcing Steel Bar Splicing

Description	Rate/Cost
CT670 Op Qual Ult Butt Splice to #8	\$350.00 /each
CT670 Op Qual Ult Butt Splice #9 - #11	\$400.00 /each
CT670 Op Qual Ult Butt Splice #14	\$600.00 /each
CT670 Op Qual Ult Butt Splice #18	\$850.00 /each
CT670 Op Qual Service Splice to #8	\$300.00 /each
CT670 Op Qual Service Splice #9 - #11	\$350.00 /each
CT670 Op Qual Service Splice #12 to #14	\$450.00 /each
CT670 Op Qual Service Splice #15 to #18	\$600.00 /each

Production Lot Reinforcing Steel Bar Splicing

Description	Rate/Cost
CT670 Production Lot up to #8 (Service)	\$250.00 /lot
CT670 Production Lot #9 to #11 (Service)	\$300.00 /lot
CT670 Production Lot #12 to #14 (Service)	\$400.00 /lot
CT670 Production Lot #15 to #18 (Service)	\$550.00 /lot
CT670 Production Lot up to #8 (Ultimate)	\$300.00 /lot
CT670 Production Lot #9 to #11 (Ultimate)	\$350.00 /lot
CT670 Production Lot #12 to #14 (Ultimate)	\$550.00 /lot
CT670 Production Lot #15 to #18 (Ultimate)	\$750.00 /lot

Headed Reinforcing Steel Bars

Description	Rate/Cost
ASTM A370 Headed Bar Tensile up to #8	\$200.00 /lot
ASTM A370 Headed Bar Tensile #9 to #11	\$250.00 /lot
ASTM A370 Headed Bar Tensile #12 to #14	\$380.00 /lot
ASTM A370 Headed Bar Tensile #15 to #18	\$500.00 /lot

Prestressing Wires

Description	Rate/Cost
ASTM A416 Stress-Strain Analysis	\$175.00 /each
ASTM A416 Tensile Test Only	\$125.00 /each

LABORATORY TESTS

Structural Steel Tests

Description	Rate/Cost
ASTM A370 Tensile Up to 100K lbs (Each)	\$50.00 /each
ASTM A370 Tensile Up to 200K lbs (Each)	\$55.00 /each
ASTM A370 Tensile Up to 300K lbs (Each)	\$65.00 /each
ASTM A370 Tensile Up to 400K lbs (Each)	\$110.00 /each
ASTM A370 Tensile Up to 500K lbs (Each)	\$300.00 /each
ASTM A370 Tensile Stress-Strain Percent Offset	\$150.00 /each
AWS Weld: Macrotech	\$75.00 /each
AWS Weld: Fracture	\$50.00 /each
AWS Bend Test	\$50.00 /each
ASTM A370 Rockwell Hardness (Each)	\$75.00 /each
Steel Chemical Analysis	\$150.00 /each
Welding Procedure Review	\$500.00 /each

High Strength Bolts

Description	Rate/Cost
ASTM F606 Bolt Axial Tensile to 7/8"	\$40.00 /each
ASTM F606 Bolt Wedge Tensile to 7/8"	\$55.00 /each
ASTM F606 Bolt: Axial 7/8" - 1 1/2"	\$60.00 /each
ASTM F606 Bolt Wedge Tensile 7/8" to 1 1/2"	\$75.00 /each
ASTM F606 Bolt: Proof Load Test up to 7/8"	\$65.00 /each
ASTM F606 Bolt: Proof Load Test up to 1 1/2"	\$85.00 /each
ASTM F606 Nut: Proof Load Test up to 7/8"	\$45.00 /each
ASTM F606 Nut: Proof Load Test up to 1 1/2"	\$65.00 /each

Spray Applied Fire Proofing Tests

Description	Rate/Cost
ASTM E605 Spray Applied Fireproofing Density	\$95.00 /each



Schedule of Fees 2023 - Prevailing Wage

General Charges

- RMA GeoScience requires twenty-four (24) hour prior notification for scheduling inspectors and/or technicians.
- All inspection hours will be billed in the following increments:
 - There will be a minimum two (2) hour charge for any RMA GeoScience employee presence on site.
 - Two (2) hour increments thereafter, for any RMA employee present at the jobsite, batch plant or fabricator.
 - Billing will be portal-to-portal from the nearest RMA GeoScience office.
- When personnel are required to work in excess of 5 hours without an uninterrupted meal period of 30 minutes, due to project constraints, ½ hour will be charged at double time rates in addition to any applicable hours worked.
- Rates are valid through December, 2023.
- Administrative/clerical support will be charged at 5% of the monthly direct charges.
- Certified Payroll Reports will be prepared upon request. There will be a \$95.00 charge for each certified payroll report.
- Outside services will be billed at cost plus 15% unless billed directly to and paid for by Client.
- Requests made by client for management attendance at meetings at the project site will be charged at standard rate.

Overtime Charges

- Work performed in excess of 8 hours per day and/or up to eight (8) hours on Saturdays will be billed at 1.5 times the unit rate.
- Work performed on Sunday, recognized holidays, or in excess of eight (8) hours on Saturdays will be billed at 2.0 times the unit rate.
- A 20% surcharge will be applied for laboratory tests performed on a “Rush Basis” or on a Saturday or Sunday.

Per Diem and Travel Charges

- An \$145.00 charge per day will be applied when our personnel are required to stay overnight at remote locations.
- Time will be billed at the unit rate while traveling to a remote location or if a location requires an overnight stay
- Mileage for travel outside a 50 mile radius from either the project site or the nearest RMA facility whichever is closest, will be charged at a rate of \$0.55 per mile.

Night Work

- A \$10.00 per hour surcharge will be added to all personnel rates for work performed during night shifts.



CALIFORNIA LOCATIONS

9854 Glen Oaks Boulevard | Sun Valley, CA 91352
800.RMA.4396 | 888.248.8130

3897 North Ann Avenue | Fresno, CA 93727
559.708.8865 | 559.228.9488

605 Santa Rosa Street, Suite A | San Luis Obispo, CA 93401

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SPORTS AND RECREATION
TRANSIT AND RAIL
TRANSPORTATION
WATER INFRASTRUCTURE

Thomas Addington
Superintendent

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



Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union Elementary School Board
From: Tom Addington, Superintendent
Date: April 30, 2023

X	Action (Consent or New Business)
	Information

Item:
Accept Site's Single Plan for Student Achievement

Rationale/Purpose:

The purpose of a school's single plan for student achievement is to establish a roadmap for academic success for all students. This plan is developed by a school's leadership team and outlines specific goals, strategies, and actions to improve student learning and achievement. The plan is data-driven, based on student needs and strengths, and considers the resources and supports needed to meet the identified goals. The single plan for student achievement is also designed to be regularly monitored and updated to ensure that it remains relevant and effective in improving student outcomes. Ultimately, the goal of the plan is to ensure that all students have the opportunity to reach their full potential and succeed academically.

Fiscal Impact

None

Recommendation:

Accept Site 2023-24 SPSA.

School Year: 2023-24

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Akers Elementary	16638836010292	05/02/2023	05/08/2023

Purpose and Description

District Identified for Differentiated Assistance(DA)? Yes No

Student Groups Identified	Areas Identified:
Students with Disabilities	Chronic Absenteeism, Academic Indicators ELA/Math
Foster Youth	Chronic Absenteeism, Suspension Rate, Academic Indicators ELA/Math
American Indian	Chronic Absenteeism, Suspension Rate

Site is identified at Additional Targeted Support and Improvement? Yes No

Student Groups Identified	Areas Identified:
N/A	N/A

Our school implements challenging academic standards (CURRICULUM?)in reading, math, and science, using state-adopted curriculum that will prepare students to succeed in college and career. These standards apply to all students, including those with learning disabilities. State assessments are administered annually in ELA, math, science, and English proficiency. Student achievement, progress, English language proficiency, discipline rates, and chronic absenteeism are monitored regularly.

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 Update

Stakeholder involvement is a vital component of the development of Admiral Akers Elementary School Plan for Student Achievement (SPSA.) In order to create a collaborative process, Admin involved district staff, school site staff, and various community stakeholders. Akers Elementary informs parents through ParentSquare of all parent meetings at the school and district levels such as School Site Council (SSC), District Advisory Council (DAC), and District English Learner Advisory Communities (DELAC). On March 23, 2023, admin met with the Site Leadership Team reviewed and analyzed data from the CAASPP, California School Dashboard, Schoolzilla, Panorama, and iReady, discussed how this fits in the continuous cycle of improvement. This data is regularly reviewed throughout the school year. After this initial meeting, site administration developed a SPSA draft to present to the School Site Council and Parent Club for additional input. These groups worked and communicated with administration to help finalize a draft of the SPSA before it goes to the School Board for approval.

Resource Inequities

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

None identified

Goals, Strategies, Expenditures, & Annual Review

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to increase Students Engagement and raise the Academic Performance of students not yet meeting state standards:

Overarching LCAP GOAL #1:

All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

LCAP State Priority and Metrics:

Metrics State Priority 1: Basic Services

Teacher Assignments
Credentialed Teachers
Standards Aligned Materials (Sufficiency)
School Facilities in Good Repair - (Facility Inspection Tool (FIT))

Metrics State Priority 2: Implementation of State Standards

Implementation of content and performance standards for all students
Implementation of English Language Development Standards

Metric State Priority 7: Course Access

Access to Broad Curriculum

SCHOOL GOAL: Students will receive quality first instruction from credentialed teachers that is aligned to the common core standards in a safe and secure environment. All students will have access to core programs and new students due to our transitioning population will always have equal opportunities regardless of their enrollment date.

Identified Need: Continue monitoring of facilities using site and district personnel to ensure students have the optimal learning environment. Continue to place students appropriately when compiling class lists.

What data did you use to form this goal? (Baseline)	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal? (Expected Outcome)
Admin observations, iReady, School Dashboard, SARC	All teachers are properly credentialed, facilities are in good order, instructional practices are in place.	Ongoing monitoring of schoolzilla, iReady data, weekly walkthroughs.

STRATEGY: (Identify Students to be served and Strategy/Activity):
African-American, Socioeconomically Disadvantaged, and Students with Disabilities

Action	Person(s) Responsible	Task/Timeline (How & When)	Cost and Funding Source (Itemize for Each Source)
Students will receive quality first instruction that is aligned to the common core standards	All school staff	Lesson Plans Collaborative Planning Sessions Formative Assessments, Common Formative Assessments	N/A

		Classroom Observations –Ongoing	
Continue to monitor and adjust systems of accountability for textbooks and all instructional supplies.	Librarian, administration, clerks.	Ongoing monitoring	

Overarching LCAP GOAL #2:

Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

LCAP State Priority and Metrics:

Metrics State Priority 3: Parental Involvement:

Efforts to seek parent input
Promotion of parental participation

Metrics State Priority 5: Pupil Engagement

School Attendance Rates
Chronic Absenteeism Rates
Middle School Dropout Rates

Metrics State Priority 6: School Climate

Pupil Suspension Rates
Pupil Expulsion Rates
Local Measures - including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

SCHOOL GOAL: Promote parent participation throughout the school year with academic and non-academic activities. We will seek parent input through parent club meetings, SSC meetings, and all other events where parents are present. Parent engagement nights will be held throughout the year. Increase attendance rates to 97% and reduce chronic absenteeism to less than 3%.

Identified Need: Increase parent and community involvement and input in the areas of education and social/emotional needs. Students with disabilities, foster youth, and American Indian groups attendance rates are considerably lower than the overall attendance rates for all students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Sign-in sheets Volunteer Lists District Parent Survey	The data confirms that we have a strong relationship with our parents and	Sign-in sheets Volunteer lists District parent survey

CA School Dashboard	<p>community. We had approximately 300 active volunteers last school year.</p> <p>Students with disabilities, foster youth, and American Indian groups attendance rates are considerably lower than the overall attendance rates for all students.</p>	Ongoing monitoring, Schoolzilla, Attendance reports
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STRATEGY: (Identify Students to be served and Strategy/Activity):
 We will continue to strengthen our relationships with the base community and command. We will continue to do parent volunteer training as needed (both scheduled and one-on-one) to accommodate all parents. Working with Parent Club, we will continue to find new activities that will support our students and will encourage parent participation. We will continue to seek input from parents through parent club and SSC meetings and parent surveys. Attendance and chronic absenteeism is monitored daily through Schoolzilla. All follow up letters, phone calls, meetings, are in place. Attendance will be monitored regularly and truancy letters will be sent home as needed. Parent intervention/education will take place to notify parents of SART and SARB procedures. Parents will receive SARB brochures and Saturday School notices as needed to improve their child's attendance.

Action	Person(s) Responsible	Task/Timeline (How & When)	Cost and Funding Source (Itemize for Each Source)
Provide parent education opportunities and materials focused on improving literacy skills, math skills, student discipline,	Classroom Teachers Assistant Principal Principal Ed. Services Dept.	Parent Training Agendas/Sign-Ins Student Attendance and Discipline Reports	General Fund/Parent Participation Funding

<p>attendance, and planning for higher education.</p>		<p>Parent Surveys</p> <p>School Site Council/English Language Advisory Committee</p> <p>Training Materials</p> <p>SST/IEP/504 documents</p> <p>PowerSchool logins <i>-Ongoing</i></p>	
<p>Increase parent opportunities to participate in school site activities (e.g. Color Run, Polar Express, Fall Festival, Month of the Military Child Activities, Band Concert, Parent Club, Cardio Fun Run, Field trips, etc.)</p> <p>Various outreaches such as orientation, BBQ's, student leadership activities, awards assemblies, parent conferences, and other activities.</p>	<p>Classroom Teachers Leadership Team Assistant Principal Principal</p>	<p>Agenda's/Sign-Ins</p> <p>Student Study Team Meeting Notes</p> <p>Collaboration Notes</p> <p>Parent Club Meeting Sign-ins</p> <p>Parent Conferences</p> <p>Back to School night and open house sign in sheets <i>-Ongoing</i></p>	<p>General Fund</p> <p>Parent Club</p>

Overarching LCAP GOAL #3:

All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

LCAP State Priority and Metrics:

Metrics State Priority 4: Pupil Achievement:
Statewide Assessments English Language Arts
Statewide Assessments Mathematics

Metrics State Priority 8: Other Student Outcomes
Learning in Broad Course of Study

SCHOOL GOAL: In the area of ELA, Akers's students will increase their SBAC scores from 63.2% to 66%. In the area of Math, Akers's students will increase their SBAC scores from 40% to 52%. Akers will focus instruction on preparing students to be successful in today's society. We will strive to create 21st century learners through the use of technology and the four C's of education (critical thinking, communication, collaboration, and creativity).

Identified Need:

ELA: African-American (10.8 points below standard), and Students with Disabilities (55.0 points below standard) groups.

Mathematics: African-American (49.6 points below standard), Socioeconomically Disadvantaged (31.3 points below standard), Students with Disabilities (83.4 points below standard), All Students (11.6 points below standard) groups.

- Continuation of various types of math interventions both in and out of the classroom as well as differentiation in math instruction.
- Continuation of various types of English Language Arts interventions both in and out of the classroom as well as differentiation in ELA instruction.

What data did you use to form this goal? (Baseline)	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal? (Expected Outcome)
California School Dashboard	Three significant subgroups scored significantly below standards in math and two subgroups scored below standards in ELA (but above their peers statewide.)	Ongoing monitoring of data using IABs, FIABs, CFAs, iReady, and ultimately 2023 CAASPP results.

STRATEGY: During the 2022-23 school year, Akers will continue to provide quality first instruction that is aligned to the California Common Core Standards. Instruction will be differentiated as needed to ensure that all students' needs are met. Math and Reading interventions are in place and will be part of the school schedule.

Action	Person(s) Responsible	Task/Timeline (How & When)	Cost and Funding Source (Itemize for Each Source)
Provide differentiated mathematics instruction/intervention based on identified student need. <i>-Ongoing</i>	Classroom Teachers Assistant Principal Principal Instructional Aides	Small Group Instruction Schedules	Interventions/ Donation Account
Provide differentiated ELA instruction/intervention based on identified student needs. <i>-Ongoing</i>		Common Formative Assessments and McMillan math assessments	District Funded
		Before/After school tutoring	
		Lesson Plans	
		Electives for junior high	

		<p>Collaboration Records</p> <p>iReady data -Ongoing</p> <p>Instructional Aides Schedule</p>	
<p>Grade level teams will identify basic grade level math/ELA skills and monitor student progress of these skills. Students not meeting expected progress will participate in math/ELA intervention (such as lab classes, homework club, and before, during, and after school). -Ongoing</p>	<p>Classroom Teachers Grade Level Team Members Assistant Principal Principal Instructional Aides</p>	<p>Instructional Day</p> <p>Lesson Plans</p> <p>Informal Assessments</p> <p>Common Formative Assessments</p> <p>Math Labs</p> <p>Collaboration Records -Ongoing</p>	
<p>Use formative assessments to monitor student progress. -Ongoing</p>	<p>Classroom Teachers Assistant Principal Principal</p>	<p>Site-developed assessments</p> <p>Teacher Developed Tests -Ongoing</p>	<p>No Additional Costs</p>

<p>Follow the district adopted testing calendar and include site-based assessments to reflect required assessments, formative assessments and state testing. -Ongoing</p>	<p>Classroom Teachers Assistant Principal Principal Ed. Services Dept.</p>	<p>Assessment Calendar Assessment Reports -Ongoing</p>	
<p>Provide on-site assistance to staff to support reading and math instruction -Ongoing</p>	<p>Classroom Teachers Assistant Principal Principal Instructional Aides Consultants Ed. Services Dept.</p>	<p>Coaching schedule Walk Through Schedules Lesson Plans iReady training Teacher release schedules -Ongoing</p>	<p>District Funded</p>
<p>Students will receive instruction in SEL (social-emotional learning) as part of their daily instruction.</p>	<p>Teachers, counseling staff, school psychologist, instructional aides, MFLC</p>	<p>Panorama Survey Lesson Plans Random Acts of Kindness</p>	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

School Goal Alignment	LCAP Action	Action
Goal 1	1.1	Provide All Students Access to Basic Services <ul style="list-style-type: none"> ● Appropriately assigned and credentialed teachers ● Own copy of standards-aligned materials ● Facilities meeting standard of "good repair)
Goal 2	2.2	Actively Engage Students in the Learning Process <ul style="list-style-type: none"> ● Counselors and PE Teachers
Goal 2	2.3	Create and sustain a School Climate of Safety and Connectedness <ul style="list-style-type: none"> ● Resource Officer ● Stop It (Bully Program) ● Raptor (Screening of adults on campus) ● Securly (internet filtering software)
Goal 3	3.1	Implement PLC Process and MTSS/RTI <ul style="list-style-type: none"> ● Comprehensive PD Plan ● Balanced Comprehensive Assessment Plan ● Local Assessment & Data Management systems including access to local and state data for purposes of monitoring and decision making
Goal 3	3.2	Replacement of Technology Devices
Goal 3	3.3	Targeted Additional Services <ul style="list-style-type: none"> ● Summer Learning Opportunities ● Targeted Interventions (Before/After School, Saturdays)
Goal 3	3.4	Provide targeted additional services for English Learners
Goal 3	3.5	ELD Coaching & Supplementary Materials

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.^[1] The current make-up of the SSC is as follows:

Names of Members	Administrator	Classroom Teacher/ Staff	Parent Community Member	Secondary Student
Mayra Figueroa Alvarado			X	
Stacie Jaquith			X	
Bianca Mason			X	
Michael Schafle			X	
Ginny Grady Steele			X	
Jennifer Escola		X		
Tara Taylor		X		
Lauren Thayer		X		
Sabrina Vernon		X		
Darin Denney	X			
Heiko Sweeney	X			
<i>Mark X in 1 category for each member. Numbers of members in each category.</i>				

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	1.1%	1.09%	0.87%	8	8	6
African American	11.3%	11.02%	11.14%	83	81	77
Asian	0.8%	0.82%	0.87%	6	6	6
Filipino	4.8%	4.22%	4.2%	35	31	29
Hispanic/Latino	28.1%	27.89%	28.36%	206	205	196
Pacific Islander	1.0%	0.14%	0.14%	7	1	1
White	39.0%	38.50%	38.21%	286	283	264
Multiple/No Response	13.8%	16.19%	16.21%	101	119	112
Total Enrollment				733	735	691

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	92	67
Grade 1	77	73	73
Grade 2	77	69	68
Grade 3	51	73	66
Grade 4	72	59	68
Grade 5	52	67	55
Grade 6	118	105	108
Grade 7	117	101	92
Grade 8	106	96	94
Total Enrollment	733	735	691

Conclusions based on this data:

1. Demographics based on ethnicity stay consistent regardless of transient movement of military families.
2. Enrollment has remained steady.
3. Our sixth grade continues to be the largest overall class size. 4th and 5th grade numbers exceed that of other grade levels in terms of class size.

School and Student Performance Data

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	15	18	16	2.00%	2.4%	2.3%
Fluent English Proficient (FEP)	29	27	17	4.00%	3.7%	2.5%
Reclassified Fluent English Proficient (RFEP)	5			33.3%		

Conclusions based on this data:

1. We typically have a low number of English Learners at Akers School, this has been consistent over the years.
2. Approximately 30% of our English Learners are reclassified each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	72		0	71		0	71		0.0	98.6	
Grade 4	74	56		0	54		0	54		0.0	96.4	
Grade 5	58	72		0	71		0	71		0.0	98.6	
Grade 6	119	100		0	97		0	97		0.0	97.0	
Grade 7	114	99		0	97		0	97		0.0	98.0	
Grade 8	109	94		0	92		0	92		0.0	97.9	
All Grades	531	493		0	482		0	482		0.0	97.8	

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		2425.			23.94			26.76			29.58			19.72	
Grade 4		2476.			20.37			29.63			29.63			20.37	
Grade 5		2534.			38.03			25.35			19.72			16.90	
Grade 6		2516.			10.31			38.14			23.71			27.84	
Grade 7		2565.			13.40			45.36			28.87			12.37	
Grade 8		2598.			27.17			38.04			18.48			16.30	
All Grades	N/A	N/A	N/A		21.37			35.06			24.69			18.88	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		23.94			56.34			19.72		
Grade 4		11.11			75.93			12.96		
Grade 5		26.76			69.01			4.23		
Grade 6		11.34			65.98			22.68		
Grade 7		19.59			70.10			10.31		
Grade 8		25.00			60.87			14.13		
All Grades		19.71			65.98			14.32		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27			69.01			19.72	
Grade 4		22.22			68.52			9.26	
Grade 5		22.54			56.34			21.13	
Grade 6		8.25			53.61			38.14	
Grade 7		22.68			64.95			12.37	
Grade 8		20.65			63.04			16.30	
All Grades		17.63			62.03			20.33	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27			73.24			15.49	
Grade 4		7.41			79.63			12.96	
Grade 5		19.72			73.24			7.04	
Grade 6		18.56			68.04			13.40	
Grade 7		14.43			76.29			9.28	
Grade 8		22.83			68.48			8.70	
All Grades		16.39			72.61			11.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.90			66.20			16.90	
Grade 4		20.37			64.81			14.81	
Grade 5		26.76			63.38			9.86	
Grade 6		18.56			68.04			13.40	
Grade 7		13.40			75.26			11.34	
Grade 8		34.78			59.78			5.43	
All Grades		21.78			66.60			11.62	

Conclusions based on this data:

1. Overall 56.43% of students met or exceeded standards in English Language Arts Literacy.
2. Overall 5th and 8th grades had the highest percentage of students that met or exceeded standard.
3. Overall 6th grade had the lowest percentage of students exceed standards in English Language arts literacy.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	72		0	71		0	71		0.0	98.6	
Grade 4	74	56		0	54		0	54		0.0	96.4	
Grade 5	58	72		0	71		0	71		0.0	98.6	
Grade 6	119	100		0	97		0	97		0.0	97.0	
Grade 7	114	99		0	97		0	97		0.0	98.0	
Grade 8	109	94		0	92		0	92		0.0	97.9	
All Grades	531	493		0	482		0	482		0.0	97.8	

* 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		2426.			15.49			38.03			22.54			23.94	
Grade 4		2488.			18.52			37.04			35.19			9.26	
Grade 5		2531.			28.17			28.17			23.94			19.72	
Grade 6		2506.			11.34			20.62			35.05			32.99	
Grade 7		2553.			20.62			26.80			30.93			21.65	
Grade 8		2578.			30.43			18.48			26.09			25.00	
All Grades	N/A	N/A	N/A		20.75			26.97			29.05			23.24	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.72			59.15			21.13	
Grade 4		20.37			66.67			12.96	
Grade 5		32.39			46.48			21.13	
Grade 6		12.37			55.67			31.96	
Grade 7		18.56			59.79			21.65	
Grade 8		28.26			46.74			25.00	
All Grades		21.58			55.19			23.24	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.54			53.52			23.94	
Grade 4		20.37			62.96			16.67	
Grade 5		26.76			54.93			18.31	
Grade 6		13.40			48.45			38.14	
Grade 7		21.65			58.76			19.59	
Grade 8		26.09			48.91			25.00	
All Grades		21.58			53.94			24.48	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.49			66.20			18.31	
Grade 4		14.81			70.37			14.81	
Grade 5		22.54			69.01			8.45	
Grade 6		10.31			65.98			23.71	
Grade 7		15.46			67.01			17.53	
Grade 8		23.91			58.70			17.39	
All Grades		17.01			65.77			17.22	

Conclusions based on this data:

1. 6th grade has the most students below standards in all areas of math.
2. Overall 47.72 % of students either met or exceeded standards.
3. Grades 3-5 have the highest number of students at or exceeding standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		4	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades										17	14	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	11.76	42.86		64.71	21.43		11.76	28.57		11.76	7.14		17	14	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	23.53	50.00		52.94	42.86		17.65	7.14		5.88	0.00		17	14	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	14.29		64.71	35.71		17.65	35.71		17.65	14.29		17	14	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	23.53	50.00		70.59	50.00		5.88	0.00		17	14	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	41.18	57.14		52.94	42.86		5.88	0.00		17	14	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	5.88	28.57		76.47	35.71		17.65	35.71		17	14	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	11.76	7.14		76.47	85.71		11.76	7.14		17	14	

Conclusions based on this data:

1. In 21-22, students have gone up (re: "Well Developed) in almost all areas over 20-21 (Writing Domain is the exception.)
2. Due to the low number of students, it is difficult to make any general conclusions.

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
735	44.4	2.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Akers School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	2.4
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	326	44.4
Students with Disabilities	76	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	11.0
American Indian	8	1.1
Asian	6	0.8
Filipino	31	4.2
Hispanic	205	27.9
Two or More Races	119	16.2
Pacific Islander	1	0.1
White	283	38.5

Conclusions based on this data:

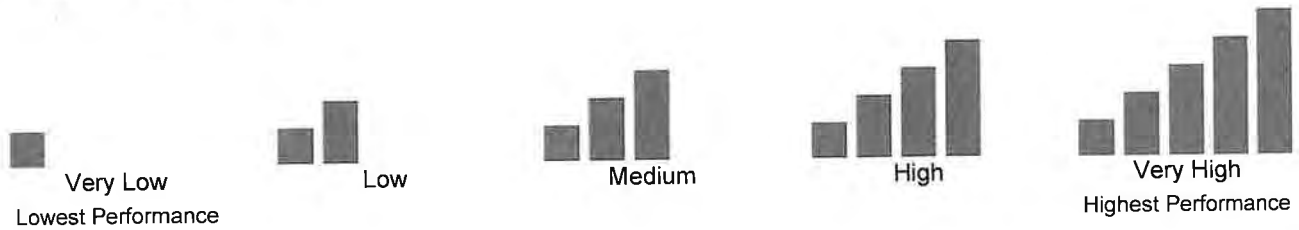
1. About 44% of our students are socioeconomically disadvantaged, and approximately 10.3% have been identified as having disabilities.
2. The majority of our population at Akers is white 38.5% and Hispanic 27.9%.
3. 10.3% of our students are classified as students with disabilities. The national average in public schools is 14%.

School and Student Performance Data

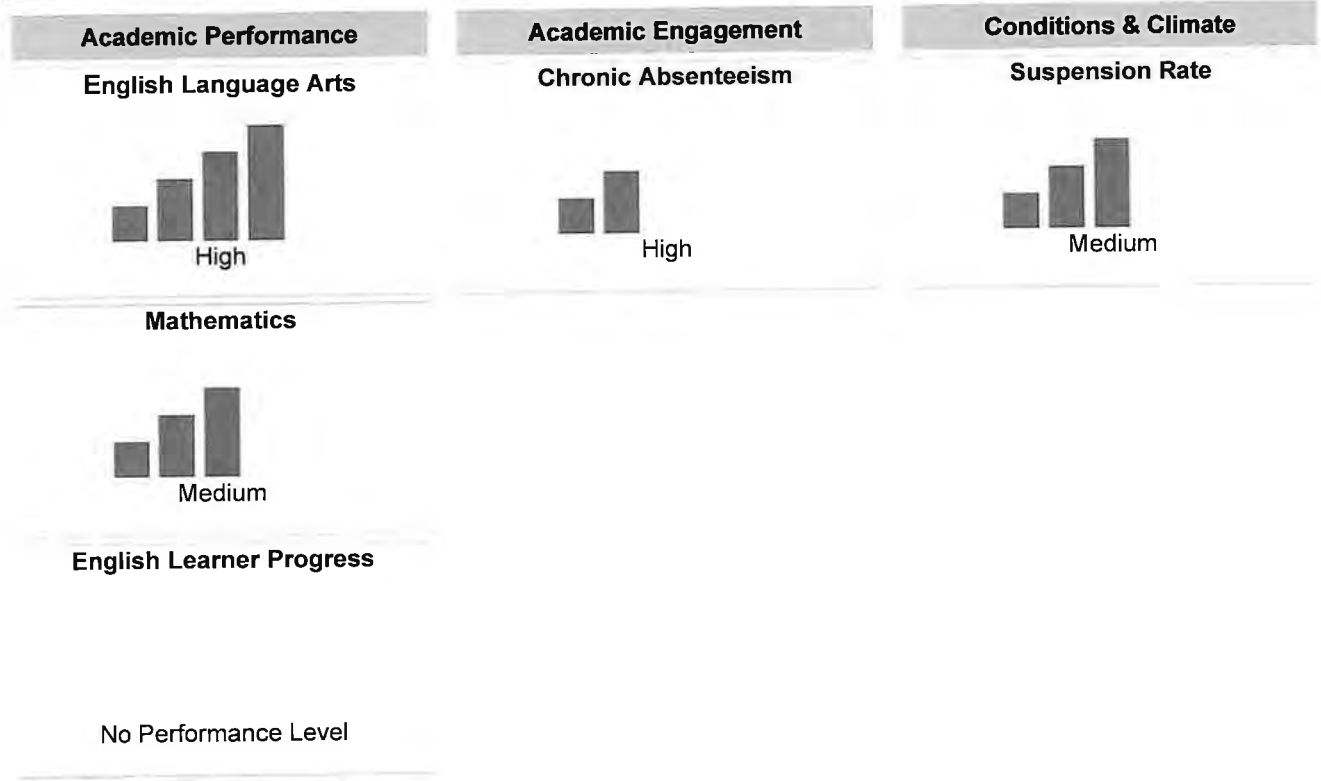
Overall Performance

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:

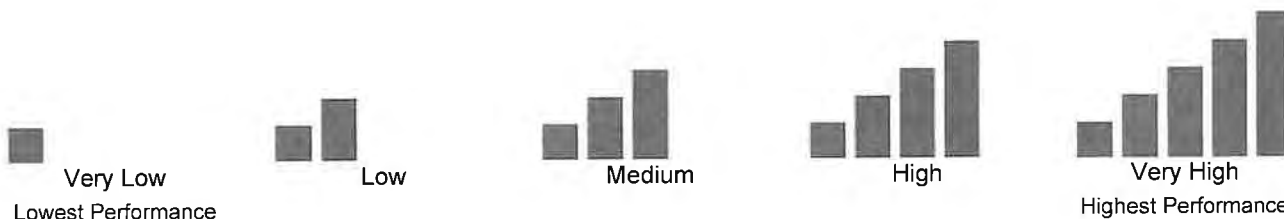
1. Students are performing well in English Language Arts.
2. Chronic absenteeism is an area of concern (and is being focused on with consistent communication with parents.)
3. Suspension rate is an area of concern.

School and Student Performance Data

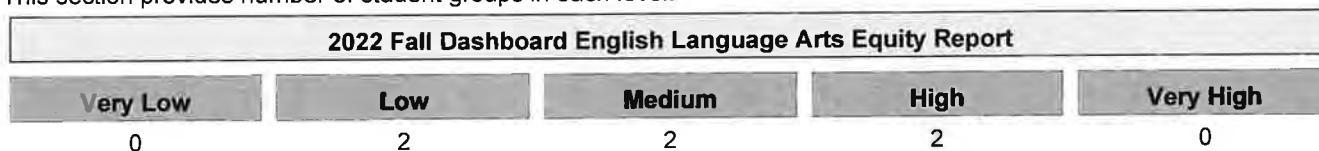
Academic Performance English Language Arts

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](#).

