

**Meeting of  
Madera County Board of Education  
Tuesday, October 10, 2023  
3:30 p.m.**

This meeting will be held at  
1105 South Madera Avenue, Conference Room 5,  
Madera, CA 93637

**AGENDA**

*Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.*

**1.0 Call to Order**

1.1 Flag Salute

**2.0 Consideration of Minutes**

2.1 Regular Meeting September 12, 2023 (Action) [Board]

**3.0 Adoption of Board Agenda**

(Action) [Board]

**4.0 Information**

4.1 Public Comment

[This time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to 3 minutes.]

4.2 Letters and Communications

4.3 Non-School Sources

4.4 Madera County School Boards Association (MCSBA)  
Executive Committee Meeting Report

[Deniz]

4.5 Madera County Foundation Board Report

[Bustos]

4.6 Member Report(s)

[Member]

## 5.0 Information from the Superintendent and Staff

- |     |  |  |            |
|-----|--|--|------------|
| 5.1 | MCSOS Williams Quarterly Report<br>[MCSOS programs]                        |  | [Drake]    |
| 5.2 | Countywide Revenue by District and Total<br>[Review of countywide revenue] |  | [Verduzco] |
| 5.3 | Assessing Student Threats<br>[Presentation]                                |  | [Drake]    |
| 5.4 | Annual Report  |  | [All]      |

## 6.0 Old Business

## 7.0 Closed Session

## 8.0 New Business

- |     |  |                 |               |
|-----|--|-----------------|---------------|
| 8.1 | Consideration Issuance of Temporary County Certificates<br>[Ratification of Temporary County Certificates<br>issued previous month]  | <b>(Action)</b> | [Casarez]     |
| 8.2 | Consideration Disposition of Surplus/Obsolete Equipment<br>[Equipment to be declared obsolete and removed<br>from inventory]   | <b>(Action)</b> | [Verduzco]    |
| 8.3 | Consideration Educational Resources and Services<br>Instructional Materials Recommendations<br>[Accept recommendations of the committee to add<br>materials to the instructional media collection for use<br>in Madera County Schools] | <b>(Action)</b> | [Pennell]     |
| 8.4 | Consideration Comprehensive Safety Plan<br>[The items are listed as two separate presentations.<br>However, the Board is requested to take an action<br>on the Comprehensive Safety Plan as a singular<br>document.]                   | <b>(Action)</b> |               |
|     | 8.4.1 School Safety Plans  |                 | [Drake/Cogan] |
|     | 8.4.2 Disaster Response and Emergency<br>Preparedness Plan   |                 | [Linderholm]  |
| 8.5 | Consideration Approval of 2022-2023 Unaudited<br>Actuals<br>[Final adjustment and transfers]   | <b>(Action)</b> | [Verduzco]    |

- 8.6 Consideration Resolution No. 4, 2023-2024 Gann Limit  
[Annual calculation establishing limits on State  
and Local Government spending] **(Action)** [Verduzco]
- 8.7 Consideration of Single Plan for Student Achievement  
(SPSA) for Madera County Superintendent of Schools  
(Endeavor/Voyager Secondary)  
[Approval of annual plans] **(Action)** [Cogan]
- 8.8 Consideration of Annual Federal Addendum to LCAPs  
[Review of requirement for ESA LEA Plan] **(Action)** [Cogan]
- 8.8.1 Madera County Superintendent of Schools  
8.8.2 Pioneer Technical Center  
8.8.3 Madera County Independent Academy

**9.0 Other**

**10.0 Adjournment**

# UNADOPTED

## Minutes of Madera County Board of Education September 12, 2023

Present: Danny Bonilla, Cathie Bustos, Tammy Loveland, Zimri Padilla, Nancy Prosperi, Alfred Soares, Jr. Dr. Cecilia A. Massetti, Executive Secretary

Absent: Shelley Deniz

Also Present: Joe Casarez, Jessica Drake, Jennifer Pascale, Tricia Protzman, Marisol Verduzco

### **1.0 Call to Order**

#### **1.1 Flag Salute**

President Loveland called the meeting to order at 3:31 p.m., followed by the flag salute.

### **2.0 Consideration of Minutes**

#### **2.1 Regular Meeting August 8, 2023**

Danny Bonilla moved to approve the minutes of August 8, 2023, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prosperi, Soares, Jr.

Noes: None

Abstain: None

Absent: Deniz

### **3.0 Adoption of Board Agenda**

Alfred Soares, Jr. moved to adopt the agenda as presented, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prosperi, Soares, Jr.

Noes: None

Abstain: None

Absent: Deniz

### **4.0 Information**

#### **4.1 Public Comment**

President Loveland stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to, but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

## **4.2 Letters and Communications**

Assemblymember Soria and Senator Caballero sent MCSOS thank you letters for providing a letter of support for Madera Community Hospital's loan application from the Office of Health Care Access and Information.

Dr. Massetti attended Patriot Day at Fuller School on September 11. A Blackhawk helicopter landed in the playing field and students were able to see it up close along with a fire truck, ambulance, and police car. Students in grades K-2 recited poetry. Fuller combined the event with Grandparents Day.

Owner of Steel Structures, Dan Riley, was honored with the Crystal Tower Award at the Madera County Compact. Two articles were published in the Madera Tribune. Mr. Soares, Jr., attended the event and commented that the MadTown Robotics team was the stars of the event. A video of the competition was shown.

Dr. Massetti's "Welcome" article was published in Welcome to Madera!

A copy of the 2022 Annual Report for Camarena Health was provided.

## **4.3 Non-School Sources**

None

## **4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report**

A meeting was held on August 23, 2023, at Rivergold Elementary School. MCSBA members were provided with copies of *The School Board Fieldbook*. The books were discovered in Educational Services during summer inventory. Madera County Board of Education (MCBE) members were provided copies as well.

The guest speakers were from the Department of Health Care Services. They provided information on marijuana, vaping, and cigarettes. Copies of statistical data from the meeting were provided to MCBE members.

Dr. Massetti explained MCSOS is receiving TUPE funds again. The \$70,000 will help to promote anti-vaping and tobacco products.

The next meeting will be held at the end of February or in early March at Matilda Torres High School. Kevin Gordon of Capitol Advisors will be invited to present an update on new legislation and the budget.

## **4.5 Madera County Foundation Board Report**

Ms. Bustos explained there has been no meeting, since the Board of Education last met.

She took a moment to remind the group that September is national suicide prevention month. Ms. Bustos lost her nephew to suicide. She noted that 988 can be dialed on any

cell phone to reach a suicide hotline. Dr. Massetti added, high school students have emergency contact information on the back of their I.D. badges. Mr. Casarez said suicide prevention posters have to be posted where students congregate providing resources for youth.

#### **4.6 Member Report(s)**

None

#### **5.0 Information from the Superintendent and Staff**

Dr. Massetti stated Dennis Lingo was scheduled to present on Artificial Intelligence (AI), however, Mr. Lingo could not be in attendance today and the topic will be rescheduled.

#### **6.0 Old Business**

None

#### **7.0 Closed Session**

None

#### **8.0 New Business**

##### **8.1 Consideration Issuance of Temporary County Certificates**

Mr. Casarez asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from August 1-31, 2023. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews the waiver request, emergency permit, initial and/or renewal credential application packet.

This is likely the longest list of the year, as teachers are being hired for the new school year.

Mr. Bonilla asked for an explanation of a short-term permit. Individuals placed on Provisional Internship Permits (PIP) and Short-term Staff Permits (STSP) must hold a bachelor degree and pass the California Educator Credentialing Examination (CBEST), as well as enroll in a credential program. These teachers are provided mentors.

Mr. Padilla asked if there are still open positions. Ms. Drake said there are two positions: kindergarten and Adaptive Physical Education (APE). Hard to fill positions such as nurses and speech language pathologists have been filled with contracted employees and the positions continue to be advertised.

Alfred Soares, Jr., moved to ratify the TCCs, seconded by Nancy Prospero and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prospero, Soares, Jr.  
Noes: None  
Abstain: None  
Absent: Deniz

## **8.2 Consideration Disposition of Surplus/Obsolete Equipment**

Mrs. Verduzco provided the Board with a list of equipment declared obsolete. Items included: laptops, a printer, and a document camera.

Nancy Prosperi moved to approve the list of surplus/obsolete equipment submitted, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prosperi, Soares, Jr.  
Noes: None  
Abstain: None  
Absent: Deniz

## **8.3 Consideration Annual Update of Handbook for Emergency Care, Infectious Diseases and Specialized Care**

Ms. Drake brought a copy of the binder for the Board to review. She noted the only changes were to contact information.

Mrs. Prosperi asked about one of the nursing assignments. Ms. Drake stated, this nurse serves sites where there are just 1 or 2 classrooms and health aides are on site to do the medical procedures students require. This position oversees health aides and when issues arise, she goes to the site. Students that are more involved are located at Gould Educational Center where a full-time nurse is housed.

Mrs. Prosperi asked if an AED machine is at Gould. Ms. Drake explained AED's are only required on sites that provide intermural sports. Gould does not offer intermural sports. Now that the Madera hospital has closed, and response time may be longer, an AED machine is being considered.

Nancy Prosperi moved to approve the updated made to the Emergency Care, Infectious Diseases, and Specialized Health Care handbook, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prosperi, Soares, Jr.  
Noes: None  
Abstain: None  
Absent: Deniz

## **8.4 Approval of 2022-2023 Budget Revisions**

Budget revisions are being completed for the 2022-2023 books to be closed. The largest adjustments have been savings recognized for supplies and services. The final Unaudited Actual amounts will be brought to the Board at a later meeting.

Mrs. Prosperi noted that a large budget was allocated for books in the CAES division that went unused. Dr. Massetti explained CAES would like to purchase new math textbooks, however, the framework was only recently approved and the curriculum is in the development stage.

Danny Bonilla moved to approve the 2022-2023 Budget Revisions as presented, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prosperi, Soares, Jr.  
Noes: None  
Abstain: None  
Absent: Deniz

### **8.5 Consideration Adoption of Consolidated Application for Submission, Part I**

Ms. Verduzco explained CDE delayed the release of the application, which is usually brought to the Board much earlier in the year. In 2022-2023, MCSOS received approximately \$550,000 in federal entitlements for Title I Part A, Title I Part D, and Title II Part A.

The expenditure report will be brought to the Board for review in the spring under Part II of the Consolidated Application.

President Loveland asked if MCSOS is expecting to receive less funds this year. Ms. Verduzco has heard the funds may be decreased by as much as 50%. She added MCSOS still has approximately \$2 million in ESSER II funds. Dr. Massetti clarified a plan to spend those funds was necessary and will be used to develop a community center at the old Early Childhood Education Center property. The building will be refurbished and additional grant money being brought in through Educational Services will be used to provide services out of that building.

Mr. Bonilla asked who sits on the DELAC Advisory Committee. The response was that parents and community members serve on that committee.

Zimri Padilla moved to approve the submission of the application for funds and receipt of funds through the Consolidated Application for 2023-2024, seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prosperi, Soares, Jr.  
Noes: None  
Abstain: None  
Absent: Deniz

President Loveland opened the public hearing to discuss the General Waiver being submitted by MCSOS to the California State Board of Education to waive 20 days of participation for Extended School Year at 4:20 p.m.

There were no public comments.

President Loveland closed the public hearing at 4:21 p.m.



## **8.6 Consideration of the Waiver to Change the Schedule for Extended School Year**

Ms. Drake explained Extended School Year (ESY) requires 20 half days of instruction for special education. MCSOS recommends ESY be held for 15 full days instead. Instructional minutes will remain the same.

The waiver was brought to the Board earlier than usual because CDE is taking longer to approve them. Last year, the waiver was submitted in October, but was not approved until March.

Alfred Soares, Jr., moved to approve the submission of the waiver to the State Board of Education to change the schedule for Extended School Year for 2023-2024, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prosperi, Soares, Jr.  
Noes: None  
Abstain: None  
Absent: Deniz

## **9.0 Other**

None

## **10.0 Adjournment**

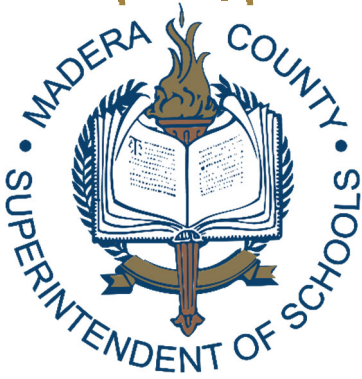
Cathie Bustos moved to adjourn the meeting, seconded by Nancy Prosperi and carried by unanimous vote.

Ayes: Bonilla, Bustos, Loveland, Padilla, Prosperi, Soares, Jr.  
Noes: None  
Abstain: None  
Absent: Deniz

The meeting adjourned at 4:24 p.m.

Respectfully submitted,

Cecilia A. Massetti, Ed.D.  
Executive Secretary



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 5.1**

### **Board of Education Informational Item October 10, 2023**

**Topic:**

Quarterly Report on Williams Uniform Complaints

**Background:**

According to Education Code 35186, Madera County Superintendent of Schools (MCSOS) is required to report on a quarterly basis the total number of complaints filed with the MCSOS related to MCSOS programs. During the past quarter, no complaints were received.

**Financial Impact:**

None

**Resource:**

Jessica Drake  
Executive Director  
Student Programs and Services

# Quarterly Report on Williams Uniform Complaints

[Education Code § 35186(d)]

District: Madera County Superintendent of Schools

Person completing this form: Jessica Drake Title: Executive Director, Student Programs & Services

Quarterly Report Submission Date: October 2023

Date for information to be reported publicly at Governing Board meeting: October 10, 2023

No complaints were filed with any school in the district during the quarter indicated above.