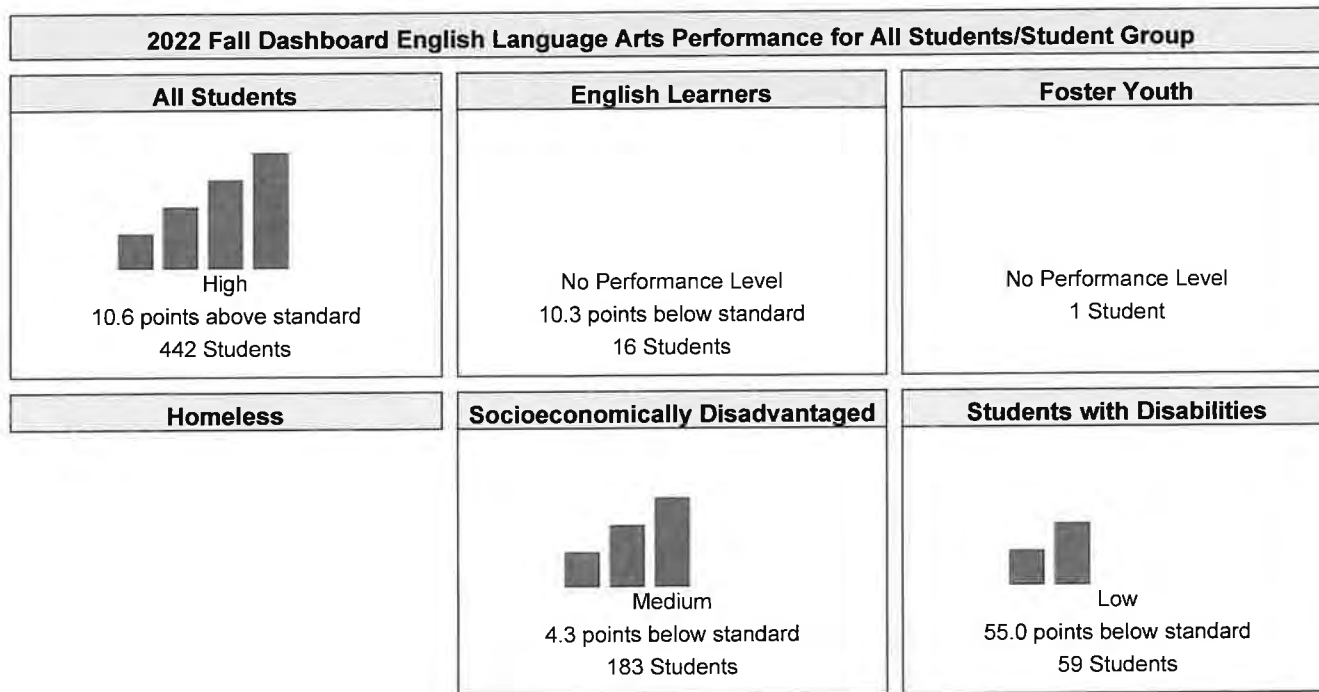
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



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

African American	American Indian	Asian	Filipino
<p align="center">Low 10.8 points below standard 45 Students</p>	<p align="center">No Performance Level 6 Students</p>	<p align="center">No Performance Level 4 Students</p>	<p align="center">No Performance Level 58.8 points above standard 20 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Medium 7.7 points above standard 121 Students</p>	<p align="center">High 13.3 points above standard 69 Students</p>	<p align="center">No Performance Level 1 Student</p>	<p align="center">High 10.9 points above standard 175 Students</p>

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
9 Students	7 Students	9.8 points above standard 412 Students

Conclusions based on this data:

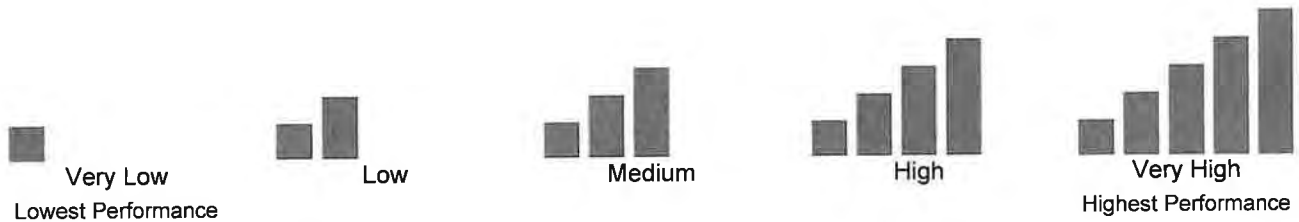
1. Akers is above standard in all areas of English Language Arts. In Language Arts we are 10.6 points above standard, which is a decrease of 15.8 points over last year. The average for the state is 12.2 points below standard.
2. Our Filipino students score the highest, and our Hispanic students are the greatest area of concern.
3. Our students with disabilities are 55 points below standard.

School and Student Performance Data

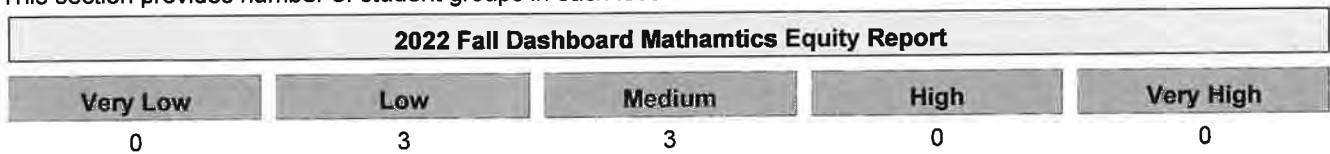
Academic Performance Mathematics

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](#).

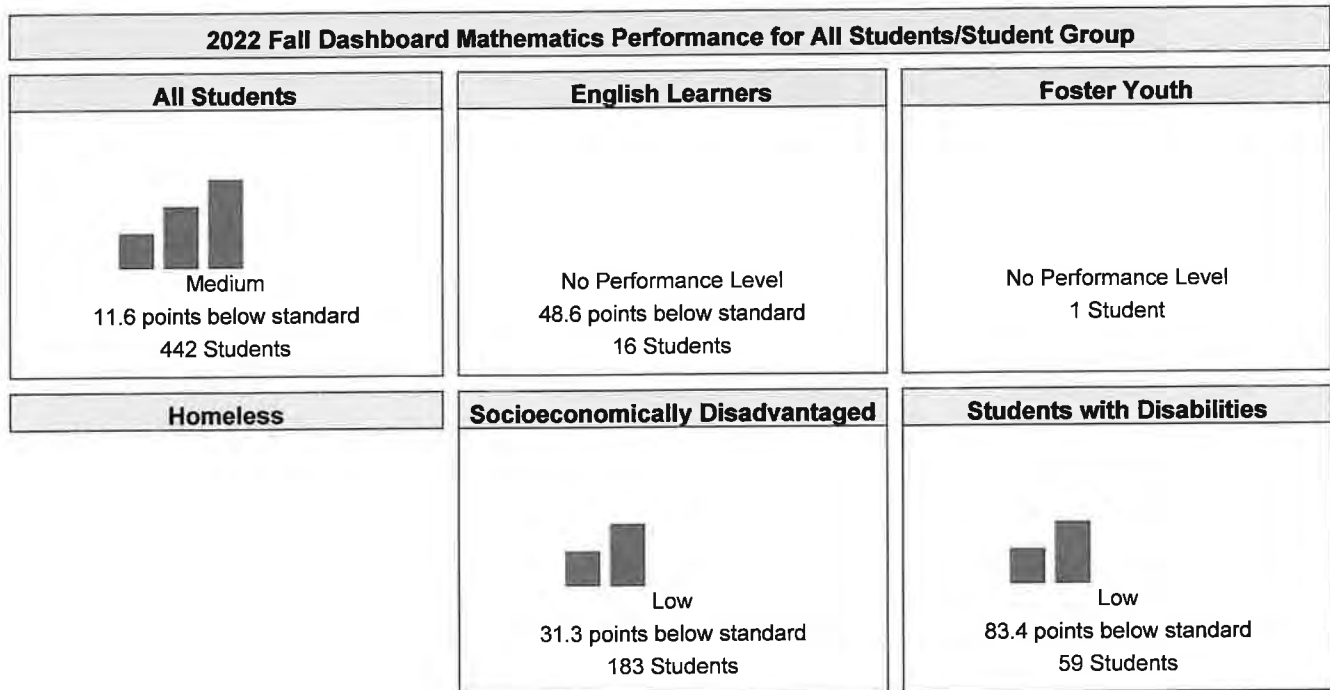
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



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

African American	American Indian	Asian	Filipino
<p align="center">Low 49.6 points below standard 45 Students</p>	<p align="center">No Performance Level 6 Students</p>	<p align="center">No Performance Level 4 Students</p>	<p align="center">No Performance Level 64.3 points above standard 20 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Medium 22.9 points below standard 121 Students</p>	<p align="center">Medium 10.4 points below standard 69 Students</p>	<p align="center">No Performance Level 1 Student</p>	<p align="center">Medium 5.0 points below standard 175 Students</p>

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
9 Students	7 Students	10.3 points below standard 412 Students

Conclusions based on this data:

1. In Mathematics we are 11.6 points below standard.
2. Our English Learners are 48.6 points below standard.
3. Students with disabilities are 83.4 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
<p>No Performance Level making progress towards English language proficiency Number of EL Students: 10 Students Performance Level: No Performance Level</p>

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. No conclusions based on no available data.

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:

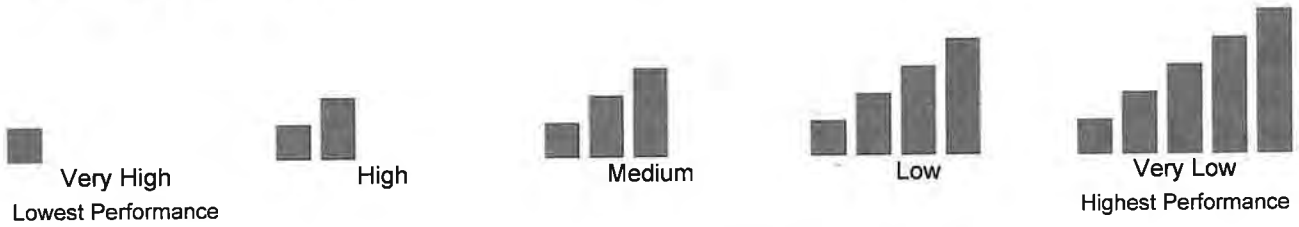
- 1.

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).



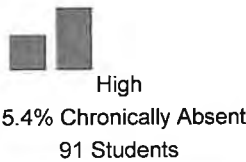
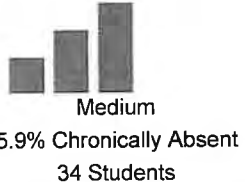
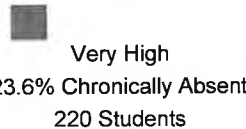
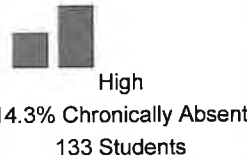
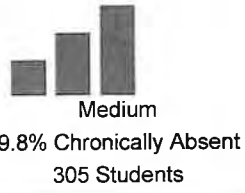
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	4	2	0	0

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 for All Students/Student Group		
<p>All Students</p> <p>High 15.1% Chronically Absent 799 Students</p>	<p>English Learners</p> <p>No Performance Level 27.8% Chronically Absent 18 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 5 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>High 18% Chronically Absent 339 Students</p>	<p>Students with Disabilities</p> <p>High 19.8% Chronically Absent 96 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p align="center">High 15.4% Chronically Absent 91 Students</p>	<p align="center">No Performance Level Fewer than 11 Students 8 Students</p>	<p align="center">No Performance Level Fewer than 11 Students 6 Students</p>	 <p align="center">Medium 5.9% Chronically Absent 34 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Very High 23.6% Chronically Absent 220 Students</p>	 <p align="center">High 14.3% Chronically Absent 133 Students</p>	<p align="center">No Performance Level Fewer than 11 Students 2 Students</p>	 <p align="center">Medium 9.8% Chronically Absent 305 Students</p>

Conclusions based on this data:

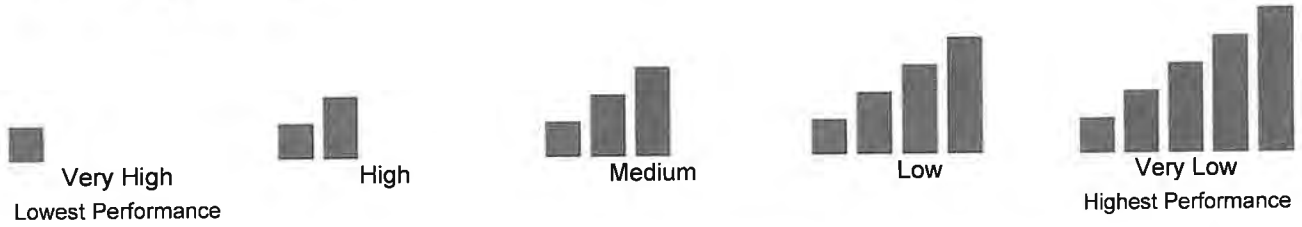
1. Our English Learners have the highest rate of chronic absenteeism (27.8%).
2. Students with disabilities have the second highest rate of chronic absenteeism (19.8%).
3. Hispanics have the highest rate of chronic absenteeism compared to the other races/ethnicities (23.6%).

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).



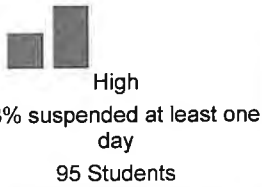
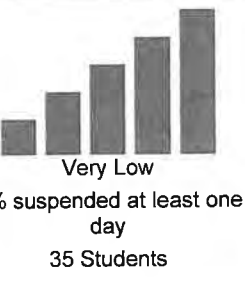
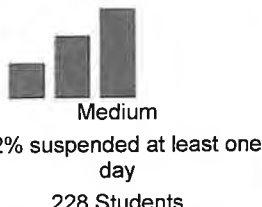

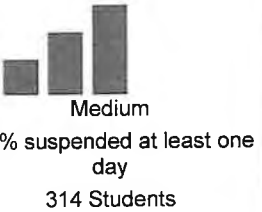
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	2	4	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Medium 2.5% suspended at least one day 825 Students</p>	<p>English Learners</p> <p>No Performance Level 0% suspended at least one day 21 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 5 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Medium 1.7% suspended at least one day 343 Students</p>	<p>Students with Disabilities</p> <p>Medium 3% suspended at least one day 100 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p align="center">High 5.3% suspended at least one day 95 Students</p>	<p align="center">No Performance Level Less than 11 Students 8 Students</p>	<p align="center">No Performance Level Less than 11 Students 7 Students</p>	 <p align="center">Very Low 0% suspended at least one day 35 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Medium 2.2% suspended at least one day 228 Students</p>	 <p align="center">High 3.7% suspended at least one day 136 Students</p>	<p align="center">No Performance Level Less than 11 Students 2 Students</p>	 <p align="center">Medium 1.9% suspended at least one day 314 Students</p>

Conclusions based on this data:

1. African Americans have the highest suspension rate at 5.3%.
2. Several groups/ethnicities have 0 suspensions.
3. Suspension alternatives and consistent discipline practices have been successful.

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
Central Elementary School	16-63883-6010300	2/23/2023	

Purpose and Description

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

Additional Targeted Support and Improvement
Central Elementary has been identified for ATSI for the following student groups:
American Indian (AI) Students - Suspension Rate Very High, Chronic Absenteeism Very High, Math Very Low, ELA Very Low
Students with Disabilities (SWD) - Chronic Absenteeism Very high, Suspension High.

AI student group was identified based on criteria 1: All indicators at the lowest status level.
SWD student group was identified based on criteria 2: All indicators at the lowest status level but one indicator at another status level.

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

The School-Wide Plan meets the ESSA (Every Student Succeeds Act) requirements through: A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards through evidence-based strategies and actions. Our school implements challenging academic standards in reading, math, and science, using state-adopted curriculum that will prepare students to succeed in college and career. These standards apply to all students, including those with learning disabilities. State assessments are administered annually in ELA, Math, Science, and English Proficiency. Student achievement, progress, English language proficiency, discipline rates, and chronic absenteeism are monitored regularly. Throughout the year, multiple educational partners discuss available data and share their thoughts on areas for improvement in student achievement as well as focused on student groups that are areas of focus.

The site continually analyzes our local data and the California Dashboard during Professional Learning Community meetings, District Advisory Committee meetings, School Site Council Meetings, District Leadership meeting, Site Leadership Team meetings, Staff Meetings, Student Leadership Teams, English Learner Advisory Counsel (ELAC), Central Attendance Coalition Meetings, and various other forums. Through the process of developing this plan, we carefully aligned with the LCAP and with specific actions to meet the needs of our student groups. The current LCAP Plan goals are as follows:

Goal 1: All students provided CONDITIONS FOR LEARNING leading to college and career readiness.

Goal 2: Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Goal 3: All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making

Central's plan to meet the Every Student Succeeds Act and align with all appropriate agencies includes the following focus areas:

Decrease chronic absenteeism

Decrease suspension rates

Strengthen campus culture/student connectedness, to ensure a safe and healthy campus

Increase ELA Academic Performance

Increase Math Academic Performance

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).

The District administers a parent and staff survey. The Site analyzes the data collected in order to build programs and make decisions that benefit all stakeholders.

Results from the parent survey: In the Winter 2023 survey, 81% of parents responded favorably to school belonging and connectedness and 81% reported favorably to being welcomed at school.

Results from the staff survey: In the Winter 2023 survey, an average of 45% of both teaching and certificated staff responded favorably to school belonging and connectedness.

The Site administers a student survey in grades 3-8 three times per year. The 2023 winter survey indicated that 67% of students in the grade span 3-5 reported favorably regarding school belonging and connectedness. By contrast, 47% of students in grades 6-8 reported favorably to school belonging and connectedness.

Classroom Observations

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

Classroom Observation and Feedback

Teachers are formally evaluated by administrators: twice a year for probationary teachers and on a cycle for permanent teachers. Findings based upon observations: Teachers clearly understand how to deliver direct instruction, know how to build engaging lessons, and utilize data to provide effective instruction for their students at varying levels of need.

Administrators complete informal walk through observations in 1/3 of the classrooms each day. Through these informal walks, site administration regularly analyzes the effectiveness of feedback provided to teaching staff during classroom visits. This is done through dialogues in leadership, staff and PLC meeting opportunities where identified strategies are shared and discussed. It is noted that teachers are utilizing a variety of instructional strategies and different types of student grouping.

The English Learner program has been evaluated by an ELD consultant. Summary of Findings:

*Staff were ready for advanced training which was provided by an outside consultant

*Consultation revolved around ELD standards and guidance for teachers to develop strategies that were grade level specific in a one-on-one coaching manner.

*The consultant discussed the challenges of delivering this instruction with a shrinking EL population.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State and Local Assessments are leveraged to modify instruction and improve student achievement. A Comprehensive Balanced Assessment Plan is implemented including Formative, Interim, and Summative Assessments. All students grades 3-8 take the CAASPP Summative Assessment in the Spring. Teachers in grades 3-8 regularly administer Interim Assessment Block (IABs) and/or Focused Interim Assessment Blocks (FIABs) to evaluate student progress toward mastering grade level content. These assessments are aligned to the state SBAC tests. All Students Grades 1-8 take iReady ELA and Math assessments 3 times per year; Kindergarten takes them 2 times per year. In addition, Grade Level Professional Learning Communities (PLC) have identified Districtwide Essential Standards and unwrapped them to Learning Targets. PLC Teams have created and administer Common Formative Assessments (CFAs) based on Critical Learning Targets. Districtwide Interim Writing Performance Tasks are administered in K-2.

Central school utilizes State SBAC data to assist in determining any Tier 2 or 3 interventions for students in grades 3-8. The Site Leadership Team and Site PLC's identify, develop, and respond to student needs by understanding all available data in order to deliver the necessary instructional levels and address the gaps. Weekly, teachers utilize the Cycle of Continuous Improvement to ensure assessments lead to modifying instruction and improving student achievement.

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

Site PLCs have established a set of essential standards and learning targets, have created common formative assessments, assessments have been delivered, and data has been reviewed. Students who have not demonstrated proficiency have received additional instruction and have been reassessed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed and assigned based on their credential.

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

The campus is fully staffed with credential teachers. A comprehensive PD plan is annually provided as a centralized service based on a districtwide needs assessment on a site by site basis. Site administration and teachers give input to the development of the PD Plan. The site provides additional targeted professional development for teachers and classified staff as needs arise. Teachers have access to all staff development opportunities that are advertised and offered frequently throughout the year. They are regularly provided with training on SBE-adopted instructional materials. During the 2022-23 school year, teachers in grades Kindergarten through 8th grade received intensive training on the ELA/Literacy utilize adopted materials. Teachers received ELD PL and support with a consultant.

Professional development in the area of math has been an area of focus for teachers in grades 6th through 8th. County consultants have worked with the team to develop and expand on interventions and strategies that may be applied for students in these grade levels.

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

Through the MTSS all teachers on the Central campus have been provided training that focuses on the Professional Learning Community

Site PLC time has been established to determine set of essential standards and learning targets, have created common formative assessments, assessments have been delivered, and data has been reviewed. Students who have not demonstrated proficiency have received additional instruction and have been reassessed.

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

All teachers receive ongoing instructional assistance and support through job embedded professional learning through Districtwide and Site PLC teams. Teams continue to collaborate around Best Practices and effective teaching strategies with student data as evidence. In addition, site administration provide feedback and recommendations for PL opportunities, as needed, based on classroom observations. Through district, school, and county-offered professional development and partnerships, teachers have access to content specific experts and instructional coaches. Literacy Coaching is being provided for K-2 teachers including focus on guided reading. Teachers are provided English Language Development (ELD) PL and support from a consultant as a centralized service. Academic Walks began in 2022-23 with consultant/coach support and will continue each year as well as Central's Kindergarten through 3rd grade and other staff members involvement in the Preschool to 3rd Grade Coherence Collaboration (P3CC). The P3CC will be in place for a 4 year cycle which will focus on Literacy and Professional Development.

In addition, Central School utilizes the MTSS process which has been developed at both the district and site levels. The MTSS provides teachers a framework and resources where they may develop various levels of responses to students needs in the universal, group and/or individual levels of need. Teacher teams are looking through the focused lens of essential standards, learning targets, student data results, and the use of teacher expertise to enhance and support the teaching faculty.

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

Every Wednesday, students are released early to provide teachers with time for collaboration by grade level or grade span depending on need. All teachers use this time to collaborate with their grade level PLC. These teams set learning objectives and goals, create and/or agree on appropriate common formative assessments to monitor student progress on the goals, analyze data from the assessments, form and implement intervention and enrichment groups as needed, and share effective teaching strategies.

Teaching and Learning

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

Using our state standards, PLCs have determined essential standards and learning targets. Materials have been provided to teaching staff to provide instruction to students to meet those essential standards.

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

Each classroom teacher values the importance of understanding the reading process. On a daily basis, students receive instruction in the areas of vocabulary, comprehension, and fluency. Across the school, math instruction is delivered for 50-60 minutes. This includes direct instruction and small group intervention.

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

The master schedule has built in time for student intervention courses for Tier 2 and Tier 3 supports. The lesson pacing schedule has been developed by the district Professional Learning Communities.

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

Standards-based instructional materials are available to all student groups. The guidelines and requirements are met under the Williams textbook review act.

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

All grade levels are utilizing state adopted instructional materials which include intervention components. Teachers utilize these materials as determined by student needs which have been established by common formative assessments.

Opportunity and Equal Educational Access

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

The regular program provides several services that enable underperforming students to meet standards (ESEA).

- A Multi-Tiered System of Support is in place on the campus including supports for Social-emotional/behavioral and Academics.
- The Cycle of Continuous Improvement through the PLC process is leveraged by Teams to identify the needs of underperforming students and align appropriate supports.
- Social-emotional/behavioral supports are provided to assist in removing barriers to learning.
- All classes provide rigorous Tier 1, grade level, instruction to all students.
- Teachers leverage districtwide identified Best Practices: Student Engagement, Check for Understanding, Student Feedback, Accountable Talk, Core Instruction
- Various strategies for differentiation are utilized to provide access for all students to Tier 1.
- Tier 2 Intervention based on grade level standards is provided.
- Tier 3 Intervention based on basic skills (below grade level standards) is provided.

Evidence-based educational practices to raise student achievement

A Multi-Tiered System of Support (MTSS) and Professional Learning Communities (PLCs) are significant evidence-based practices implemented at Central. PLC Teams work through the Cycle of Continuous Improvement as they set expectations, gather evidence (Formative Assessments), analyze the data to determine what is working and next steps. Teacher leverage districtwide best practices (see box above). Questioning techniques are used throughout the lesson to check for student understanding. Teachers regularly utilize small group and one-on-one instruction to meet student needs. Teachers create project based learning units with clear lesson goals. Manipulatives are widely used in the area of math.

Parental Engagement

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

Family Resources:

*Parents are able to engage their child(ren) in purposeful reading focused on building comprehension, following site information opportunity for parents.

*Parents (K-5) have literacy packets focused on phonemic awareness, literacy, and comprehension to assist students, following training provided by teachers at the site.

School Resources

* K-4 Native American students are provided reading support and literacy activities (American Indian Early Childhood Education grant)

* 6th through 8th grade identified Native American students participate in a targeted Tier 3 for Math services (Title VI funding)

*Kindergarten through 5th grades identified Native American participate in Wolf Pack Academy, an after school tutorial, 4 days per week. (Johnson O'Malley (JOM))

*Parent Nights to support parents in assisting their students(s).

*Literacy-based events (Grandparents Day, Doughnuts for Dads, Muffins with Moms, Parents and Pastries) to support families in ways to assist their student(s) in reading.

District Resources

* Expanded Learning Opportunity and After School Programs provides extended learning opportunities for students beyond the school day and on additional non-instructional days.

* The School Resource Officer supports students through the SARB process and works regularly with families.

Community Resources

* Santa Rosa Rancheria Education Department provides tutoring, snacks, homework help, and recreation support.

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

The District representative for ConApp meets with the various stakeholders (parents, community, staff, and partners) to seek input and shares results with all stakeholders.

Funding

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

English Language Development (ELD) PL and support is provided at all sites through Title III funds as a centralized service. The District Comprehensive PD Plan is multi-funding including Title II Funds, as a centralized service. The site does not receive any categorical funds.

Fiscal support (EPC)

Most funds used on the Central campus are generated from the LCFF base and the LCFF supplemental funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Educational Partners are crucial to SPSA development, review, and update. The site engages students, parents and staff individually through surveys and regular conversations. Partners are also involved in the SPSA process through a variety of staff, parent, and other partners committees and meetings. The Continuous Cycle of Improvement is the framework for these opportunities to share relevant data, analyze with educational partners, and seek input.

School Site Council -10/6/22, 12/1/22, 2/24/23 and 4/14/23

Indian Education Council - 9/16/22, 10/18/22, 11/15/22, 2/21/23, and 3/14/23,

English Learner Advisory Committee - 2/24/23

Staff Meetings -1/12/23, 2/23/23, 3/8/23, and 4/12/23

Site Leadership Team Meetings - 1/19/23, 2/16/23, 4/20/23

After School Program (KCOE) - 3/1/23 and 4/12/23

Resource Inequities

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

No resource inequities were identified as a result of the required needs assessment.

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	28.5%	28.99%	25.6%	74	80	64
African American	0.4%	%	0.4%	1		1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	56.5%	58.33%	60%	147	161	150
Pacific Islander	%	%	0%			0
White	6.5%	4.35%	6%	17	12	15
Multiple/No Response	8.1%	8.33%	8%	21	23	20
	Total Enrollment			260	276	250

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	22	22	23
Grade 1	24	24	25
Grade 2	24	31	26
Grade3	34	28	36
Grade 4	29	38	26
Grade 5	39	30	29
Grade 6	28	39	29
Grade 7	32	28	31
Grade 8	28	36	25
Total Enrollment	260	276	250

Conclusions based on this data:

- Overall, student enrollment has slightly declined.
- Based upon this data, the two dominant populations (Hispanic and American Indian) have not remained consistent. The American Indian population is underreported due to Hispanic ethnicity being a primary indicator during enrollment.
- Overall, grade level enrollment has resulted in higher number of combination classes.

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	17	22	23	6.5%	8.0%	9.2%
Fluent English Proficient (FEP)	4	4	9	1.5%	1.4%	3.6%
Reclassified Fluent English Proficient (RFEP)	14	15		0.0%	5.4%	

Conclusions based on this data:

1. The EL enrollment has increased slightly over the last 3 years.
2. By looking at this data and moving more students into the RFEP category, it is evident that our ELD instructional strategies are working
3. There has been an increase in the reclassification rate.

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	35	30		0	29		0	29		0.0	96.7	
Grade 4	29	36		0	35		0	35		0.0	97.2	
Grade 5	41	30		0	29		0	29		0.0	96.7	
Grade 6	28	38		0	36		0	36		0.0	94.7	
Grade 7	31	31		0	29		0	29		0.0	93.5	
Grade 8	30	37		0	36		0	36		0.0	97.3	
All Grades	194	202		0	194		0	194		0.0	96.0	

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		2359.			10.34			13.79			13.79			62.07	
Grade 4		2391.			5.71			11.43			17.14			65.71	
Grade 5		2434.			6.90			13.79			24.14			55.17	
Grade 6		2478.			0.00			22.22			44.44			33.33	
Grade 7		2534.			10.34			24.14			34.48			31.03	
Grade 8		2497.			2.78			25.00			22.22			50.00	
All Grades	N/A	N/A	N/A		5.67			18.56			26.29			49.48	

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		8.57			48.57			42.86	
Grade 5		*			*			*	
Grade 6		0.00			58.33			41.67	
Grade 7		*			*			*	
Grade 8		8.33			44.44			47.22	
All Grades		6.19			58.25			35.57	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		5.71			34.29			60.00	
Grade 5		*			*			*	
Grade 6		2.78			55.56			41.67	
Grade 7		*			*			*	
Grade 8		8.33			41.67			50.00	
All Grades		5.67			46.39			47.94	

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		11.43			68.57			20.00	
Grade 5		*			*			*	
Grade 6		8.33			75.00			16.67	
Grade 7		*			*			*	
Grade 8		2.78			69.44			27.78	
All Grades		6.70			70.62			22.68	

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		0.00			57.14			42.86	
Grade 5		*			*			*	
Grade 6		8.33			77.78			13.89	
Grade 7		*			*			*	
Grade 8		5.56			63.89			30.56	
All Grades		7.73			61.86			30.41	

Conclusions based on this data:

1. There is no significant data at this time to make a comparison in any of the performance indicators.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	30		0	29		0	29		0.0	96.7	
Grade 4	29	36		0	35		0	35		0.0	97.2	
Grade 5	41	30		0	29		0	29		0.0	96.7	
Grade 6	28	38		0	36		0	36		0.0	94.7	
Grade 7	31	31		0	30		0	30		0.0	96.8	
Grade 8	30	37		0	37		0	37		0.0	100.0	
All Grades	194	202		0	196		0	196		0.0	97.0	

* 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		2400.			3.45			31.03			20.69			44.83	
Grade 4		2426.			5.71			8.57			37.14			48.57	
Grade 5		2422.			0.00			6.90			20.69			72.41	
Grade 6		2470.			2.78			13.89			41.67			41.67	
Grade 7		2430.			3.33			3.33			20.00			73.33	
Grade 8		2473.			2.70			8.11			29.73			59.46	
All Grades	N/A	N/A	N/A		3.06			11.73			29.08			56.12	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		5.71			48.57			45.71	
Grade 5		*			*			*	
Grade 6		2.78			44.44			52.78	
Grade 7		3.33			23.33			73.33	
Grade 8		0.00			51.35			48.65	
All Grades		3.06			45.92			51.02	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		2.86			51.43			45.71	
Grade 5		*			*			*	
Grade 6		0.00			58.33			41.67	
Grade 7		0.00			46.67			53.33	
Grade 8		2.70			54.05			43.24	
All Grades		2.04			53.57			44.39	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		11.43			54.29			34.29	
Grade 5		*			*			*	
Grade 6		11.11			52.78			36.11	
Grade 7		0.00			56.67			43.33	
Grade 8		5.41			67.57			27.03	
All Grades		7.14			56.63			36.22	

Conclusions based on this data:

1. At this time, there is no data over multi-periods of time that provides a clear conclusion of growth or a decrease in any area.