The following chart summarizes the nature and resolution of these complaints.

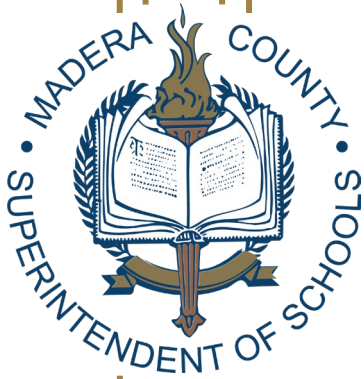
<b>General Subject Area</b>	<b>Total # of Complaints</b>	<b># Resolved</b>	<b># Unresolved</b>
<b>Textbooks and Instructional Materials</b>	0	0	0
<b>Teacher Vacancy or Misassignment</b>	0	0	0
<b>Facilities Conditions</b>	0	0	0
<b>TOTALS</b>	0	0	0

Cecilia A. Massetti, Ed.D.

Print Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date



Cecilia A. Massetti, Ed.D.  
*Superintendent of Schools*

## Agenda Item 5.2

### Board of Education Informational Item October 10, 2023

**Topic:**

County-Wide Revenues by District

**Background:**

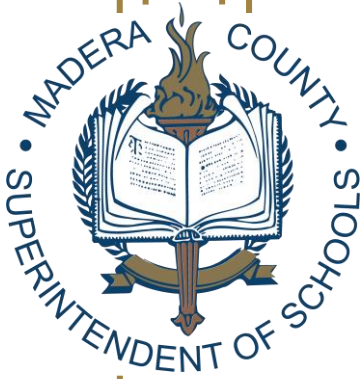
We have completed the first quarter of the Fiscal Year. The graphs that will be presented at the board meeting are a snapshot of each district's revenues through 9/30/23 compared to their overall budget.

**Financial Impact:**

None

**Resource:**

Marisol Verduzco  
Chief Officer  
Business and Administrative Services



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.1**

### **Board of Education Action Item October 10th, 2023**

**Topic:**

Consideration Issuance of Temporary County Certificates.

**Background:**

Attached is a listing of the Temporary County Certificates (TCC) issued from September 1, 2023. TCC's are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Dr. Cecilia A. Massetti, Madera County Superintendent of Schools or an assigned designee, approved and signed each certificate. The Board is now requested to ratify this action.

**Financial Impact:**

None

**Resource:**

Joe Casarez  
Chief Human Resources Officer  
Human Resources

**Recommendation:**

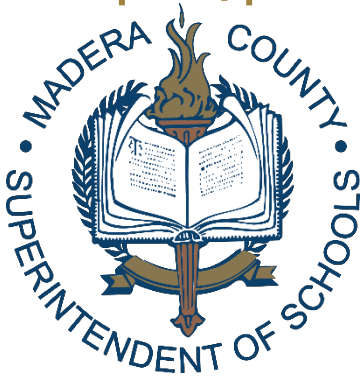
It is recommended the Board ratify the issuance of Temporary County Certificates from September 1-29, 2023.

# MADERA COUNTY SUPERINTENDENT of SCHOOLS

## TEMPORARY COUNTY CERTIFICATES Issued 09/01/2023-09/29/2023

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Cervantes	Mirna	Single Subject Teaching Credential	09/01/2023-10/01/2024	Madera USD	9/29/2023	New
Cisneros	Jose Luis	TPSL- Single Subject	09/12/2023-10/01/2024	Madera USD	9/29/2023	New
Corippo	Mia	EM-30 Day Substitute Teacher CTE Permit	08/01/2023-09/01/2024	Madera USD	9/29/2023	New
Cree Bulmer	Summer	Provisional Internship Permit	08/01/2023-09/01/2024	Bass Lake SD	9/29/2023	New
Forshee	Kristi	Administrative Services Credential	10/01/2023-11/01/2024	Golden Valley USD	9/29/2023	Renewal
Garcia	Diana	Short Term Staff Permit	09/01/2023-10/01/2024	Madera USD	9/29/2023	New
Garcia	Rossy	Short Term Staff Permit	08/12/2023-09/01/2024	Madera USD	9/29/2023	New
Gutierrez Pelayo	Stephanie	Intern Credential Extension	08/01/2023-09/01/2024	Madera USD	9/29/2023	Renewal
Hall	Carissa	Prospective Sub Teaching Permit	08/01/2023-09/01/2024	Madera USD	9/29/2023	Renewal
Kaur	Shminder	Emergency CLAD	09/01/2023-10/01/2024	Madera USD	9/29/2023	Renewal
Marcelino-Valenti	Brandon	EM-30 Day Substitute Teacher Permit	09/01/2023-10/01/2024	Chowchilla Union HSD	9/29/2023	Renewal
Martinez	Ervin	Short Term Staff Permit	09/01/2023-10/01/2024	Madera USD	9/29/2023	New
Matthews	Brandon	Short Term Staff Permit	09/01/2023-10/01/2024	Yosemite USD	9/29/2023	New
Mendez Martinez	Mariela	Provisional Internship Permit	09/01/2023-10/01/2024	MCSOS	9/29/2023	New
Moerdyln	Tiber	Prospective Sub Teaching Permit	09/01/2023-10/01/2024	County-Wide Substitute Teacher List	9/29/2023	New

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Petrie	Brandon	Short Term Staff Permit	08/01/2023-09/01/2024	Chawanakee USD	9/29/2023	New
Plascencia	Adrian	Intern Credential Extension	09/01/2023-10/01/2024	Madera USD	9/29/2023	Renewal
Potter	Valerie	Multiple Subject Teaching Credential	09/01/2023-10/01/2024	Madera USD	9/29/2023	Renewal
Pulliam	Shannon	Single Subject Teaching Credential	08/01/2023-09/01/2024	Chawanakee USD	9/29/2023	Renewal
Ramirez	Jesus Jose	Single Subject Teaching Credential	09/01/2023-10/01/2024	Madera USD	9/29/2023	Renewal
Ramos	Samantha	Short Term Staff Permit	09/01/2023-10/01/2024	Madera USD	9/29/2023	New
Seely	Sarah	Short Term Staff Permit	09/01/2023-10/01/2024	Madera USD	9/29/2023	New
Taslim	Dylan	Short Term Staff Permit	09/01/2023-10/01/2024	Madera USD	9/29/2023	New



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.2**

### **Board of Education Action Item October 10, 2023**

**Topic:**

Consideration Disposition of Surplus/Obsolete Equipment.

**Background:**

MCSOS staff members have completed a review of other equipment not in use and have determined that these items cannot be used in alternative placements. The equipment is shown on the attached list. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded.

**Financial Impact:**

None

**Resource:**

Marisol Verduzco  
Chief Officer  
Business & Administrative Services

**Recommendation:**

It is recommended the Board approve the attached list of equipment to be declared obsolete and removed from inventory.



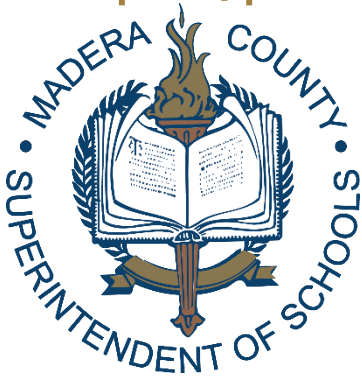
**Obsolete Items List - For October 2023 Board**

**Computers**

<u>Description</u>	<u>Make</u>	<u>Model</u>	<u>S/N</u>	<u>Asset Tag</u>	<u>Obsolete</u>	<u>Non-operational</u>
AIO	Dell	Dell Optiplex 9010 AIO	BX5ZBX1	24457	X	X

**Other Items**

<u>Description</u>	<u>Make</u>	<u>Model</u>	<u>S/N</u>	<u>Asset Tag</u>	<u>Obsolete</u>	<u>Non-operational</u>
Monitor	Dell	E197FPb	CN-0WH320-46633-75R-1HJU	22535A	X	X



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.3**

### **Board of Education Action Item October 10, 2023**

**Topic:**

Consideration Educational Resources and Services Instructional materials Recommendations

**Background:**

The attached list of items includes materials that have been reviewed by the Madera County Superintendent of Schools' Manager of Library Media Services. The materials meet or exceed state standards.

**Financial Impact:**

Budgeted as regular expenditures and Literacy Grant.

**Resource:**

Tricia Protzman  
Deputy Superintendent  
Educational & Administrative Services

Susan Pennell  
Manager, Library Media Services  
Educational Services

**Recommendation:**

It is recommended that the Madera County Board of Education accepts the selections of Educational Resources and Services and approves the attached list of materials for inclusion in the County collection.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022




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**1 Action [Book] how movies began / 791.4309 MCC**

Motion pictures--History.

New York ::Simon & Schuster Books for Young Readers 2022 1 volume (unpaged) : illustrations (some color) ; 22 x 31 cm.

Primary (P-3)

**Summary Notes**

Meghan McCarthy tells the story of the history of movies and the creators who made them. In fascinating detail, she shows how early photography capturing motion became silent films, which led to the first color films.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

**2 Ahmed Aziz's epic year [Book Club] FIC HAM**

Middle schools--Fiction.; Schools--Fiction.; Books and reading--Fiction.; Muslims--Fiction.; East Indian Americans--Fiction.

New York, NY ::Quill Tree Books, an imprint of HarperCollins Publishers 2021 310 pages ; 22 cm.

Middle School (7-8)

**Summary Notes**

Ahmed Aziz is having an epic year—epically bad.

After his dad gets sick, the family moves from Hawaii to Minnesota for his dad's treatment. Even though his dad grew up there, Ahmed can't imagine a worse place to live. He's one of the only brown kids in his school. And as a proud slacker, Ahmed doesn't want to deal with expectations from his new teachers.

Ahmed surprises himself by actually reading the assigned books for his English class: Holes, Bridge to Terabithia, and From the Mixed-Up Files of Mrs. Basil E. Frankweiler. Shockingly, he doesn't hate them. Ahmed also starts learning about his uncle, who died before Ahmed was born.

Getting bits and pieces of his family's history might be the one upside of the move, even as his dad's health hangs in the balance and the school bully refuses to leave him alone. Will Ahmed ever warm to Minnesota?

**3 Ali Cross [Book Club] FIC PAT**

Patterson, James, 1947-. Ali Cross--1.; Missing persons--Investigation--Fiction.; Child detectives--Fiction.; Middle school students--Fiction.; Missing persons--Fiction.; Mystery and detective stories.; Washington (D.C.)--Fiction.; Detective and mystery fiction.; Mystery fiction.

New York ::Jimmy Patterson Books / Little, Brown and Company 2019 312 pages ; 21 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Ali Cross is determined to follow in the footsteps of his father, former detective and FBI agent Alex Cross. When Ali's best friend Gabe goes missing, Ali knows that with every passing day, the less likely Gabe will be found. This is Ali's very first case. If he inherited any of his dad's detective skills, it's time for them to kick in.

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**4 Alice Nizzy Nazzy [Book] 398.2 JOH**

Baba Yaga, (Legendary character)--Legends.; Fairy tales.; Folklore--Russia.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2022

Primary (P-3), Intermediate (4-6)

**Summary Notes**

When Manuela's sheep are stolen, she has to go to Alice Nizzy Nazzy's talking road-runner-footed adobe house and try to get the witch to give the flock back, in a Southwestern version of the Baba Yaga story.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development. Originally published by Putnam's in 1995 under title: Alice Nizzy Nazzy, the Witch of Santa Fe.

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**5 Alice's adventures in Wonderland [Book] FIC CAR**

Fantasy fiction.; Alice (Fictional character : Carroll)--Fiction.

New York ::Aladdin 2023

Intermediate (4-6), Middle School (7-8), High Scho

**Summary Notes**

Lewis Carroll's classic tale of Alice's trip down a rabbit hole and into the curious world of Wonderland.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

6 **All by himself [Book] FIC ARN**

Blocks--Fiction.; Cooperation--Fiction.; Building--Fiction.; Toys--Fiction.

New York ::Beach Lane Books 2022 1 volume (unpaged): : color illustrations ; 29 cm.

Primary (P-3)

**Summary Notes**

Illustrates that we are all connected and that no one goes through life--or builds anything--all by themselves.

A child spends the day building a castle with wooden blocks all by himself. But was it really only his work that made his masterpiece possible?

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

7 **Almost there and almost not [Book Club] FIC URB**

Great aunts--Fiction.; Ghosts--Fiction.; Etiquette--Fiction.; Letter writing--Fiction.; Dogs--Fiction.

New York ::Atheneum Books for Young Readers 2021 Intermediate (4-6), Middle School (7-8)

**Summary Notes**

When her father goes away, eleven-year-old California "Callie" Poppy winds up with her eccentric Great-Aunt Monica and their ancestor, the once-famous etiquette expert Eleanor Fontaine, now a hypersensitive ghost.

California Poppy has been dropped off, yet again, with an unsuspecting relative. This time it's her eccentric Great-Aunt Monica, a woman she's never even met. Aunt Monica has no idea what to do with an eleven-year-old, so she puts California to work researching their ancestor, the once-famous etiquette expert Eleanor Fontaine.

California soon discovers that Great-Great-Great Aunt Eleanor is...not exactly alive and well, but a ghost—and a super sensitive one at that. The grand dame bursts into clouds of dust whenever she loses her composure, which happens quite often. Still, an unexpected four-legged friend and some old-fashioned letter writing make this decidedly strange situation one that California can handle.

Just as California's starting to feel like she's found a place for herself, life turns upside-down yet again. Thankfully, this time she has some friends almost by her side...

8 **Amari and the great game [Book Club] FIC ALS**

Siblings--Fiction.; Magic--Fiction.; Blessing and cursing--Fiction.; Magic--Competitions--Fiction.; Good and evil--Fiction.; African Americans--Fiction.; African Americans.