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
K	*	*		*	*		*	*		*	4	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		5	*	
4	*	*		*	*		*	*		*	4	
5	*	*		*	*		*	*		5	*	
6	*	*		*	*		*	*		*	4	
8	*	*		*	*		*	*		*	*	
All Grades										21	24	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	19.05	16.67		28.57	20.83		33.33	33.33		19.05	29.17		21	24	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	23.81	25.00		47.62	33.33		9.52	20.83		19.05	20.83		21	24	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	4.76	12.50		19.05	16.67		47.62	25.00		28.57	45.83		21	24	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	19.05	12.50		66.67	70.83		14.29	16.67		21	24	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	38.10	33.33		47.62	50.00		14.29	16.67		21	24	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	4.76	12.50		61.90	33.33		33.33	54.17		21	24	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	14.29	16.67		52.38	54.17		33.33	29.17		21	24	

Conclusions based on this data:

1. Because of the small population of English Learners, summative data in this area does not provide adequate information
2. Due to the change from CELDT to ELPAC there is inadequate data to demonstrate trends

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
276	62.7	8.0	3.3
Total Number of Students enrolled in Central Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	8.0
Foster Youth	9	3.3
Homeless		
Socioeconomically Disadvantaged	173	62.7
Students with Disabilities	31	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	80	29.0
Asian		
Filipino		
Hispanic	161	58.3
Two or More Races	23	8.3
Pacific Islander		
White	12	4.3

Conclusions based on this data:

1. No homeless students have been identified on this campus during the 21/22 school year
2. 62.7% of students are Socioeconomically disadvantaged
3. 9% of our students have been identified as students with disabilities

School and Student Performance Data

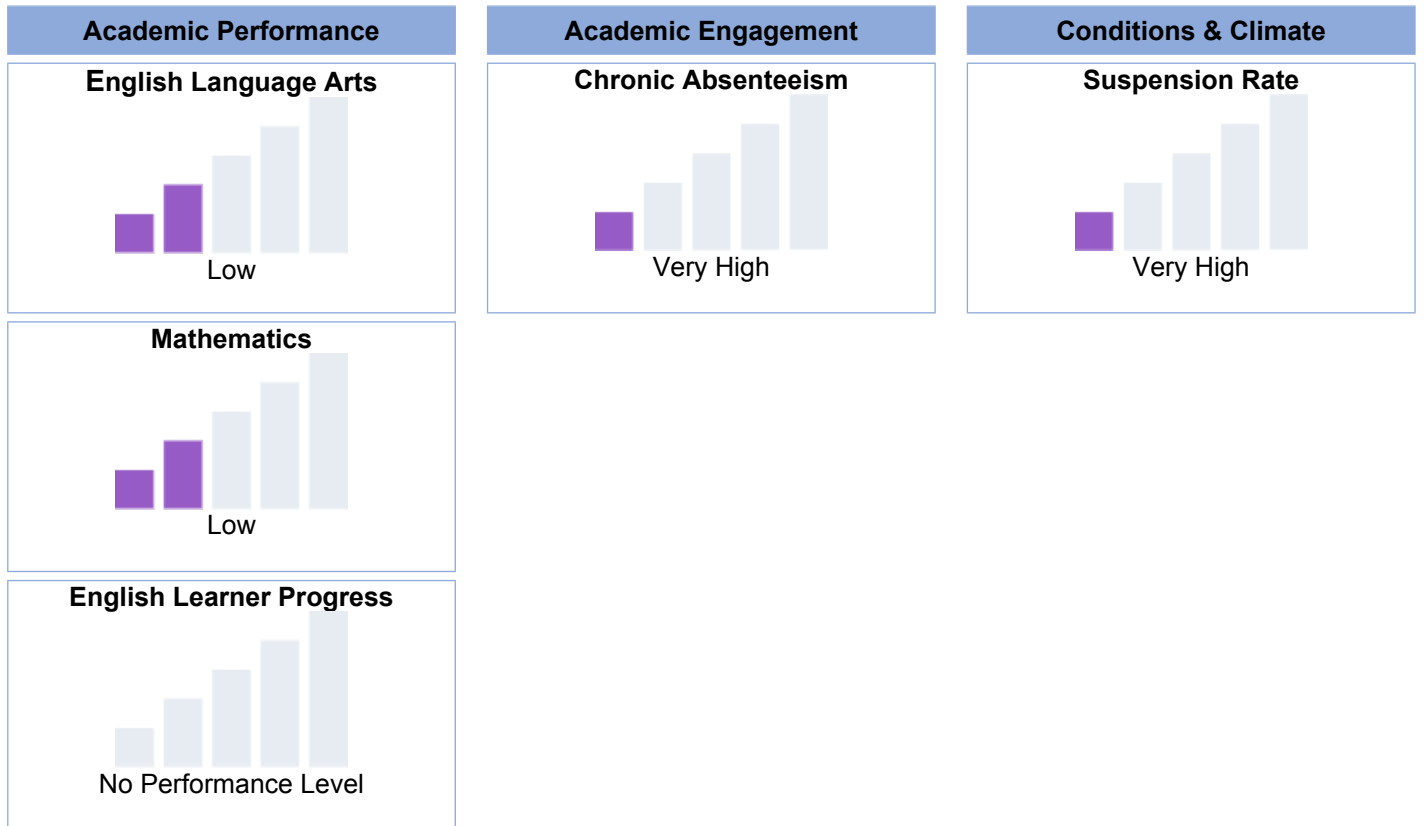
Overall Performance

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. Due to the small population of English Learners, no performance color has been assigned
2. Performance indicators in chronic absenteeism and suspension rates are Very High for all students.
3. Performance indicators for ELA and Math demonstrate Low rates for all students

School and Student Performance Data

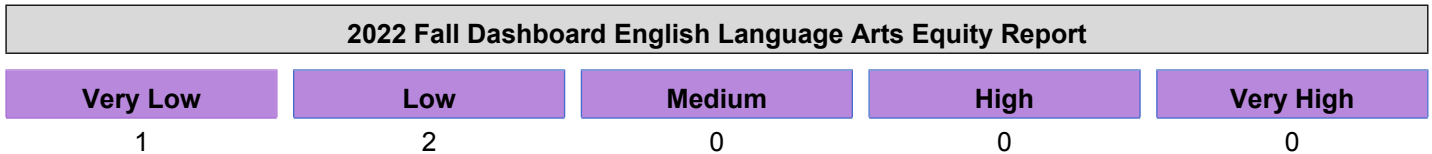
Academic Performance English Language Arts

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

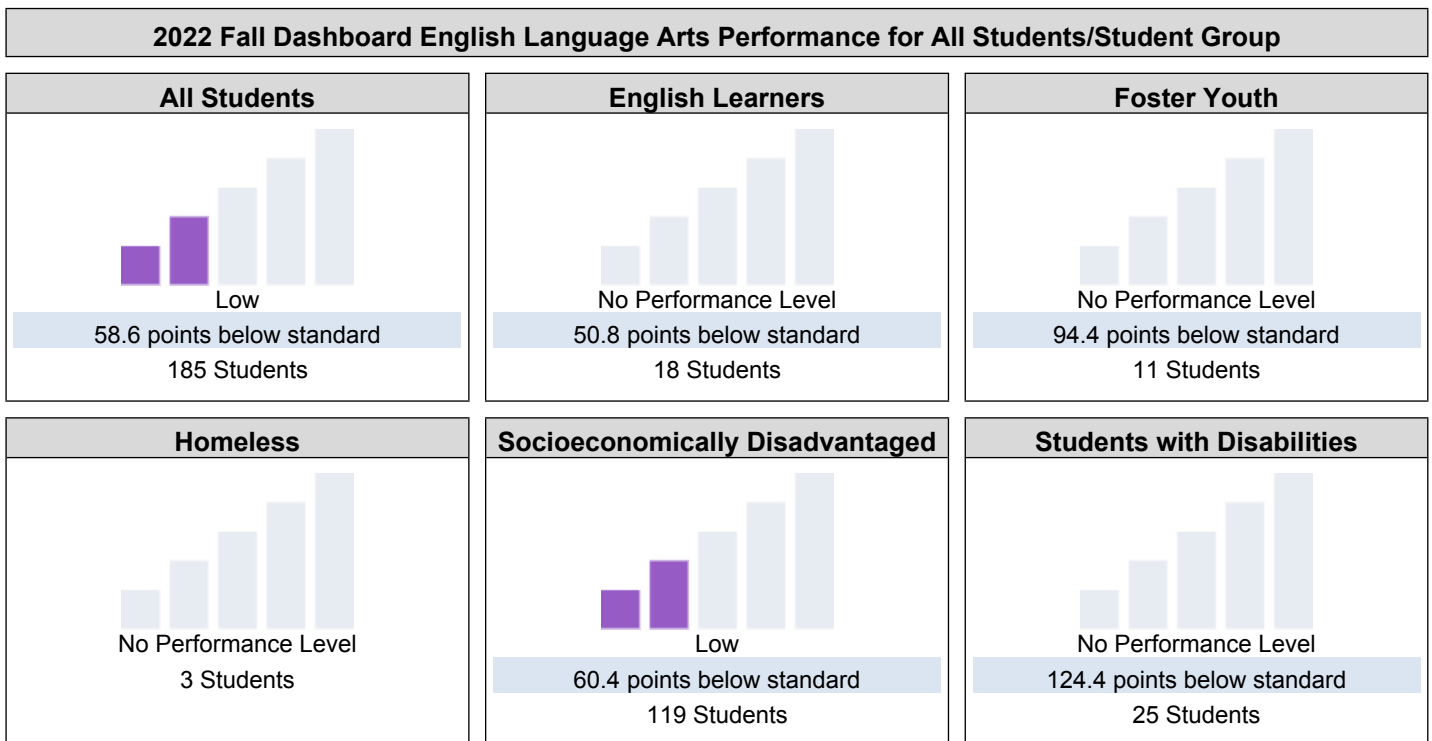
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



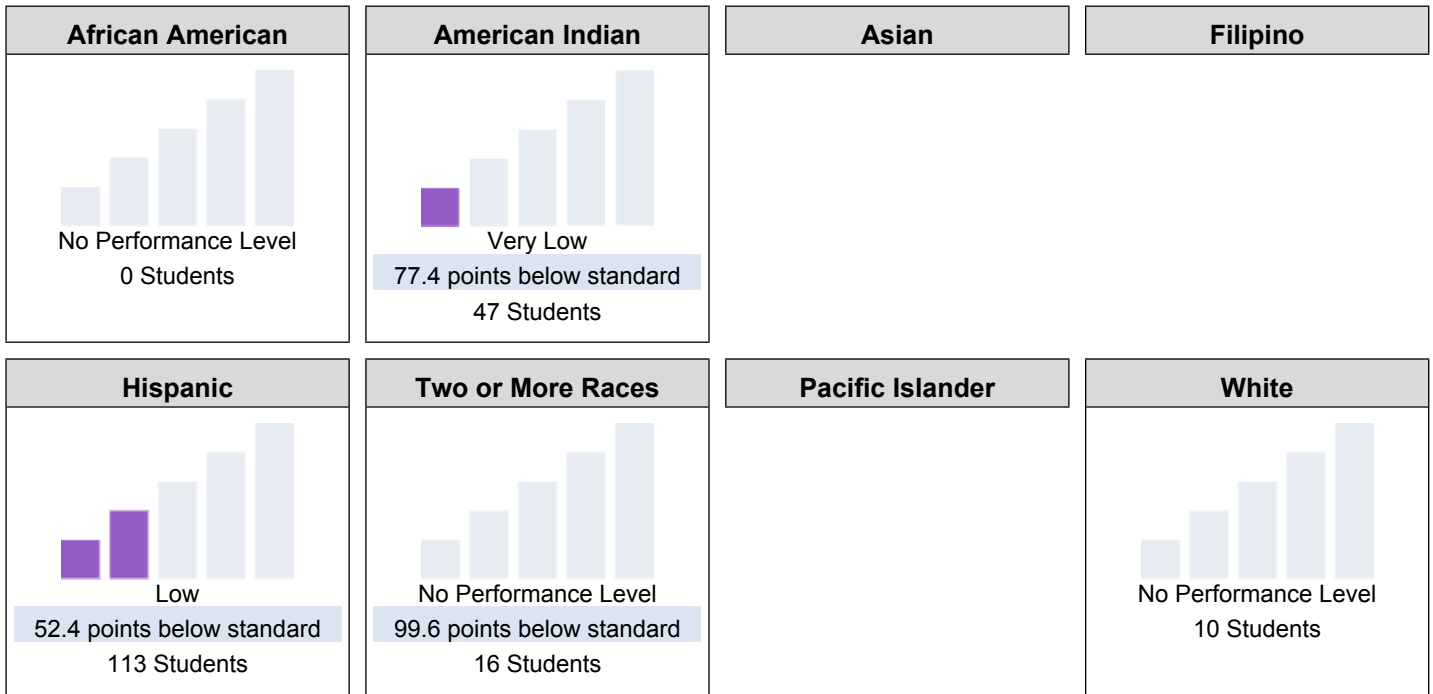
This section provides number of student groups in each level.



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
55.0 points below standard 12 Students	6 Students	62.7 points below standard 153 Students

Conclusions based on this data:

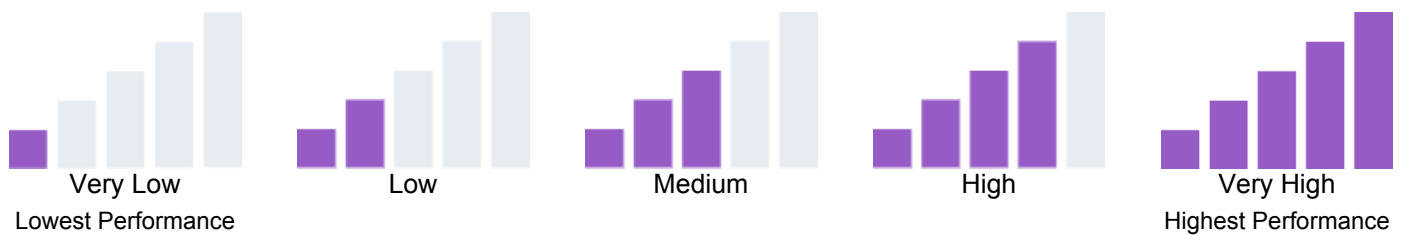
1. A total of 185 students who tested scored within the "Low" indicator level for the 2022 school year
2. American Indian students demonstrated a decrease, with an indicator of "Very Low" for the 2022 school year
3. Hispanic students demonstrated a decrease with and indicator of "Low" for the 2022 school year

School and Student Performance Data

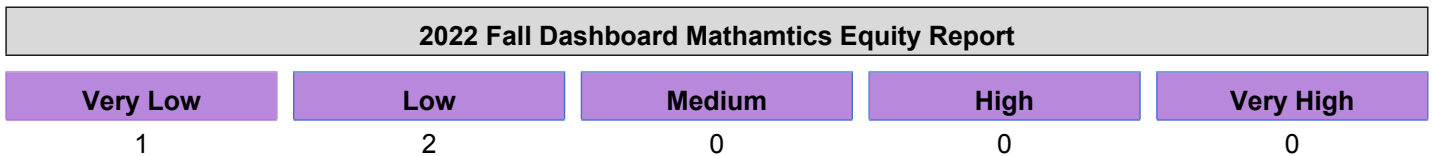
Academic Performance Mathematics

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](#).

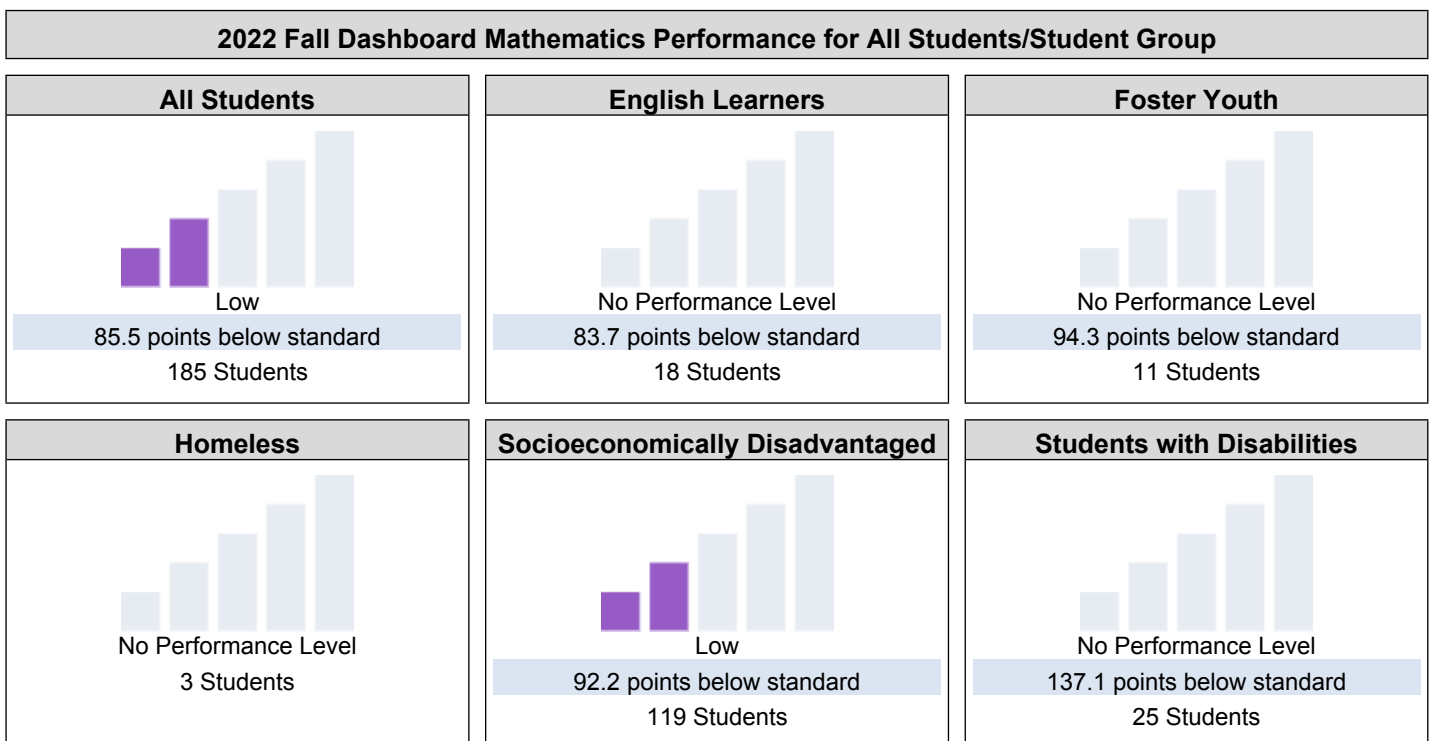
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



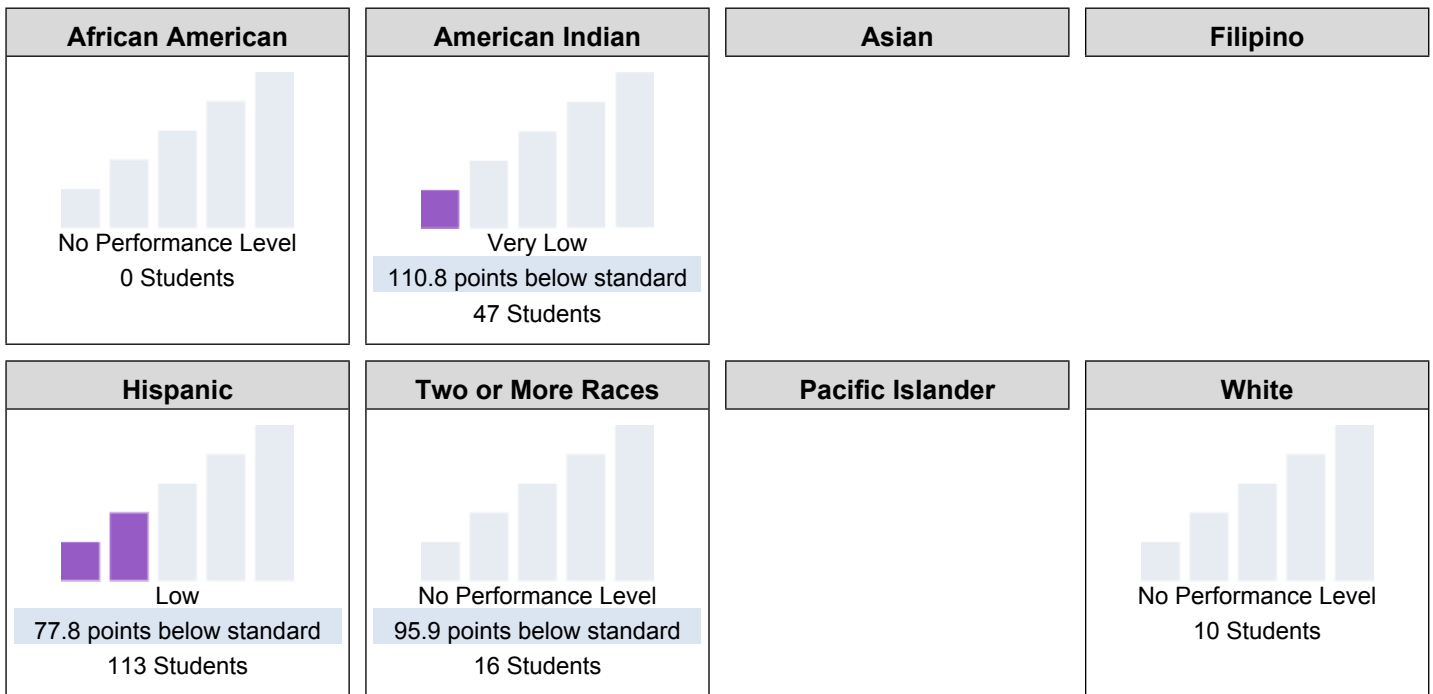
This section provides number of student groups in each level.



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>101.3 points below standard 12 Students</p>	<p>6 Students</p>	<p>88.4 points below standard 153 Students</p>

Conclusions based on this data:

1. A total of 185 students who tested scored within the "Low" indicator level for the 2022 school year
2. American Indian students demonstrated a decrease, with an indicator of "Very Low" for the 2022 school year
3. Hispanic students demonstrated a decrease, with an indicator of "Low" for the 2022 school year

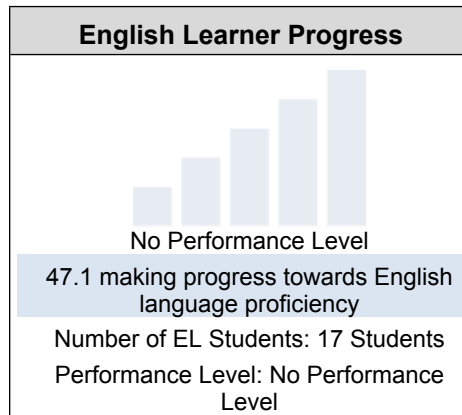
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.6%	35.3%	5.9%	41.2%

Conclusions based on this data:

1. A total of 47.1% of the English Learner population is making progress toward English language proficiency.
2. A total of 17.6% decreased one level on their ELPI score.

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:

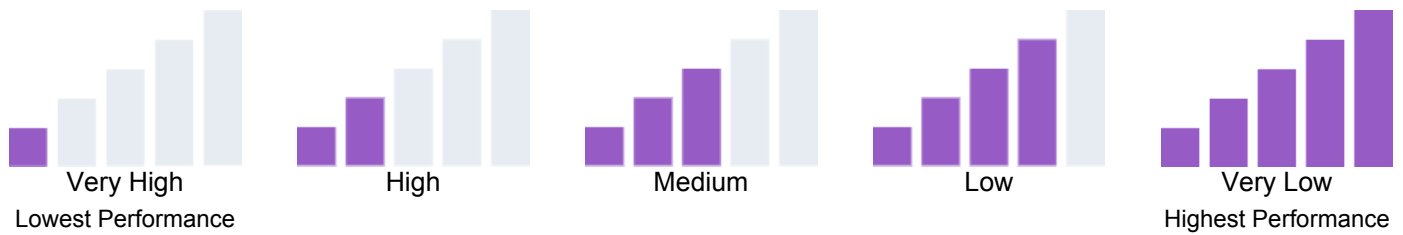
- 1.

School and Student Performance Data

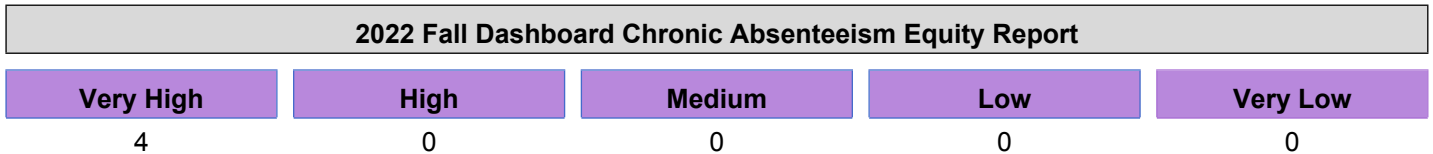
Academic Engagement Chronic Absenteeism

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](#).

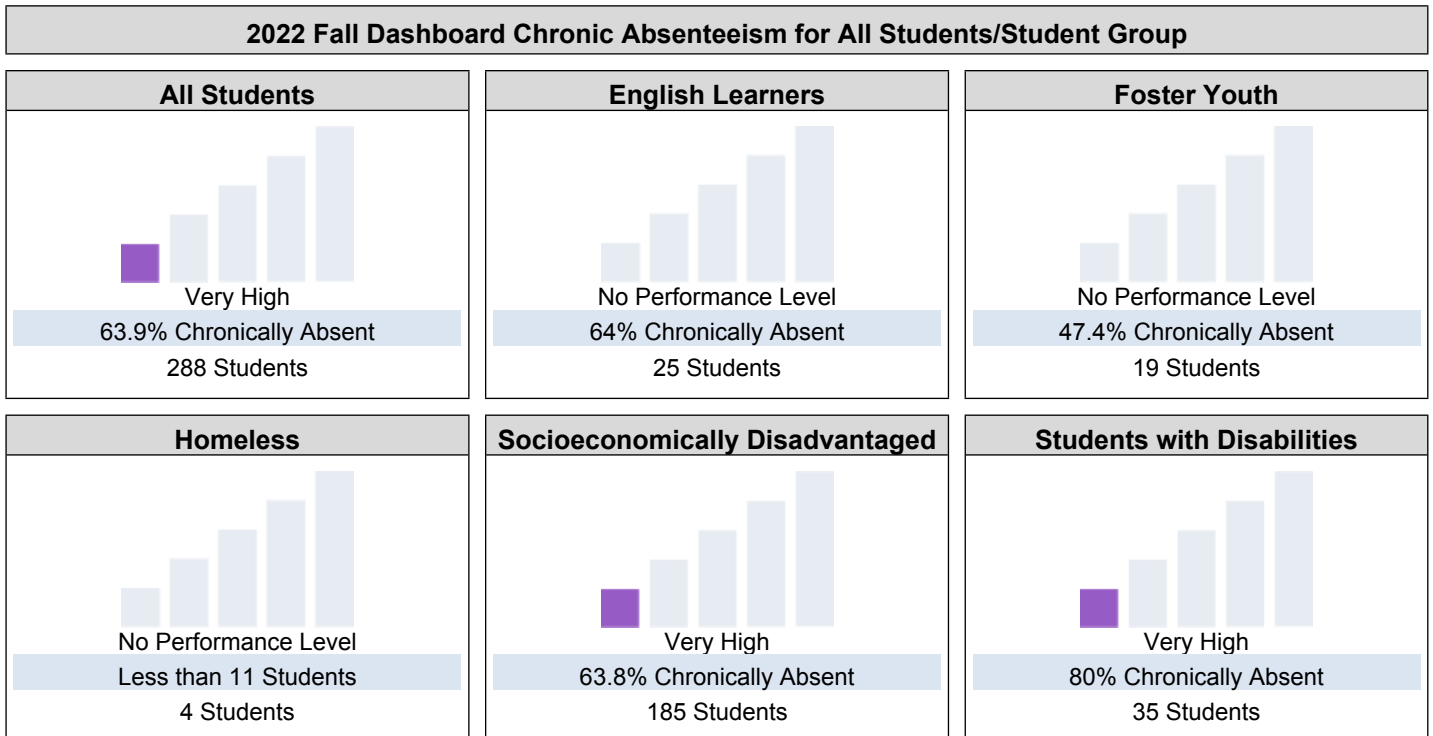
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



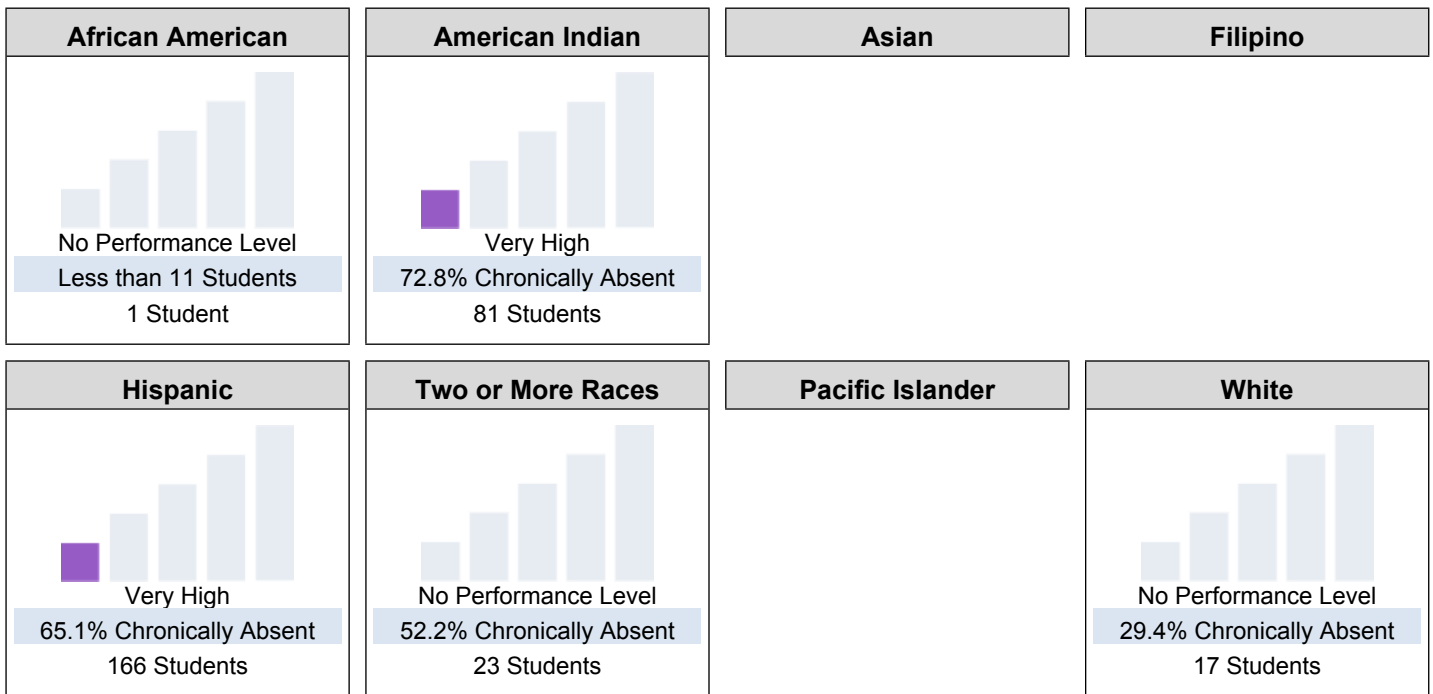
This section provides number of student groups in each level.



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:

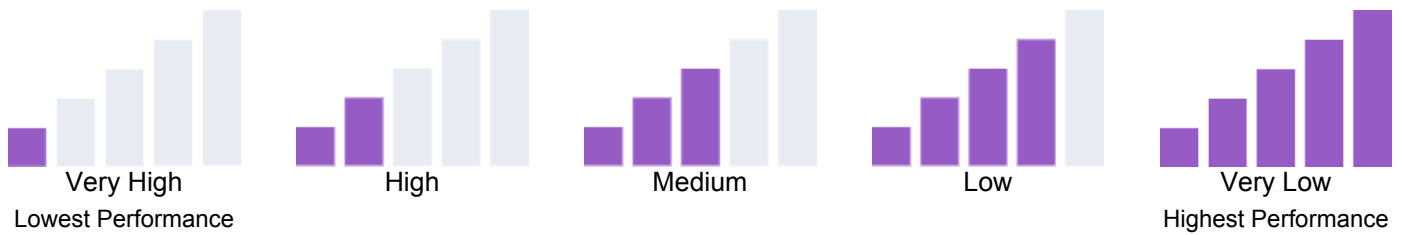
1. Students with Disabilities demonstrated a "Very High" indicator (80%) of Chronic Absenteeism.
2. A total of 166 Hispanic students accounted for a "Very High" indicator score in the area of Chronic Absenteeism.
3. A total of 81 American Indian students accounted for a "Very High" indicator score in the area of Chronic Absenteeism.

School and Student Performance Data

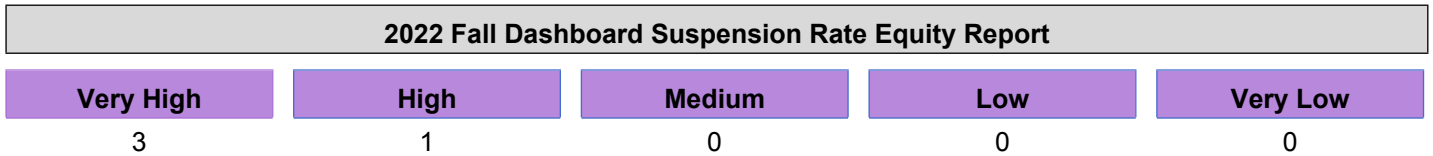
Conditions & Climate Suspension Rate

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](#).

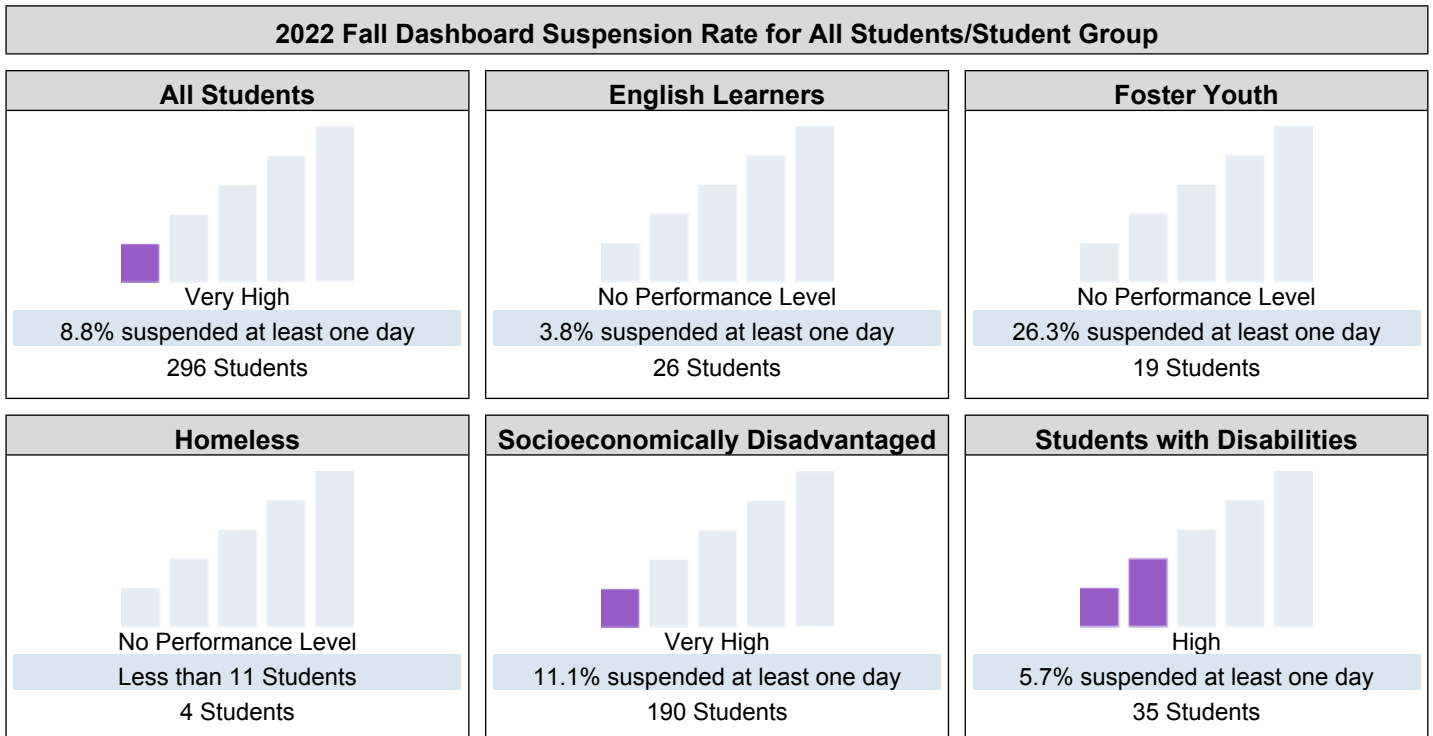
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



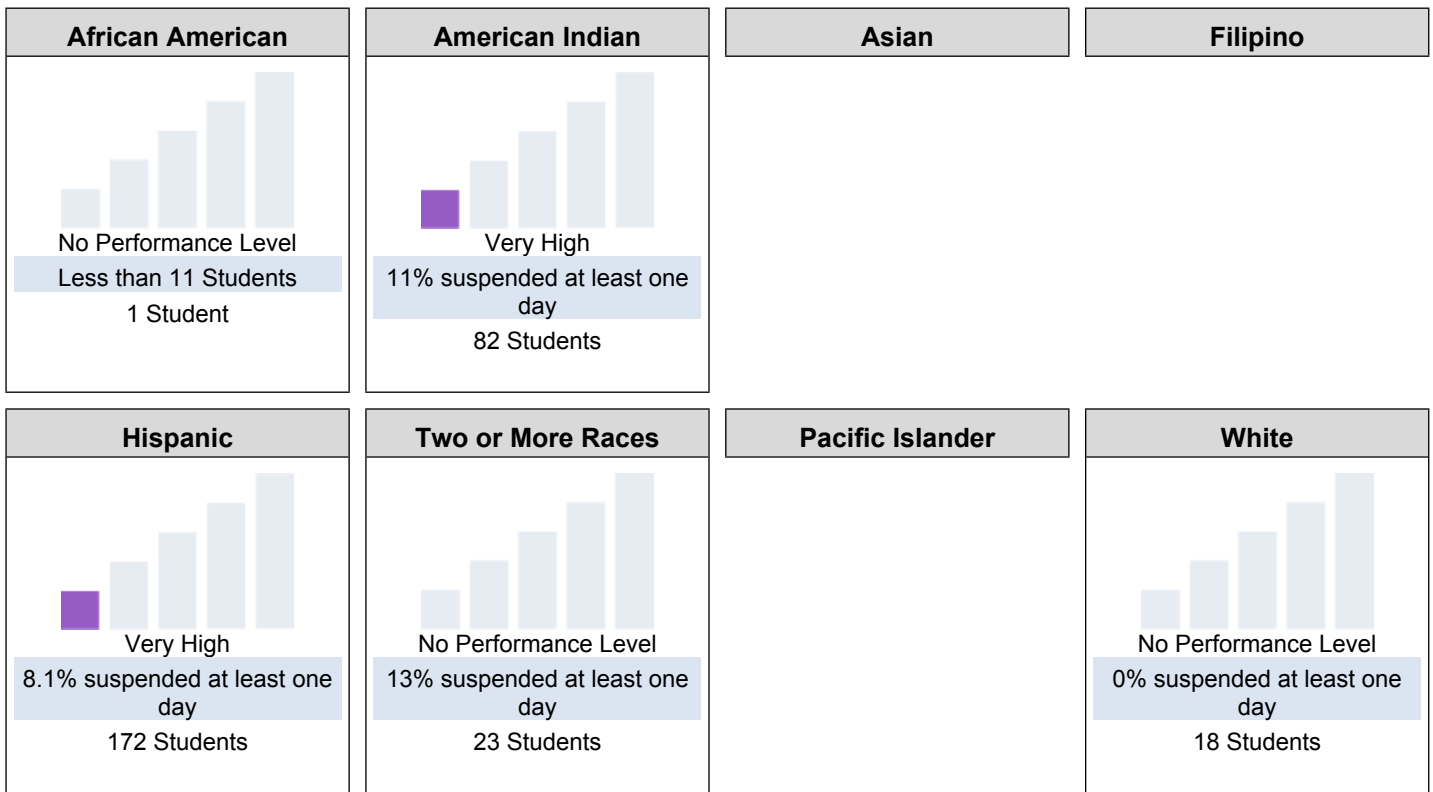
This section provides number of student groups in each level.



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. American Indian, Hispanic and Socio-economic disadvantaged populations indicated "Very High" suspension rates.
2. Students with Disabilities demonstrated a "High" suspension rate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP GOAL #1:

All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

Goal 1

Continue to provide all students with the CONDITIONS FOR LEARNING (broad educational program, qualified staff, standards aligned instructional materials, and well maintained facilities) due to no identified need.

Identified Need

No need identified at this time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1A Teachers appropriately assigned & fully credentialed</p> <p>1B Pupil Access to standards-aligned Instructional Materials</p> <p>1C Facilities maintained in good repair</p>	<p>1A Teachers - Goal Met 100% Teachers appropriately assigned</p> <p>100% Teachers fully credentialed. (2022 SARC)</p> <p>1B Instructional Materials Instructional Materials 100% (Sufficiency of Materials Fall 2022)</p> <p>1C Facilities - Goal Met Exemplary (FIT Tool Fall 2022)</p>	<p>1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned</p> <p>100% Teachers fully credentialed</p> <p>1B Instructional Materials Instructional Materials 100%</p> <p>1C Facilities Facilities Good or Better</p>
<p>2A Implementation of SBE adopted content and performance standards Pending Tool from Cindee</p>		
<p>2B Programs/Services enable ELs to access CA and ELD Standards</p>	<p>100% ELs access and enrollment in courses aligned to CA State Standards.</p>	<p>100% ELs access and enrollment in courses aligned to CA State Standards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	100% ELs access and enrollment in ELD. (Master Schedule)	100% ELs access and enrollment in ELD. (Master Schedule)
7A Broad Course of study	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)
7B Programs/Services Unduplicated Students	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)
7C Programs/Services Students with exceptional needs	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Regular facility walks with site head custodian to identify and rectify identified needs. (as evidenced by metric 1C)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Strategy/Activity

Monitor the use of State Adopted materials and implementation of State Standards through regular classroom walkthroughs and ongoing conversations with staff. (as evidenced by metric 2A)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Strategy/Activity

Develop Master Schedule which provides access to all students and ensure that all students are enrolled in appropriate courses of study through regular monitoring. (as evidenced by metrics 7A, 7B, and 7C)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

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)

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 7

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)

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)

None Specified

Strategy/Activity 9

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)

None Specified

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.

Amount(s)

Source(s)

None Specified

Strategy/Activity 11

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP Goal #2:
Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Goal 2

Central Elementary will reduce the Chronic Absenteeism Rate of Native American Students to 19% and Students with Disabilities to 15% as measured by the 2023 CA Schools Dashboard.

Central Elementary will reduce the Suspension Rate of Native American Students to 9% and Students with Disabilities to 4.5% as measured by the 2023 CA Schools Dashboard.

Identified Need

Based on 2022 CA Schools Dashboard, Chronic Absenteeism and Suspension Rates are Very High for All Students and even higher for American Indian (AI) Students and Students with Disabilities (SWD).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3A Parental input in decision making	Parental Response of 74% yielded a favorable response in Local Parent Survey (Panorama)	Parental Response of 79% yield a favorable response in Local Parent Survey (Panorama)
5A School Attendance Rates	94.0% Spring 2023 P2 Data	94.5% Spring 2024 P2 Data
5B Chronic Absenteeism 5C Site Attendance Plan	CA Schools Dashboard 2022 Chronic Absenteeism Indicator All Students Very High, 63.9% American Indian Very High, 72.8% SWD Very High, 80% Socio-economically Disadvantaged Very High, 63.8%	Chronic Absenteeism Rate Indicator All Students 12% American Indian 19% SWD Very High, 15% (Fall 2023 Dashboard 2022-23 Data)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Local Data March 2023 (SchoolZilla) All Students 23.2%</p> <p>American Indian 25.8%</p> <p>SWD 28.6%</p>	
6A Pupil Suspension	<p>CA Schools Dashboard 2022 Suspension Rate Indicator All Students Very High, 8.8%</p> <p>American Indian Very High, 11%</p> <p>SWD High, 5.7%</p> <p>Socio-economically Disadvantaged Very High, 11.1%</p> <p>Local Data March 2023 (SchoolZilla) All Students 5.7%</p> <p>American Indian 7.6%</p> <p>SWD 3.6%</p>	<p>Suspension Rate Indicator 7% All Students</p> <p>American Indian 9%</p> <p>SWD 4.5%</p> <p>(Fall 2023 Dashboard: 2022-23 data)</p>
6B Pupil Expulsion	<p>Expulsion Rate 0% (DataQuest 2021-22 data)</p>	<p>Expulsion Rate 0% (DataQuest 2022-23)</p>
6C Local Measures – Sense of Safety and School Connectedness	<p>Local data March 2023 (Panorama) Sense of Safety</p>	<p>Sense of Safety 3-5 Students 50% Agree 6-8 Students 65% Agree</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupils, Parents, Teachers	3-5 Students 45% Agree 6-8 Students 60% Agree (Student Surveys) Sense of Connectedness (School Belonging) 3-5 Students 67% Agree 6-8 Students 47% Agree (Student Surveys) Sense of Safety Parents 74% Agree (Parent Survey) Sense of Connectedness Parents 73% Agree (Parent Survey) Sense of Safety Staff 68% Agree (Staff Survey) Sense of Connectedness Staff 45% Agree (Staff Survey) (2022-23 Local Surveys - Parents, Staff, and Students)	(Student Surveys) Sense of Connectedness (School Belonging) 3-5 Students 72% Agree 6-8 Students 52% Agree (Student Surveys) Sense of Safety Parents 79% Agree (Parent Survey) Sense of Connectedness Parents 78% Agree (Parent Survey) Sense of Safety Staff 73% Agree (Staff Survey) Sense of Connectedness Staff 50% Agree (Staff Survey) (2023-24 Local Surveys - Parents, Staff, and Students)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to utilize site attendance plan to address attendance concerns through tiered levels systems of intervention and support for all students. (as evidenced by metric 5C)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

General Fund/ attendance incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize school wide expectations for student behavior and conduct to help guide disciplinary and corrective measures for student behaviors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

American Indian Students

Strategy/Activity

Develop and enhance activities to assist in reaching out to students experiencing academic/social issues that are barriers to fully engaging in the school setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$60,000

Other

Strategy/Activity 4

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)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 7

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)

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)

Strategy/Activity 9

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)

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.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP Goal #3:

All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

Goal 3

Central Elementary will aim to close the gap in ELA and Math.

- Decrease All Students ELA from 58.6 points below standard to 48 points below standard using evidence based curriculum as measured by the 2023 Dashboard ELA Indicator.
- Decrease All Students Math from 85.5 points below standard to 75 points below standard using evidence based curriculum as measured by the 2023 Dashboard Math Indicator.
- Decrease Native American (AI) Students ELA from 77.4 points below standard to 65 points below standard using evidence based curriculum as measured by the 2023 Dashboard ELA Indicator.
- Decrease Native American (AI) Students Math from 110.8 points below standard to 100 points below standard using evidence based curriculum as measured by the 2023 Dashboard Math Indicator.
- Decrease Students with Disabilities (SWD) ELA from 124.4 points below standard to 100 points below standard using evidence based curriculum as measured by the 2023 Dashboard ELA Indicator.
- Decrease Students with Disabilities (SWD) Math from 137.1 points below standard to 120 points below standard using evidence based curriculum as measured by the 2023 Dashboard Math Indicator.

Identified Need

Based on 2022 CA Schools Dashboard, all students are low in both ELA and Math. American Indian (AI) students and Students with Disabilities (SWD) are Very Low in both ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4A Statewide Assessments English Language Arts	CA Schools Dashboard 2022 Academic Performance indicator ELA All Students Low, 58.6 points below standard American Indian Very Low, 77.4 points below standard	Academic Performance Indicator: ELA ALL Students 48 points below standard American Indian 65 Points below Standard Students with Disabilities 100 Points below Standard (Dashboard: 2023-24 data)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SWD 124.4 points below standard (No Performance Level - 25 students)</p> <p>Socio-economically Disadvantaged Low, 60.4 points below standard</p> <p>English Learners 50.8 points below standard (No Performance Level - 18 students)</p> <p>Local Data - Spring iReady Reading All Students 30.6% Proficient</p> <p>AMERICAN INDIAN 25.4%</p> <p>SWD 0% Proficient</p>	
<p>4A Statewide Assessments Mathematics</p>	<p>CA Schools Dashboard 2022 Academic Performance indicator Math All Students Low, 85.5 points below standard</p> <p>American Indian Very Low, 110.8 points below standard</p> <p>SWD 137.1 points below standard (No Performance Level - 25 students)</p> <p>Socio-economically Disadvantaged Low, 92.2 points below standard</p>	<p>Academic Performance Indicator: Math ALL Students 75 Points below Standard</p> <p>American Indian 100 Points below Standard</p> <p>Students with Disabilities 120 Points below Standard</p> <p>(Dashboard: 2023-24 data)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learners 83.7 points below standard (No Performance Level - 18 students)</p> <p>Local Data - Spring iReady Math All Students 24.6% Proficient</p> <p>AMERICAN INDIAN NEED THIS DATA ???</p> <p>SWD 4% Proficient</p>	
<p>4C Percentage of ELs making progress towards English Proficiency</p> <p>4D English Learner Reclassification Rate</p>	<p>4C Percentage of ELs making progress towards English Language Proficiency 47.1% CA Schools Dashboard 2022</p> <p>4D English Learner Reclassification Rate 40.5% DataQuest 2021-22 Data</p>	<p>4C Percentage of ELs making progress towards English language proficiency 60%, High (Dashboard Fall 2022)</p> <p>4D English Learner Reclassification Rate 45% (DataQuest 2022-23 data)</p>
<p>8 Pupil Outcomes</p>	<p>Learning in Broad Course of Study</p> <p>ELA 99% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% (T2 Data)</p> <p>At least 1 Performance or Exhibit including Visual and/or Performing Arts</p>	<p>Learning in Broad Course of Study</p> <p>ELA 100% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100%</p> <p>At least 1 Performance or Exhibit including Visual and/or Performing Arts</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to deliver a broad course of study for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Strategy/Activity

Students will receive differentiated instruction based on students' strengths and needs aligned to rigorous grade level State Standards. Use of current assessments show students are making steady academic progress (Lexia, Accelerated Reading, Treasures Comprehension and Fluency and Reading Mastery, etc.).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Strategy/Activity

Students will participate in tiered intervention services to increase skills and proficiency of grade level standards. Intervention groups focusing on listening and speaking standards are offered to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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 EL students

Strategy/Activity

Continue to make progress towards English Language development, proficiency and increase the Reclassification rate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Staff will continue to focus on data that drives and develops school wide tiered levels of intervention (i.e. deployment and ongoing cycles of assessment) that aim toward improvement for understanding essential standards and learning targets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

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.

Amount(s)

Source(s)

Strategy/Activity 7

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)

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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)

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 7

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)

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)

Strategy/Activity 9

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 7

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)

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 7

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)

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)

Strategy/Activity 9

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)

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.

Amount(s)

Source(s)

Strategy/Activity 11

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)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
General Fund/ attendance incentives	\$0.00
None Specified	\$0.00
Other	\$60,000.00

Subtotal of state or local funds included for this school: \$60,000.00

Total of federal, state, and/or local funds for this school: \$60,000.00

School Site Council Membership

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

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

Name of Members	Role
Anne Gonzales	Principal
Tonya Escobedo	Classroom Teacher
Mirella Lopez	Classroom Teacher
Daniel Olveda	Classroom Teacher
Chris Santos	Other School Staff
Pedro Vasques	Parent or Community Member
Marcela Moran	Parent or Community Member
Griselda Gutierrez	Parent or Community Member
Gloria Jaramillo	Parent or Community Member
Sarah Anaya	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, Anne Gonzales on 4/14/2023



SSC Chairperson, Sarah Anaya on 4/14/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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
R. J. Neutra Elementary School	16-63883-6010318		May 8, 2023

Purpose and Description

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

Additional Targeted Support and Improvement
Neutra Elementary has been identified for ATSI for the following student groups:
African American (AA) Students - Suspension Rate Very High
Students with Disabilities (SWD) - Chronic Absenteeism Very high.

Both of these student groups were identified based on criteria 2. All indicators at the lowest status level but one indicator at another status level.

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

The School-Wide Plan meets the ESSA (Every Student Succeeds Act) requirements through: A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards through evidence-based strategies and actions. Our school implements challenging academic standards in reading, math, and science, using state-adopted curriculum that will prepare students to succeed in college and career. These standards apply to all students, including those with learning disabilities. State assessments are administered annually in ELA, Math, Science, and English Proficiency. Student achievement, progress, English language proficiency, discipline rates, and chronic absenteeism are monitored regularly. Throughout the year, multiple educational partners discuss available data and share their thoughts on areas for improvement in student achievement as well as focused on student groups that are areas of focus.

The site continually analyzes our local data and the California Dashboard during Professional Learning Community meetings, District Advisory Committee meetings, School Site Council Meetings, District Leadership meeting, Site Lead Leadership meetings, Staff Meeting, Student

Leadership Team, and various other forums. Through the process of developing this plan, we carefully aligned with the LCAP and with specific actions to meet the needs of our student groups. The current LCAP School Plan goals are as follows:

Goals 1:

All students provided CONDITIONS FOR LEARNING leading to college and career readiness.

All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness.

Goals 2:

Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Goal 3:

All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making

Neutra's plan to meet the Every Student Succeeds Act and align with all appropriate agencies includes focus areas to:

Decrease chronic absenteeism

Decrease suspension rates

Strengthen campus culture/student connectedness, to ensure a safe and healthy campus

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).

Student, parent, teacher and staff LCAP surveys are conducted annually. The results of these surveys are used to guide school decisions related to programs, services, safety, and parent engagement. Results from our most current survey from student, parent, and teacher data results are as follows:

PARENT SURVEY RESULTS:

School Safety 80% favorable

Child feels safe at school 93% favorable

If bullied, able to get help from adult 74% favorable

School Climate 80% favorable

Classroom Lessons are motivating 68% favorable

School Fit 71% favorable (Family perceptions of how well as school matches their Child's needs):

Good fit with child's cultural background 84% favorable

Activities offered matched child's interest 54% favorable

Barriers to Engagement:

Overall 87% report favorably regarding barriers to engagement.

STUDENT SURVEY RESULTS:

School Safety 55% favorable

Self Management 75% favorable

Remain calm, even when someone was bothering you or saying bad things 52% favorable

Pay attention and ignore distractions 66% favorable

Keep your temper under control 59% favorable

Social Awareness 73% favorable

Able to disagree without starting an argument 56% favorable

Clearly where you able to describe your feelings 55% favorable

Care about other people's feelings 89% favorable

Get along with students who are different from you 80% favorable

Emotional Regulation 52% favorable

Able to pull yourself out of a bad mood 49% favorable

Stay relaxed when though around you get angry 51% favorable

Able to control your emotions when you need to 60% favorable

Can relax your self when upset 54% favorable

Able to stay calm when things go wrong 48% favorable

STUDENT GROUP SURVEY DATA

School Belonging

Fall Winter

All students 72% 73%

African American 65% 73%

SWD: 76% 67%

School Safety

	Fall	Winter
All students	54%	55%
African American	41%	33%
SWD:	57%	64%

Classroom Observations

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

Informal classroom observations are conducted on a daily basis. Formal classroom observations are conducted twice per year for probationary teachers, and every other year for tenured staff. Observation forms are based on the California Standards for the Teaching Profession and used for formal observations. Teachers are encouraged to observe one another on the school campus and within the district.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State and Local Assessments are leveraged to modify instruction and improve student achievement. A Comprehensive Balanced Assessment Plan is implemented including Formative, Interim, and Summative Assessments. All students grades 3-5 take the CAASPP Summative Assessment in the Spring. Teachers in grades 3-5 regularly administer Interim Assessment Block (IABs) and/or Focused Interim Assessment Blocks (FIABs) to evaluate student progress toward mastering grade level content. These assessments are aligned to the state SBAC tests. All Students Grades 1-5 take iReady ELA and Math assessments 3 times per year; Kindergarten takes them 2 times per year. In addition, Grade Level Professional Learning Communities (PLC) have identified Districtwide Essential Standards and unwrapped them to Learning Targets. PLC Teams have created and administer Common Formative Assessments (CFAs) based on Critical Learning Targets. Districtwide Interim Writing Performance Tasks are administered in K-2.

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

The data from curriculum-embedded assessments is reviewed during grade-level collaboration (Professional Learning Community, or PLC) meetings to determine student placement, progress, and to inform instruction. From the data, flexible intervention and enrichment groups are formed.

Within the curriculum - Wonders.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed and assigned based on their credential.

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

The campus is fully staffed with credential teachers. A comprehensive PD plan is annually provided as a centralized service based on a districtwide needs assessment on a site by site basis. Site administration and teachers give input to the development of the PD Plan. The site provides additional targeted professional development for teachers and classified staff as needs arise. Teachers have access to all staff development opportunities that are advertised and offered frequently throughout the year. They are regularly provided with training on SBE-adopted instructional materials. During the 2022-23 school year, teachers received intensive training on the ELA/Literacy utilize adopted materials. Teachers received ELD PL and support with a consultant.

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

Staff development decisions are aligned with school and LEA goals. Professional development is provided based on professional needs to support effective standards based instruction, address the social-emotional needs of students, and support professional growth. Staff development time is provided to review, analyze and plan instruction based on assessed student performance. Teachers review student performance data and determine areas of professional development need.

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

All teachers receive ongoing instructional assistance and support through job embedded professional learning through Districtwide and Site PLC teams. Teams continue to collaborate around Best Practices and effective teaching strategies with student data as evidence. In addition, site administration provide feedback and recommendations for PL opportunities, as needed, based on classroom observations. Through district, school, and county-offered professional development and partnerships, teachers have access to content specific experts and instructional coaches. Literacy Coaching is being provided for K-2 teachers including focus on guided reading. Teachers are provided English Language Development (ELD) PL and support from a consultant as a centralized service. Academic Walks began in 2022-23 with consultant/coach support and will continue each year.

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

Every Wednesday, students are released early to provide teachers with time for collaboration by grade level. All teachers use this time to collaborate with their grade level PLC. These teams set learning objectives and goals, create and/or agree on appropriate common formative assessments to monitor student progress on the goals, analyze data from the assessments, form and implement intervention and enrichment groups as needed, and share effective teaching strategies.

Teaching and Learning

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

Core curriculum materials are State Board of Education adopted and align to content and performance standards. Instruction in the classrooms is standards-based, utilizing a variety of evidence-based instructional strategies. Grade level PLC Teams have identified Essential Standards which receive greater instructional time and are reflected on their Curriculum Maps.

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

Neutra School meets or exceeds the recommended number of instructional minutes for reading/language arts and mathematics in grades K-5.

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

Lesson pacing schedules are based on Curriculum Maps developed districtwide leveraging pacing plans from adopted curriculum for each subject. The pacing of lessons is based on districtwide curriculum maps. The pacing provides for the sharing of resources and forming grade-level intervention and enrichment groups on similar standards.

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

Sufficiency of Materials Annual review consistently demonstrates that all student groups have access to appropriate standards-based instructional materials. The district follows the state adoption timeline for adoption of new materials.

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

Full implementation of SBE-adopted instructional materials, including intervention materials, is occurring at every grade level.

Opportunity and Equal Educational Access

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

Differentiated Tier 1 instruction is provided for all students at all grade levels. Tier 2 and Tier 3 intervention is provided multiple times daily for all underperforming students in grades TK-5. Designated and integrated ELD are provided daily for all students identified as English Learners.

Evidence-based educational practices to raise student achievement

Classroom teachers use the district adopted standards based curriculum in all curricular areas. In addition, teachers use evidence based support materials as outlined by the Response To Intervention (RTI) model.

Parental Engagement

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

Under-achieving students have resources available to them from a variety of resources. In the school, they have access to resources during the school day and outside the school day. During the day, students have supports through Multi-Tiered System of Supports (MTSS) at Tiers 1,2 and 3 including differentiation and intervention. iReady is leveraged to provide targeted lessons to support acceleration of learning and closing learning gaps. Outside the school day, tutoring is provided before and/or after school. Saturday School is offered for students who need additional homework help and making up assignments with support. The Expanded Learning Opportunity Program (ELO-P) is offered on the campus providing an extending day and 30 additional days beyond the regular school year with experiences to build background information and conceptual understanding. The District provide resources through funding for the Intervention and ELO-P.

Student Study Team (SST) meetings are held for at-risk students to collaborate with the family. In addition to discussing strengths and weaknesses, parent/guardians are provided suggestions for assisting their student and ways to partner with the teacher. For SWD, this conversation takes place through the IEP process.

In the community, Fleet and Family services on NAS Lemoore provides parenting classes and family support as well.

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)

Neutra does not have ConApp funded programs at their site. For Centralized services which are ConApp programs, input is regularly sought from parents, teachers, other school personnel, and community representatives in the planning, implementation, and evaluation of programs. This is done through surveys, School Site Councils, District Advisory Council, District Instructional Leadership Committee, and English Learner Advisory Committees, and District English Learner Advisory Committee.

Funding

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

English Language Development (ELD) PL and support is provided at all sites through Title III funds as a centralized service. The District Comprehensive PD Plan is multi-funding including Title II Funds, as a centralized service. The site does not receive any categorical funds.

Fiscal support (EPC)

LCFF

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

As part of our review for the 2023-24 School Plan for Student Achievement (SPSA), data was gathered from student, parent, and staff surveys. Parent groups were also consulted during School Site Council (SSC), Grade Level Leads Meetings, Staff Meetings, and Site ILT Meetings.

Grade Level Leads Meeting:

August 18, 2022 - Discussed 4 essential questions and focusing Wednesday PLC's on data driven.

September 22, 2022 - Discussed First Academic Walkthrough Data and how to share out at next staff meeting on Sept. 27th

October 20, 2022 - Went over iReady data, Reading Mastery, Chronic Absenteeism, Suspension Rates and compared to District Results.

January 19, 2023 - Discussed field trip requirements

February 16, 2023 - Discussed ATSI Site Planning & Areas of Focus. Also discussed need for less input school wide for implementation of changes.

March 16, 2023 - Discuss ATSI Site Plan: Review Chronic Absenteeism and Suspension Data

April 20, 2023 -

May 18, 2023 -

School Site Council (SSC)

October 6, 2022

December 1, 2022 - Went over School Safety Plan as well as Approved the Plan

February 27, 2023 - iReady Winter Reading and Math Data, Suspension Rates, Chronic Absenteeism Percentages by Month & Go over what ATSI is and the two categories that Neutra is identified for; also discussed data with 21/22 SWD chronic absenteeism and AA suspension rates 21/22 versus 22/23.

April 20, 2023 - Review and Approval of ATSI Plan

Staff Meetings

August 25, 2022

September 15, 2022

December 8, 2022

February 9, 2023

March 9, 2023

March 16, 2023

March 23, 2023

Site ILT Meetings

September 22, 2022

October 20, 2022

January 19, 2023

February 16, 2023

March 16, 2023

Resource Inequities

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

No resource inequities were identified as a result of the required needs assessment.

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	%	%	0%			0
African American	8.2%	9.83%	7.08%	40	45	31
Asian	1.4%	0.87%	2.28%	7	4	10
Filipino	4.7%	5.24%	3.88%	23	24	17
Hispanic/Latino	25.2%	23.36%	27.85%	123	107	122
Pacific Islander	0.6%	0.87%	0.68%	3	4	3
White	42.7%	43.67%	44.29%	209	200	194
Multiple/No Response	17.2%	16.16%	13.93%	84	74	61
Total Enrollment				489	458	438

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	108	115	126
Grade 1	81	73	72
Grade 2	72	82	60
Grade3	84	70	59
Grade 4	70	63	59
Grade 5	74	55	62
Total Enrollment	489	458	438

Conclusions based on this data:

1. Although we have a high transient population, our student subgroups remain fairly consistent year to year.
2. We have had a drop in student enrollment from 608 in the 19-20 school year to currently 458..

School and Student Performance Data

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	7	8	8	1.4%	1.7%	1.8%
Fluent English Proficient (FEP)	3	6	7	0.6%	1.3%	1.6%
Reclassified Fluent English Proficient (RFEP)	4	0		0.0%	0.0%	

Conclusions based on this data:

1. Our number of students who are identified as English Learners has decreased from the 19-20 school year.
2. We have a very low percentage of EL students enrolled during the 21-22 school year at 1.7%.
3. Of the 1.7% of students 1.3% were Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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	86	73		0	70		0	70		0.0	95.9	
Grade 4	70	63		0	61		0	61		0.0	96.8	
Grade 5	74	48		0	46		0	46		0.0	95.8	
All Grades	230	184		0	177		0	177		0.0	96.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2451.			30.00			27.14			30.00			12.86	
Grade 4		2537.			57.38			22.95			14.75			4.92	
Grade 5		2543.			30.43			45.65			10.87			13.04	
All Grades	N/A	N/A	N/A		39.55			30.51			19.77			10.17	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		27.14			54.29			18.57				
Grade 4		34.43			62.30			3.28				
Grade 5		26.09			67.39			6.52				
All Grades		29.38			60.45			10.17				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.71			61.43			12.86	
Grade 4		37.70			55.74			6.56	
Grade 5		23.91			69.57			6.52	
All Grades		29.38			61.58			9.04	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43			78.57			10.00	
Grade 4		36.07			62.30			1.64	
Grade 5		10.87			80.43			8.70	
All Grades		19.77			73.45			6.78	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			65.71			14.29	
Grade 4		26.23			68.85			4.92	
Grade 5		26.09			65.22			8.70	
All Grades		23.73			66.67			9.60	

Conclusions based on this data:

1. Neutra has consistently had more than 50% of our students score in the area of "at or near standard" or "above standard" in ELA on the CAASPP assessment for 2021-2022 school year.
2. According to the 2021-22 CAASPP data, our 5th grade students struggle the most with Listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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	86	73		0	69		0	69		0.0	94.5	
Grade 4	70	63		0	61		0	61		0.0	96.8	
Grade 5	74	48		0	46		0	46		0.0	95.8	
All Grades	230	184		0	176		0	176		0.0	95.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2460.			26.09			40.58			21.74			11.59	
Grade 4		2530.			36.07			45.90			14.75			3.28	
Grade 5		2539.			34.78			30.43			23.91			10.87	
All Grades	N/A	N/A	N/A		31.82			39.77			19.89			8.52	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.13			47.83			13.04	
Grade 4		55.74			37.70			6.56	
Grade 5		36.96			52.17			10.87	
All Grades		44.32			45.45			10.23	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.88			56.52			11.59	
Grade 4		26.23			67.21			6.56	
Grade 5		26.09			65.22			8.70	
All Grades		28.41			62.50			9.09	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.78			53.62			11.59	
Grade 4		27.87			67.21			4.92	
Grade 5		13.04			73.91			13.04	
All Grades		26.70			63.64			9.66	

Conclusions based on this data:

1. Based on the data above, the percentage of students who met/exceeded standard increased from previous two years.
2. Based on the data above, concepts and procedures are a strength, especially in 4th grade.

School and Student Performance Data

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
K	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		*	*	
All Grades										7	7	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. We do not have enough reportable data to draw conclusions due to our low number of English Learner students.

School and Student Performance Data

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
458	44.3	1.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in R. J. Neutra Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	1.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	203	44.3
Students with Disabilities	44	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	9.8
American Indian		
Asian	4	0.9
Filipino	24	5.2
Hispanic	107	23.4
Two or More Races	74	16.2
Pacific Islander	4	0.9
White	200	43.7

Conclusions based on this data:

1. 44% of our student population comes from socioeconomically disadvantaged households.
2. Our largest ethnicity subgroup is white at almost 44%
3. Almost 10% of our student population has been identified to be a student with a disability.

School and Student Performance Data

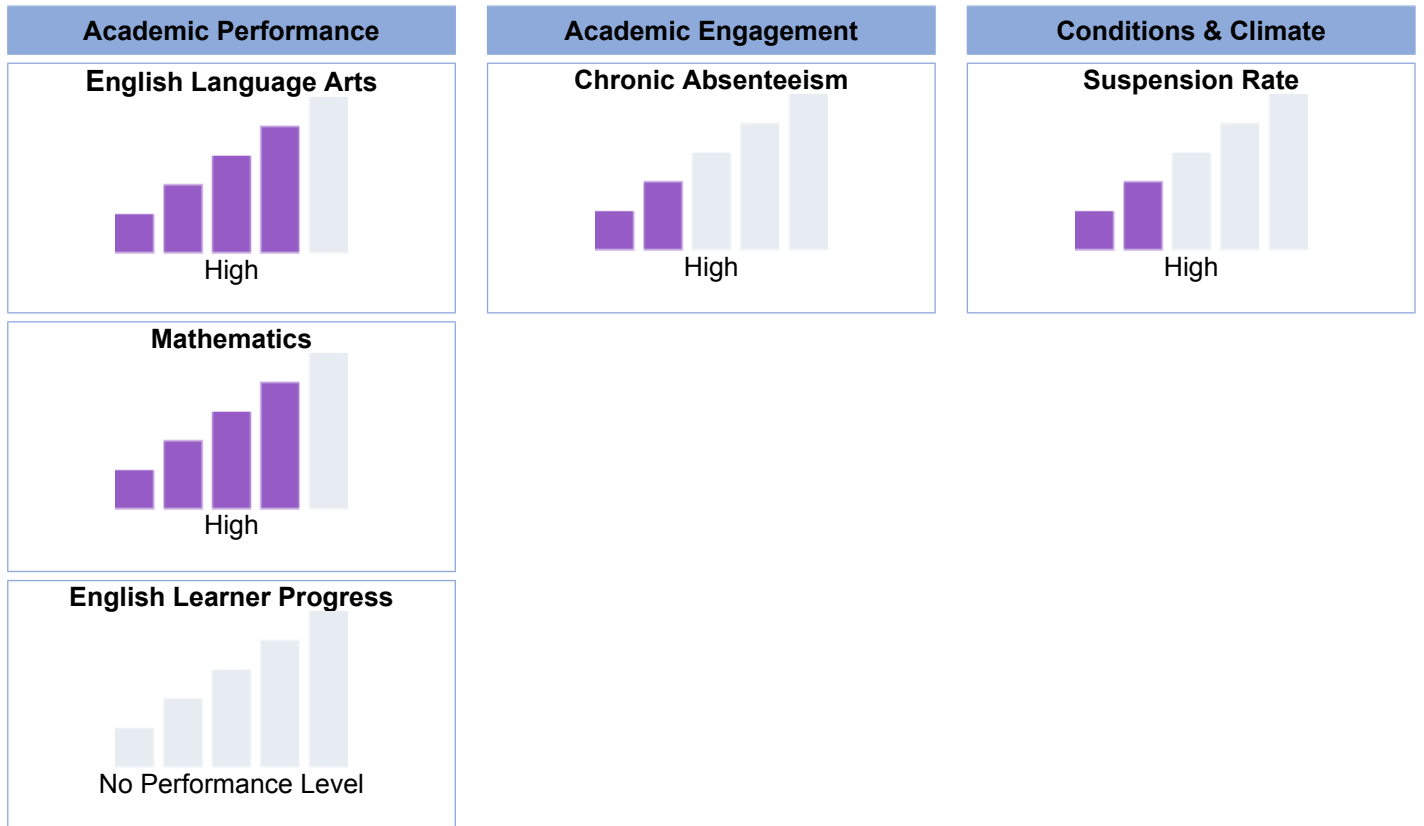
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. We are doing a good job addressing our students' academic needs in English Language Arts and Mathematics as reported on the Dashboard.
2. Suspension rate has a high indicator.

3. Chronic Absenteeism has a high indicator.

School and Student Performance Data

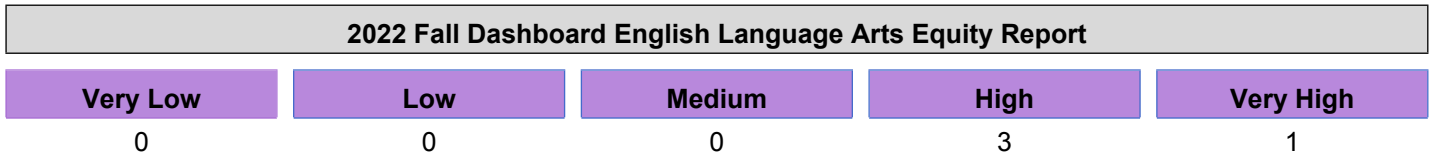
Academic Performance English Language Arts

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](#).