New York, NY ::Balzer + Bray, an imprint of HarperCollins Publishers 2022 423 pages : illustrations ; 22 cm.

Middle School (7-8)

**Summary Notes**

After finding her brother and saving the entire supernatural world, Amari Peters is convinced her first full summer as a Junior Agent will be a breeze. But between the fearsome new Head Minister's strict anti-magician agenda, fierce Junior Agent rivalries, and her brother Quinton's curse steadily worsening, Amari's plate is full. So when the secretive League of Magicians offers her a chance to stand up for magiciankind as its new leader, she declines. She's got enough to worry about. But her refusal allows someone else to step forward, a magician with dangerous plans for the League. This challenge sparks the start of the Great Game, a competition to decide who will become the Night Brothers' successor and determine the future of magiciankind. The Great Game is both mysterious and deadly, but among the winner's magical rewards is Quinton's last hope - so how can Amari refuse?

**General Notes**

Series statement from publisher's webpage.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- |    |  |    |   |
|----|--|----|---|
| 9  | <p><b>American annals of the deaf, fall 2022 [Periodical] AME</b></p> <p>Deaf--United States--Education--Directories.; Deaf children--Education.<br/>Washington, D.C. ::Conference of Educational Administrators Serving the Deaf, : Conference of Educational Administrators Serving the Deaf 2022 28 cm.</p> <p>Professional</p> <p><b>Summary Notes</b></p> <p>A professional journal dedicated to quality in education and in related services for children and adults who are deaf and hard of hearing.</p> <p><b>Content Notes</b></p> <p>Included in this issue:</p> <p>*Articles:</p> <p>Decision-Making Processes of Caregivers Choosing and Educational Setting for Children Who are Deaf or Hard of Hearing;</p> <p>Effects of messaging and communication strategy training on interaction in teams with deaf and hearing college students;</p> <p>How do teachers of deaf pre-readers communicating in American Sign Language select storybooks for read alouds?;</p> <p>Universal design for learning in deaf education: a scoping review;</p> <p>Physical and psychological maltreatment of deaf and hard of hearing children;</p> <p>Assessing deaf and hard of hearing teachers' knowledge of teaching reading skills: mixed methods study.</p> <p>*Book Review: Confronting genetic research and genetic counseling in historical deaf research, Margo C. Appenzeller and Stephanie J. Gardeiner-Walsh.</p> <p>*The 175th anniversary of the American Annals of the Deaf: Part II - 1961 to the Present.</p> | 11 | <p><b>American annals of the deaf, spring 2022 [Periodical] AME</b></p> <p>Deaf--United States--Education--Directories.; Deaf children--Education.<br/>Washington, D.C. ::Conference of Educational Administrators Serving the Deaf, : Conference of Educational Administrators Serving the Deaf 2022 28 cm.</p> <p>Professional</p> <p><b>Summary Notes</b></p> <p>A professional journal dedicated to quality in education and in related services for children and adults who are deaf and hard of hearing.</p> <p><b>Content Notes</b></p> <p>Included in this issue:</p> <p>Editorial - The 175th Anniversary of the American Annals of the Deaf. Part 1 - 1847 through 1900.</p> <p>Articles -</p> <p>*The National College for mutes;</p> <p>*The Mute's Lament;</p> <p>*Course of Instruction (3);</p> <p>*An Important Distinction: Methodical Signs;</p> <p>*The "Experiment" Explained;</p> <p>*The Experiment Explained: Importance of Preceding Examples;</p> <p>*The Necessity of Methodical Signs Considered: Future Experiments;</p> <p>*The Natural Method of Teaching Language;</p> <p>*Methods of Deaf-Mute Instruction - III;</p> <p>*The Language Sense.</p>   |
| 10 | <p><b>American annals of the deaf reference issue, 2022 [Periodical] AME</b></p> <p>Deaf--United States--Education--Directories.; Deaf--United States--Services for--Directories.<br/>Washington, D.C. ::Conference of Educational Administrators Serving the Deaf, : Conference of Educational Administrators Serving the Deaf 2022 28 cm.</p> <p>Professional</p> <p><b>Summary Notes</b></p> <p>A professional journal dedicated to quality in education and in related services for children and adults who are deaf and hard of hearing.</p> <p><b>Content Notes</b></p> <p>Included in this issue:</p> <p>Selected Topic of Interest;</p> <p>Educational Programs for Deaf Students;</p> <p>University and College programs for Personnel in Deafness;</p> <p>Programs for Deaf/Blind Youth and Adults;</p> <p>Advocacy, Support, and Rehabilitation Programs;</p> <p>Research on Deafness.</p>  | 12 | <p><b>American annals of the deaf, summer 2022 [Periodical] AME</b></p> <p>Deaf--United States--Education--Directories.; Deaf children--Education.<br/>Washington, D.C. ::Conference of Educational Administrators Serving the Deaf, : Conference of Educational Administrators Serving the Deaf 2022 28 cm.</p> <p>Professional</p> <p><b>Summary Notes</b></p> <p>A professional journal dedicated to quality in education and in related services for children and adults who are deaf and hard of hearing.</p> <p><b>Content Notes</b></p> <p>Included in this issue:</p> <p>*Editorial:</p> <p>*Developmental Characteristics of Working Memory in Hard of Hearing Children.</p> <p>*Perceptual Restoration in Speechreading by Adults with Profound Hearing Loss.</p> <p>*Eye Movements of Deaf Students in Expository Versus Narrative Texts.</p> <p>*The Role of Social Capital in the Transition to Postsecondary Education of Students Who are Deaf or Hard of Hearing.</p> <p>*Visual-Motor Integration in Language Learning Among Deaf and Hard of Hearing Children.</p> <p>*Book Review: Was Alexander Graham Bell Anti-Deaf?</p> <p>*The 175th Anniversary of the American Annals of the Deaf: Part II - 1901 through 1960.</p> |

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 13      **Angelina on Stage [Book] FIC HOL**  
 Dance--Fiction.; Mice--Fiction.; Friendship--Fiction.; Jealousy--Fiction.; Performing arts--Fiction.  
 New York, USA ::Little Simon 2022 32 pages : illustrations (color) ; 22 cm.  
 Primary (P-3)  
**Summary Notes**  
 Angelina Ballerina has a part as a fairy in a grown-up ballet performance, and so does her cousin Henry. They are both so excited, but Angelina's excitement turns to jealousy during rehearsals when Henry becomes the favorite of the cast. Will Angelina and Henry still be friends after the curtain comes down?
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 14      **Animal antics [Book] A to Z / 411 LOB**  
 Animals--Fiction.; English language--Alphabet; Alphabet books; Alphabet.  
 New York ::Simon & Schuster Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 30 cm.  
 Primary (P-3)  
**Summary Notes**  
 Meet a remarkable group of energetic animals as they stretch and stand and reach to form all 26 letters of the alphabet themselves. From adoring alligators to zany zebras, the animals in this book are sure to keep you amused with their antics. And look at the acrobats! For they are a talented group indeed. Using only their bodies, these limber contortionists are merrily forming all twenty-six letters of the alphabet.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 15      **Animals in danger [Big Book] 591.529 BER**  
 Endangered species.; Wildlife conservation.; Rare animals.; Big books.  
 New York ::Newbridge Communications 1993 16 p. : col. ill., col. map ; 50 cm. + teacher's guide.  
 Primary (P-3)  
**Summary Notes**  
 Discusses the problems faced by endangered animals and the work of conservation groups to protect them.
- General Notes**  
 Includes index.
- 
- 16      **Annette feels free [Book] the true story of Annette Kellerman, world-class swimmer, fashion pioneer, and real-life mermaid / 797.2 MAZ**  
 Kellerman, Annette, 1886-1975.; Women swimmers--Australia--Biography.; Swimmers--Australia--Biography.; Athletes with disabilities--Australia--Biography.  
 New York ::Beach Lane Books 2022  
 Primary (P-3)  
**Summary Notes**  
 Meet "The Original Mermaid," Annette Kellerman. All her life, Annette wanted one thing: to feel free. As a girl she found freedom in the water, where she could swim without the leg braces she needed on land. As she grew up, Annette swam in Australia and England and America and beyond, performing synchronized swimming - which she invented. Also competing in swim races and diving exhibitions. But always she was bogged down by her heavy swim clothes. Clothes that only women had to wear, not men. So Annette designed her own swim costume. And then, she fought for the right to wear it - and for the right for all women to feel free.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 17      **The aquanaut [Book Club] a graphic novel / 741.5 SAN**  
 Orphans--Fiction.; Marine animals--Fiction.; Marine animals--Conservation--Fiction.; Endangered species--Conservation--Fiction.; Amusement parks--Fiction.; Girls--Fiction.; Cartoons and comics.; Humorous comics.; Fantasy comics.; Graphic novels.  
 New York, NY ::Graphix, an imprint of Scholastic 2022 241 pages : illustrations (chiefly color) ; 23 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Ever since her father was lost at sea, Sophia has been moping around Aqualand, a marine theme park. But Sophia's world is turned upside-down when an aquanaut breaks into the park's research lab. To her amazement, Sophia discovers that the aquanaut is not what it seems: inside lives a band of goofy sea creatures! And when they all realize that Aqualand is more sinister than advertised, Sophia is determined to help the aquanaut crew free the park's captive marine life before it's too late"--Provided by publisher.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022


**18 The Arnold Lobel book of Mother Goose [Book] 398.8 MOT**

Nursery rhymes.; Children's poetry.

New York ::A Paula Wiseman Book, Simon & Schuster Books For Young Readers 2022 pages cm.

Primary (P-3)

**Summary Notes**

An illustrated collection of 306 Mother Goose nursery rhymes, including well-known ones such as "Bah, Bah, Black Sheep" and "Little Boy Blue" and less familiar ones such as "Doctor Foster went to Gloucester" and "When clouds appear like rocks and towers."

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

**19 The art of insanity [Book Club] FIC WEB**

Manic-depressive persons--Fiction.; Truthfulness and falsehood--Fiction.; High school seniors--Fiction.; Artists--Fiction.; Mental illness--Fiction.; Friendship--Fiction.; Honesty--Fiction.; High schools--Fiction.; School fiction.; Social problem fiction.

Atlanta, Georgia ::Peachtree Teen 2022 343 pages ; 21 cm.

High School (9-12)

**Summary Notes**

Putting up a front and hiding her mental illness from her classmates is going to be the hardest thing high schooler Natalie Cordova has ever done. It's her senior year, and she's just been selected to present her artwork at a prestigious show. With the stress of performing on her shoulders, it doesn't help when Natalie notices a boy who makes her heart leap. And then there's fellow student Ella, who confronts Natalie about her summer car 'accident' and pressures her into caring for the world's ugliest dog. Now Natalie finds herself juggling all kinds of feelings and responsibilities.

**General Notes**

Includes list of crisis and mental health resources.

**20 Awesome Asian Americans [Book Club] 20 stars who made America amazing / 920 AMA**

Asian Americans--Biography.; Celebrities--United States--Biography.

San Francisco, CA ::Immedium, Inc. 2020 vi, 122 pages : color illustrations ; 25 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

This is an illustrated children's anthology of noteworthy Asian Americans: 20 groundbreaking men and women from diverse backgrounds and vocations.

**Content Notes**

Tyrus Wong/Artist -- Sono Osato/Dancer -- Dr. Sammy Lee/Diver and doctor -- Yuri Kochiyama/Activist -- Daniel K. Inouye/Soldier and statesman -- Victoria Manalo Draves/Diver -- Bruce Lee/Martial artist and actor -- Dr. Flossie Wong-Staal/Biologist and virologist -- Dr. Steve Chu/ Physicist and teacher -- Shahid Khan/Engineer and CEO -- Helen Zia/Author and activist -- Dolly Gee/Federal judge -- Dr. Jane Luu/Astronomer -- Satya Nadella/Technologist and CEO -- Lea Salonga/Singer -- Dwayne "the Rock" Johnson/Wrestler and actor -- David Chang/Chef and restaurateur -- Mindy Kaling/Writer, actress, and producer -- Chrissy Tiegen/Model and entrepreneur -- Jeremy Lin/Basketball player -- Books by our awesome Asian Americans.

**21 Azar on fire [Book Club] FIC ABT**

Bands (Music)--Fiction.; Contests--Fiction.; High schools--Fiction.; Schools--Fiction.; Iranian Americans--Fiction.

New York ::Nancy Paulsen Books 2022 327 pages ; 22 cm.