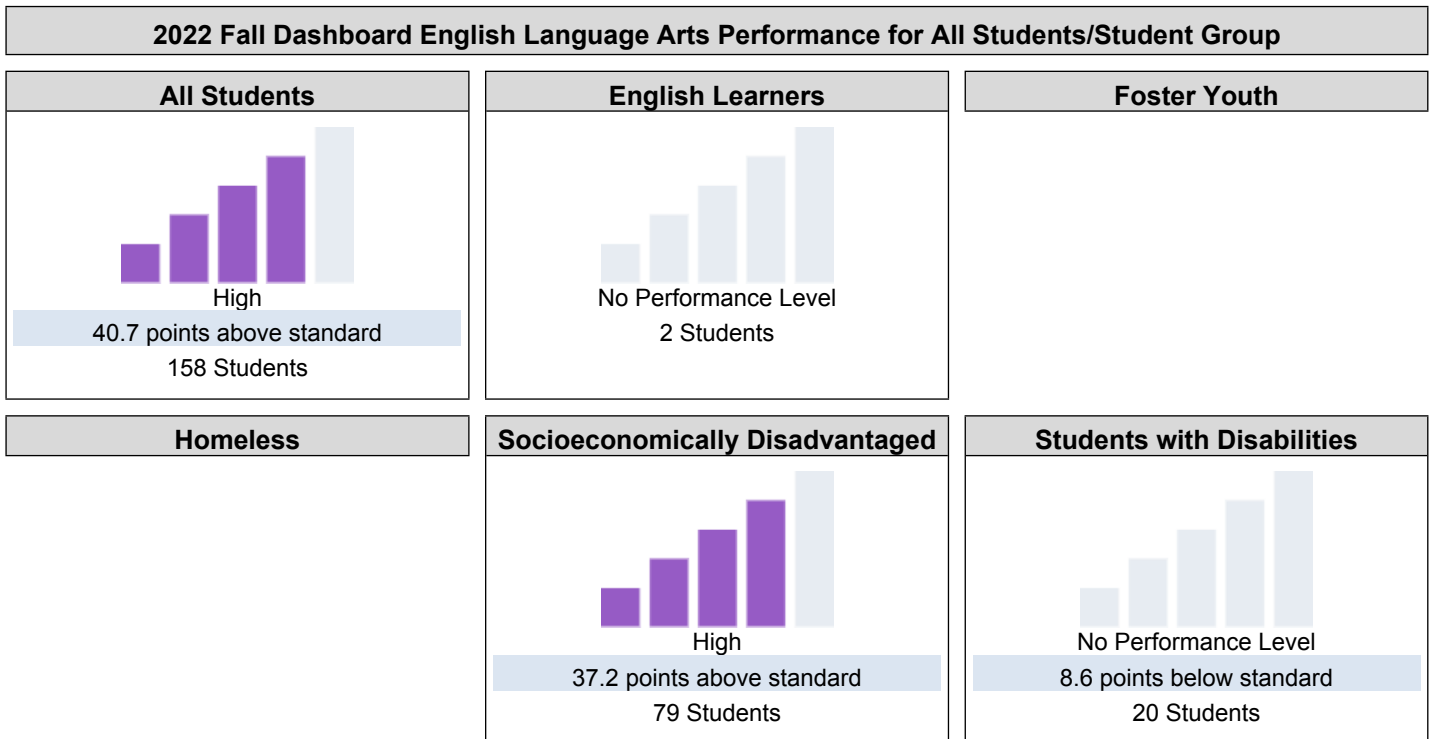
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



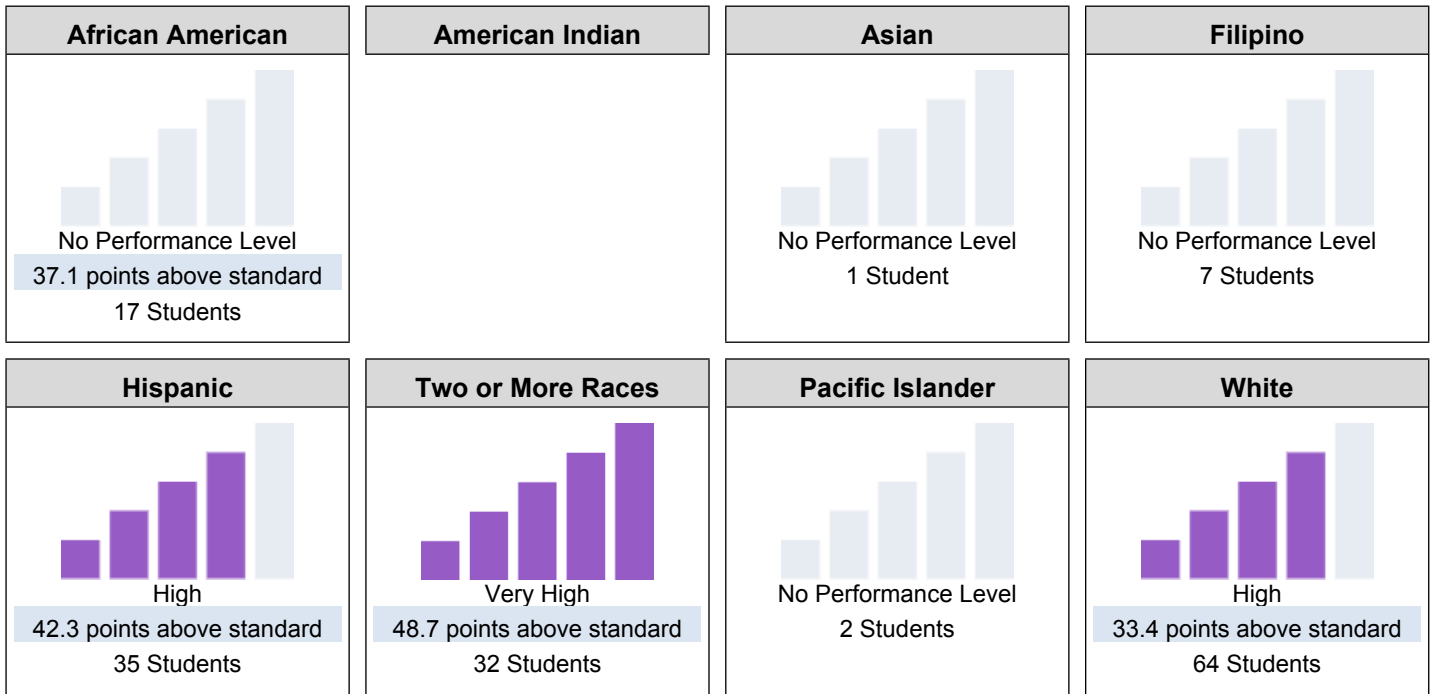
This section provides number of student groups in each level.



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
2 Students	0 Students	41.6 points above standard 153 Students

Conclusions based on this data:

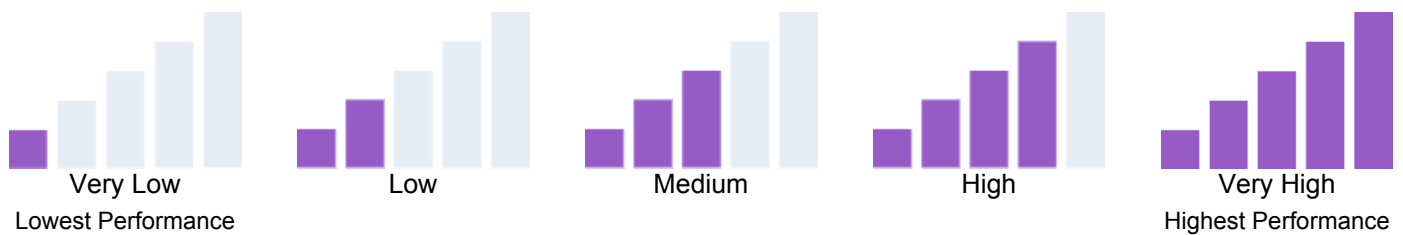
- All students reported on the Academic Performance for English Language Arts Scored at least high or very high.
- All student groups were above standard.
- Students with disabilities were 8.6 points below standard but No performance level was indicated as there were not enough students to create a group (only 7 students).

School and Student Performance Data

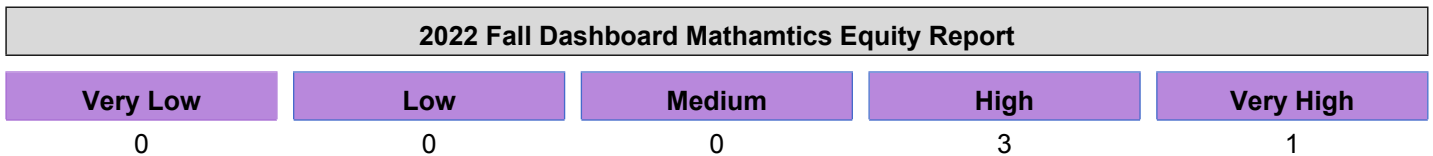
Academic Performance Mathematics

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](#).

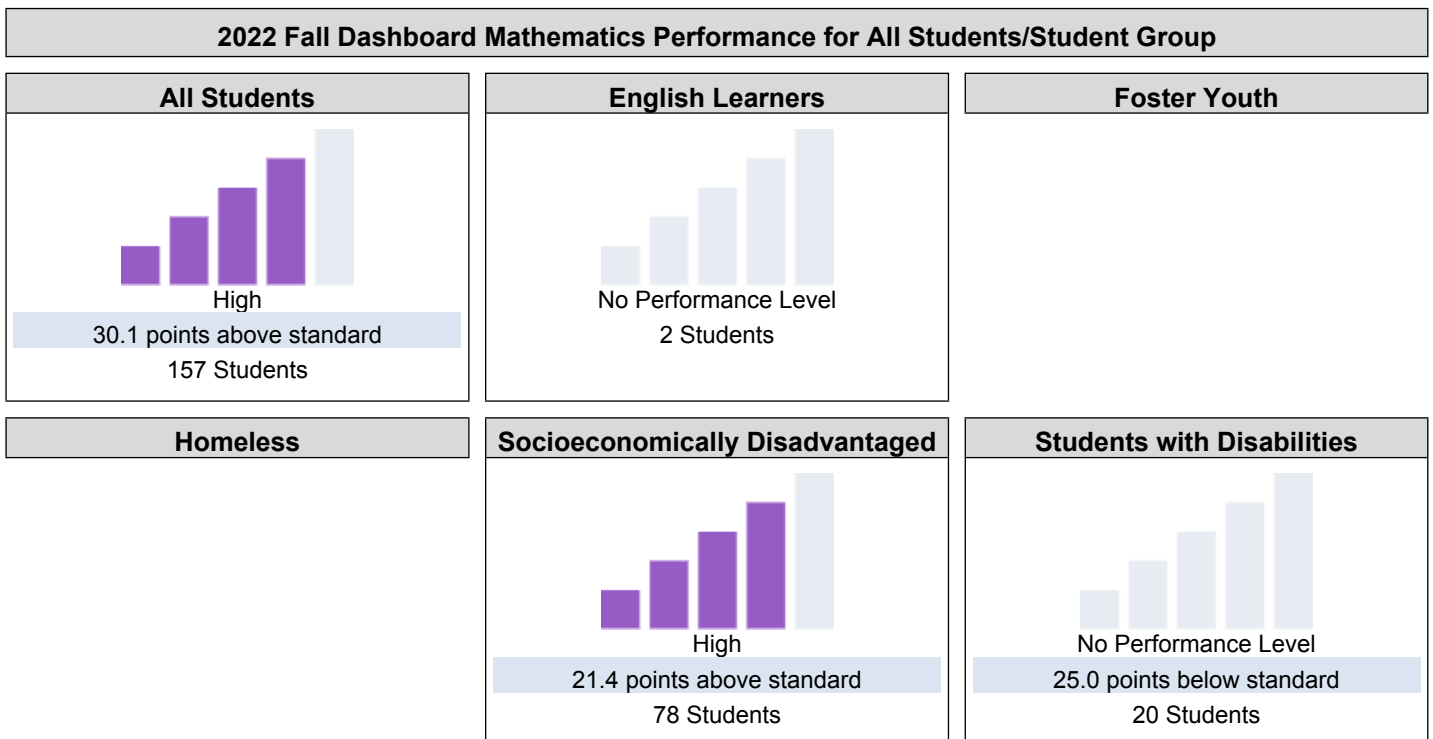
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



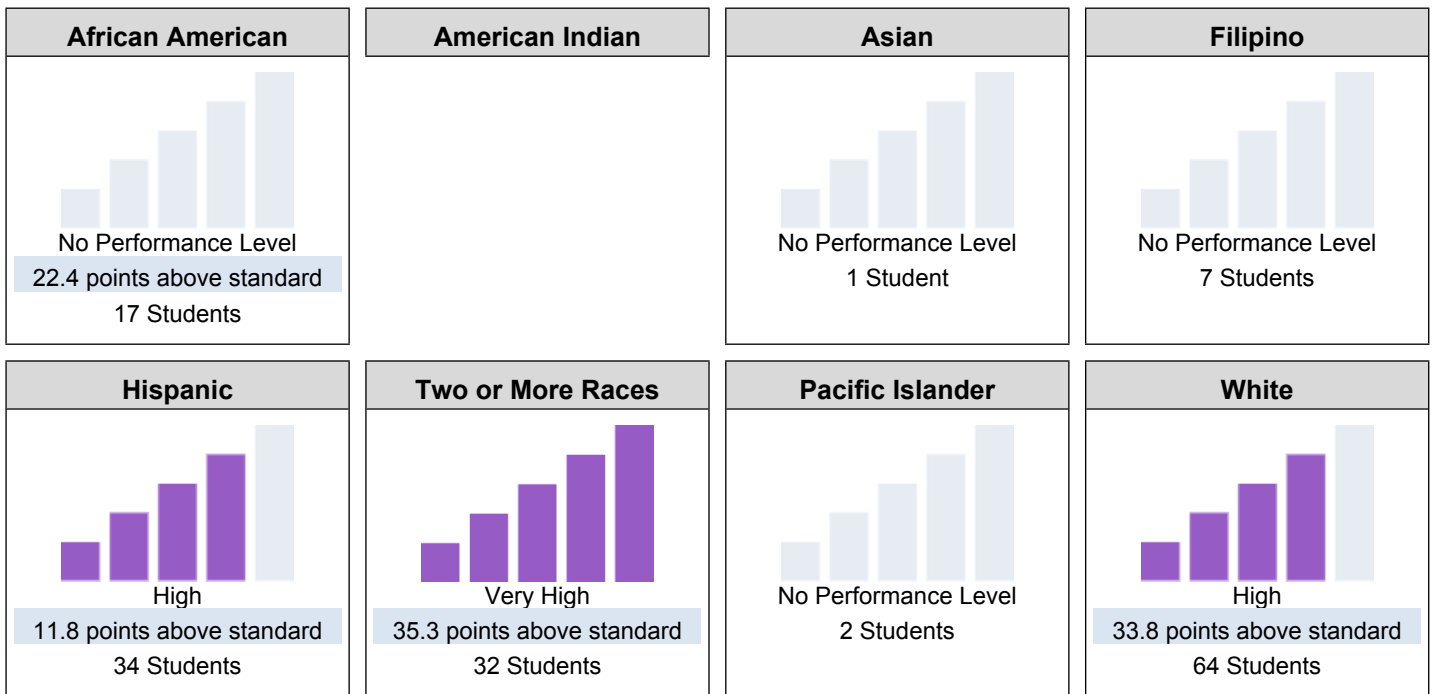
This section provides number of student groups in each level.



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
2 Students	0 Students	30.1 points above standard 152 Students

Conclusions based on this data:

1. All students reported for academic performance in mathematics scored high or very high.
2. All student groups that had a performance level score above standard.
3. Students with disciplines didn't have enough to make a performance level indicator; however, they scored 25.0 points below standard.

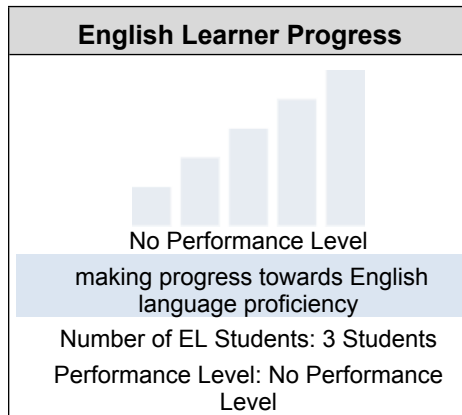
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Not enough students to make a EL performance level indicator group.

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:

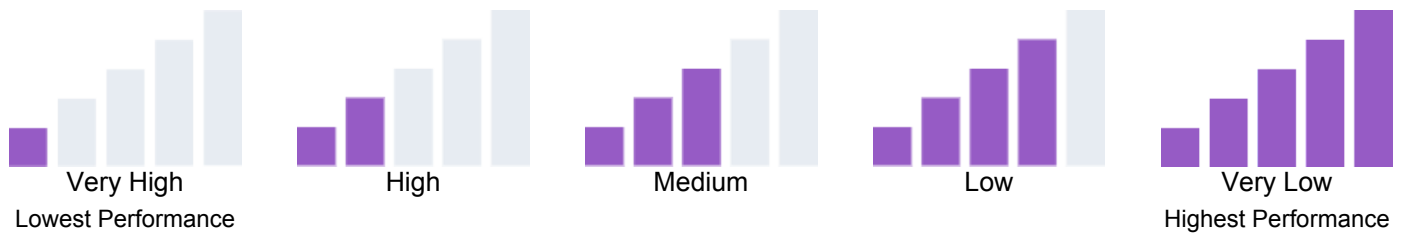
- 1.

School and Student Performance Data

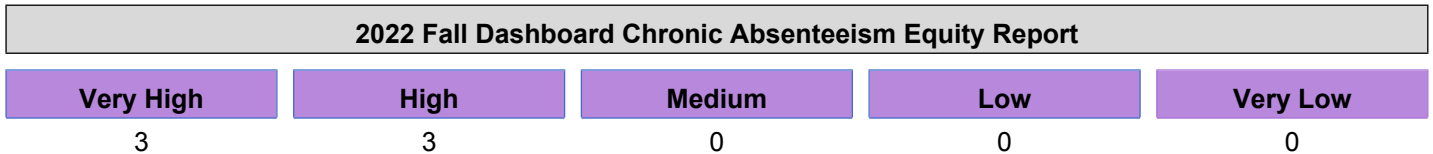
Academic Engagement Chronic Absenteeism

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](#).

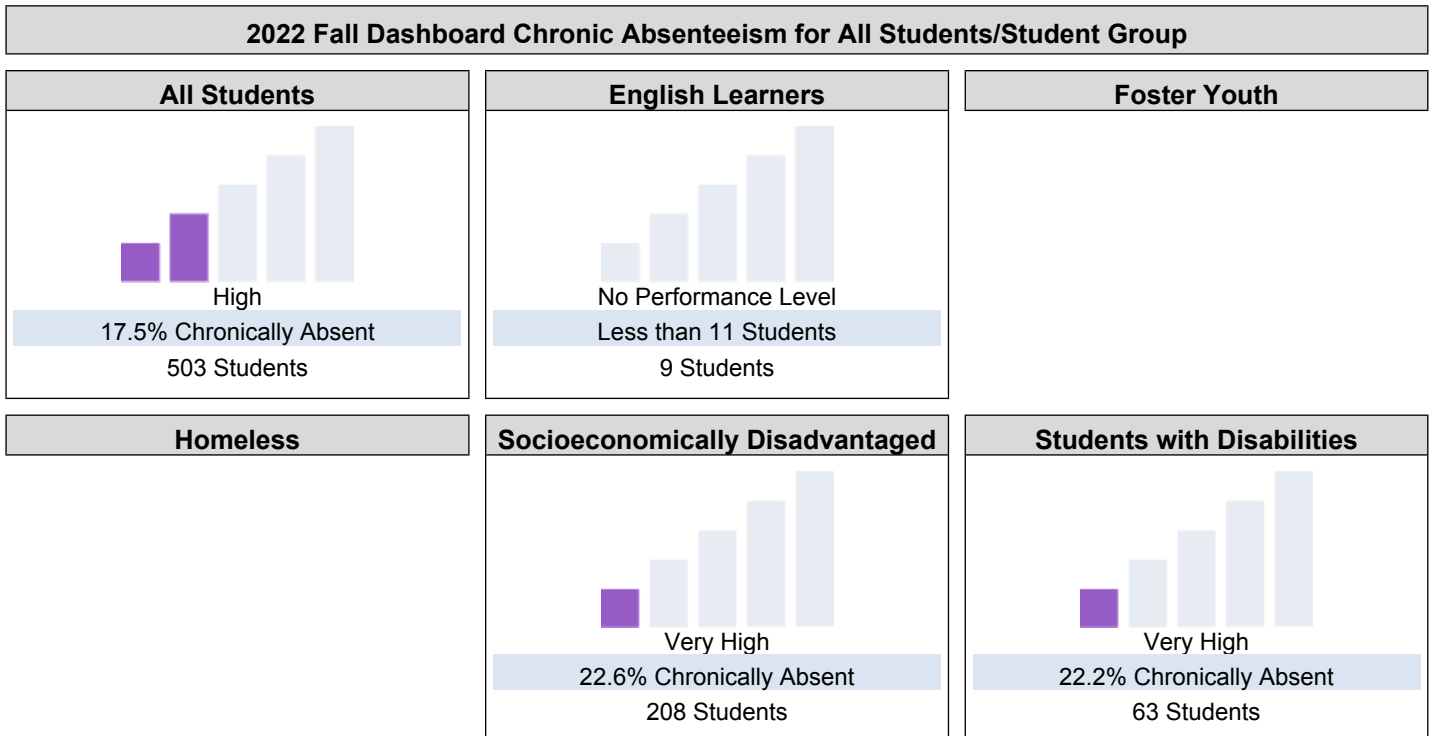
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



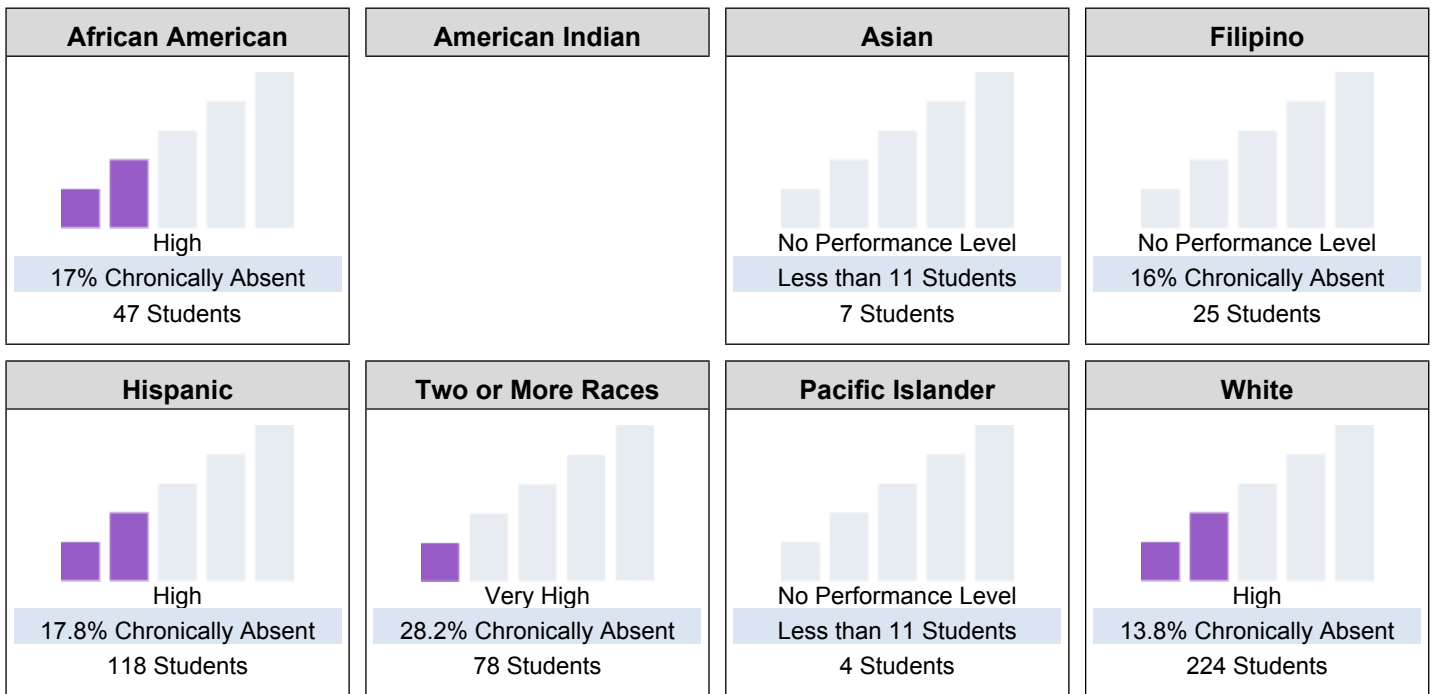
This section provides number of student groups in each level.



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. 17.5% of all students were considered chronically absent in 2021-22
2. Our Social Economically Disadvantaged reported group had the highest chronic absenteeism rate of 22.6% followed by Students with Disabilities at 22.2%.
3. Our hispanic sub group had the highest chronic absenteeism rate of 17.8%.

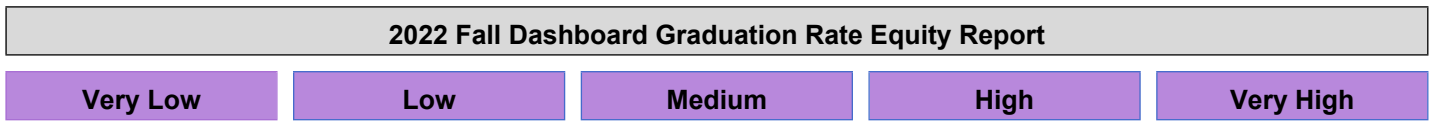
School and Student Performance Data

Academic Engagement Graduation Rate

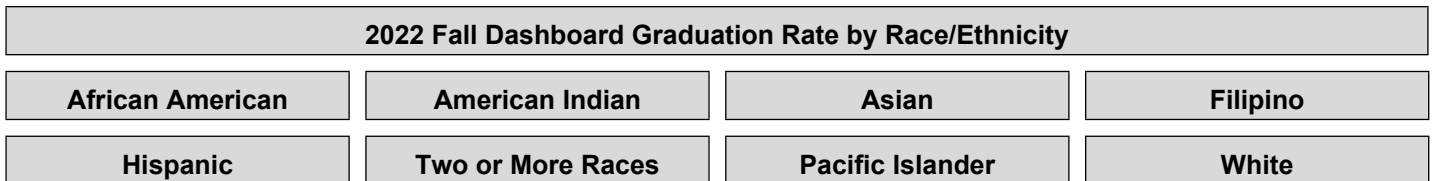
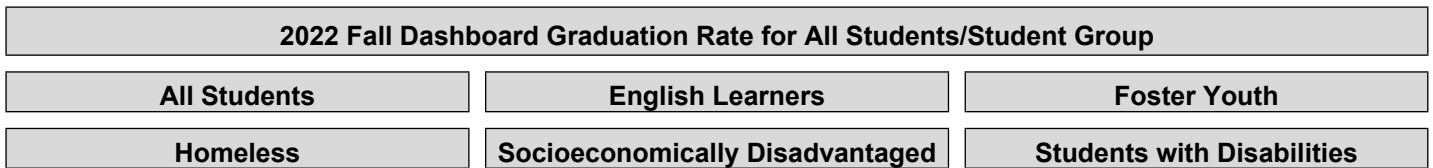
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

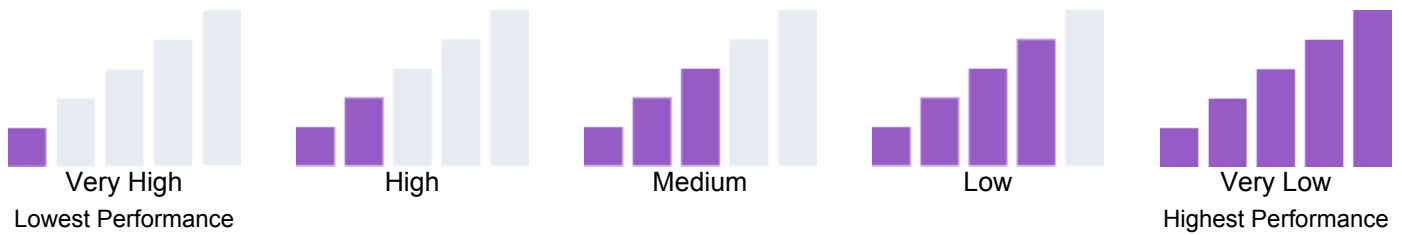
- 1.

School and Student Performance Data

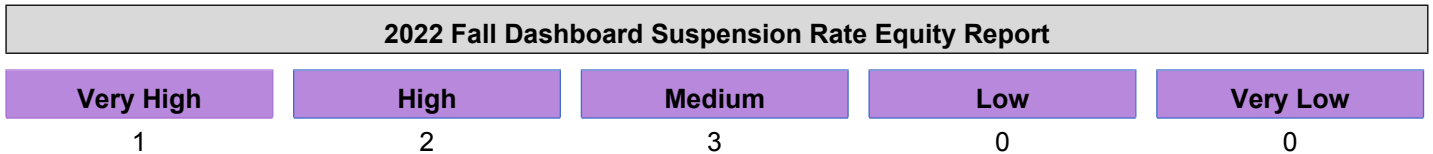
Conditions & Climate Suspension Rate

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](#).

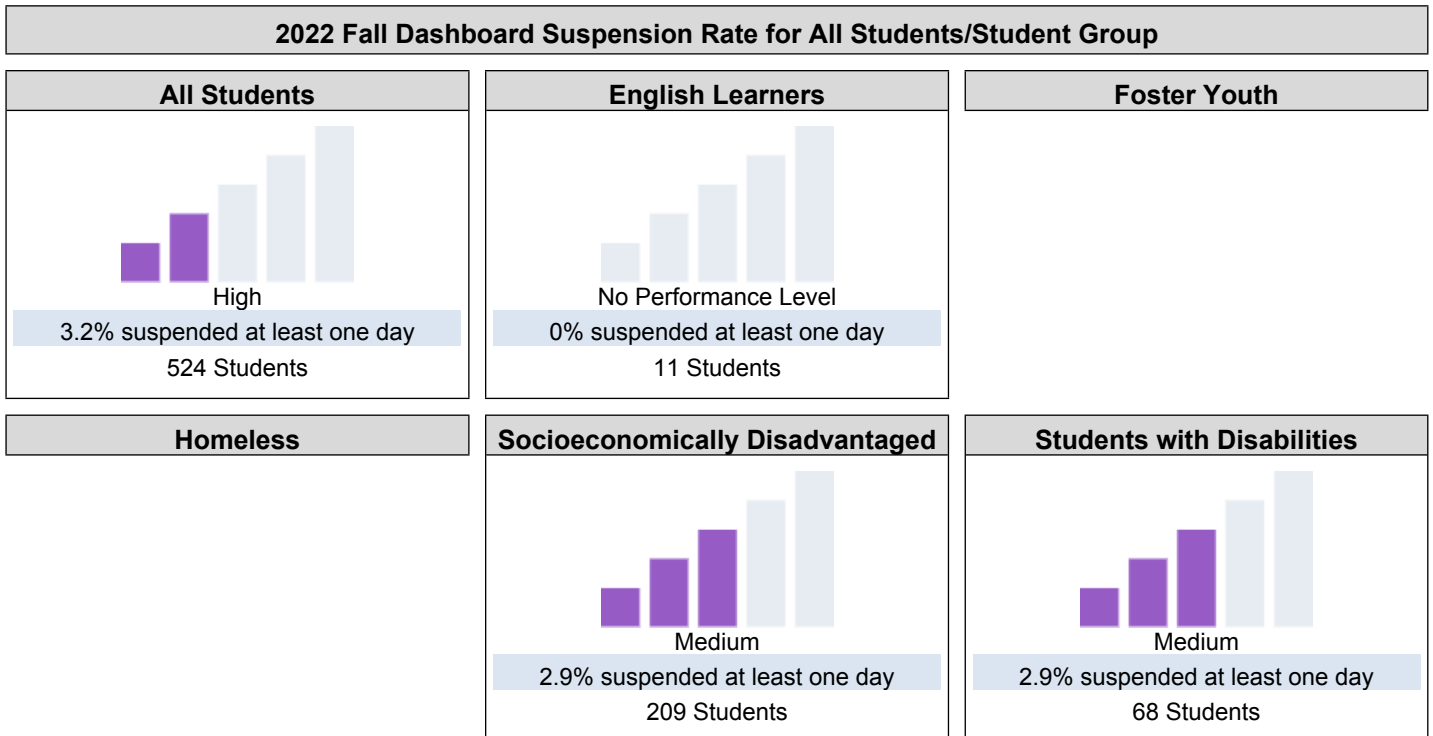
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



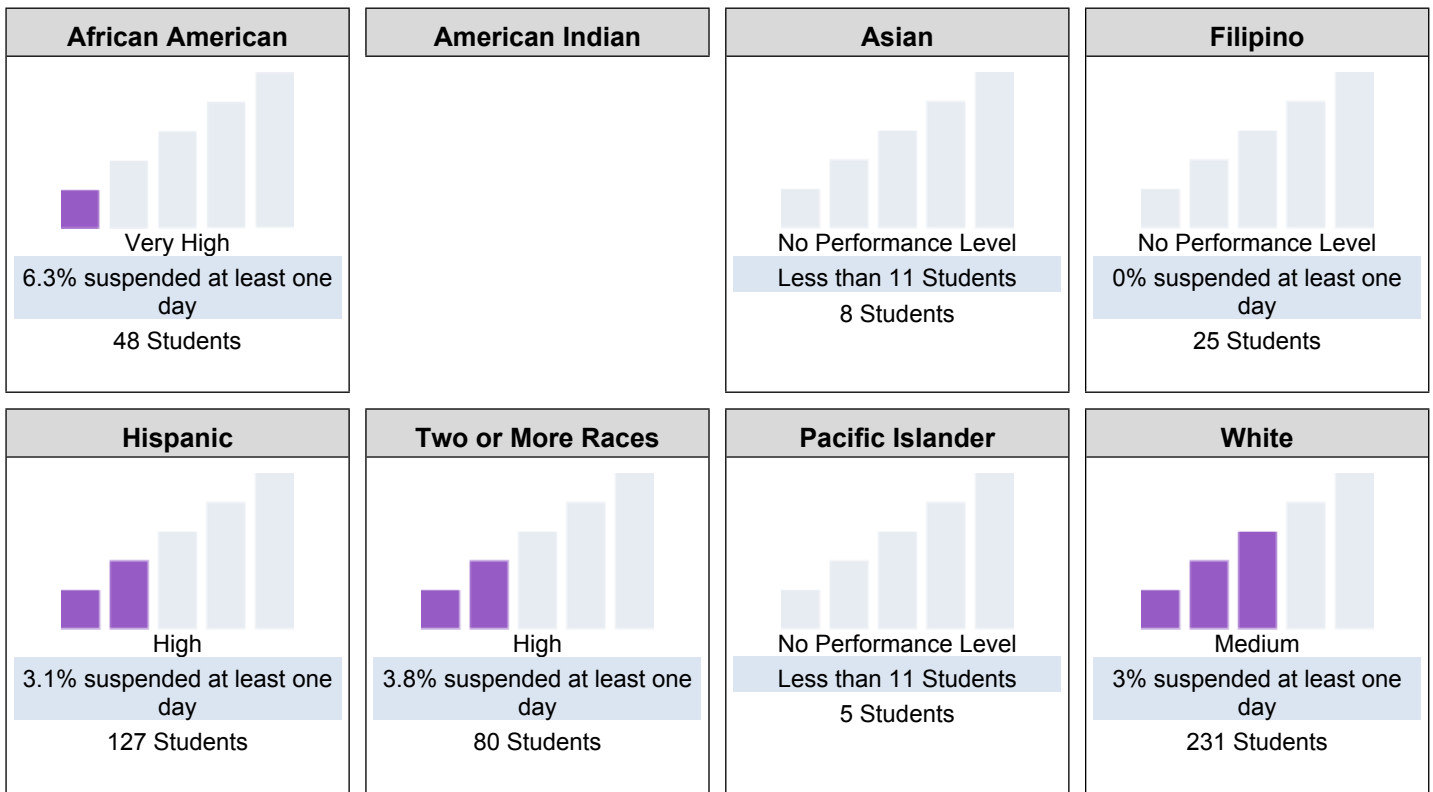
This section provides number of student groups in each level.



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:

- In 2022, our African American subgroup had a very high indicator for suspension rates at 6.3%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP GOAL #1:

All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

Goal 1

Continue to provide the students with the Conditions for Learning by ensuring they receive a broad educational program delivered by qualify staff, our educational programs, facilities and materials.

Identified Need

No identified need at this time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Teachers appropriately assigned & fully credentialed	1A Teachers - Goal Met 96% Teachers appropriately assigned	1A Teachers appropriately assigned & fully credentialed.
1B Pupil Access to standards-aligned Instructional Materials	92% Teachers fully credentialed. (2022 SARC)	100% Teachers appropriately assigned 100% Teachers fully credentialed (SARC)
1C Facilities maintained in good repair	1B Instructional Materials Instructional Materials 100% (Sufficiency of Materials Fall 2022)	1B Instructional Materials Instructional Materials 100% (Sufficiency of Materials)
	1C Facilities - Goal Met Exemplary (FIT Tool Fall 2022)	1C Facilities Facilities Good or Better (FIT Tool)
2A Implementation of SBE adopted content and performance standards		
2B Programs/Services enable ELs to access CA and ELD Standards	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (Master Schedule)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
7A Broad Course of study	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)
7B Programs/Services Unduplicated Students	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)
7C Programs/Services Students with exceptional needs	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule))100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (Master Schedule)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

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)
	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)

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)
	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)

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)
	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
	None Specified
	None Specified

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.

Amount(s)	Source(s)
	None Specified
	None Specified

Strategy/Activity 7

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)
	None Specified
	None Specified

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)

None Specified
None Specified

Strategy/Activity 9

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)

None Specified
None Specified

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP Goal #2:
Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Goal 2

Ensure that there are opportunities for parents, students, and the community to engage and participate collaboratively in the educational process.

Identified Need

Decrease chronic absenteeism
Decrease suspension rates
Strengthen campus culture/student connectedness, to ensure a safe and healthy campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6C Local Measures – Sense of Safety and School Connectedness Pupils, Parents, Teachers	<p>Student, parent, teacher and staff LCAP surveys are conducted annually. The results of these surveys are used to guide school decisions related to programs, services, safety, and parent engagement. Results from our most current survey from student, parent, and teacher data results are as follows:</p> <p>PARENT SURVEY RESULTS: School Safety 80% favorable Child feels safe at school 93% favorable If bullied, able to get help from adult 74% favorable</p> <p>School Climate 80% favorable Classroom Lessons are motivating 68% favorable</p> <p>School Fit 71% favorable (Family perceptions of how well as school matches their Childs needs):</p>	<p>PARENT SURVEY RESULTS: School Safety 80% favorable Child feels safe at school 93% favorable If bullied, able to get help from adult 74% favorable</p> <p>School Climate 80% favorable Classroom Lessons are motivating 68% favorable</p> <p>School Fit 71% favorable (Family perceptions of how well as school matches their Childs needs): Good fit with child's cultural background 84% favorable Activities offered matched child's interest 54% favorable</p> <p>Barriers to Engagement: Overall 87% report favorably regarding barriers to engagement.</p> <p>STUDENT SURVEY RESULTS:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Good fit with child's cultural background 84% favorable Activities offered matched child's interest 54% favorable</p> <p>Barriers to Engagement: Overall 87% report favorably regarding barriers to engagement.</p> <p>STUDENT SURVEY RESULTS: School Safety 55% favorable</p> <p>Self Management 75% favorable Remain calm, even when someone was bothering you or saying bad things 52% favorable Pay attention and ignore distractions 66% favorable Keep your temper under control 59% favorable</p> <p>Social Awareness 73% favorable Able to disagree without starting an argument 56% favorable Clearly where you able to describe your feelings 55% favorable Care about other people's feelings 89% favorable Get along with students who are different from you 80% favorable</p> <p>Emotional Regulation 52% favorable Able to pull yourself out of a bad mood 49% favorable</p>	<p>School Safety 55% favorable</p> <p>Self Management 75% favorable Remain calm, even when someone was bothering you or saying bad things 52% favorable Pay attention and ignore distractions 66% favorable Keep your temper under control 59% favorable</p> <p>Social Awareness 73% favorable Able to disagree without starting an argument 56% favorable Clearly where you able to describe your feelings 55% favorable Care about other people's feelings 89% favorable Get along with students who are different from you 80% favorable</p> <p>Emotional Regulation 52% favorable Able to pull yourself out of a bad mood 49% favorable Stay relaxed when though around you get angry 51% favorable Able to control your emotions when you need to 60% favorable Can relax your self when upset 54% favorable Able to stay calm when things go wrong 48% favorable</p> <p>STUDENT GROUP SURVEY DATA</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Stay relaxed when though around you get angry 51% favorable</p> <p>Able to control your emotions when you need to 60% favorable</p> <p>Can relax your self when upset 54% favorable</p> <p>Able to stay calm when things go wrong 48% favorable</p> <p>STUDENT GROUP SURVEY DATA</p> <p>School Belonging Fall Winter All students 72% 73% African American 65% 73% SWD: 76% 67%</p> <p>School Safety Fall Winter All students 54% 55% African American 41% 33% SWD: 57% 64%</p> <p>TEACHER SURVEY DATA Belonging 70% School Climate 72% Staff-Leadership Relationships 84%</p>	<p>School Belonging Fall Winter All students 72% 73% African American 65% 73% SWD: 76% 67%</p> <p>School Safety Fall Winter All students 54% 55% African American 41% 33% SWD: 57% 64%</p> <p>TEACHER SURVEY DATA Belonging 85% School Climate 85% Staff-Leadership Relationships 95%</p>
5A School Attendance Rates	95.5% Spring 2023 P2 Data	96% Spring 2024 P2 Data
5B Chronic Absenteeism	CA Schools Dashboard 2022 Chronic Absenteeism Indicator All Students High, 17.5% African America	Chronic Absenteeism Rate Indicator Spring 2023 Current Data All Students 9.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>High, 17%</p> <p>SWD Very High, 22.2%</p> <p>Socio-economically Disadvantaged Very High, 22.6%</p> <p>Local Data March 2023 (SchoolZilla) All Students 10.9%</p> <p>African American 14%</p> <p>SWD 13.3%</p>	<p>African American 10%</p> <p>SWD 13.1%</p> <p>(Fall 2023 Dashboard 2022-23 Data)</p>
6A Pupil Suspension	<p>CA Schools Dashboard 2022 Suspension Rate Indicator All Students High, 3.2%</p> <p>African American Very High, 6.3%</p> <p>SWD Medium, 2.9%</p> <p>Socio-economically Disadvantaged Medium, 2.9%</p> <p>Local Data March 2023 (SchoolZilla) All Students 3.4%</p> <p>African American 8%</p> <p>SWD 5%</p>	<p>Suspension Rate Indicator 2.5%</p> <p>(Fall 2023 Dashboard: 2022-23 data)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6B Pupil Expulsion	Expulsion Rate 0% (DataQuest 2021-22 data)	Expulsion Rate 0% (DataQuest 2022-23)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School-Wide Behavior Expectations (Tier 1, Tier 2, Tier 3 for social emotional, academics, behavioral).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategic student connectedness activities between staff, students, and community (Color Run, Muffins with Military Families, Purple up Shirts, Spirit Assemblies, Kestrel/Student of the Month awards).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

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

Counseling Services & Behavior Intervention Aide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Multi-Tiered Systems of Support (SOAR Academy, SOAR Club)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

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

Attendance incentives and acknowledgements (SOAR Attendance, Announcing perfect attendance, attendance trophy, attendance magnets, 100's cart, attendance flags)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration to regularly monitor attendance, contact parents, and coordinate SARB 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)

None Specified

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP Goal #3:
All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

Goal 3

Students will continue to make progress toward proficient achievement of state adopted standards.

Identified Need

Students will continue to make growth toward meeting a proficiency level in iReady.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4A Statewide Assessments English Language Arts	<p>CA Schools Dashboard 2022 Academic Performance indicator Reading All Students High, 40.7 points above standard</p> <p>African American 31.7 points above standard (No Performance Level - 17 students)</p> <p>SWD 8.6 points below standard (No Performance Level - 20 students)</p> <p>Socio-economically Disadvantaged High, 21.4 points above standard</p> <p>English Learners (Data not displayed - 2 students)</p> <p>Local Data - Spring iReady Math All Students</p>	<p>Academic Performance Indicator: ELA ALL Students Continue to score high on the performance index.</p> <p>American Indian Continue to score high on the performance index.</p> <p>Students with Disabilities Gain 10 points in this category on the performance level index. (Dashboard: 2023-24 data)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>64% Proficient</p> <p>African American 27% Proficient</p> <p>SWD 25% Proficient</p>	
4A Statewide Assessments Mathematics	<p>CA Schools Dashboard 2022 Academic Performance indicator Math All Students High, 30.1 points above standard</p> <p>African American 22.4 points above standard (No Performance Level - 17 students)</p> <p>SWD 25 points below standard (No Performance Level - 20 students)</p> <p>Socio-economically Disadvantaged High, 21.4 points above standard</p> <p>English Learners (Data not displayed - 2 students)</p> <p>Local Data - Spring iReady Math All Students 63% Proficient</p> <p>African American 45% Proficient</p> <p>SWD 23% Proficient</p>	<p>Academic Performance Indicator: Math ALL Students Continue to score high on the performance index.</p> <p>American Indian Continue to score high on the performance index.</p> <p>Students with Disabilities Gain 10 points in this category on the performance level index.</p> <p>(Dashboard: 2023-24 data)</p>
4C Percentage of ELs making progress towards English Proficiency	4C Percentage of ELs making progress towards English Language Proficiency	4C Percentage of ELs making progress towards English language proficiency

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4D English Learner Reclassification Rate	Data Not Displayed - less than 11 students CA Schools Dashboard 2022 4D English Learner Reclassification Rate 0% DataQuest 2021-22 Data	Not enough students to make an indicator. (2023 Dashboard) 4D English Learner Reclassification Rate Not enough students to make an indicator. (DataQuest 2022-23 data)
8 Pupil Outcomes	Learning in Broad Course of Study ELA 99% Math 94% Science 99% Social Studies 99% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% (T2 Data) At least 1 Performance or Exhibit including Visual and/or Performing Arts	Learning in Broad Course of Study ELA 100% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% At least 1 Performance or Exhibit including Visual and/or Performing Arts

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monitor all student state/district assessments and provide interventions when necessary. Continue using small group reading to provide additional reading instruction to all students at their instructional learning level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Neutra continues to implement a one-hour reading intervention/enrichment program to supplement ALL Neutra students in reading success. The small group reading instruction program created by Neutra staff continues to be the staple of reading instruction. It allows all students to work at a skill level/group level that benefits each student. Student movement from group to group depends on skill need and is fluid.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

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

Strategy/Activity

The focus this year during Team Time Tier 2 Intervention was mathematics to support students at their level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Teachers will use designated and integrated ELD instruction to meet the needs of English learners. Differentiated instruction will be used to target the needs of students with disabilities, and other underperforming students to ensure access to grade level standards and core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 7

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)

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

STRATEGY: Teachers will continue to provide integrated and designated ELD instruction. Student progress will be monitored and intervention plans will be made for those students not making adequate progress.

Summer School will be provided for EL students not making adequate yearly progress. (Intensive 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)

Title III – Centralized Services

Strategy/Activity 2

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)

Strategy/Activity 3

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

State Lottery

LCFF

Strategy/Activity 2

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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)
	State Lottery

Strategy/Activity 7

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)
	State Lottery
	LCFF

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,500.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
None Specified	\$3,500.00

Subtotal of state or local funds included for this school: \$3,500.00

Total of federal, state, and/or local funds for this school: \$3,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Michelle King	Principal
Taylor Conover	Classroom Teacher
Bev Parker	Classroom Teacher
Jeff Shimmon	Classroom Teacher
Natacha Firman	Other School Staff
Jennifer King	Parent or Community Member
Joshua Steele	Parent or Community Member
Sarah Jordan	Parent or Community Member
Ginny Grady Steele	Parent or Community Member
Chris Lehn	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 20, 2023.

Attested:



Principal, Michelle King on April 20, 2023



SSC Chairperson, Chris Lehn on April 20, 2023

Instructions

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

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stratford Elementary School	16-63883-6010326	April 20, 2023	

Purpose and Description

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

Schoolwide Program

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

Our school implements challenging academic standards in reading, math and science, using state-adopted curriculum that will prepare students to succeed in college and career paths. These standards apply to all students, including those with learning disabilities. State assessments are administered annually in ELA, Math, Science, and English Proficiency. Student achievement, progress, English language proficiency, discipline rates, and chronic absenteeism are regularly monitored.

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).

Student, parent, and teacher surveys are conducted annually. In addition, a Title 1 parent survey is conducted once per year. Results from these surveys are used to guide school decisions related to programs, services, safety, and parent engagement. Our most current survey data indicates positive feedback from all Educational Partners. 93% of parents feel engaged in the school process, and 84% of parents feel that their children are safe at school. However, only 63% of parents feel that their child has a sense of belonging at school.

Classroom Observations

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

Informal classroom observations are conducted regularly. Formal classroom observations are conducted biannually for probationary teachers, and biennially for tenured teachers. Observation forms are based on the California Standards for the Teaching Profession. Teachers are provided with opportunities to observe one another during scheduled academic walkthroughs.

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)

Teachers in grades 3-8 administer the Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) to evaluate student progress toward mastering grade level content. These assessments are aligned to CAASPP which is administered annually to all students in grades 3-8. The ELPAC test is administered annually to all students who are identified as English Learners. In addition, teachers in grades 1st through 8th regularly administer the iReady Reading and Math diagnostics to evaluate student progress. Teacher-created formative assessments are also administered regularly. These assessments, both district and site created, are designed to assess grade level essential standards, and data from these assessments is used to guide instruction.

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

The data from curriculum-embedded assessments is reviewed during grade-level collaboration (Professional Learning Community, or PLC) meetings to determine student placement and progress, and to inform instruction. From the data, flexible intervention and enrichment groups are formed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed and meet state certification requirements. When applicable, parents are notified about an unqualified teacher who has been teaching their child for four or more consecutive weeks.

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

A comprehensive PD plan is annually provided as a centralized service based on a districtwide needs assessment. The site provides additional professional development opportunities to address site needs. Teachers have access to all staff development opportunities that are advertised and offered frequently throughout the year. They are regularly provided with training on SBE-adopted instructional materials, and special funding is allocated for inexperienced teachers. During the annual Williams Review, sufficiency of materials has consistently been demonstrated.

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

Staff development decisions are aligned with school and LEA goals. Either individually or within a grade level, teachers review student performance data and determine areas of professional development need.

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

At PLC meetings, teachers collaborate and share best practices and effective teaching strategies that, using student data, have shown the greatest impact on student achievement. In addition, through district, school, and county-offered professional development, teachers have access to content specific experts and instructional coaches. Examples of this professional development that teachers have taken advantage of are: ELA/ELD coaching and math training.

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

Every Wednesday, students are released early to provide teachers with collaboration time. All teachers use this time to collaborate with their grade span PLC. These teams set learning objectives and goals, create and/or agree on appropriate formative assessments to monitor student progress on the goals, analyze data from the assessments, form intervention and enrichment groups as needed, and share effective teaching strategies.

Teaching and Learning

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

Core curriculum materials are state board adopted and align to content and performance standards. Instruction in the classrooms is standards-based, utilizing a variety of evidence-based instructional strategies.

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

Stratford School meets or exceeds the recommended number of instructional minutes for reading/language arts and mathematics in grades K-8.

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

Lesson pacing schedules are determined by the adopted curriculum for each subject and by PLC teams during collaboration and regular grade-level staff meetings. The pacing of lessons is based on districtwide curriculum maps. The pacing provides for the sharing of resources and forming grade-level intervention and enrichment groups on similar standards.

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

Annual review consistently demonstrates that all student groups have access to appropriate standards-based instructional materials.

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

Full implementation of SBE-adopted instructional materials, including intervention materials, is occurring at every grade level.

Opportunity and Equal Educational Access

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

Differentiated tier 1 instruction is provided for all students at all grade levels. Tier 2 and/or tier 3 intervention is provided daily for all underperforming students in grades K-8. Designated and integrated ELD are provided daily for all students identified as English Learners.

Evidence-based educational practices to raise student achievement

Classroom teachers use the district adopted standards based curriculum in all curricular areas. In addition, teachers use evidence based support materials as outlined by the Response To Intervention (RTI) model.

Parental Engagement

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

Parent trainings are conducted throughout the year to assist under-achieving students in the areas of reading and mathematics.

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)

Input is regularly sought from parents, teachers, other school personnel, and community representatives in the planning, implementation, and evaluation of programs. This is done through surveys, School Site Council, District Advisory Council, and English Learner Advisory Committee.

Funding

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

A Title 1 Reading Specialist provides direct instruction to our most struggling readers in grades 2-8.

English Language Development (ELD) PL and support is provided at all sites through Title III funds as a centralized service. The District Comprehensive PD Plan is multi-funded including Title II Funds, as a centralized service.

EL Intervention beyond the school day is provided as a Centralized Services with Title III Funds.

Fiscal support (EPC)

LCFF and Title I

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

As part of our review for the 2023-2024 Single Plan for Student Achievement (SPSA), data was gathered from student, parent, and staff surveys. Parent groups were also consulted during School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. Staff meetings are

held twice per month, and leadership meetings once per month, for the purpose of gathering and sharing data.

Resource Inequities

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

No resource inequities were identified this year from the required needs assessment.

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	1.3%	1.76%	3.73%	4	5	11
African American	1.0%	1.76%	1.69%	3	5	5
Asian	0.7%	0.70%	0.34%	2	2	1
Filipino	0.7%	0.35%	0.34%	2	1	1
Hispanic/Latino	88.4%	88.73%	87.8%	266	252	259
Pacific Islander	1.0%	1.06%	1.02%	3	3	3
White	5.7%	3.17%	3.05%	17	9	9
Multiple/No Response	1.3%	2.46%	2.03%	4	7	6
Total Enrollment				301	284	295

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	39	33	33
Grade 1	33	29	27
Grade 2	35	28	28
Grade 3	36	32	30
Grade 4	39	33	33
Grade 5	30	40	36
Grade 6	38	31	47
Grade 7	21	34	28
Grade 8	30	24	33
Total Enrollment	301	284	295

Conclusions based on this data:

1. For the 2023-2024 school year, we will continue to need a 7/8 combination class due to large numbers in 7th and 8th grade.
2. For the 2023-2024 school year, we will continue to need a 4/5 combination class due to large numbers in 4th and 5th grade.
3. For the 2023-2024 school year, we will continue to need two 6th grade classes based on a large class size for 6th grade.

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	72	95	106	23.9%	33.5%	35.9%
Fluent English Proficient (FEP)	5	4	39	1.7%	1.4%	13.2%
Reclassified Fluent English Proficient (RFEP)	57	42		6.9%	14.8%	

Conclusions based on this data:

1. Due to language loss during the pandemic, very few students were reclassified as fluent English proficient during the 2022-2023 school year.
2. The number of students identified as English Learners increased significantly during the 2021-2022 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	32		0	32		0	32		0.0	100.0	
Grade 4	38	33		0	33		0	33		0.0	100.0	
Grade 5	30	41		0	41		0	41		0.0	100.0	
Grade 6	37	31		0	30		0	30		0.0	96.8	
Grade 7	22	32		0	32		0	32		0.0	100.0	
Grade 8	29	24		0	24		0	24		0.0	100.0	
All Grades	192	193		0	192		0	192		0.0	99.5	

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		2368.			6.25			25.00			18.75			50.00	
Grade 4		2411.			9.09			15.15			18.18			57.58	
Grade 5		2424.			7.32			4.88			31.71			56.10	
Grade 6		2455.			3.33			10.00			30.00			56.67	
Grade 7		2515.			6.25			34.38			21.88			37.50	
Grade 8		2511.			4.17			25.00			29.17			41.67	
All Grades	N/A	N/A	N/A		6.25			18.23			25.00			50.52	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25			68.75			25.00	
Grade 4		9.09			63.64			27.27	
Grade 5		4.88			56.10			39.02	
Grade 6		6.67			36.67			56.67	
Grade 7		3.13			71.88			25.00	
Grade 8		*			*			*	
All Grades		6.25			57.81			35.94	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25			56.25			37.50	
Grade 4		6.06			45.45			48.48	
Grade 5		2.44			36.59			60.98	
Grade 6		3.33			46.67			50.00	
Grade 7		6.25			56.25			37.50	
Grade 8		*			*			*	
All Grades		5.73			46.88			47.40	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			65.63			34.38	
Grade 4		3.03			75.76			21.21	
Grade 5		9.76			58.54			31.71	
Grade 6		0.00			86.67			13.33	
Grade 7		12.50			75.00			12.50	
Grade 8		*			*			*	
All Grades		5.21			71.88			22.92	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			62.50			37.50	
Grade 4		0.00			75.76			24.24	
Grade 5		7.32			60.98			31.71	
Grade 6		10.00			63.33			26.67	
Grade 7		9.38			62.50			28.13	
Grade 8		*			*			*	
All Grades		6.25			63.54			30.21	

Conclusions based on this data:

1. Due to the pandemic, 21-22 CAASPP scores are a new baseline for students.
2. According to 2021-22 CAASPP data, almost 34% of our students performed below standard in reading.
3. According to 2021-22 CAASPP data, 47% of our students performed below standard in writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	32		0	32		0	32		0.0	100.0	
Grade 4	38	33		0	33		0	33		0.0	100.0	
Grade 5	30	41		0	41		0	41		0.0	100.0	
Grade 6	37	31		0	30		0	30		0.0	96.8	
Grade 7	22	32		0	32		0	32		0.0	100.0	
Grade 8	29	24		0	24		0	24		0.0	100.0	
All Grades	192	193		0	192		0	192		0.0	99.5	

* 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		2402.			15.63			25.00			18.75			40.63	
Grade 4		2407.			3.03			12.12			18.18			66.67	
Grade 5		2421.			2.44			4.88			24.39			68.29	
Grade 6		2413.			0.00			6.67			10.00			83.33	
Grade 7		2480.			9.38			12.50			25.00			53.13	
Grade 8		2458.			0.00			12.50			20.83			66.67	
All Grades	N/A	N/A	N/A		5.21			11.98			19.79			63.02	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75			43.75			37.50	
Grade 4		3.03			33.33			63.64	
Grade 5		2.44			36.59			60.98	
Grade 6		0.00			10.00			90.00	
Grade 7		9.38			46.88			43.75	
Grade 8		*			*			*	
All Grades		5.73			34.38			59.90	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			40.63			34.38	
Grade 4		3.03			42.42			54.55	
Grade 5		2.44			29.27			68.29	
Grade 6		3.33			23.33			73.33	
Grade 7		9.38			53.13			37.50	
Grade 8		*			*			*	
All Grades		7.81			39.58			52.60	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25			65.63			28.13	
Grade 4		3.03			51.52			45.45	
Grade 5		0.00			46.34			53.66	
Grade 6		0.00			40.00			60.00	
Grade 7		0.00			68.75			31.25	
Grade 8		*			*			*	
All Grades		1.56			57.81			40.63	

Conclusions based on this data:

1. According to 201-22 CAASPP data, almost 60% of our students performed below standard in math concepts and procedures.
2. According to 201-22 CAASPP data, almost 53% of our students performed below standard in math problem solving and modeling.
3. According to 201-22 CAASPP data, almost 41% of our students performed below standard in math communicating reasoning.

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
K	1407.2	1436.2		1419.7	1435.2		1377.9	1438.3		18	13	
1	1435.4	1415.1		1439.8	1421.1		1430.3	1408.9		13	16	
2	*	1472.2		*	1467.3		*	1476.7		10	15	
3	*	1468.6		*	1470.0		*	1466.8		6	11	
4	*	*		*	*		*	*		10	8	
5	*	1511.4		*	1516.6		*	1505.6		7	13	
6	*	*		*	*		*	*		7	10	
7	*	*		*	*		*	*		6	8	
8	*	*		*	*		*	*		6	7	
All Grades										83	101	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	15.38		11.11	30.77		44.44	46.15		27.78	7.69		18	13	
1	7.69	0.00		15.38	25.00		61.54	43.75		15.38	31.25		13	16	
2	*	13.33		*	33.33		*	46.67		*	6.67		*	15	
3	*	0.00		*	18.18		*	72.73		*	9.09		*	11	
4	*	*		*	*		*	*		*	*		*	*	
5	*	7.69		*	30.77		*	53.85		*	7.69		*	13	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	9.64	8.00		25.30	32.00		50.60	46.00		14.46	14.00		83	100	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	23.08		50.00	23.08		16.67	46.15		27.78	7.69		18	13	
1	15.38	6.25		69.23	25.00		7.69	50.00		7.69	18.75		13	16	
2	*	26.67		*	40.00		*	20.00		*	13.33		*	15	
3	*	0.00		*	54.55		*	36.36		*	9.09		*	11	
4	*	*		*	*		*	*		*	*		*	*	
5	*	15.38		*	76.92		*	0.00		*	7.69		*	13	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	24.10	21.00		48.19	39.00		16.87	28.00		10.84	12.00		83	100	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	15.38		11.11	23.08		44.44	61.54		27.78	0.00		18	13	
1	7.69	0.00		15.38	18.75		23.08	50.00		53.85	31.25		13	16	
2	*	13.33		*	20.00		*	46.67		*	20.00		*	15	
3	*	0.00		*	9.09		*	45.45		*	45.45		*	11	
4	*	*		*	*		*	*		*	*		*	*	
5	*	0.00		*	15.38		*	46.15		*	38.46		*	13	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	6.02	6.00		9.64	14.00		50.60	53.00		33.73	27.00		83	100	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	23.08		72.22	76.92		11.11	0.00		18	13	
1	46.15	18.75		46.15	62.50		7.69	18.75		13	16	
2	*	20.00		*	66.67		*	13.33		*	15	
3	*	27.27		*	54.55		*	18.18		*	11	
4	*	*		*	*		*	*		*	*	
5	*	15.38		*	84.62		*	0.00		*	13	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	24.10	19.00		61.45	68.00		14.46	13.00		83	100	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	7.69		55.56	76.92		33.33	15.38		18	13	
1	0.00	6.25		92.31	62.50		7.69	31.25		13	16	
2	*	20.00		*	66.67		*	13.33		*	15	
3	*	18.18		*	72.73		*	9.09		*	11	
4	*	*		*	*		*	*		*	*	
5	*	61.54		*	30.77		*	7.69		*	13	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	27.71	32.00		61.45	51.00		10.84	17.00		83	100	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	15.38		66.67	76.92		27.78	7.69		18	13	
1	15.38	6.25		38.46	50.00		46.15	43.75		13	16	
2	*	6.67		*	73.33		*	20.00		*	15	
3	*	0.00		*	27.27		*	72.73		*	11	
4	*	*		*	*		*	*		*	*	
5	*	0.00		*	61.54		*	38.46		*	13	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	7.23	6.00		43.37	51.00		49.40	43.00		83	100	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	23.08		16.67	69.23		55.56	7.69		18	13	
1	15.38	0.00		38.46	81.25		46.15	18.75		13	16	
2	*	20.00		*	66.67		*	13.33		*	15	
3	*	9.09		*	72.73		*	18.18		*	11	
4	*	*		*	*		*	*		*	*	
5	*	7.69		*	61.54		*	30.77		*	13	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	9.64	10.00		61.45	74.00		28.92	16.00		83	100	

Conclusions based on this data:

1. According to 2021-22 ELPAC data, our English Learners performed best overall in the speaking domain.
2. During the 2021-22 school year, fewer incoming kindergarten students were identified as English learners than the previous year.
3. According to 2021-22 ELPAC data, our English Learners struggled most overall in the reading domain.

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
284	82.0	33.5	1.8
Total Number of Students enrolled in Stratford Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	95	33.5
Foster Youth	5	1.8
Homeless		
Socioeconomically Disadvantaged	233	82.0
Students with Disabilities	14	4.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.8
American Indian	5	1.8
Asian	2	0.7
Filipino	1	0.4
Hispanic	252	88.7
Two or More Races	7	2.5
Pacific Islander	3	1.1
White	9	3.2

Conclusions based on this data:

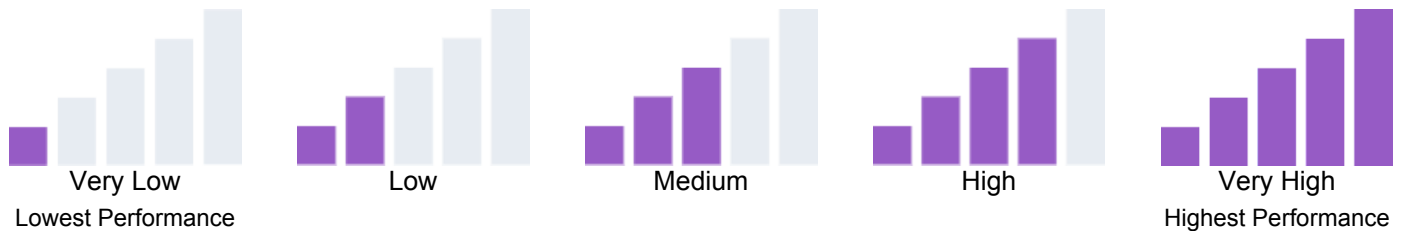
1. 82% of our students come from socioeconomically disadvantaged households.
2. 33.5% of our students are identified as English Learners.
3. Almost 5% of our students have been diagnosed with a learning disability. This includes students receiving services for speech only.

School and Student Performance Data

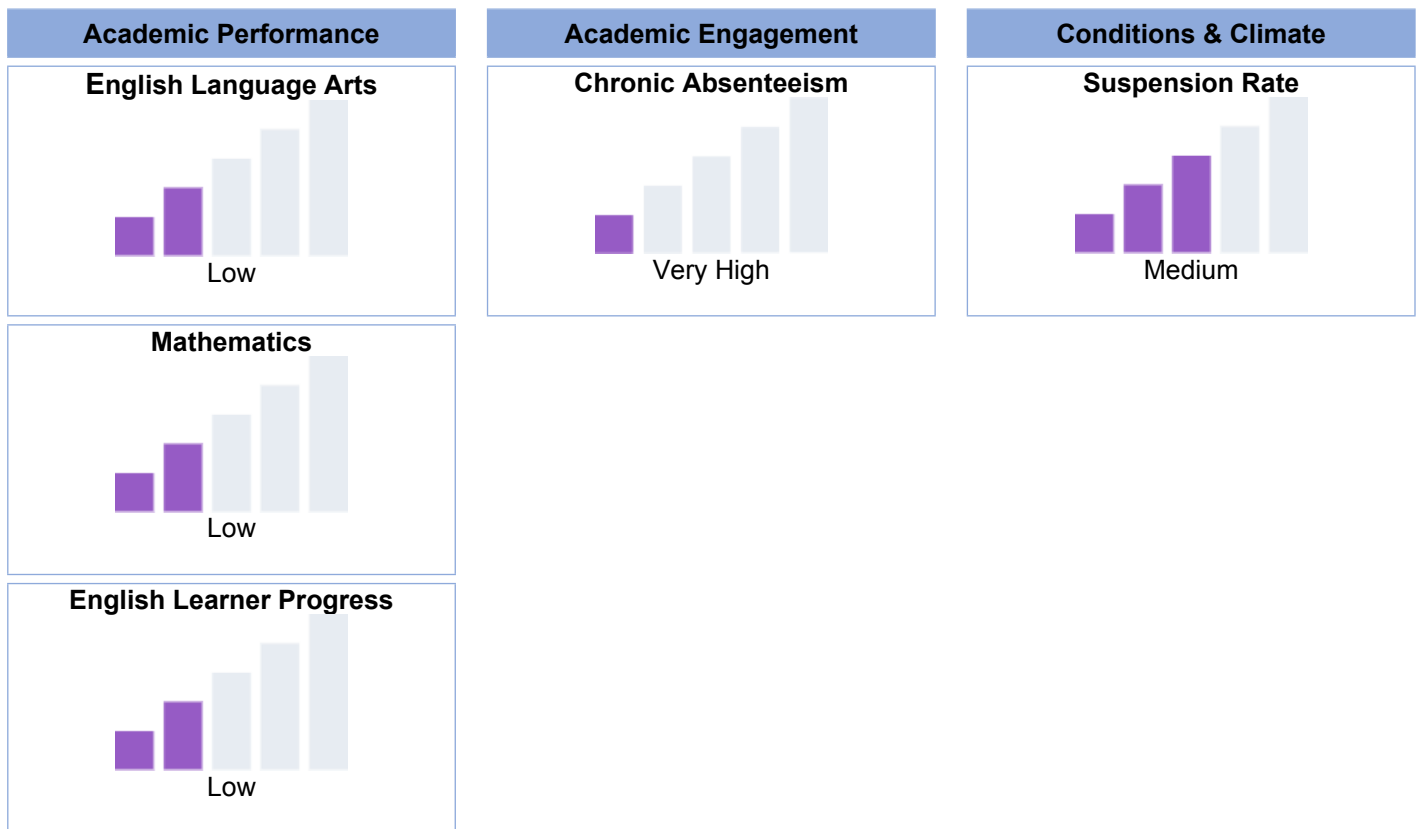
Overall Performance

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:

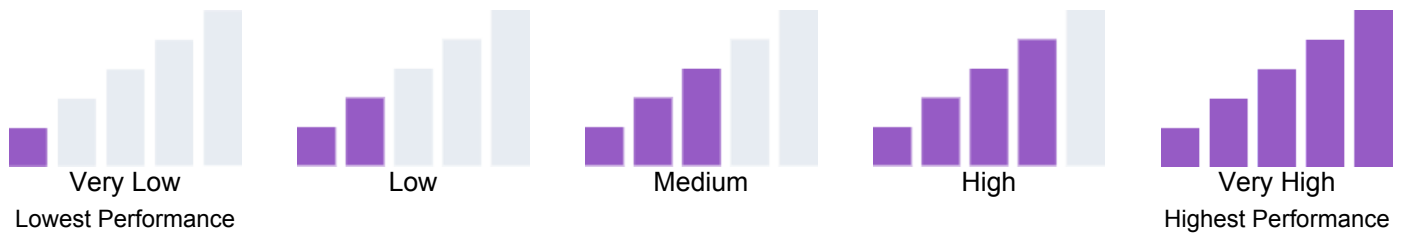
1. During the 2021-22 school year, our chronic absenteeism rate increased significantly.
2. During the 2021-22 school year, our English Learner progress was low.
3. We need to continue to make growth in the areas of ELA, mathematics, and English Learner progress.