High School (9-12)

**Summary Notes**

Azar Rossi, fourteen, has spent her first year in her new high school as silently as she can -- having suffered severe colic as a baby, her vocal cords are fried, and when she does choose to speak she sounds like a lifelong smoker. One night, though, an impromptu drum session in the school's supply closet leads to disaster, and Azar is given the option of paying for all the damage, or forming a school band to play in the local Battle of the Bands contest. Knowing she can't sing the songs she has written herself, Azar begins to think she might just be able to pull it off if the hot lacrosse player Ebenezer Lloyd Hollins the Fifth -- Eben -- joins her band and sings as she plays.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 22      **Babajoon's treasure** [Book] FIC ESN  
 Grandfathers--Fiction.; Grandparent and child--Fiction.; Iranian Americans--Fiction.; Picture Books.  
 New York ::Simon & Schuster Books for Young Readers 2023  
 Primary (P-3)  
**Summary Notes**  
 While spending time with her Babajoon and Mamanjoon, Miriam begins to notice details about her Babajoon that make her think he could be a pirate, which leads him to share memories with her about his childhood in Iran.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 23      **Baby Badger** [Book] FIC SHA  
 Shaw, Hannah René, 1987-, 1987-; Kittens--Fiction.; Cat rescue--Fiction.; Animals--Infancy--Fiction.; Foster care of animals--Fiction.; Cats--Fiction.; Novels.  
 New York ::Aladdin 2023 163 pages : illustrations ; 20 cm.  
 Primary (P-3)  
**Summary Notes**  
 Saved from a snowstorm, Baby Badger, a newborn kitten with no mom, is taken to Fosterland where he meets lots of new animals including a Mama cat and her kittens.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 24      **A backyard pet** [Book] FIC CRO  
 Siblings--Fiction.; Chickens--Fiction.; Pets--Fiction.; Dwellings--Fiction.; Play--Fiction.; Brothers and sisters--Fiction.; Friendship--Fiction.  
 New York ::Simon Spotlight 2022 1 volume (unpaged) : color illustrations ; 24 cm.  
 Primary (P-3)  
**Summary Notes**  
 Sugar sees all her siblings have different pets in the backyard. She wants to join in the fun and find a backyard pet, too.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 25      **Ballad & dagger** [Book Club] FIC OLD  
 Magic--Fiction.; Ability--Fiction.; Cuban Americans--Fiction.; Jews--United States--Fiction.; Fantasy.; Brooklyn (New York, N.Y.)--Fiction.; Fantasy fiction.  
 Los Angeles ::Disney/Hyperion 2022 372 pages.  
 Middle School (7-8), High School (9-12)  
**Summary Notes**  
 When sixteen-year-olds Mateo and Chela discover each other and their powers during a political battle between neighborhood factions, they set aside their differences to unravel the mystery behind their sunken homeland and to stop a dangerous political operative who is trying to harness their gifts to unleash terror on the world.
- General Notes**  
 "Rick Riordan presents."
- 
- 26      **Barefoot dreams of Petra Luna** [Book Club] FIC DOB  
 Families--Mexico--Fiction.; Children and war--Fiction.; Mexico--History--Revolution, 1910-1920--Fiction.; Mexican-American Border Region--Fiction.  
 Naperville, Illinois ::Sourcebooks Young Readers, an imprint of Sourcebooks Kids 2022 273 pages ; 21 cm.  
 Middle School (7-8)  
**Summary Notes**  
 A dangerous journey. A distant dream. Based on a true story. It is 1913, and twelve-year-old Petra Luna's mama has died while the Revolution rages in Mexico. Before her papa is dragged away by soldiers, Petra vows to him that she will take care of her abuelita, her little sister, Amelia, and her baby brother, Luisito, until they can be reunited. They flee north as their town burns, searching for safe harbor in a world that offers none. Each night, though, Petra still holds her dreams close, especially her desire to learn to read. Abuelita calls these barefoot dreams -- not meant to go far. But Petra refuses to listen. Through battlefields and deserts, hunger and fear, Petra will stop at nothing to keep her family safe and lead them to a better life across the U.S. border -- a life where her barefoot dreams could finally become reality.
- 
- 27      **Barnyard dance** [Board Book] FIC BOY  
 Domestic animals--Fiction.; Dance--Fiction.; Square dancing--Fiction.; Farmyards--Fiction.; Board books.; Animal fiction.; Picture books.; Stories in rhyme.; Children's stories--Pictorial works.  
 New York ::Boynton Bookworks 2022 1 volume (unpaged) : color illustrations ; 16 cm.  
 Primary (P-3)  
**Summary Notes**  
 Stomp your feet. Clap your hands. Everybody ready for a Barnyard dance?
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 28      **Be real, Macy Weaver**    [Book Club]    FIC WIL  
 Female friendship--Fiction.; Best friends--Fiction.; African American girls--Fiction.; African American families--Fiction.; Novels  
 New York ::Viking 2022 377 pages ; 22 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Eleven-year-old Macy Weaver knows relationships are complicated. Fresh off her latest friendship breakup, she's spent most of her summer break on her own. So when Macy's mother decides to go back to college three states away, Macy jumps on the chance to move -- anything for a fresh start. But Macy's new home isn't exactly what she expected. Her mother's never around and her dad's always working. Lonelier than ever, Macy sets her sights on finding a new best friend. When she meets Brynn, who's smart and kind and already seems to have her whole life figured out -- down to her future as a high fashion model -- Macy knows she's it. The only problem is that Brynn already has a BFF and, as everyone knows, you can only have one. Resorting to old habits, Macy turns one small lie into a whole new life -- full of fantastic fashion and haute couture -- but it isn't long before everything really falls apart. Ultimately, Macy must determine how to make things right and be true to herself -- rather than chasing after the person she thinks she's supposed to be.
- 
- 29      **Bear can't sleep**    [Board Book]    FIC WIL  
 Bedtime--Fiction.; Bears--Fiction.; Friendship--Fiction.; Animals--Fiction.; Stories in rhyme.; Board books.  
 New York ::Little Simon 2022 1 volume (unpaged) : color illustrations ; 14 x 16 cm.  
 Primary (P-3)  
**Summary Notes**  
 Though it is winter in the forest, Bear can't sleep and his many animal friends are filled with suggestions to help him get to bed, from hot tea to lullabies.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 30      **Becoming Blue**    [Book]    FIC TAR  
 Color--Fiction.; Individuality--Fiction.; Self-realization--Fiction.  
 New York ::Beach Lane Books 2022 1 volume (unpaged) : illustrations (chiefly color) ; 27 cm.  
 Primary (P-3)  
**Summary Notes**  
 Blue thinks being Red must be exciting since Red gets to fight fires and tell cars to stop, but when Blue tries being Red for the day he realizes the best thing to be is yourself.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 31      **Been there, done that**    [Book Club]    FIC BEE  
 Short stories.; Fiction--Technique.; Authorship.; Short stories.  
 New York, New York ::Grosset & Dunlap 2016 279 pages : illustrations ; 23 cm.  
**Summary Notes**  
 Collects a wide range of true short stories from authors about events in their lives that have inspired some of their best fiction content.
- 
- 32      **Beginning**    [Book]    FIC THO  
 Life cycles (Biology)--Fiction.; Fathers and sons--Fiction.; Picture books.  
 New York ::Simon & Schuster Books for Young Readers 2022  
 Primary (P-3)  
**Summary Notes**  
 From a seed to a plant, an egg to a chick, or a caterpillar to a butterfly, a child and father share the cycles in nature and come to see that as each journey ends a new adventure begins.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 33      **Belly button book**    [Board Book]    FIC BOY  
 Hippopotamus--Fiction.; Navel--Fiction.; Humorous fiction.; Stories in rhyme.; Picture books.; Board books.  
 New York City ::Boynnton Bookworks, an imprint of Simon & Schuster Children's Publishing Division 2023 1 volume (unpaged) : color illustrations ; 16 cm.  
 Primary (P-3)  
**Summary Notes**  
 Hippopotamuses celebrate their belly buttons.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 34      **The benefits of being an octopus**    [Book Club]    FIC BRA  
 Family crises--Fiction.; Siblings--Fiction.; Debates and debating--Fiction.; Middle schools--Fiction.; Social classes--Fiction.; Family problems--Fiction.; School fiction.; Young adult fiction.; Young adult works.  
 New York ::Sky Pony Press 2021 257 pages, 41 unnumbered pages ; 21 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Seventh-grader Zoey Albro focuses on caring for three younger siblings and avoiding rich classmates at school until her fascination with octopuses gets her on the debate team and she begins to speak out.
-

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

35 **Bent heavens [Book Club] FIC KRA**

Extraterrestrial beings--Fiction.; Torture--Fiction.; Conspiracies--Fiction.; High schools--Fiction.; Schools--Fiction.

New York ::Henry Holt and Company 2020 291 pages ; 21 cm.

High School (9-12)

**Summary Notes**

Fifteen-year-old Liv Fleming's father went missing shortly after he reported being abducted by aliens. For two years Liv and her long-time friend Doug set traps for the aliens until the now seventeen-year-old Liv has had enough. On the day she goes out to destroy the traps she finds a creature that can only be an alien -- which proves her father was telling the truth. She is then faced with a choice -- turn over the alien to the government, or use it to find her father. She and Doug then go to extremes to interrogate the alien, with Liv questioning how far she's willing to let her humanity slip to get answers.

36 **Berliners [Book Club] FIC STA**

Berlin Wall, Berlin, Germany, 1961-1989--Fiction.; Twins--Fiction.; Brothers--Fiction.; Young adult fiction.; Berlin (Germany)--History--1945-1990--Fiction.; Historical fiction.; History.

New York ::Alfred A. Knopf 2022 ix, 431 pages : illustrations ; 24 cm.

High School (9-12)

**Summary Notes**

At the end of World War II, fifteen-year-old twins Rudi and Peter Möser-Fleischmann live in Berlin, Germany with their parents. Quiet Rudi believes in the promises of communism and dreams of pursuing a career as a professional photographer. Rudi lives in the shadow of his brother Peter, a handsome actor, who, though the leader of their youth communist group, quietly questions their ideology. With their parents' marriage crumbling, the boys compete for affections and praise while trying to navigate their dreams amidst the country's politics. When their parents suddenly divorce and the Berlin wall is erected overnight, the boys find themselves on opposite sides of the wall and with ideological differences that may separate them for good.

37 **Best brother ever [Book] FIC TRA**

Mice--Fiction.; Rats--Fiction.; Rodents--Fiction.; Cousins--Fiction.; Picture books.

New York ::Simon Spotlight 2022 64 pages : color illustrations ; 24 cm.

Primary (P-3)

**Summary Notes**

Figgy says Boone is the best brother ever but Boone explains he is a rat and Figgy is a mouse and everyone in Parsley's family album are cousin rodents.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

38 **Best friends [Book Club] 741.5 HAL**

Hale, Shannon--Childhood and youth--Cartoons and comics.; Friendship in children--Comic books, strips, etc.; Schools--Comic books, strips, etc.; Best friends--Cartoons and comics.; Friendship--Cartoons and comics.; Popularity--Cartoons and comics.; Schools--Cartoons and comics.; Cartoons and comics.

New York ::First Second 2019 239 pages : color illustrations ; 21 cm.

Middle School (7-8)

**Summary Notes**

Now in sixth grade, Shannon is in the popular, yet fairly mean, social group led by her best friend, Jen. But as she struggles to fit in, denying the things she really likes for the sake of social standings, Shannon grows frustrated at the constantly changing rules of being popular. All the while, she tries to navigate her own anxiety and obsessive-compulsive tendencies.

39 **Between shades of gray [Book Club] FIC SEP**

Labor camps--Fiction.; Survival--Fiction.; Lithuania--History--Soviet occupation, 1940-1941--Fiction.; Siberia (Russia)--History--20th century--Fiction.; Soviet Union--History--1925-1953--Fiction.; Historical fiction.

New York ::Speak 2012 352 pages : maps ; 21 cm.

High School (9-12)

**Summary Notes**

In 1941, fifteen-year-old Lina, her mother, and brother are pulled from their Lithuanian home by Soviet guards and sent to Siberia, where her father is sentenced to death in a prison camp while she fights for her life, vowing to honor her family and the thousands like hers by burying her story in a jar on Lithuanian soil. Based on the author's family, includes a historical note.

**General Notes**

Includes discussion questions and an interview with Ruta Sepetys (pages 345-352).

40 **Big Bub, small tub [Book] FIC HEI**

Monsters--Fiction.; Bathtubs--Fiction.; Baths--Fiction.; Friendship--Fiction.; Picture books.

New York, New York ::Simon Spotlight 2022

Primary (P-3)

**Summary Notes**

Big Bub the monster needs a bath, but his bathtub is too small. What will he do? He will try everything.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

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- 
- 41 **The big cheese [Book] FIC TRA**  
Mice--Fiction.; Rats--Fiction.; Rodents--Fiction.; Cousins--Fiction.; Cheese--Fiction.; Sharing--Fiction.; Picture books.  
Simon Spotlight 64 pages : color illustrations ; 24 cm.  
  
Primary (P-3)  
**Summary Notes**  
When Figgy and Boone find a big wheel of cheese, they try to push it up the hill to their house. They work together, but it keeps rolling down the hill. Then they get an idea to use teamwork--and sharing--to save the day.  
  
**General Notes**  
This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 42 **The big scream [Board Book] FIC CAL**  
Temper tantrums--Fiction.; Calmness--Fiction.; Board books.; Stories in rhyme.  
New York ::Little Simon, an imprint of Simon & Schuster Children's Publishing Division 2022 1 volume (unpaged) : color illustrations ; 19 cm.  
Primary (P-3)  
**Summary Notes**  
Little ones face a bad day and feel like letting out a big scream, but realize that a better solution is to pause, breathe in, and let themselves calm down.  
  
**General Notes**  
This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 43 **Black boy joy [Book Club] FIC MGA**  
African American boys--Literary collections.; African American teenage boys--Literary collections.; African Americans--Literary collections.; Boys--Literary collections.; Young adult fiction, American.; Young adult poetry, American.; American literature--African American authors--Collections.; African American boys.; African Americans.; Boys.; Short stories.; Literary collections.  
  
New York ::Delacorte Press 2021 296 pages : illustrations ; 22 cm.  
Intermediate (4-6), Middle School (7-8)  
**Summary Notes**  
From seventeen acclaimed Black male and non-binary authors comes a vibrant collection of stories, comics, and poems about the power of joy and the wonders of Black boyhood.  
  