School and Student Performance Data

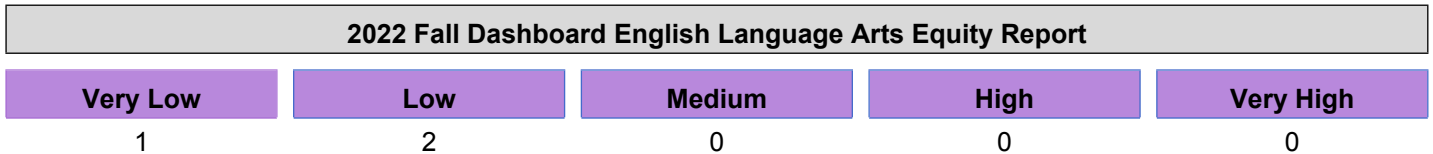
Academic Performance English Language Arts

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](#).

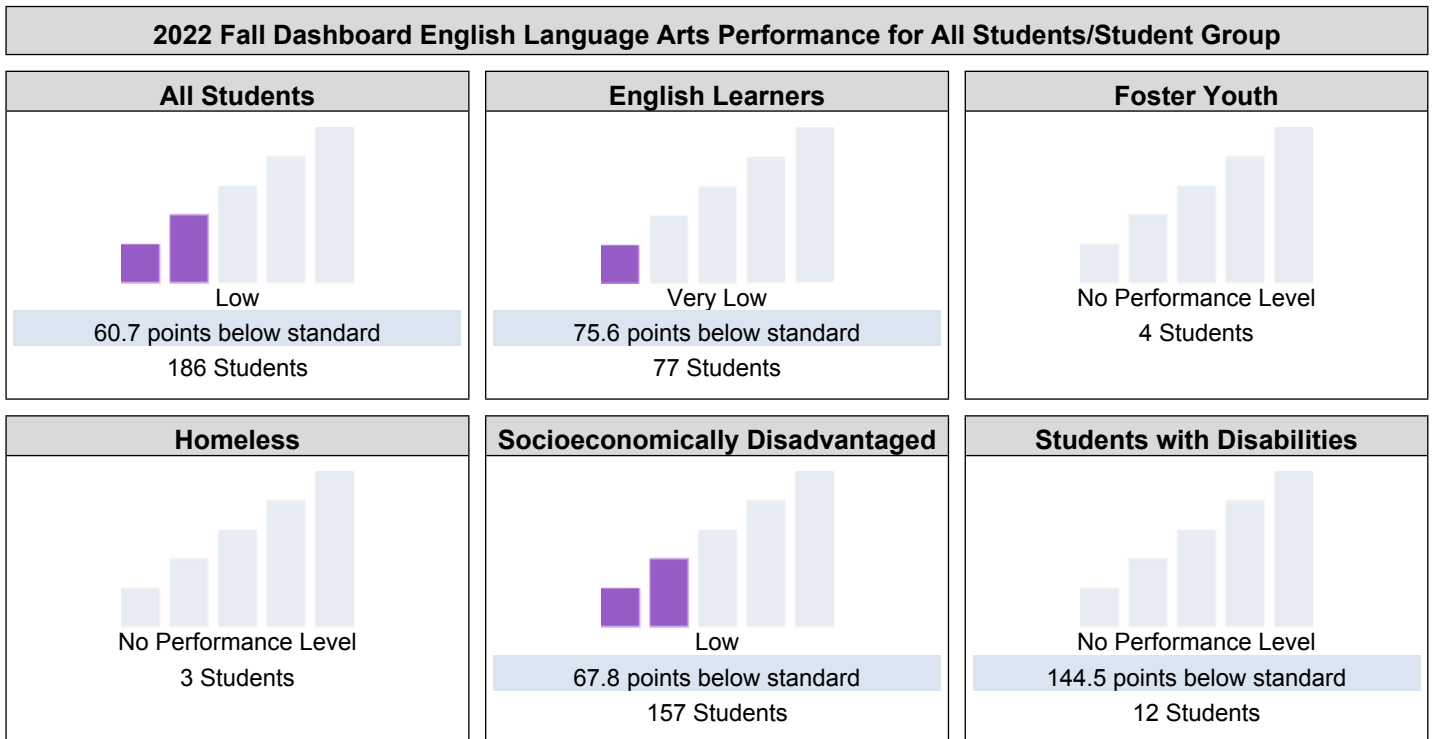
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



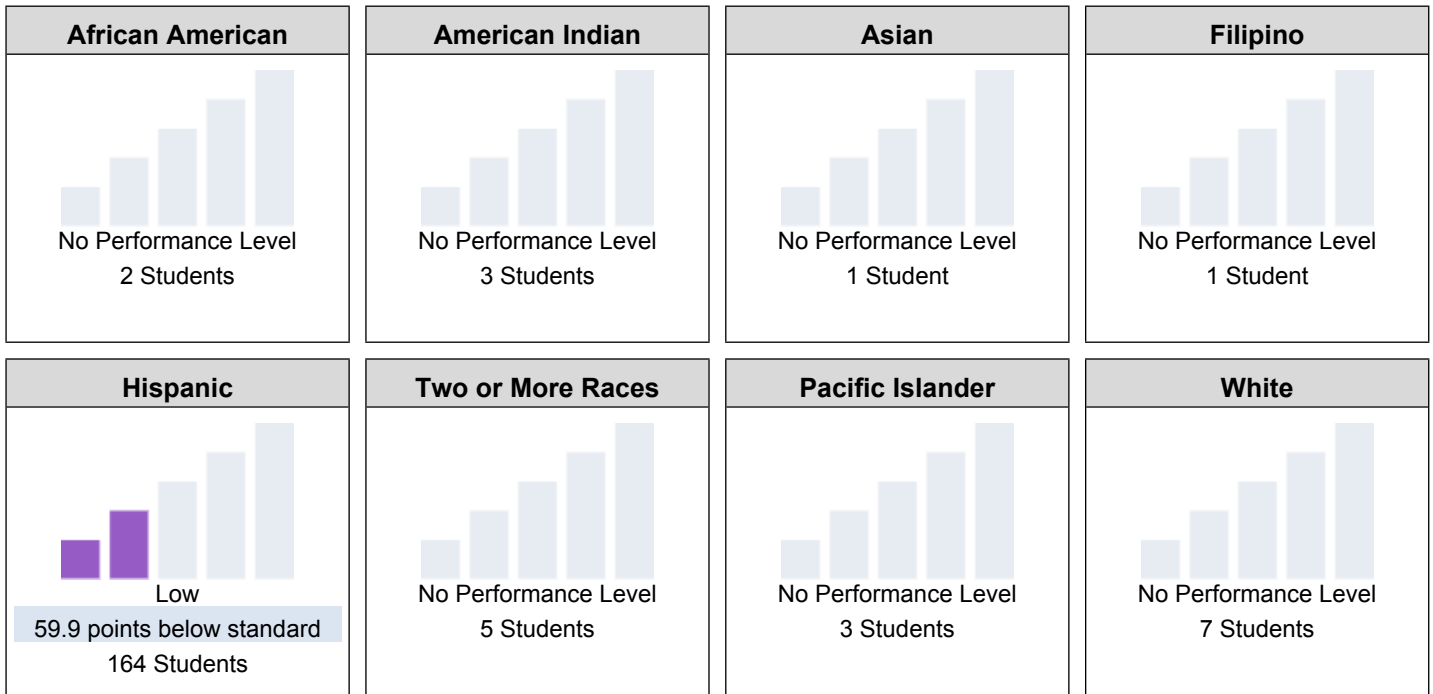
This section provides number of student groups in each level.



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
104.6 points below standard	15.4 points below standard	64.2 points below standard
52 Students	25 Students	91 Students

Conclusions based on this data:

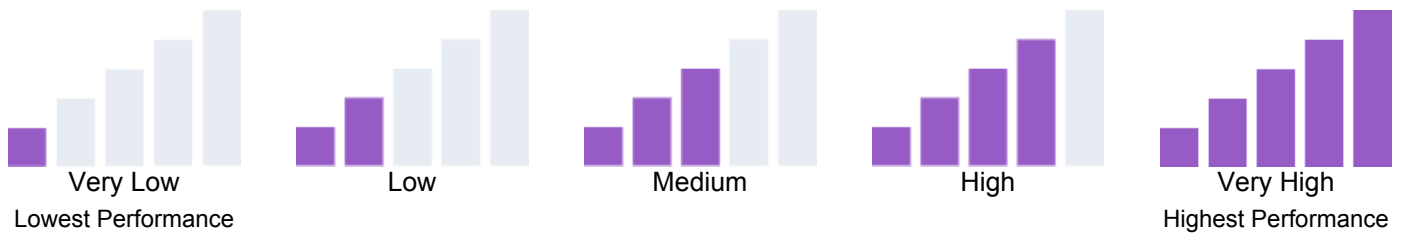
1. According to 2022 fall dashboard, our English Learner subgroup scored very low in English/Language Arts.
2. According to 2022 fall dashboard, our students scored 60.7 points below standard in English/Language Arts overall.
3. According to 2022 fall dashboard, our Reclassified English Learners scored higher than our English Only students in English/Language Arts.

School and Student Performance Data

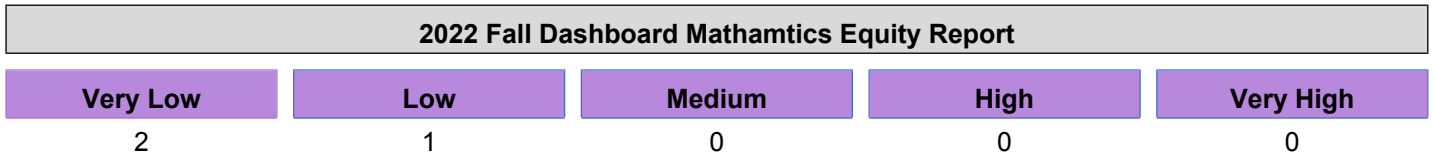
Academic Performance Mathematics

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](#).

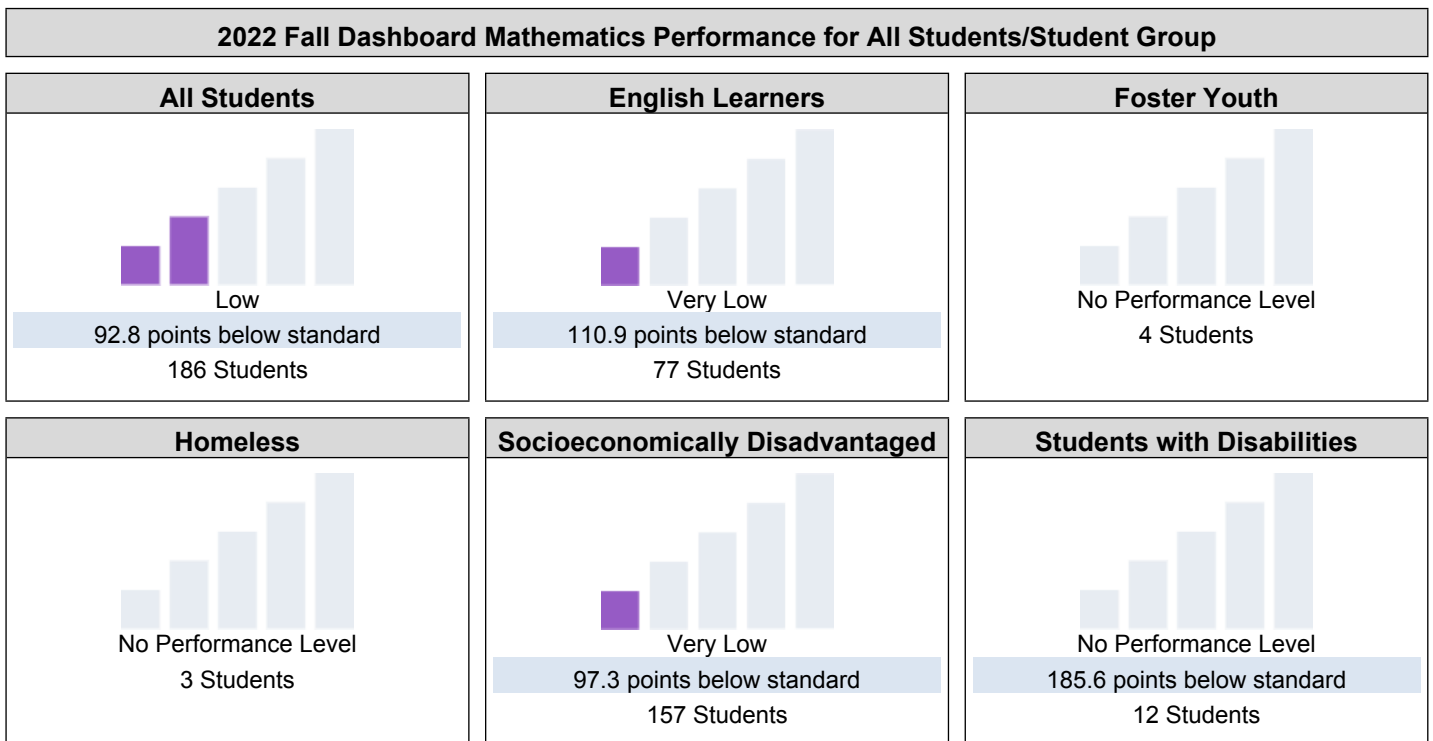
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



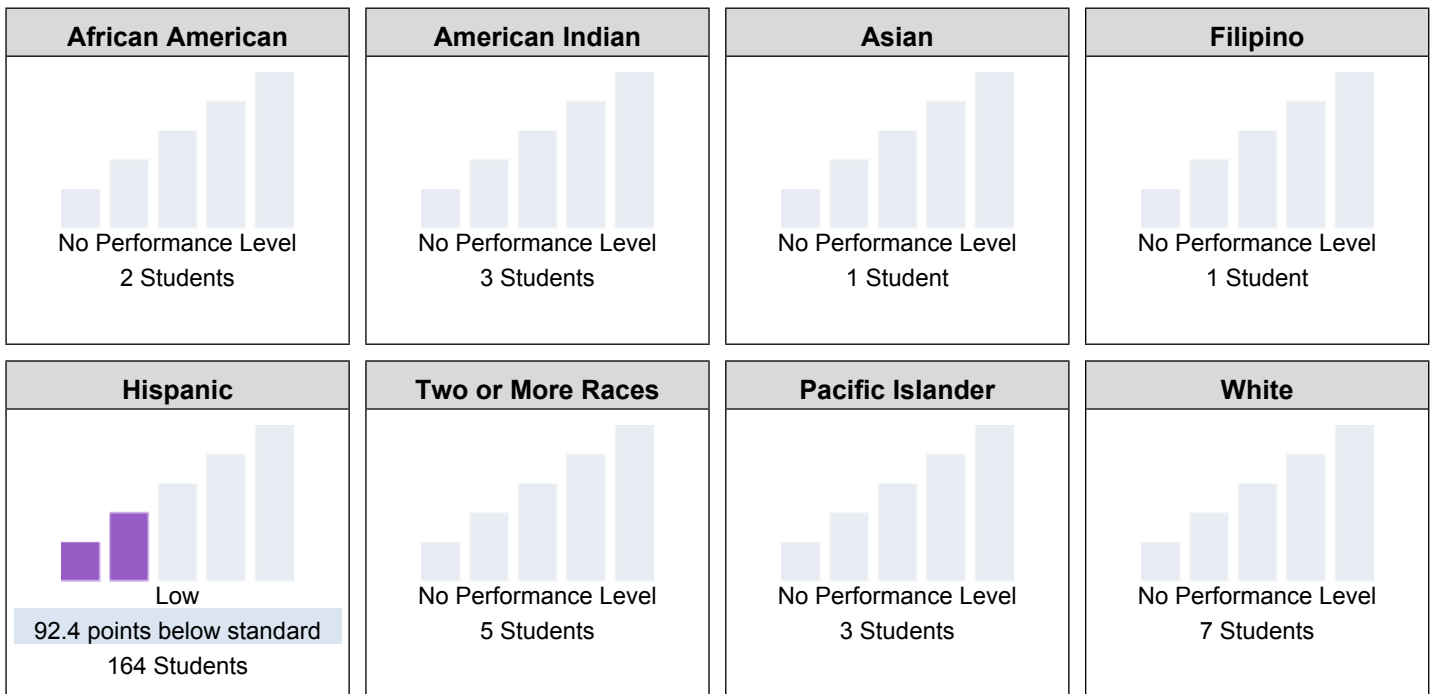
This section provides number of student groups in each level.



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
<div style="background-color: #e6f2ff; padding: 2px;">138.7 points below standard</div> <p style="font-size: small;">52 Students</p>	<div style="background-color: #e6f2ff; padding: 2px;">53.0 points below standard</div> <p style="font-size: small;">25 Students</p>	<div style="background-color: #e6f2ff; padding: 2px;">88.6 points below standard</div> <p style="font-size: small;">91 Students</p>

Conclusions based on this data:

1. According to 2022 fall dashboard, our English Learner students scored very low overall in mathematics.
2. According to 2022 fall dashboard, our reclassified English Learners scored higher than our English Only students in mathematics.
3. According to 2022 fall dashboard, our students scored 92.8 points below standard in mathematics overall.

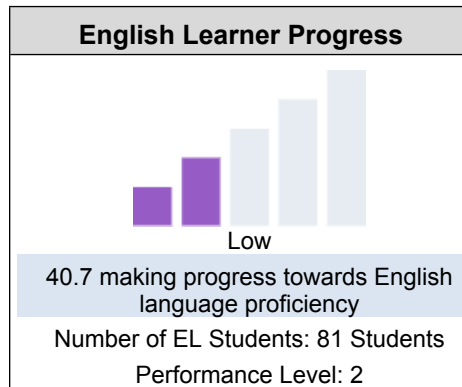
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.3%	42.0%	1.2%	39.5%

Conclusions based on this data:

1. According to 2022 fall dashboard, 17.3% of our English Learners decreased one ELPI level from the prior year.
2. According to 2022 fall dashboard, only 39.5% of our English Learners progressed at least one ELPI level.
3. According to 2022 fall dashboard, our English Learner progress was low.

School and Student Performance Data

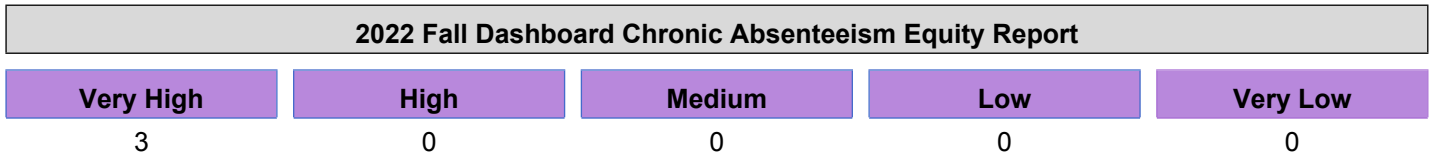
Academic Engagement Chronic Absenteeism

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](#).

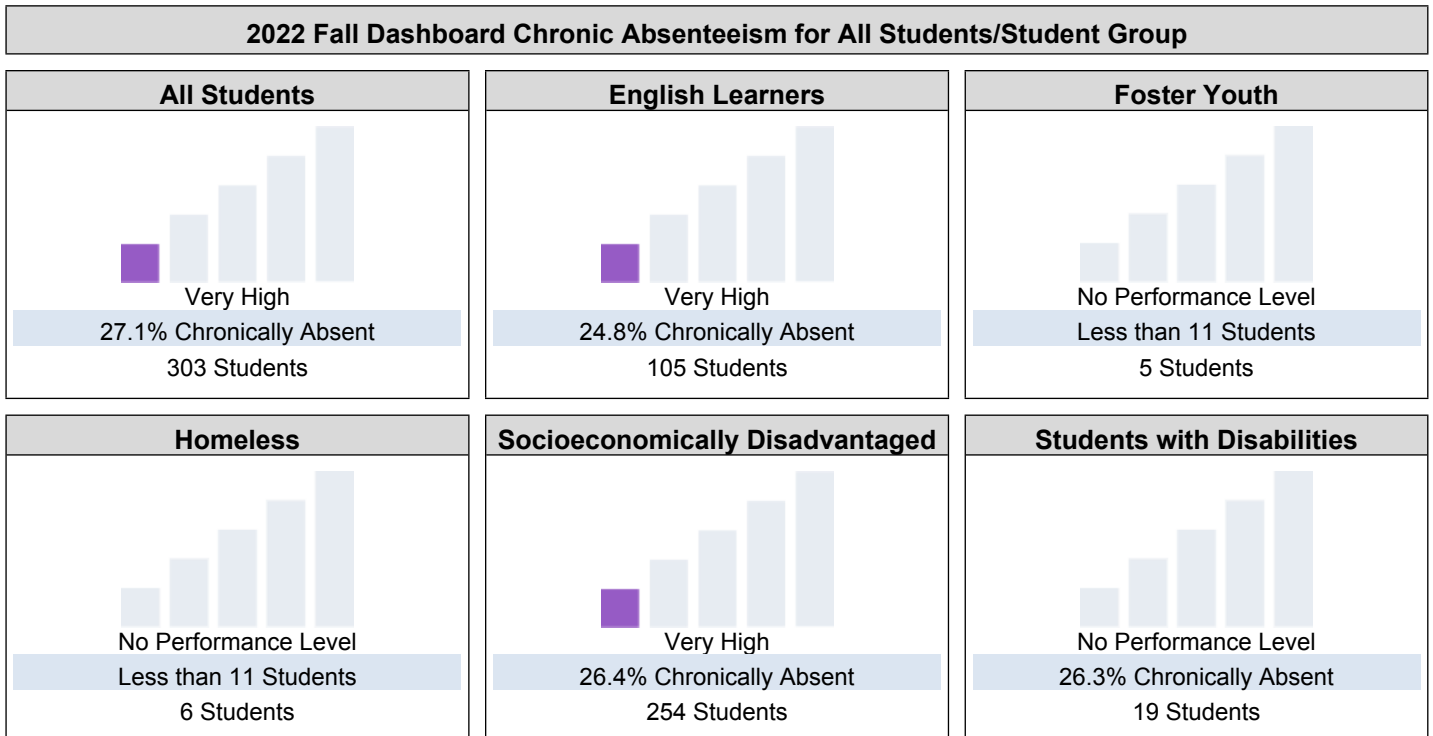
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



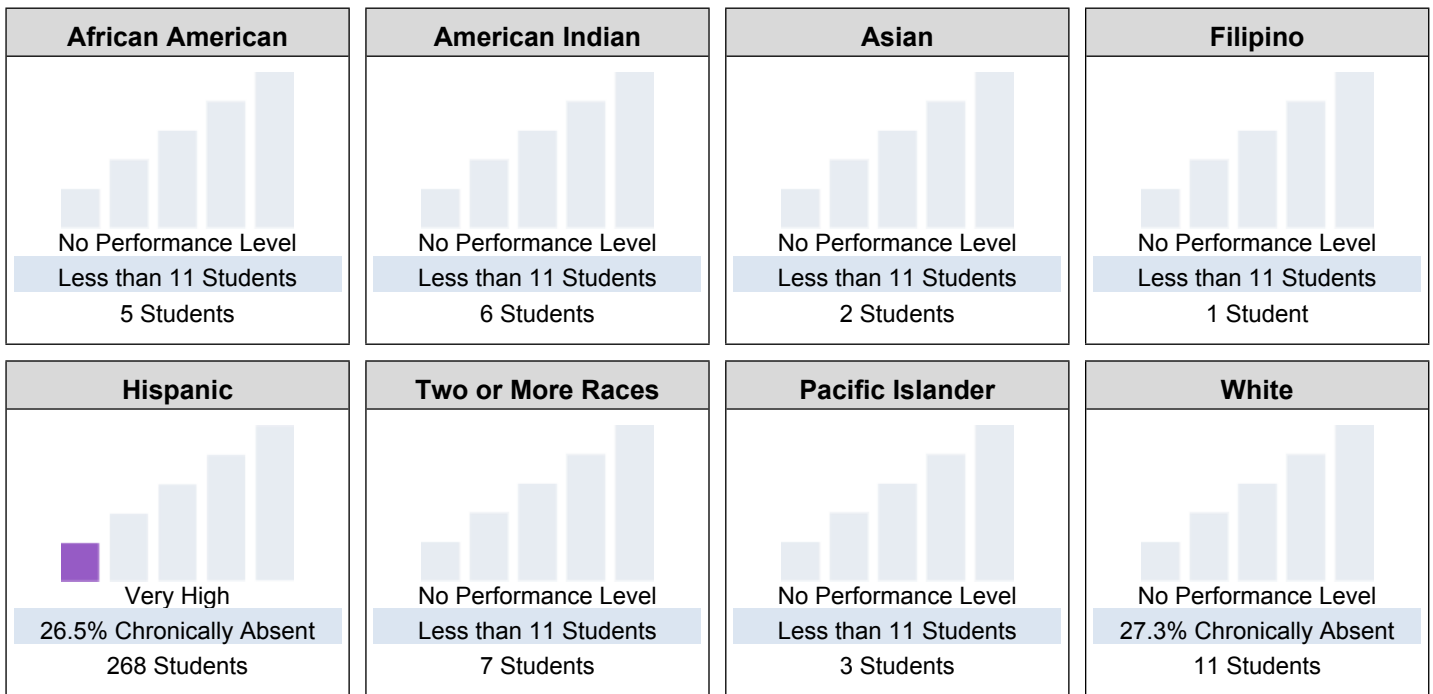
This section provides number of student groups in each level.



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:

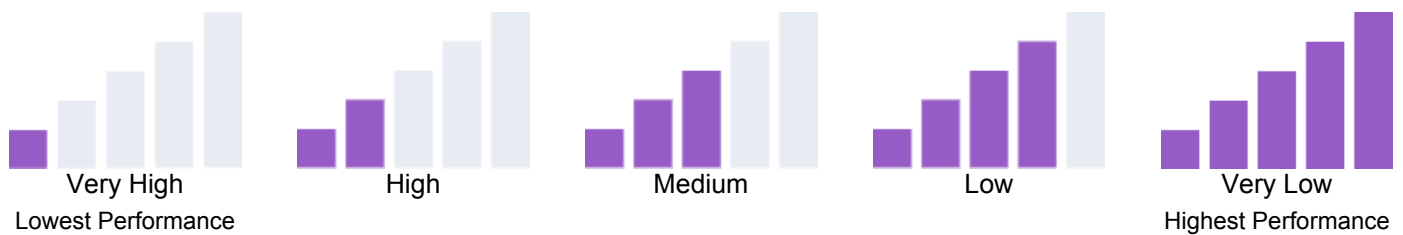
1. According to 2022 fall dashboard, our overall chronic absenteeism rate was very high.

School and Student Performance Data

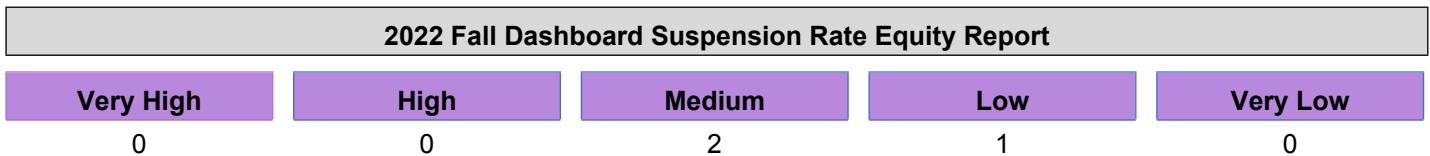
Conditions & Climate Suspension Rate

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](#).

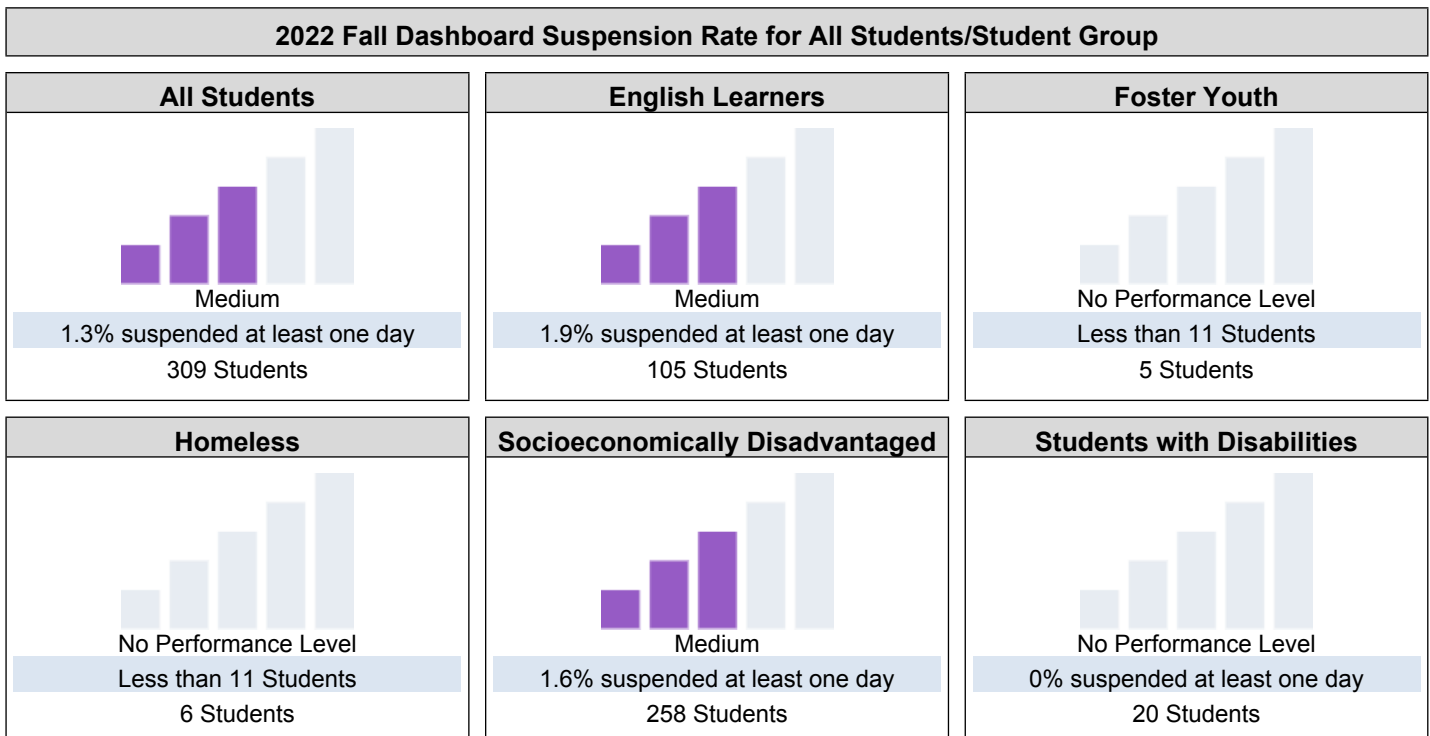
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



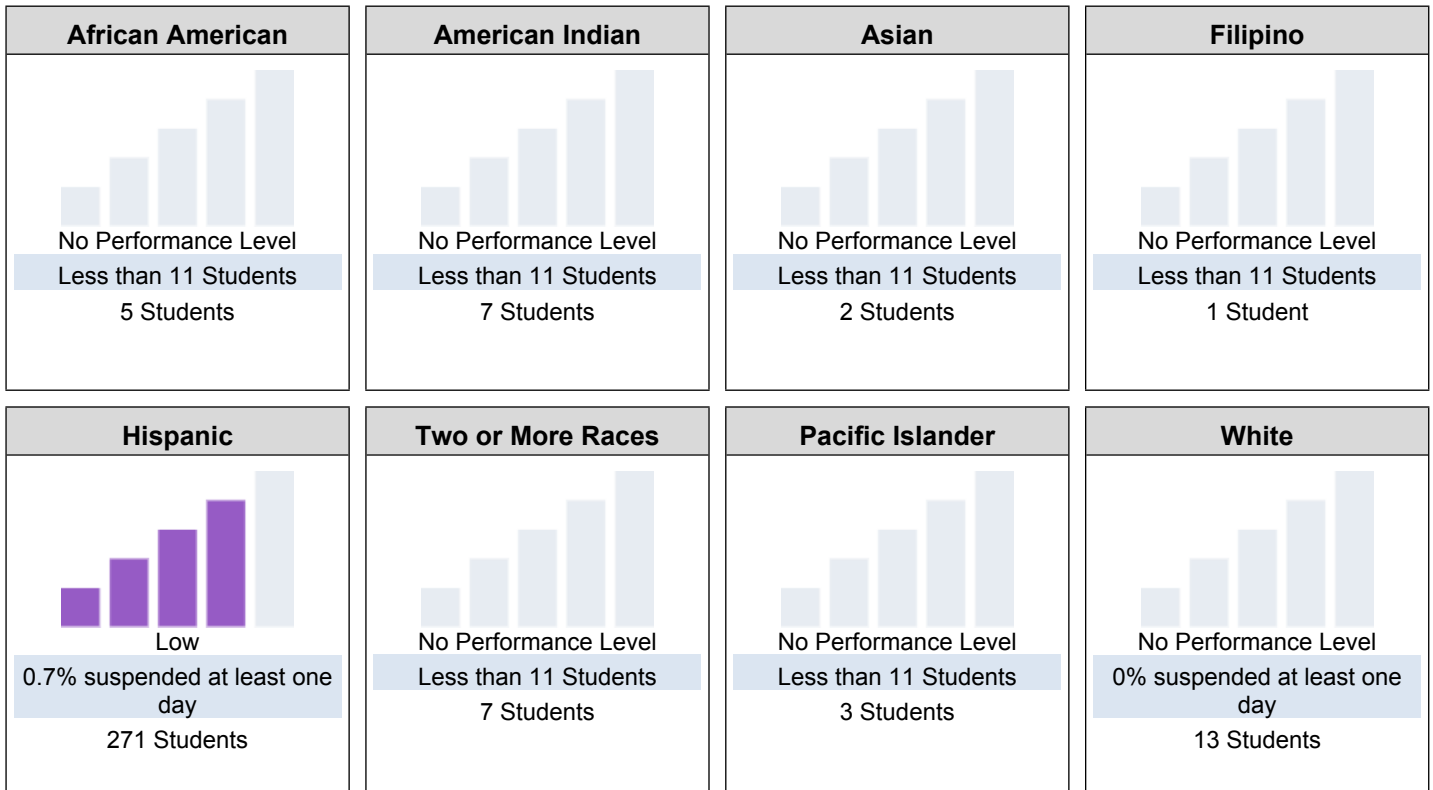
This section provides number of student groups in each level.