**General Notes**  
17 Stories celebrating Black boyhood. New York Times bestselling author of the Tristan Strong series. Includes information about the authors.
- 
- 44 **Blancaflor, the hero with secret powers [Book Club] a folktale from Latin America / 741.5 SPI**  
Graphic novels.; Fairy tales.; Ghouls and ogres--Fiction.; Princes--Fiction.; Magic--Fiction.; Ability--Fiction.; Fantasy.; Folk tales.; Graphic novels.  
New York ::TOON Books 2021 48 pages : chiefly color illustrations ; 26 cm.  
Middle School (7-8)  
**Summary Notes**  
In this updated adaptation of a classic Latin American folktale, Blancaflor, a young ogre with magical powers, decides to secretly help a charming prince who has made a foolish bet with her father. Through saving the prince and the kingdom, she learns to be honest with herself and others about the things that make her special."
- 
- 45 **Blood like fate [Book] FIC SAM**  
Witches--Fiction.; Magic--Fiction.; Genetics--Fiction.; Black people--Canada--Fiction.; Science fiction.; Toronto (Ont.)--Fiction.; Novels.  
New York ::Margaret K. McElderry Books 2022 468 pages ; 24 cm.  
Middle School (7-8), High School (9-12)  
**Summary Notes**  
While struggling with her new role as Matriarch, Voya has a vision of a terrifying, deadly future, and with a newfound sense of purpose, she vows to do whatever it takes to bring her shattered community together and prevent the destruction of them all.  
  
**General Notes**  
This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 46 **Bones of a saint [Book Club] FIC FAR**  
Gangs--Fiction.; Brothers--Fiction.; People with disabilities--Fiction.; Secrecy--Fiction.; California--History--20th century--Fiction.; Young adult fiction.; Fiction.; History.; Historical fiction.  
New York, NY ::Soho Teen 2021 272 pages ; 21 cm.  
High School (9-12)  
**Summary Notes**  
1970s. RJ Armante has never known a life outside his dead-end hometown of Arcangel, CA. The Blackjacks rule as they have for generations, luring the poorest kids into their monopoly on petty crime. They've left RJ alone... until now. They want RJ to prey upon an old loner. But RJ is at his breaking point: about the gang, about the town, about Charley, his younger brother, who is disabled. About Roxanne, the girl he can't reach. About the kids in his crew who have nothing to live for. If RJ is to resist, he must fight to free Arcangel of its past.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

47 **Bookstore bunnies [Book] FIC SEL**

Stories in rhyme.; Rabbits--Fiction.; Animals--Fiction.; Bookstores--Fiction.

New York ::Simon Spotlight 2022 1 volume (unpaged) : color illustrations ; 24 cm.

Primary (P-3)

**Summary Notes**

Bunnies have a bookstore in this Pre-Level 1 Ready-to-Read by Eric Seltzer and Tom Disbury. What is more fun than bunnies reading? Reading about bunnies reading. Bookstore bunnies check the time. Their store opens right at nine. Bookstore bunnies have every book. Come inside and take a look.

Illustrations and easy-to-read, rhyming text tell the story of all the animals who come to use the bunnies' bookstore.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

48 **Born just right [Book Club] 921 REE**

Reeves, Jordan--Health; Artificial arms--United States--Patients.; Arm--United States--Abnormalities--Patients.; Autobiographies.; Biographies.

New York ::Aladdin 2019 151 pages : illustrations ; 22 cm.

Intermediate (4-6)

**Summary Notes**

Jordan Reeves tells her story about growing up in an able-bodied world and family, where she was treated like all of her siblings and classmates--and where she never felt limited. Whether it was changing people's minds about her capabilities, trying all kinds of sports, or mentoring other kids, Jordan has channeled any negativity into a positive, and is determined to create more innovations for people just like her.

49 **Brave like that [Book Club] FIC STO**

Self-actualization (Psychology)--Fiction.; Adopted children--Fiction.; Fire departments--Fiction.; Dogs--Fiction.; Reading disability--Fiction.; Middle schools--Fiction.; Schools--Fiction.; Orphans--Fiction.

New York, New York ::Harper, an imprint of HarperCollinsPublishers 2021 278 pages ; 20 cm.

Middle School (7-8)

**Summary Notes**

Cyrus Olson's dad is a hero—Northfield's former football star and now one of their finest firefighters. Everyone expects Cyrus to follow in his dad's record-breaking footsteps, and he wishes they were right—except he's never been brave like that. But this year, with the help of a stray dog, a few new friends, a little bit of rhythm, and a lot of nerve, he may just discover that actually...he is.

50 **Bravo, Bucket Head [Book] FIC LES**

Heroes--Fiction.; Hiding places--Fiction.; Parades--Fiction.; Predatory animals--Fiction.; Mice--Fiction.; Bashfulness--Fiction.

New York ::Atheneum Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 29 cm.

Primary (P-3)

**Summary Notes**

Field mouse Mousetta is so painfully shy she would rather hide under a bucket than be seen by her fellow mice, but when foxes attack the fieldhouse Mousetta realizes she must turn her fear into fearlessness if she wants to save the others.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

51 **Bravo, Little Bird [Book] FIC SIL**

Birds--Fiction.; Music--Fiction.; Death--Fiction.

New York ::Simon & Schuster Books for Young Readers, Paula Wiseman Books 2023

Primary (P-3)

**Summary Notes**

A bird helps a human boy rediscover music after his grandfather passes away.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

52 **Breathe and count back from ten [Book Club] FIC SYL**

Fathers and daughters--Fiction.; Peruvians--Fiction.; Hip joint--Dislocation, Congenital--Fiction.; Conduct of life--Fiction.; Teenagers--Fiction.; Families--Fiction.; Peruvian Americans--Fiction.; People with disabilities--Fiction.; Children of immigrants--Fiction.; Family life--Florida--Fiction.; Swimmers--Fiction.; Love--Fiction.; Coming of age--Fiction.; Conduct of life.; Families.

New York, NY ::Clarion Books, an imprint of HarperCollinsPublishers 2022 346 pages ; 22 cm.

High School (9-12)

**Summary Notes**

Verónica has had many surgeries to manage her disability. The best form of rehabilitation is swimming, so she spends hours in the pool, but not just to strengthen her body. Her Florida town is home to Mermaid Cove, a kitschy underwater attraction where professional mermaids perform in giant tanks . . . and Verónica wants to audition. But her conservative Peruvian parents would never go for it. And they definitely would never let her be with Alex, her cute new neighbor. She decides it's time to seize control of her life, but her plans come crashing down when she learns her parents have been hiding the truth from her--the truth about her own body.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

53 **A bucket of questions [Book] 031.02 FIT**

Children's questions and answers.; Wit and humor.; FAQs.

New York City ::Atheneum Books for Young Readers 2023

Primary (P-3)

**Summary Notes**

A hilarious picture book of curious questions with refreshingly quirky answers perfect for fans of Mac Barnett and Amy Krouse Rosenthal.

Why do kids lose their teeth? Why do seals clap? What is at the bottom of the ocean? Artist and musician Tim Fite is here to almost-answer all your most important questions - and then some - in this marvelously wacky, utterly imaginative, and irreverently playful picture book.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

54 **The Bunny Rabbit Show [Board Book] FIC BOY**

Entertainers--Fiction.; Rabbits--Fiction.; Animals--Fiction.; Stories in rhyme.; Humorous fiction.

New York ::Workman Publishing 2014 1 volume (unpaged) : color illustrations ; 16 cm.

Primary (P-3)

**Summary Notes**

Introduces ten rabbits who like to dance, sing, jump, and wiggle their noses in unison to entertain their audience, but anyone is welcome to join the chorus line after donning a pair of bunny ears.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

55 **Call me American [Book Club] the extraordinary true story of a young Somali immigrant / 912 IFT**

Iftin, Abdi Nor.; Somali Americans--Biography.; Somali Americans--Maine--Biography.; Immigrants--Maine--Biography.; Muslims--Maine--Biography.; Children and war--Somalia.; Somalia--History--1991-; Mogadishu (Somalia)--Biography.; Autobiographies.

New York ::Ember 2021 255 pages ; 21 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

Adapted from the adult memoir, an intimate portrait of modern immigration describes how the author's family was forced by war to leave their home in Somalia before he received an opportunity to win the annual U.S. visa lottery.

56 **Can Blue hide [Book] FIC LEH**

Sharks--Fiction.; Octopuses--Fiction.; Hide-and-seek--Fiction.; Picture books.

New York ::Simon Spotlight 2022

Primary (P-3)

**Summary Notes**

Shark and his octopus friend Blue play hide-and-seek together.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

57 **Caste [Book Club] the origins of our discontents : adapted for young adults / 305.5 WIL**

Caste--United States.; Social stratification--United States.; Ethnicity--United States.; Power (Social sciences)--United States.; Social classes--United States.; Ethnicity--United States.; Power (Social sciences)--United States.; United States--Race relations.; Instructional and educational works.

New York ::Delacorte Press 2022 338 pages : illustrations ; 22 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

Readers will be fascinated by this young adult adaptation of the nonfiction work as they follow narratives about real people that reveal an insidious phenomenon in the United States: a hidden caste system. Caste is not only about race or class; it is about power -- which groups have it and which do not. Isabel Wilkerson explores historical social hierarchies, including those in India and Nazi Germany, and explains how perpetuating these rankings dehumanizes vast sections of society. Once we learn the reasons behind caste and see the often heartbreaking effects, Wilkerson says, we can bridge the divides and make way for an inclusive future where we are all equal.

**General Notes**

Includes index.

"This work is based on Caste: The Origins of Our Discontents, copyright ? 2020. Originally published in the United States in hardcover by Random House, an imprint and division of Penguin Random House LLC, New York, in 2020."

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

58 **Caught in the haze [Book Club] FIC VAN**

Korean American teenagers--Fiction.; Adoption--Fiction.; Young adult works.; Novels in verse.; Young adult fiction.

New York, NY ::West 44 Books, an imprint of Enslow Publishing 2022 187 pages ; 21 cm.

High School (9-12)

**Summary Notes**

Tae has moved twice in his life. First, from South Korea to the United States when he was adopted as a baby, and then to a new town before he starts high school. In Tae's new school, he's one of the youngest players, and the only person of color, trying out for the Varsity soccer team -- a team known for its violent hazing practices. Tae wants more than anything to be part of the team, but worries about fitting in. Then, he sees a familiar face. Luke is a soccer star on his way to scoring a role as the team captain and a full ride to college, but no one knows his secret -- that he was adopted too. Tae and Luke met in an adoption group years before, and Luke's first instinct is to help Tae fit in. But tradition is tradition, and Luke might not be able to save Tae from being hurt in the hazing rituals without risking his own reputation.

59 **The chance to fly [Book Club] FIC STR**

People with disabilities--Fiction.; Musicals--Fiction.; Theater--Fiction.; Friendship--Fiction.; Moving, Household--Fiction.; Performing arts--Fiction.; Self-esteem--Fiction.

New York ::Amulet Books 2021 279 pages ; 21 cm. Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Theater-obsessed teen Nat Beacon pushes aside her fears and her family's overprotective warnings to audition for a community theater youth production of "Wicked" after her family moves from California to New Jersey. In spite of the fact that she uses a wheelchair, she makes it into the production and quickly forms a close-knit group of friends that includes handsome Malik Young, the male lead in the play. But navigating her new environment proves challenging and her worry about growing apart from her best friend Chloe, whom she left behind, leaves her with self-doubt that she'll need to overcome by opening night.

60 **Chicken karaoke [Book] FIC STE**

Stories in rhyme.; Ducks--Fiction.; Birds--Fiction.; Karaoke--Fiction.; Picture books.

New York, N.Y. ::Simon Spotlight 2023

Primary (P-3)

**Summary Notes**

On Chicken karaoke night, duck wants to shine in the spotlight, but she must overcome her stage fright.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

61 **Children of stardust [Book Club] FIC ADO**

Adventure stories.; Ability--Fiction.; Black people--Fiction.; Outer space--Fiction.; Science fiction.

New York ::Norton Young Readers 2022 268 pages : illustrations ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Though he dreams of being a space traveler, Zero Adedji scrapes by in the city of Cégolim, helping stranded passengers for a small fee. When Zero finds a strange artifact among some unusual wreckage, the artifact, the Jupiter Kobasticker, grants him magical powers and soon he's recruited by the Shango Heart Guild to join them in becoming an adventurer. Zero must learn to master the Jupiter Kobasticker before joining his mentor Zoe Sitso on an expedition to retrieve a powerful mask that holds back a dark entity.

62 **Children of the black glass [Book] FIC PEC**

Quests (Expeditions)--Fiction.; Adventure stories.; Siblings--Fiction.; Parent and child--Fiction.; Obsidian--Fiction.; Adventure and adventurers--Fiction.; Novels.

New York ::Atheneum Books for Young Readers 2023 Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Two years ago Tell and Wren's mother went down the mountain and never came back; now, with their father blinded by a shard of black glass, the two children will take the same journey to try and save their father.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

63 **Clic, clac, muu [Board Book] vacas que escriben a maquina / FIC CRO**

Cows--Fiction.; Domestic animals--Fiction.; Strikes and lockouts--Fiction.; Typewriting--Fiction.; Spanish language materials.

Nueva York ::Simon & Schuster Libros Para Ninos 2022 1 volume (unpaged) : color illustrations ; 19 cm.

Primary (P-3)

**Summary Notes**

Las vacas del granjero Brown descubren una maquina de escribir en su establo y empiezan a hacer ultimatumes. Cuando el granjero no responde, los animales van en huelga.

When Farmer Brown's cows find a typewriter in the barn they start making demands, and go on strike when the farmer refuses to give them what they want.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

Translation of: Click, clack, moo.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

64 **Clifford's family [Big Book] FIC BRI**

Dogs--Fiction.; Working dogs--Fiction.  
New York ::Scholastic 1985 28 p. : col. ill. ; 46 cm. +.  
Primary (P-3)

**Summary Notes**

Clifford, the big red dog, and his favorite little girl, Emily Elizabeth, visit Clifford's family. They visit his sister, a seeing eye dog, his brother, who is a fire department rescue dog, his father, a farm dog, and his mother.

65 **Close-up on war [Book Club] the story of pioneering photojournalist Catherine Leroy in Vietnam / 770.9597 FAR**

Leroy, Catherine; Photojournalists--France--Biography.; War photographers--France--Biography.; Women war correspondents--France--Biography.; Vietnam War, 1961-1975--Journalists--Biography.; Young adult nonfiction.

New York ::Amulet Books, an imprint of Abrams 2022 xv, 304 pages : illustrations (some color), color map ; 22 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

Peppered with personal letters and photographs, this nonfiction title profiles French-born photographer Cathy Leroy, one of the few female photographers to document the Vietnam War. Beginning with a history of the war, the book describes her arrival to the country in 1966 at the age of twenty-one with a burning desire to be a photojournalist, even though she had little knowledge of how to use a camera. Describes how she braved both combat and capture to document some of the most iconic images of the war, including photos of a North Vietnamese prisoner of war camp that garnered her a "Life" magazine cover story. Back matter features a glossary, a timeline, and information about how a 1960s camera worked.

66 **Come on in [Book Club] 15 stories about immigration and finding home / FIC ALS**

Emigration and immigration.--Young adult fiction.; Short stories--Young adult fiction.

Toronto, Ontario, Canada ::Inkyard Press 2021 299 pages ; 21 cm.

High School (9-12)

**Summary Notes**

This exceptional and powerful anthology explores the joys, heartbreaks and triumphs of immigration, with stories by critically acclaimed and bestselling YA authors who are shaped by the journeys they and their families have taken from home, and to find home.

67 **Coming up short [Book Club] FIC MOR**

Softball--Fiction.; Embezzlement--Fiction.; Families--Fiction.; Fathers and daughters--Fiction.; Family life--Fiction.; Friendship--Fiction.; Forgiveness--Fiction.

New York ::Amulet Books 2022 293 pages ; 21 cm.  
Middle School (7-8)

**Summary Notes**

Seventh-grader Bea is the star short stop on her softball team, which is going to the league championship, but her world has just been turned upside down by the news that her father has been suspended from his law practice because he used some of his clients' money to pay bills; worse the news has been spread by another lawyer online, and that lawyer happens to be the father of Bea's almost boyfriend, Xander; now her fielding skills are slipping, and Bea does not know which is more difficult -- dealing with either pity or snickering from her schoolmates, learning to throw again, or forgiving her father.

68 **Consider the octopus [Book Club] FIC BAS**

Impersonation--Fiction.; Friendship--Fiction.; Water--Pollution--Fiction.; Ocean--Fiction.

New York ::Henry Holt and Company 2022

Middle School (7-8)

**Summary Notes**

Told in alternating voices, twelve-year-olds JB Barnes and Sidney Miller meet aboard a scientific research ship after JB is tasked to invite a renowned scientist named Sidney Miller and mistakenly invites a girl with the same name who will do anything to get out of going to summer camp.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

69 **Cookies & milk [Book Club] FIC AMO**

Fathers and sons--Fiction.; Divorce--Fiction.; Chocolate chip cookies--Fiction.; Entrepreneurship--Fiction.; African Americans--Fiction.; Novels.

New York ::Little, Brown and Company 2022 296 pages : illustrations ; 20 cm.

Middle School (7-8)

**Summary Notes**

Ellis Bailey Johnson has the summertime blues. Instead of hanging out with friends, listening to music, and playing his harmonica, Ellis has to help bring his dad's latest farfetched, sure-to-fail idea to life: open the world's first chocolate chip cookie store.

They have six weeks to perfect their recipe, get a run-down A-frame storefront on Hollywood's Sunset Boulevard into tip-top shape, and bring in customers. But nothing goes according to plan, especially when family secrets start to surface. Can Ellis bake up a happy ending?

Partially based on Shawn Amos's own experiences growing up the son of Wally "Famous" Amos, and packed with humor, heart, and fun illustrations, this debut novel sings with the joy of self-discovery, unconditional love, and community.

**General Notes**

Based on the author's childhood.  
Includes a chocolate chip cookie recipe and discography.

70 **Cyclone [Book Club] FIC CRO**

Roller coasters--Fiction.; Cousins--Fiction.; Accidents--Fiction.; Realistic fiction.

New York ::Atheneum Books for Young Readers 2017 336 pages : illustrations ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Riding the Cyclone, the world famous Coney Island rollercoaster was supposed to be the highlight of twelve-year-old Nora's summer, but right after they disembark, Nora's thirteen-year-old cousin Riley falls to the ground and into a coma that Nora thinks is her fault.

71 **Daddy dressed me [Book] move up day / FIC GAR**

Father and child--Fiction.; Father-daughter relationship--Fiction.; Fathers and daughters--Fiction.

New York ::Aladdin 2023

Primary (P-3)

**Summary Notes**

A celebration of the creative and empowering bond between a father and his daughter, inspired by the real life creators of Daddy Dressed Me, Michael and Ava Gardner.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

72 **Dark on light [Book] FIC WHI**

Stories in rhyme.; Night--Fiction.; Nature--Fiction.; Picture books.

New York ::Beach Lane Books 2022

Primary (P-3)

**Summary Notes**

As night falls, a trio of siblings stumble upon some of nature's hidden nighttime beauty, including timid fawns, blossoming lavender, silent owls, and many more wonders of the night.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

73 **The Dark was done [Book] FIC STR**

Light and darkness--Fiction.; Night--Fiction.; Picture books.

New York ::Beach Lane Books 2022

Primary (P-3)

**Summary Notes**

A young boy puts aside his fear of the Dark and sets out to bring it back, along with its music, magic, and mysteries.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

74 **A day in the life of an astronaut, Mars, and the distant stars [Book] 520 BAR**

Science.; Space Science.; Solar system.; Astronomy.

New York ::Aladdin 2023

Primary (P-3), Intermediate (4-6)

**Summary Notes**

From the creators of A Day in the Life of a Poo, a Gnu, and You comes an encyclopedic glance at all things outer space and makes a hilarious and informative guide for curious young readers. Blast off for a day in the life of space and the people (and animals!) who have explored it. From hilarious comics to secret diaries and detailed diagrams, there are tons of things to discover and fantastic facts to learn.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



75 **The day the river caught fire [Book] how the Cuyahoga River exploded and ignited the Earth Day movement / 363.70 WIT**

Oil pollution of rivers, harbors, etc.--Ohio--Cuyahoga River.; Environmentalism--United States.; Earth Day.

New York, New York ::Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division 2022

Primary (P-3)

**Summary Notes**

The true story of how a 1969 fire in one of the most polluted rivers in America helped foster awareness of water pollution and how the river's fate contributed to the environmental movement.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

76 **Dinosnores [Board Book] FIC BOY**

Dinosaurs--Fiction.; Snoring--Fiction.; Bedtime--Fiction.; Sleep--Fiction.; Board books.; Stories in rhyme.

New York City ::Boynton Bookworks 2022 1 volume (unpaged) : color illustrations ; 16 cm.

Primary (P-3)

**Summary Notes**

A rhyming book which explores the nighttime rituals of dinosaurs and just how very loud and persistent their snores can be.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

On board pages with a die-cut cover.

77 **Displaced [Book Club] FIC HUG**

Refugees--Fiction.; Syrians--Lebanon--Fiction.; Friendship--Fiction.; Survival--Fiction.; Belonging (Social psychology)--Fiction.; Lebanon--Fiction.; Young adult fiction.

New York ::Atheneum 2020 246 pages ; 22 cm.

High School (9-12)

**Summary Notes**

Thirteen-year-old Hadi Saleh and his family are displaced. At least that's what the Lebanese government calls them and the thousands of other Syrian refugees that have flooded into Beirut. But as Hadi tries to earn money to feed his family by selling gum on the street corner, he learns that many people who travel the city don't think they're displaced—they think that they don't belong in this country either. And as he faces the insults day after day, Hadi hardly dares to dream anymore that this might change.

But then Hadi meets Malek, who has been instructed to work on the same corner. Malek, who talks about going to school and becoming an engineer. He makes Hadi wonder if more might be possible. But Malek is new to the streets, and soon Kamal, the man who "oversees" many of the local street vendors, tells Malek he must work the corner...alone. And people who don't follow Kamal's orders don't last long.

Now Hadi is forced to make a choice between engaging in illegal activities or letting his family starve. Can the boys find a way out of their impossible situation, or will the dream of something greater than their harsh realities remain stubbornly out of reach?

78 **Displacement [Book Club] 741.5 HUG**

Japanese Americans--Forced removal and internment, 1942-1945--Comic books, strips, etc.; Japanese American families--Comic books, strips, etc.; Japanese Americans--Social conditions--20th century--Comic books, strips, etc.; Race relations--Comic books, strips, etc.; Time travel--Comic books, strips, etc.; Comic books, strips, etc.; Graphic novels.; Social issue comics.; Comics (Graphic works)

New York ::First Second 2020 274 pages : color illustrations ; 22 cm.

High School (9-12)

**Summary Notes**

Kiku is on vacation in San Francisco when suddenly she finds herself displaced to the 1940s Japanese-American internment camp that her late grandmother, Ernestina, was forcibly relocated to during World War II. These displacements keep occurring until Kiku finds herself stuck back in time. Living alongside her young grandmother and other Japanese-American citizens in internment camps, Kiku gets the education she never received in history class. She witnesses the lives of Japanese-Americans who were denied their civil liberties and suffered greatly, but managed to cultivate community and commit acts of resistance in order to survive.

**General Notes**

Includes glossary of terms.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 79      **Dog can hide [Book] FIC GEH**  
 Stories in rhyme.; Dogs--Fiction.; Cats--Fiction.; Hide-and-look--Fiction.; Frogs--Fiction.  
 New York ::Simon Spotlight 2023 1 volume (unpaged) : color illustrations ; 24 cm.  
 Primary (P-3)  
**Summary Notes**  
 Cat is it. Dog can hide. Frog can hide. Can Cat find Dog and Frog?
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 80      **A door in the dark [Book] FIC REI**  
 Wizards--Fiction.; Magic--Fiction.; Survival--Fiction.; Forests and forestry--Fiction.; Fantasy.; Fantasy fiction.; Novels.  
 New York ::Margaret K. McElderry Books 2023  
 Middle School (7-8), High School (9-12)  
**Summary Notes**  
 Follows six teenage wizards as they fight to make it home alive after a malfunctioning spell leaves them stranded in the wilderness.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 81      **The door of no return [Book Club] FIC ALE**  
 Black people--Fiction.; Slave trade--Fiction.; Slave traders--Fiction.; African Americans--Fiction.; United States--History--19th century--Fiction.; Historical fiction.; Novels in verse.  
 New York ::Little, Brown and Company 2022 418 pages : map ; 20 cm.  
 Intermediate (4-6), Middle School (7-8)  
**Summary Notes**  
 A novel in verse about a boy escaping slavers during the nineteenth century.  
 Eleven-year-old Kofi Offin lives in the West African Asante Kingdom in 1860. Besides his family and friends, Kofi loves swimming in the nearby river and endeavors to impress a local girl named Ama. When a local festival known as the Kings Festival takes place, young boys from the villages take part in wrestling contests. Kofi's older brother Kwasi is chosen to represent their village, but during the match, something goes terribly wrong. Soon Kofi finds his life drastically changed and his happy life a thing of the past.
- 
- 82      **Dressing up the stars [Book] the story of movie costume designer Edith Head / 746.9 HAR**  
 Head, Edith.; Women costume designers--United States--Biography.; Costume design--United States--History.; Clothing and dress in motion pictures.; Biographies.  
 New York ::Beach Lane Books 2022 1 volume (unpaged) : color illustrations ; 21 cm.  
 Primary (P-3)  
**Summary Notes**  
 Discover the true story of how a shy miner's daughter, Edith Head, became one of the most legendary costume designers in Hollywood in this inspiring nonfiction picture book biography.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 83      **The electric kingdom [Book Club] FIC ARN**  
 Survival--Fiction.; Space and time--Fiction.; Viruses--Fiction.; Dystopias--Fiction.; Novels.  
 New York ::Viking, an imprint of Penguin Random House LLC 2022 421 pages ; 21 cm.  
 High School (9-12)  
**Summary Notes**  
 As swarms of infected Flies roam the earth, a few survivors must navigate the woods of post-apocalyptic New England, and meet others along the way who are on their own quest to find life and love in a world that has gone dark.
- 
- 84      **The epic fail of Arturo Zamora [Book Club] FIC CAR**  
 Community life--Fiction.; Families--Fiction.; Interpersonal relations--Fiction.; Real estate development--Fiction.; Restaurants--Fiction.; Miami (Fla.)--Fiction.  
 New York, NY ::Puffin Books, an imprint of Penguin Random House LLC 2017 236 pages ; 20 cm.  
 Middle School (7-8)  
**Summary Notes**  
 For thirteen-year-old Arturo, summertime in Miami means playing basketball until dark, sipping mango smoothies, and keeping cool under banyan trees. And maybe a shift as a junior dishwasher at abuela's restaurant. Maybe. But this summer also includes Carmen, a cute and funny girl who turns his stomach into a deep fryer. So when a smarmy land developer rolls into town, Arturo teams up with Carmen to make sure his family and their community don't go down without a fight.
-

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

85 **Equal [Book Club] FIC HOS**

Teenage boys--Fiction.; Racism--Fiction.; Civil rights--Fiction.; North Carolina--History--20th century--Fiction.; United States--History--1953-1961--Fiction.; Historical fiction.; History.