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. According to 2022 fall dashboard, our overall suspension rate was medium.
2. According to 2022 fall dashboard, 1.3% of our students were suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP GOAL #1:

All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

Goal 1

Continue to provide all students access to Basic Services, ie: appropriately assigned and credentialed teachers, their own copy of standards-aligned materials, and facilities that meet the standard of "good repair."

Identified Need

English Learners will be provided both Designated and Integrated ELD as part of the core curriculum to enable access to the CA content standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of SBE adopted standards	full implementation	full implementation and sustainability
Pupil Access to Instructional Materials	100% of students have access to instructional materials. Williams Review Fall 2022	100% of students have access to instructional materials. Williams Review Fall 2023
Teachers appropriately assigned and fully credentialed	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.
Facilities maintained appropriately	Facilities are rated good or better in all areas. Facilities Inspection Tool (FIT) Fall 2022	Facilities are rated good or better in all areas. Facilities Inspection Tool (FIT) Fall 2023
Broad Course of Study	100% of students have access to ELA, science, history, math, PE, and integrated visual and performing arts. Site Master Schedule 2022-23	100% of students have access to ELA, science, history, math, PE, and integrated visual and performing arts. Site Master Schedule 2023-24

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal is fully supported through Centralized Services provided through the District's LCAP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

All students have access to fully credentialed teachers, standards-aligned materials, and facilities in good repair.

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

No major changes were made between the intended implementation and/or budgeted expenditures.

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP Goal #2:
Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Goal 2

Stratford School will maintain a chronic absenteeism rate below 3% during the 2023-24 school year.

Identified Need

The pandemic had a significant negative impact on student attendance. Students and parents are just starting to adjust to regular mandatory school attendance again. Stratford's chronic absenteeism rate from the 2022 dashboard was 27.1%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent input in decision making and participation is adequately sought.	93% of parents agree Spring 2022 Parent LCAP Survey	94% of parents will agree Spring 2023 Parent LCAP survey
School Attendance	Average daily attendance 97.1% P2 data Spring 2023	Average daily attendance greater than 97.3% P2 data Spring 2024
Local Measures- Sense of Safety and School Connectedness	Sense of Safety 73% Sense of Connectedness 82% Student SEL Survey Spring 2023	Sense of Safety 75% Sense of Connectedness 84% Student LCAP Survey Spring 2024
Chronic Absenteeism	Chronic Absenteeism rate 27.1% Dashboard Fall 2022	Chronic Absenteeism rate below 3% Dashboard Fall 2023
Pupil Suspension	Suspension Rate 1.3% Dashboard Fall 2022	Suspension Rate below 3% Dashboard Fall 2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Parent Involvement 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)

5,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Systematic plan to develop school connectedness for students and increase student attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 School wide behavior expectations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

With a conscious effort to keep students engaged and connected to school this year, our chronic absenteeism rate decreased significantly from last year.

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

No major differences are noted between the intended implementation and/or the budgeted expenditures to implement strategies/activities.

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

We will continue to focus on implementing strategies to increase school connectedness for all students K-8.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Overarching LCAP Goal #3:
All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.

Goal 3

Stratford school will increase statewide assessment scores in ELA and Math by +20 points this year for "All Students" group.

Identified Need

School wide, our students performed 60.7 points below standard in ELA and 92.8 points below standard in Math on state assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Programs/Services to enable English Learners to access CA and ELD standards	<p>English Learners Distance from Standard Met</p> <p>ELA 75.6 points below standard</p> <p>Math 110.9 points below standard</p> <p>Fall 2022 Dashboard (Spring 2022 SBAC)</p>	<p>English Learners Distance from Standard Met</p> <p>ELA Increase 20 points, 55.6 points below standard</p> <p>Math Increase 20 points 90.9 points below standard</p> <p>Fall 2023 Dashboard (Spring 2023 SBAC)</p>
Statewide Assessments – English Language Arts	<p>All Students Distance from Standard Met</p> <p>ELA 60.7 points below standard</p> <p>Fall 2022 Dashboard (Spring 2022 SBAC)</p>	<p>All Students Distance from Standard Met</p> <p>ELA Increase 20 points 40.7 points below standard</p> <p>Fall 2023 Dashboard (Spring 2023 SBAC)</p>
Statewide Assessments – Mathematics	<p>All Students Distance from Standard Met</p> <p>Math 92.8 points below standard</p>	<p>All Students Distance from Standard Met</p> <p>ELA Increase 20 points 72.8 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall 2022 Dashboard (Spring 2022 SBAC)	Fall 2023 Dashboard (Spring 2023 SBAC)
Percentage of English Learners who make English Proficiency progress	40.7% of EL students making progress. Spring 2022 ELPAC Data	60% of English Learners will make progress. Spring 2023 ELPAC data
English Learner Reclassification Rate	3% reclassification rate for English Learners. Dataquest 2021-22 RFEP data	6% reclassification rate for English Learners. Dataquest 2022-23 RFEP data

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)

Targeted Students in need of intensive intervention in reading

Strategy/Activity

3.1 Tier 3 Reading Specialist & Support Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

218,102.50

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.2 English Language Arts Intervention, Enrichment, and Differentiation based on student needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.3 Math Intervention, Enrichment, and Differentiation based on student needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000

Source(s)

Title I

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

3.4 Comprehensive Professional Development Plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I

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

3.5 Science & STEM Hands-on Enrichment Opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our reclassification rate for English Learners during the 2021-22 school year was 3%.

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

No major differences are noted between the intended implementation and/or the budgeted expenditures to implement strategies/activities.

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

We will continue to provide teachers with regular ELD coaching through a contracted service. The coaching will focus on increasing academic vocabulary use.

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	\$256,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$256,102.50

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$256,102.50

Subtotal of additional federal funds included for this school: \$256,102.50

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$256,102.50

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jennifer DeRaad	Other School Staff
Christina Gonzales	Principal
Kristi Vaughn	Parent or Community Member
Manuel Herrera	Parent or Community Member
Nancy Moreno	Parent or Community Member
Desiree Soares	Parent or Community Member
Julie Duty	Parent or Community Member
Erin Ferreira	Classroom Teacher
Rachel Roberts	Classroom Teacher
Kimberly Rodrigues	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04-20-2023.

Attested:

Principal, Christina Gonzales on 04-20-2023

SSC Chairperson, Desiree Soares on 04-20-2023

Instructions

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

Thomas Addington

Superintendent

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



Central Union School District
Lemoore, CA

To: Tom Addington, Superintendent
From: Cindee Rael
Date: May 8, 2023

For Board Meeting

- Action (Consent or New Business)
 Information

Item:

Master Plan for English Learners

Rationale/Purpose:

The Master Plan for English Learners provides clarity for families and staff regarding our procedures and practices relative to English Learners. The plan includes:

- Identification, Assessment, Parent Notification, and Program Placement
- Instructional Programs
- Monitoring and Reclassification
- Staffing and Professional Development
- Family and Community Engagement
- Funding

Fiscal Impact:

None

Recommendation:

Approve

Master Plan for English Learners



Central Union School District
Lemoore, CA

Approved by the

Central Union School District Board of Trustees

On May 8, 2023

Dale Davidson

Jeffrey Gilcrease

Ceil Howe III

District Administrators

Thomas Addington, Superintendent
Davinder Sidhu, Asst. Superintendent of Educational Services
Cindee Rael, Coordinator of Curriculum & Instruction
Loretta Black, Coordinator of Curriculum & Instruction
Mark Tompkins, Director of Technology
School Site Administrators

EL Master Plan Committee

Cindee Rael, Ayanna Beasley, Tara Taylor, Mariela Ochoa, Brittany Gately,
Catalina Escobedo, Elizabeth Alvarado, Cathy Snow, Darin Denney

District English Learner Advisory Committee Parents

Yanet Garcia Nevarez, Sonia Alcaraz Gutierrez, Lorena Cabrera

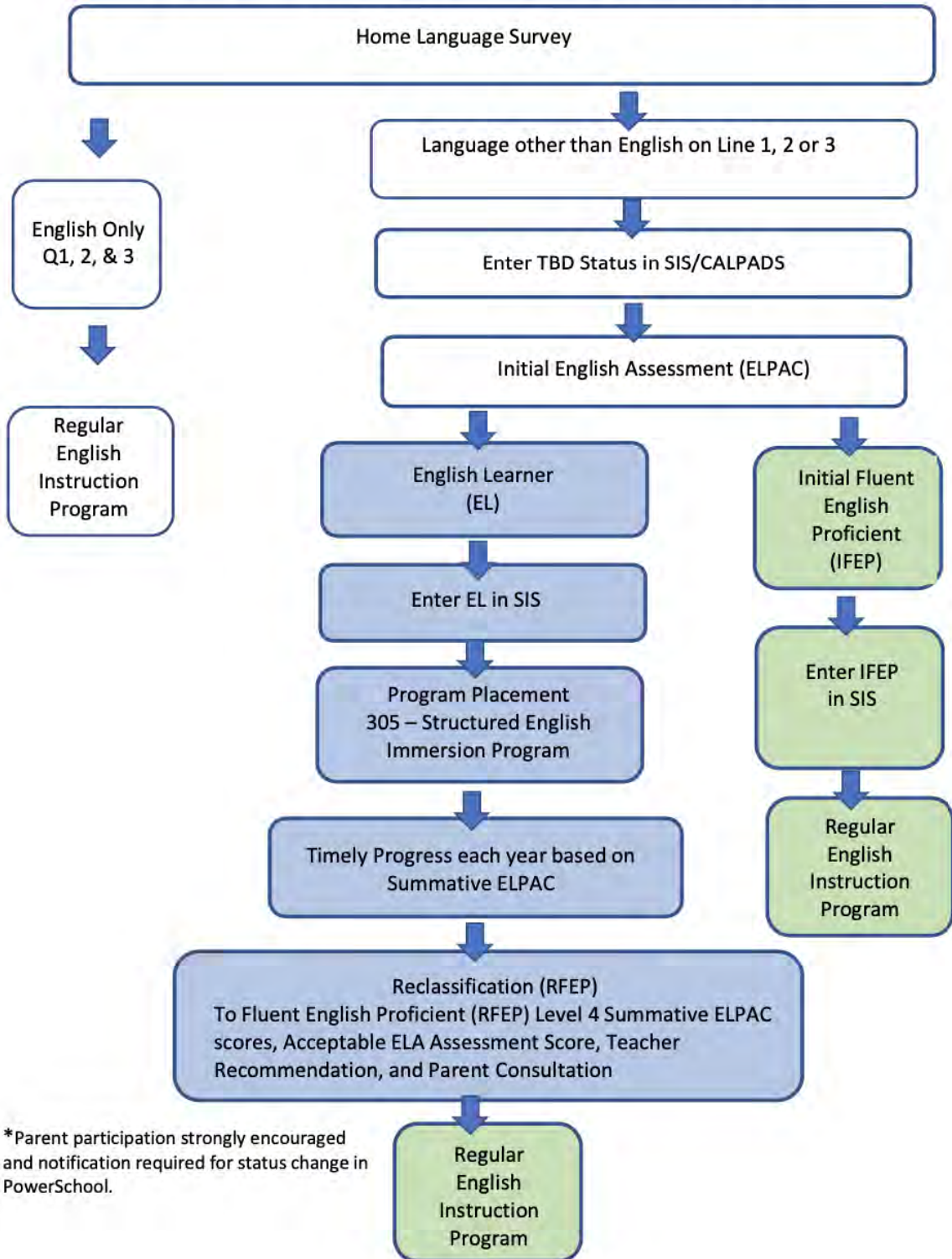
The Central Union Elementary School District Master Plan for English Learners was developed through the dedicated effort and collaboration of the EL Master Plan Committee and District English Learner Advisory Committee.

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Chapter 1: Identification, Assessment, Parent Notification, and Program Placement

English Learner Flow Chart Identification to Reclassification



*Parent participation strongly encouraged and notification required for status change in PowerSchool.

Home Language Survey

At the time of enrollment, California public schools are required to determine the language(s) spoken at home by each student (California Education Code 52164, et al.). In order to gather this information, all parents/legal guardians are required to complete, sign, and date a [Home Language Survey \(HLS\)](#) for each of their school-aged children when they enroll them in a California public school district for the first time. The HLS is used to determine the primary language (questions 1-3) of the student. The fourth question of the HLS indicates the primary language the adults speak in the home (home language). It provides information for schools to consider when sending home written or oral communications in that language. The HLS and is kept on file for each student in the student's cumulative folder and/or the electronic student data system. The HLS is available in English and Spanish.

If any of the first three responses on the HLS indicate a language other than English, the student is eligible for initial assessment. The parent/guardian is notified in writing prior to administration. The student is assessed with the English Language Proficiency Assessment for California (ELPAC) Initial Assessment (IA) and the parent/guardian is provided written notification of results within 30 calendar days of the first day of California enrollment.

For students who are transferring from another California school district, the first HLS completed by the parent at the time of initial enrollment in a California school district will be the valid one. The student's English Language Acquisition Status (ELAS) information is available in the California Longitudinal Pupil Achievement Data System (CALPADS) and is provided to the site administrator by Educational Services. CALPADS is checked for all new enrollees prior to completion of a HLS.

English Language Proficiency Assessment of California (ELPAC)

The State-approved instruments used for language assessment are the ELPAC Initial Assessment (IA) and ELPAC Summative Assessment (SA). As of July 2020, ELPAC IA and SA are computer-based assessments. The writing portion for K-2 remains a paper-pencil assessment. (See Parent Guides to Understanding [Initial ELPAC](#) or [Summative ELPAC](#))

Both assessments include questions about Listening, Speaking, Reading, and Writing. For Kindergarten and Grade 1, the entire assessment is administered individually, one-on-one. Grade 2 writing may be given in small groups, while all other portions are administered individually. In grades 3-8, the listening, reading, and writing portions of the test are administered as group tests, but speaking is administered individually.

ELPAC IA is a screener and will determine whether the student will be classified as Initial Fluent English Proficient (IFEP) or as English Learner (EL). The ELPAC IA will only be given to the student one time for initial classification.

ELPAC SA measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school. It is given each spring to students who have been identified as English Learners. Parents and students have access to view and take ELPAC Practice test at <https://www.elpac.org/resources/online-practice-and-training-test/>.

The assessment may only be administered by District-qualified and trained test examiners who report to the Site ELPAC Administrator. Site administrators are supported by and report any concerns to the District's ELPAC Coordinator.

The initial and summative assessments contain Universal Tools, Designated Supports, and Accommodations. Embedded resources are those that are part of the online test administration system. Non-embedded resources are provided outside of the system. Universal Tools are available to all students. Designated supports are available for use by any student for whom the need has been indicated by a team of educators working with the parent/guardian and student (when appropriate) through the Student Student Team (SST) process. Accommodations are available only to students receiving special education services or covered under Section 504 Plans. All accessibility resources are listed and described in the CDE [California Assessment Accessibility Resource Matrix](#).

Students Receiving Special Education Services or Covered Under Section 504 Plans

Students receiving special education services or covered under Section 504 Plans participate in the assessment process to the extent described in their Individual Education Plan (IEP) or a 504 plan. The California Assessment Accessibility Resources Matrix displays the universal tools, designated supports, and accommodations allowed as part of the ELPAC. The appropriate use of universal tools, designated supports, and accommodations on the ELPAC test is restricted to only those identified in this document.

Parent Notification

Parents of students who are candidates for ELPAC Initial Assessment (IA) will receive the following parent/guardian notifications within 30 calendar days:

- Initial ELPAC parent notification of testing and based on their classification one of the following:
- Notification for Initial Fluent English Proficient (IFEP) and IA results - not qualifying for EL Services.
- Notification for English Language Learner (ELL) and IA results - qualifying for EL Services

Parents of English Language Learners receive the following parent/guardian notifications:

Annual Notification Identified ELs will receive the parent/guardian notification of EL Services continuation after their ELPAC SA results are received from the State. Finally, student candidates that meet State Reclassification Criteria will receive the parent/guardian notification indicating they will exit the program.

The following are the parent/guardian notification letters:

- Initial ELPAC parent notification of testing
- Notification of Not-Qualifying for EL Services for Initial Fluent English Proficient (IFEP)
- Notification of Qualifying EL Program Placement for students identified as English Learners (EL)
- Notification of English Language Program Continuation for active ELs who have not yet reached proficiency in English
- Notification of English Language Program Exit for candidates who met State reclassification requirements

Instructional Setting and Placement

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents/guardians of 30 students or more per school or the parents/guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; *EC* Section 310[a]).

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062).

Although schools have an obligation to serve all EL students, parents/guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. Contact the District Curriculum Coordinator for English Language Learners for questions. If parents/guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Language Acquisition Programs Offered

LEAs (*Local Educational Agencies - Districts*) are required to offer, at a minimum, a Structured English Immersion program option (*EC* Section 305[a][2]). CUSD offers the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students in which all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Chapter 2: Instructional Programs

Instructional Setting and Placement Notification

In the first 30 calendar days after a child enrolls for the first time in a California school, the Initial ELPAC will be administered when appropriate, based on the Home Language Survey (HLS). At initial enrollment and after Initial ELPAC has been administered and locally scored, parents will be notified in writing of instructional setting and placement and the student's classification status. Students will be classified as either Initial Fluent English Proficient (IFEP) or English Learner (EL). If the student is identified as an English Learner, s/he will be enrolled in the English Learner Program with all classroom instruction in English. For students in Special Education, the Individual Education Program (IEP) team determines the placement of each Special Education student with the understanding that English Language Development (ELD) is part of the student's instructional program.

Instructional Settings

Structured English Immersion (SEI) classes:

The goal of this program is the acquisition of English language skills so that EL students can succeed at levels consistent with their native English speaking peers. All instruction in an SEI program is in English. Teachers have specialized training in meeting the needs of EL students.

Program Requirements:

- Parents must be notified of the instructional setting and placement of their child in SEI.
- Core instruction in language arts, math, science, and social science is taught in English using District-adopted materials. Instruction includes Integrated ELD approaches and strategies at the student's English acquisition level. Primary language support may be provided, if available, in order to support comprehension of core content.
- All EL students receive Designated ELD instruction targeting their English language proficiency level focused on ELD standards in the domains of listening, speaking, reading, and writing. Instruction is provided using District-adopted curriculum or approved supplemental materials that emphasize the ELD Standards.

Staffing:

- All teachers must be appropriately certified. State certification requirements are monitored by the Human Resources Department working with staff to ensure current requirements are met.

Materials:

- District-adopted Designated ELD materials are Wonders (TK to 5) and Collections (6-8).
- Supplemental ELD Standard-based materials must be approved by the Educational Services Department.
- District adopted materials to be used for all core subjects.

Comprehensive English Language Development (ELD)

The 2012 State-adopted ELD Standards established an ELA/ELD framework for teachers to follow as they facilitate students' English language development necessary to meet grade-level standards in English language arts and content areas. The standards describe what students should know and be able to do at each level of English proficiency. By the time students are ready for reclassification, they are expected to meet the same rigorous grade-level standards as their average native English-speaking peers, with light scaffolding support. English Language Development is a part of each English learner's instructional day. Each day includes protected time for Designated ELD and is geared toward each student's language proficiency level. Teachers may combine or divide students into groups within their classrooms or with other teachers in order to best address the language proficiency needs of students. Integrated ELD is also provided to support EL students' access to core content.

This focused Designated ELD time occurs as a daily segment of the instructional day to students at all proficiency levels. The curriculum is based on the California English Language Development Standards, and the following instructional materials: Wonders (TK-5) and Collections (6-8).

In order to determine students' annual progress in English, each English Learner is assessed annually with the Computer-based Summative ELPAC (ELPAC SA). Additional assessments include, but are not limited to, the following: ELD curriculum, District Interim Assessments in ELA and Math, iReady Reading & Math Assessments, and teacher formative assessments. English Language Development progress is communicated on report cards every trimester for each English Learner.

Access to Core Content Instruction

All students must have access to their grade-level core curriculum. Instructional programs for ELs are designed to promote the acquisition of high levels of English language proficiency, as well as to provide access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- Designated and Integrated ELD Instruction

- Integration of Academic Language Development across all content areas
- Scaffolding approaches to provide light, moderate, and substantial support
- Research-based instructional strategies
- Systematic Language Approach across the English Proficiency Levels
- Primary language support (when available as needed)

Academic instruction through English is scaffolded to meet students' levels of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. Students are expected to master the ELD standards and ultimately meet grade-level standards in the core academic subject areas. EL students' progress toward meeting ELD standards and grade-level standards is determined by using multiple measures.

When students are unable to meet interim expectations in academic content, students shall be referred for academic intervention support. The intervention will directly target the identified academic need. Delivery of the intervention shall be monitored, documented, and discussed with parents. The effectiveness of the intervention will be based on student performance through ongoing formative and summative assessments. The academic interventions available at each site will vary based on available programs and resources.

English Learners in Special Education

IEP teams will ensure that each English Learner receives appropriate Designated ELD services to develop English proficiency and equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and or programs responsible for providing each instructional service.

Chapter 3: Monitoring and Reclassification

Monitoring Student Progress

Students are monitored annually based on District-adopted assessments, State-mandated assessments, and teacher evaluation. The assessments are administered to determine English language proficiency and evaluate students' academic performance. Assessment results are maintained in electronic form in the District's Data Systems, the student's EL file, and the student cumulative folder (CUM). Curriculum-based assessments in ELD, English Language Arts, and Math will be given when appropriate within the trimester or term.

State-mandated tests are given to all students based on their current grade level requirements. The Summative English Language Proficiency Assessment for California (ELPAC) is given to all English Learner students in Transitional Kindergarten through Grade 8. The California Assessment of Student Performance and Progress (CAASPP) is given to all students in grades 3 through 8, regardless of language acquisition status. Both assessments are administered every spring. One exception is that an EL student who has been in the United States for fewer than 12 months would be exempted from the ELA portion of CAASPP. Alternative assessments may be given to students based on their Individualized Education Plans (IEPs). The California Alternate Assessment (CAA) may be administered if specified in the IEP. In addition, the Alternate English Language Proficiency Assessment for California (Alternate ELPAC) may be administered for students with severe learning disabilities if specified in the IEP.

Use of Data for Instructional Planning

Teachers use the curriculum-embedded assessments to analyze student progress on a regular basis and to plan appropriate scaffolds (light, moderate, substantial) for instruction. Teachers use formative assessments to identify areas of improvement and areas of need. Students' grades, teacher recommendations, and the results of standardized tests are used in planning strategic and intensive interventions, including, but not limited to, assigning them to appropriate instructional schedules. Students who meet or exceed grade-level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced instructional groups.

Ongoing monitoring of student progress:

- Grade level and or department teams meet to examine student data, determine short-term goals, and plan instruction accordingly. These meetings may include assignment of ELs to appropriate supplemental support.

Reclassification

Central Union Elementary District recognizes the importance of reclassification and has established criteria and processes to fully address this procedure.

California Education Code (EC) Section 313 requires that each English Learner who demonstrates English language proficiency and can participate effectively in a curriculum designed for pupils of the same age, whose native language is English, be considered for Reclassification.

Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for the District's reclassification criteria. This drives the development of Board Policy and Administrative Regulations for English Learners (BP/AR 6174).

Readiness for Reclassification is determined through the following [criteria](#):

1. Objective assessment of the student's English language proficiency with an ELPAC overall score of a Level 4, Well Developed.
2. Core content achievement as measured by state and district assessments that show whether the student is performing at or near grade level.
 - Grades TK-2 iReady Overall Reading on grade level
 - Grades 3-8 CAASPP ELA Overall proficiency level in the upper half of the Nearing Standard band.
3. Teacher evaluation of the student's classroom performance
4. Parent consultation and opinion

Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners. Reclassifications of K-2 students based on current Summative ELPAC scores are conducted following administrations of iReady Reading. Reclassifications of 3rd - 8th grade students are regularly conducted after Summative ELPAC and CAASPP scores are received. For students meeting RFEP Criteria 1 and 2, the teachers then complete the Teacher Evaluation of Academic Performance and evaluate the student's performance in order to make a recommendation to reclassify the candidate. Consultation with the student's parents will be done by at least one of the following: 1) personal conference or 2) by telephone.

A certificated teacher, site administrator, and parent must review and sign the [Reclassification form](#). Copies of the signed documentation must be placed in the student's RFEP folder, and scanned to Educational Services.

Provisions for Special Education Students

The reclassification process used for general education students is also used for students with IEPs. "For students dually identified, their disability, as determined by the IEP team and not English Language proficiency, should not preclude them from meeting the district reclassification requirements." *California Department of Education ELPAC Information Guide*.

- The IEP Case manager gathers and reviews the student's performance data
- The IEP case manager consults with the district EL Administrator
- The IEP team, with an EL Administrator in attendance, reviews the student's data including the student's identifying information, recent test scores, disability and the impact of that disability has had on the student's English language acquisition.
- The IEP team compares the student's assessment of English language proficiency and performance in basic skills to the reclassification criteria using the Reclassification form, ELPAC Information Guide, and California Practitioner's Guide for Educating English Learners with Disabilities.
- The IEP team determines the student's failure to meet the criteria is primarily due to the student's disability and not due to a lack of English proficiency.
- The IEP team determines if Reclassification is appropriate. If so, the team recommends the student for reclassification.

Monitoring of Reclassified Students

Local Education Agencies (LEA) are required to progress-monitor students for a minimum period of four years following reclassification. The site administration, teachers, and the English Learner Coordinator supervise the process of monitoring of reclassified students.

School staff will use the State and or District assessment results, report card grades, and teacher input to monitor the progress of Reclassified Fluent English Proficient (RFEP) students. Students are monitored each trimester. All core teachers give feedback about student progress in class and indicate whether the student is in need of further intervention.

There will be a follow-up meeting with parents/guardians and students, if appropriate, who need additional support to determine their progress towards English Proficiency, meeting grade-level standards, and/or graduation. Appropriate interventions will be determined as needed. This [monitoring of RFEP students](#) is recorded and filed in each RFEP folder.

CHAPTER 4: Staffing and Professional Development

Teacher Equity

Under the management of the Human Resources department, the Central Union Elementary School District takes an active role in the staffing of authorized personnel for all English Learner programs and makes it a priority to hire credentialed teachers, when possible.

- Teachers providing instruction to English Learners shall be authorized to provide appropriate core content and language instruction
- Teachers providing instruction in ELD shall possess the appropriate authorization to provide language instruction during this designated time

The Central Union Elementary School District does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender identity, mental or physical disability, sex orientation, or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment. No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made.

Professional Development

The Educational Services Department and site administration work jointly to provide ongoing professional learning opportunities for all teachers and support staff working with ELs. Due to the unique needs of each site these are differentiated as needed. The goals of these trainings are to help educators acquire and strengthen specific skills needed to work with ELs, to deliver comprehensible core content instruction, to meet District curriculum expectations, to follow District processes, and to provide services for ELs.

Staff development opportunities include, but are not limited to, the following:

- English language acquisition conceptual knowledge
- ELD Standards in tandem with the Common Core State Standards
- Designated & Integrated ELD
- Differentiated Instruction (including light, moderate, and substantial scaffolding)
- Academic language development
- ELD scaffolds, strategies, and techniques

Staff development opportunities occur throughout the school year. They focus on the District goals and key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards, and assessment. These opportunities are provided through on-site training, District in-services, educational conferences, and site staff meetings.

Monitoring of Professional Development and Support

Participant training attendance is monitored through sign-in forms collected and filed at each school site or District Office. Site training attendance is kept on file at each school site and reported to Educational Services by corresponding administrators.

CHAPTER 5: Family and Community Engagement

Parent and Family Engagement is integral to student success. Through family engagement, Central Union Elementary School District (CUESD) strives to make every family feel part of our academic community. Every EL student is offered the opportunity to acquire the English language as rapidly as possible and the support to thrive academically. Research shows that the more families are engaged in their child's education, the more the child will flourish academically and socially.

Our goal is that parents of English Learners at all schools in the district will participate meaningfully in the education of their children. Parent engagement activities are developed at each school to meet the unique needs of the families they serve. Parent advisory committees are one way that we invite parents to be an educated, active part in their child's education.

Sites provide staff development to all school staff on how to work with parents, including communication skills, respect, and sensitivity to cultural backgrounds, needs, and concerns. Schools encourage parents to volunteer if possible and provide information on how they can effectively participate in the school.

Interpretation and translation services are made available as needed to support parent/family engagement (examples: Parent Teacher Conferences, advisory committee meetings, Student Success Team Meetings, ...)

The following will define the goals of CUESD committees and the Ed. Code and Regulations to which we adhere.

EL Parent Advisory Committees Goals, Policy, Procedures, and Ed. Code

The goals of the Parent Advisory Committees are to promote positive collaboration between parents, schools, and the District. Through such committees, Central Union Elementary School District:

- Includes parents and community members in the decision-making, planning, and evaluation of programs for ELs
- Develops a working partnership between parents and the schools to provide equal education access for all students
- Promotes open communication with parents, community members, and the District

Central Union Elementary School District provides training and materials in the home language of the parent members of advisory committees, pursuant to Title III and EC section 51101.1(b)(3).

English Learner Advisory Committee (ELAC)

Pursuant to California Education Code, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a), California Code of Regulations, Title 5, Section 11308 (b), (c), and (d), 20 United States Code Section 6312 (g)(4) each school with 21 or more ELs must establish a school-level English Language Advisory Committee (ELAC). Parents/Guardians of ELs elect parent members to the school committee. All parents of ELs will be provided the opportunity to vote for committee members. Parents of ELs not employed by the District must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee (DELAC).

The site ELAC committee advises the principal and School Site Council (SSC) on development of the School Plan for Student Achievement, which impacts education services for ELs. Pursuant to the above Ed. Code, the ELAC must certify that it has provided guidance to the SSC regarding the Single Plan prior to its formal approval. A minimum of four meetings are required in a school year. The purpose of ELAC meetings is to inform parents in order to assist them in understanding the school system and its programs.

ELAC meeting topics include but are not limited to the following:

- Advising the principal and staff in the development of a site plan for English Learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
- Results of the ELPAC and other data

District English Learner Advisory Committee (DELAC)

Pursuant to California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a), California Code of Regulations, Title 5, sections 11308 (b) and (d), and 20 United States Code Section 6312 (g)(4) Central Union Elementary School District, having more than 51 ELs, must establish a District English Learner Advisory Committee (DELAC). The minimum required meetings in a school year is four. Parents and or guardians of ELs who are not employed by the District shall constitute a majority of the committee. The percentage of parents of ELs on the DELAC must be at least the same as that of ELs in the District. Each school ELAC shall have the opportunity to elect at least one parent member to the District English Learner Advisory Committee.

Responsibilities of DELAC

Advise the local school board on the following:

- Development of a District Master Plan for Education Programs and Services for English Learners. The District Master Plan will take into consideration the school site plans.
- Conducting a district-wide needs assessment on a school-by-school basis.
- Establishment of district programs, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents/guardians.
- If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

The District/school administration shall:

- Notify parents/guardians of all ELs of the opportunity to elect ELAC members and or participate as a member
- Establish a functioning ELAC/DELAC
- Plan and provide training in consultation with ELAC/DELAC members
- Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda Posted.

CHAPTER 6: Funding

Local Control Funding Formula (LCFF)/Supplemental Funds

The District provides base general funds that support highly qualified first instruction for all students. For English Learners, additional supplemental funds are used to focus on the District goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English Learner with learning opportunities in an appropriate program, including ELD and core curriculum.

The additional District support focused on the English Learners may include, but is not limited to:

- Staff Professional Learning for instructing ELs
- Supplementary materials for ELs
- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committee (ELAC)
- Bilingual paraprofessionals (direct student services)
- Parent Engagement Programs
- Extended learning (before or after-school tutoring)

Federal Funds

Title III Limited English Proficient (LEP)

(English Language Acquisition, Language Enhancement, and Academic Achievement Act)

Student program funds are federal funds provided for programs and services for ELs.

The following are allowable uses of funds for supplementary language services in support of District goals for English Learner achievement:

- ELD supplemental instruction
- Evidence-based professional learning for teachers and support staff
- Parent Engagement Programs

In addition, Title III LEP student program funds may be used for:

- Upgrading program objectives and instructional strategies
- Identifying and improving curricula, materials, and assessments
- Providing tutorials for academic proficiency
- Acquiring or developing educational technology
- Providing community participation programs, including family literacy and parent outreach
- Administering programs, including any indirect costs (limited to two percent of subgrant)
- Providing instruction and instructional support services related to English language development and academic progress in the core curricula in a manner that allows ELs to meet grade level and graduation requirements
- Providing supplementary development opportunities to school staff assigned to ELs
- Supporting other related English Learner program activities

Title I Part A is a federal fund provided for supplementary programs and services for identified

students (targeted assistance) or school-wide programs (SWP). Stratford School is the only school in the district receiving Title I funds. Stratford Title I funds are appropriately used to promote the English and academic achievement of ELs through instructional support activities, intervention programs, and parent education as determined at each school site.

Categorical funds may be used to supplement general funds as follows:

- Assessment of student progress
- Opportunities for staff to review data
- ELD, academic areas, and primary language assessments
- Staff development to accomplish EL goals
- Administrators, teachers, facilitators, and paraprofessionals
- Conference registration, release time
- Primary language support
- Staff, materials, training

- Translation/interpretation support
- Supplemental instruction for EL (English Learners) students beyond core curriculum
- Specialized or targeted interventions
- Field-trips to support learning goals
- Before-and-after-school and summer programs
- Materials, staff, equipment, software
- Transportation to participate in supplemental instruction
- Parent involvement
- Training and advisory committees
- Staff, supplies, conference registration
- Childcare support and refreshments for meetings
- Translation support

Supplemental Funds **may not** be used to supplant general funds in the following

ways:

- Regular teacher or other regular staff salaries
- Staff materials, furniture, equipment, etc.
- Supplies intended for all students and not specific to EL goals
- Technology hardware and software that is already supplied/available to all students