New York ::Calkins Creek, an imprint of Boyds Mills & Kane 2021 336 pages : illustrations ; 22 cm.

Middle School (7-8)

**Summary Notes**

It's the summer of 1959 at the foot of Bakers Mountain in western North Carolina when 13-year-old Jackie Honeycutt first bumps into Thomas Freeman fishing on the riverbank. They hit it off, and Jackie hopes the two of them can be friends. But Jackie is White, and Thomas is Black -- and Jackie quickly learns their growing friendship won't be easy. Affected by the growing civil rights movement, Jackie is intent on being Thomas's friend and as a result experiences racism and prejudice first-hand through bullying at school, family turmoil and pressure from his community. Can Jackie free both his conscience and his voice -- and ultimately do what's right?

86 **Etta Invincible [Book Club] FIC ESC**

Deafness--Fiction.; Comic books, strips, etc.--Fiction.; Superheroes--Fiction.; Chicago (Ill.)--Fiction.; Science fiction.

New York ::Aladdin 2022 357 pages : illustrations ; 22 cm.

Middle School (7-8)

**Summary Notes**

Twelve-year-old Chicago native Etta Johnson is navigating hearing loss, which has her struggling to learn how to communicate in new ways. On days when her hearing isn't as good, she spends her time working on her comic about Invincible Girl, a superhero who manifests the powers Etta wishes she had. When Etta meets new immigrant neighbor Eleazar and his goldendoodle Louisa May Alcott, their tentative friendship turns into a magical adventure when Louisa disappears and they track her down to a mysterious train that appears in their neighborhood. After boarding to find her, they learn the train is enchanted and they must complete a series of challenges and riddles to move from car to car. The stakes rise when they learn the train is spewing a purple smoke that is inciting fear in the city and they are the only ones who can stop it.

87 **Even robots can be thankful [Book] FIC THO**

Gratitude--Comic books, strips, etc.; Best friends--Comic books, strips, etc.; Friendship--Comic books, strips, etc.; Robots--Comic books, strips, etc.; Best friends--Fiction.; Friendship--Fiction.; Gratitude--Fiction.; Robots--Fiction.; Humorous stories.; Comics (Graphic works) ; Graphic novels.

New York ::Beach Lane Books 2022 1 volume (unpaged) : chiefly color illustrations ; 24 cm.

Primary (P-3)

**Summary Notes**

In three stories, Red Robot and Blue Robot learn that gratitude is not always easy, but best friends are something to be thankful for.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

88 **The ever storms [Book] FIC FOO**

Apprentices--Fiction.; Imaginary creatures--Fiction.; Adventure and adventurers--Fiction.; Fantasy.; Fantasy fiction.

New York ::Margaret K. McElderry Books 2023 Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Thirteen-year old Barclay and his fellow Lore Keeper apprentices are excited to travel to the Desert to study at the respected University of Al Faradh, but when dangerous, unnatural sandstorms and a magical library appear, more than their exams are at stake.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

89 **Fall leaf project [Book] FIC MCN**

Autumn--Fiction.; Leaves--Fiction.; Schools--Fiction.; Readers (Publications)

New York ::Simon Spotlight 2022 32 pages : color illustrations ; 24 cm.

Primary (P-3)

**Summary Notes**

Mrs. Connor's first grade class decides to send colorful fall leaves to students in another state where the leaves do not change color.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 90      **The far away brothers [Book Club] two teenage immigrants making a life in America : adapted for young adults / 305.86 MAR**  
 Flores, Ernesto, 1997- sears; Flores, Raul, 1997- sears; Salvadorans--Oakland (Calif.)--Biography.; Salvadoran Americans--Biography.; Unauthorized immigrants--United States--Biography.; Refugees--Oakland (Calif.)--Social conditions.; Salvadoran Americans--Social conditions.; Twins--Biography.; United States--Immigration and emigration.; El Salvador--Immigration and emigration.  
 New York ::Ember 2020 xv, 265 pages ; 21 cm.  
**Summary Notes**  
 Follows seventeen-year-old identical twin brothers Ernesto and Raul Flores who flee El Salvador to start new lives in California. Describes the trials and triumphs of their journey, their battle with immigration authorities, and their fight to stay and become average American teenagers.
- 
- 91      **The field guide [Book] FIC DIT**  
 Brothers and sisters--Fiction.; Goblins--Fiction.; Fairies--Fiction.; Magic--Fiction.  
 New York ::Simon & Schuster Books for Young Readers 2013 107 pages : illustrations, map ; 22 cm.  
 Primary (P-3), Intermediate (4-6)  
**Summary Notes**  
 When the Grace children go to stay at their Great Aunt Lucinda's worn Victorian house, they discover a field guide to fairies and other creatures and begin to have some unusual experiences.
- General Notes**  
 Sequel: The seeing stone.  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 92      **Finally seen [Book Club] FIC YAN**  
 Family life--Fiction.; Schools--Fiction.; Adjustment--Fiction.; Chinese Americans--Fiction.  
 New York ::Simon & Schuster Books for Young Readers 2023  
 Middle School (7-8)  
**Summary Notes**  
 When ten-year-old Lina Gao leaves China to live with her parents and sister, after five years apart, she must reckon with her hurt, anger, and curiosity and find a way to get her bearings in this new country--and the almost-new family that comes along with it.
- 
- 93      **Find your brave [Book] a Coco and Bear story / FIC STO**  
 Courage--Fiction.; Bears--Fiction.; Animals--Fiction.; Animal fiction.; Picture books.  
 New York ::Simon & Schuster Books for Young Readers 2023  
 Primary (P-3)  
**Summary Notes**  
 When Coco, a young girl, loses her brave during dress rehearsal for their special dance at the summer festival, she and Bear decide to quit the show, but when Bear gets stuck on a wobbly bridge, Coco bravely rescues him, so perhaps she has enough brave to join Bear onstage after all.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 94      **Fluffy Bunny goes fishing [Book] FIC KLI**  
 Family--Fiction.; Rabbits--Fiction.; Animals--Fiction.; Grandfathers--Fiction.; Fishing--Fiction.  
 Madera, CA ::Kelly Kline 2022 28 pages.  
 Primary (P-3)  
**Summary Notes**  
 There's a special bond between grandchildren and their grandparents. Spend the day with Fluffy bunny and his Grampy as they share their love of fishing, eating, spending time together, and making forever memories.
- 
- 95      **Four for the road [Book Club] FIC REI**  
 Grief--Fiction.; Self-help groups--Fiction.; Automobile travel--Fiction.; Forgiveness--Fiction.; Memphis (Tenn.)--Fiction.  
 New York ::Atheneum 2022 272 pages ; 22 cm.  
 Junior/Senior (11-12)  
**Summary Notes**  
 Contains sensitive content presented in historical/educational context. This book should be reviewed by teacher before sharing with students.
- After seventeen-year-old Asher's mother is killed by a drunk driver, all he can think about is getting revenge on the driver, who didn't go to jail because of a technicality. He attends several bereavement groups in his New Jersey hometown to help him process his anger, but nothing seems to help. So, he plots a secret trip to Memphis to confront the killer, asking fellow grievers Sloane, who lost her dad to cancer, Will, who lost his brother to cancer, and eighty-year-old Henry, who lost his ailing wife to assisted suicide, to accompany him. Each has their own reasons for going, and as they make numerous stops to fulfill their wishes, their experiences drive them towards forgiveness and healing.
-

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 96      **Freddie vs. the family curse** [Book Club] FIC BAD  
 Filipino American families--Fiction.; Amulets--Fiction.; Demonology--Fiction.; Blessing and cursing--Fiction.; Action and adventure fiction.; Humorous fiction.; Thrillers (Fiction)  
 Boston ::Clarion Books, an imprint of HarperCollinsPublishers 2022 250 pages ; 22 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Freddie Ruiz is cursed. While other people may have bad days, Freddie and his family have had bad generations: from bird poop splatting on him during picture day to the many tumbles and trips that earned him the nickname Faceplant Freddie. He's learned to lay low and keep himself out of trouble--which means no fun, no friends, and definitely no risks. But when he discovers a family heirloom, a century-old amulet from the Philippines that's supposed to bring good fortune, Freddie thinks his luck is finally about to change. He couldn't be more wrong. Because the spirit of Freddie's cranky great-granduncle Ramon is trapped in the heirloom, and the evil spirits responsible for his death have returned with a vengeance. Now, Freddie and his cousin, Sharkey, have thirteen days to break the curse, or Freddie will join Ramon for an untimely afterlife in the amulet.
- 
- 97      **Friends** [Book] FIC SOS  
 Friendship--Fiction.; Picture books.  
 New York ::Simon & Schuster Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 29 cm.  
 Primary (P-3)  
**Summary Notes**  
 A picture book that celebrates friendship--new friends, old friends, friends for a little while and friends for a lifetime.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 98      **Friends forever** [Book Club] 741.5 HAL  
 Self-acceptance--Fiction.; Depression in adolescence--Fiction.; Friendship--Fiction.; Schools--Fiction.; Graphic novels.  
 New York ::First Second 2021 280 pages : illustrations (chiefly color) ; 21 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Shannon is in eighth grade, and life is more complicated than ever. Everything keeps changing, her classmates are starting to date each other (but nobody wants to date her), and no matter how hard she tries, Shannon can never seem to just be happy. As she works through her insecurities and undiagnosed depression, she worries about disappointing all the people who care about her. Is something wrong with her? Can she be the person everyone expects her to be? And who does she actually want to be?
- 
- 99      **Gabe in the After** [Book Club] FIC DOL  
 Epidemics--Fiction.; Survival--Fiction.; Hope--Fiction.; Friendship--Fiction.; Maine--Fiction.  
 New York ::Amulet Books 2022 220 pages ; 21 cm.  
 Middle School (7-8)  
**Summary Notes**  
 When fourteen-year-old Gabe checks for survivors after a global pandemic he finds Relle, a strange hopeful girl for whom Gabe eventually develops a crush. But after they return to the mainland, tragedy strikes, forcing Gabe to set out on a dangerous journey to find other survivors where the world might be normal -- like Before.
- 
- 100      **Garvey in the dark** [Book Club] FIC GRI  
 COVID-19 Pandemic, 2020---Fiction.; Fathers and sons--Fiction.; African Americans--Fiction.; Novels in verse.  
 New York ::Wordsong, an imprint of Astra Books for Young Readers 2022 170 pages ; 20 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Garvey finally feels like things are starting to look up. His relationship with his father has improved, bullies are no longer bothering him, and he now has two best friends, Manny and Joe. But when life goes into lockdown due to the COVID-19 pandemic, everything changes. Then his father gets sick, and the only way Garvey feels he can help his father feel better is through music.
- 
- 101      **Gilly's monster trap** [Book] FIC MAR  
 Monsters--Fiction.; Goldfish--Fiction.; Friendship--Fiction.; Picture Books.  
 New York ::Simon & Schuster Books for Young Readers 2023  
 Primary (P-3)  
**Summary Notes**  
 Gilly and her goldfish sidekick, Finnegan, set out to trap a monster and instead wind up making a new friend.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 102      **Gold mountain** [Book Club] FIC YEE  
 Central Pacific Railroad Company.--Fiction.; Foreign workers--Fiction.; Chinese--United States--Fiction.; Disguise--Fiction.; Railroads--Fiction.; Sabotage--Fiction.; Sierra Nevada (Calif. and Nev.)--History--19th century--Fiction.  
 Minneapolis ::Carolrhoda Lab 2022 280 pages ; 23 cm.  
 High School (9-12)  
**Summary Notes**  
 Fifteen-year-old Chinese Tam Ling Fan poses as her deceased brother Jing to take a job as a laborer on the transcontinental railroad in 1867 America. She hopes to secure enough money to free her jailed father who was falsely accused of treason. However, Tam underestimates how hard and dangerous the work is, and uses everything in her power to keep her secret and survive the racism around her.
-

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

103 **Gold rush girl [Book Club] FIC AVI**

Young women--Fiction.; Kidnapping--Fiction.; Brothers and sisters--Fiction.; California--Gold discoveries--Fiction.; Historical fiction.

Somerville, Massachusetts ::Candlewick Press 2020  
306 pages : map ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Victoria Blaisdell longs for independence and adventure, and she yearns to accompany her father as he sails west in search of real gold! But it is 1848, and Tory isn't even allowed to go to school, much less travel all the way from Rhode Island to California. Determined to take control of her own destiny, Tory stows away on the ship. Though San Francisco is frenzied and full of wild and dangerous men, Tory finds freedom and friendship there. Until one day, when Father is in the gold fields, her younger brother, Jacob, is kidnapped. And so Tory is spurred on a treacherous search for him in Rotten Row, a part of San Francisco Bay crowded with hundreds of abandoned ships.

104 **Good Dog School [Book] FIC GAL**

Dogs--Fiction.; Donkeys--Fiction.; Pandas--Fiction.; Graduation (School)--Fiction.; Friendship--Fiction.; Self-confidence--Fiction.; Readers.; Picture books.; Readers (Primary)

New York ::Simon Spotlight 2022 1 volume (unpaged)  
: color illustrations ; 23 cm.

Primary (P-3)

**Summary Notes**

Nervous to show what he has learned in dog school at his graduation ceremony, Bob Dog gets support from his friends, Donkey Hodie and Purple Panda, who encourage him and give him the confidence he needs.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

105 **Good morning, good night [Book] FIC LOB**

City and town life--Fiction.; Opposites--Fiction.; Families--Fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2023

Primary (P-3)

**Summary Notes**

Take a stroll through town and see all that makes the city go while finding the opposites in the illustrations in this sweet and entertaining picture book.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

106 **A grand day [Book] FIC REI**

Grandparent and child--Fiction.; Grandparents--Fiction.; Families--Fiction.; Stories in rhyme.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 29 cm.

Primary (P-3)

**Summary Notes**

Follow all kinds of family configurations as grandparents and grandchildren celebrate togetherness: baking, exploring, gardening, and all of life's joyful moments. This rhyming, warmhearted picture book captures the unique bond between grandparents and grandchildren in every kind of family.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

107 **The great vandal scandal [Book] FIC ECT**

Dachshunds--Fiction.; Yorkshire terrier--Fiction.; Humorous stories.; Dogs--Fiction.; Pets--Fiction.; Raccoon--Fiction.; Animals--Fiction.; Vandalism--Fiction.

New York ::Atheneum Books for Young Readers 2023  
Intermediate (4-6), Middle School (7-8)

**Summary Notes**

The animals of the Strathmore building have a mission--convince the raccoons who have invaded the loading dock to leave the building before Biscuit, the Yorkie on the second floor, is evicted for his non-stop barking, and Madison, Butterbean's human, is blamed for the destruction the raccoons are causing.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

108 **The greedy worm [Book] FIC NEW**

Sharing--Fiction.; Worms--Fiction.

New York ::Simon & Schuster Books for Young Readers 2014

Primary (P-3)

**Summary Notes**

One greedy worm has his eye on a very big apple and he doesn't want to share with any of the other hungry bugs. But when a bird starts eyeing the greedy worm, he learns the importance of sharing with friends.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- |     |  |     |   |
|-----|--|-----|---|
| 109 | <p><b>Growing pangs [Book Club] 741.5 ORM</b></p> <p>Obsessive-compulsive disorder--Fiction.; Friendship--Fiction.; Home schooling--Fiction.; Cartoons and comics.; Kentucky--Comic books, strips, etc.; Kentucky--Fiction.; Graphic novels.</p> <p>New York ::Random House Children's Books 2022<br/>249 pages : chiefly color illustrations ; 22 cm.<br/>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Katie and Kacey have been best friends since they met at their homeschool co-op group. Now that summer has arrived, Katie and Kacey have decided to attend a sleepaway camp together. At camp, Kacey begins acting differently and Katie begins having worries that won't go away, including getting braces, starting sixth grade, and losing Kacey as her best friend. Her worries begin to manifest themselves as a buzzing noise around her head and seem to dissipate when she makes repetitive behaviors such as tapping. Her anxiety builds as the changes in her life continue and Katie learns to confront both with the help of family and friends.</p> | 111 | <p><b>Hardcourt [Book Club] stories from 75 years of the National Basketball Association / 796.323 BOW</b></p> <p>National Basketball Association.; Basketball--United States--History.; Basketball players--United States.; Basketball--United States.; Basketball players.</p> <p>New York ::Margaret K. McElderry Books 2022 89 pages : illustrations (chiefly color), color maps ; 29 cm.<br/>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>"The story of the National Basketball Association from its origins through the major events and players who made basketball what it is today"--Follow basketball from its humble beginnings as a casual indoor pastime played in gyms and colleges through its evolution for seventy-five years of hardcourt history. The NBA gained legions of fans thanks to the introduction of rules like the three-point line and the twenty-four second clock, and teams such as the Harlem Globetrotters, who paved the way for desegregated teams. Discover the story of the legendary Olympic Dream Team of 1992 and beloved players like Larry Bird, Magic Johnson, Michael Jordan, and LeBron James, along with the early game-changers who made basketball what it is today.</p> |
| 110 | <p><b>Happy Easter, little Pookie [Board Book] FIC BOY</b></p> <p>Easter--Fiction.; Easter eggs--Fiction.; Friendship--Fiction.; Spring--Fiction.; Play--Fiction.</p> <p>New York ::Boynton Bookworks 2023<br/>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>It's Easter. Join Mom and her little Pookie as they prepare for the sweetest of holidays. Pookie's mom arranges an Easter play date with their friend, Bean, where they hop around like bunnies and decorate eggs. At the end of the day, Pookie dreams of the Easter Bunny and, of course, chocolate.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>  | 112 | <p><b>Hello, Moon [Book] FIC TUR</b></p> <p>Mother and child--Fiction.; Moon--Fiction.; Picture books.</p> <p>New York ::Atheneum Books for Young Readers 2022<br/>1 volume (unpaged) : color illustrations ; 24 cm.<br/>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>A mother and child explore the wonder of the changing moon together.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>   |
|     |  | 113 | <p><b>Henry's pizzas [Book] FIC QUA</b></p> <p>Ducks--Fiction.; Pizza--Fiction.; Birthdays--Fiction.; Humorous stories.; Picture books.</p> <p>New York ::Aladdin 2022 1 volume (unpaged) : color illustrations ; 27 cm.<br/>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>Happy Birthday, Henry. Everyone from his mother to his aunt, to his cousins and his brothers send him delicious, mouth-watering pizza -- his very favorite treat -- to celebrate his big day. How will Henry ever be able to eat each and every single slice?</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>  |

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



<p>114      <b>Here Comes Spring</b>    [Board Book]    FIC KAN</p> <p>Spring--Fiction. Little Simon 2023 Primary (P-3) <b>Summary Notes</b> From finding bright red ladybugs to blowing dandelion seeds into the warm spring breeze, enjoy the best things about spring.</p> <p><b>General Notes</b> This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	<p>116      <b>Heroes like us</b>    [Book Club]    two stories / FIC RAÚ</p> <p>Refugees--Fiction.; Friendship--Fiction.; Syrians--England--London--Fiction.; London (England)--Fiction.; England--Fiction. New York ::Delacorte Press 2022 Intermediate (4-6), Middle School (7-8) <b>Summary Notes</b> Two stories featuring ten-year old Ahmet, the Most Famous Refugee Boy in the World, and his friends, who stood up for Ahmet, and other refugee children like him, in Britain.</p>
<p>115      <b>The hero next door</b>    [Book Club]    FIC RHU</p> <p>Children's stories, American; Heroes--Fiction.; Courage--Fiction.; Short stories.; Heroes--Fiction.; Courage--Fiction.  New York ::Crown Books for Young Readers 2019 251 pages : illustrations ; 22 cm. Middle School (7-8) <b>Summary Notes</b> Contains a collection of short stories by intentionally diverse authors that explore everyday heroes and how they make the world a better place. From immigrant grandparents to autistic martial arts instructors, all the heroes in this collection should inspire young readers to recognize the heroes in their own lives.</p> <p><b>Content Notes</b> Minnows and zombies / by Rita Williams-Garcia -- One wish / by Ronald L. Smith -- The assist / by Linda Sue Park and Anna Dobbin -- Home / by Hena Khan -- Ellison's cornucopia : a Logan County story / by Lamar Giles -- Rescue / by Suma Subramaniam -- The save / by Joseph Bruchac -- Los abuelos, two bright minds / by Juana Medina -- Thrown / by Mike Jung -- A girl's best friend / by Cynthia Leitich Smith -- Everly's overworldly dilemma / by Ellen Oh -- Reina Madrid / by R.J. Palacio -- Go fish / by William Alexander.</p>	<p>THE DAY WE MET THE QUEEN Ahmet and his friends have been invited to tea — by none other than the Queen of England herself. But when their journey is unexpectedly interrupted by an old enemy, it will take some quick thinking and an ingenious plan to make it to the palace — and the queen — on time.</p> <p>THE GREAT FOOD BANK HEIST On Thursdays, Nelson, Ashley and Mum head out to the food bank. With its shining cans and boxes of food stacked from floor to ceiling, Nelson thinks it's the best kind of bank there is. But there's a thief in town, and the shelves of the food bank are getting emptier each day.</p> <p>One thing is for certain: someone has to put a stop to the robberies. And Nelson and his friends plan to do just that, with a daring supermarket stake-out that's sure to catch the Food Bank Theives — if they don't get found out first.</p> <p>In this two-novella collection, discover kid heroes making a difference in the world, featuring old friends and some new classmates you won't want to leave.</p>
	<p>117      <b>Hippos go berserk</b>    [Book]    FIC BOY</p> <p>Hippopotamidae--Fiction.; Counting--Fiction.; Hippopotamus--Fiction.; Picture books.; Stories in rhyme. New York ::Boynton Bookworks 2022 1 volume (unpaged) : color illustrations ; 24 cm. Primary (P-3) <b>Summary Notes</b> All through the hippo night, hippos play with great delight in this classic counting story.</p> <p><b>General Notes</b> This is a preview copy from Simon and Schuster to help schools with their collection development.</p>



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

118 **Holding on [Book] FIC LEE**

Memory--Fiction.; Music--Fiction.; Grandmothers--Fiction.; Old age--Fiction.; Grandparent and child--Fiction.; Picture books.

New York ::Atheneum Books for Young Readers 2022  
Primary (P-3)

**Summary Notes**

A young girl spends song-filled summers with her music-loving grandmother in the Philippines, but when her beloved Lola starts slipping into silence and stillness, the girl helps her grandmother hold on with music and the joyful memories the songs bring.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

119 **Home is not a country [Book Club] FIC ELH**

Children of immigrants--Fiction.; Muslim families--Fiction.; High school students--Fiction.; Novels in verse.  
New York, NY ::Make Me a World 2022 215 pages ;  
21 cm.

High School (9-12)

**Summary Notes**

Muslim immigrant Nima feels out of place in her suburban neighborhood and school; her only friend is her neighbor Haitham. While she wonders what her life would have been like if they had stayed in their home country, Nima begins to grow distant from her mother. When Haitham is attacked in a brutal hate crime that sends him to the hospital, Nima begins to realize that instead of wishing for another life, she'll need to fight for the one she has.

120 **The honeybee [Board Book] FIC HAL**

Stories in rhyme.; Honeybee--Fiction.

New York ::Little Simon, an imprint of Simon & Schuster Children's Publishing Division 2018

Primary (P-3)

**Summary Notes**

Illustrations and rhyming text follow endangered honeybees through the year as they forage for pollen and nectar, communicate with others at their hive, and make honey.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

121 **The hope of elephants [Book Club] FIC HIL**

Cancer--Fiction.; Genetic disorders--Fiction.; Death--Fiction.; Fathers and daughters--Fiction.; Grief--Fiction.; Novels in verse.; Narrative poetry.

Watertown, Massachusetts ::Charlesbridge 2022 473  
pages ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Cass and her parents haven't let her dad's cancer stop them from having a good life—full of love and poems and one annual World Series game. Now that Dad's cancer is back, Cass overhears the doctor say that she has a 50% chance of inheriting her dad's genetic mutation, Li-Fraumeni syndrome. There's a genetic test Cass can take that will tell her for sure. There's still so much she wants to do—play baseball, study at the zoo, travel the world with her best friend, Jayla. Would it be better not to know?

When it turns out Dad's cancer is worse this time, Cass is determined to keep up their World Series tradition while navigating all the change and uncertainty that lies ahead.

Poignant and powerful, Cass's story brings the pains and anxiety linked with illness to the surface, and reminds us that sometimes hope is worth holding on to.

Told in blank verse, twelve-year-old Cass struggles to cope with her father's recurring cancers that have dominated her whole life, with the knowledge that he is likely to die soon because the latest recurrence is worse—and with the possibility that she may have inherited the genetic disease, Li Fraumeni's Syndrome, that causes the cancers.

122 **The house that Lou built [Book Club] FIC RES**

Coming of age--Fiction.; Home--Fiction.; Family life--California--Fiction.; Filipino Americans--Fiction.; Building--Fiction.; Moving, Household--Fiction.; California--Fiction.

New York ::Wendy Lamb Books 2018 231 pages ; 22  
cm.

Middle School (7-8)

**Summary Notes**

Lou Bulosan-Nelson has the ultimate summer DIY project. She's going to build her own "tiny house," 100 square feet all her own. She shares a room with her mom in her grandmother's house, and longs for a place where she can escape her crazy but lovable extended Filipino family. Lou enjoys her woodshop class and creating projects, and she plans to build the house on land she inherited from her dad, who died before she was born. But then she finds out that the land may not be hers for much longer.

Lou discovers it's not easy to save her land, or to build a house. But she won't give up; with the help of friends and relatives, her dream begins to take shape, and she learns the deeper meaning of home and family.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



123 **How do meerkats order pizza [Book] wild facts about animals and the scientists who study them / 590 BAR**

Animals--Miscellanea.; Trivia and miscellanea.

New York ::Simon & Schuster Books for Young Readers 2022 1 volume (unpaged) : color illustrations, color map ; 21 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Did you know that crows never forget a face? Or that jaguars have a favorite cologne? Have you ever wondered how to pet a yeti crab? Or whether dogs can tell if you're smiling? And just what is a burrowing bettong? Meet these weird, wonderful animals and the equally weird and wonderful scientists who study them. From crafting fake poop to slurping up bugs with a straw, there's nothing these amazing humans won't do to help us learn more about the animals around us. Packed with fascinating facts, this hilarious book from the bestselling creator of Sad Animal Facts reveals secrets like why roosters crow and how meerkats make decisions as a group--and how humans can better understand the wild creatures we share the planet with.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

124 **Hummingbird [Book Club] FIC LLO**

Osteogenesis imperfecta--Fiction.; Children with disabilities--Fiction.; Wishes--Fiction.; Families--Tennessee--Fiction.; Brittle bone disease--Fiction.; People with disabilities--Fiction.; Wishes--Fiction.; Hummingbirds--Fiction.; Middle schools--Fiction.; Schools--Fiction.; Friendship--Fiction.; Family life--Fiction.

New York ::Scholastic Press 2022 348 pages : illustration ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Twelve-year-old homeschooled Olive is tired of being seen as "fragile" just because she has osteogenesis imperfecta (otherwise known as brittle bone disease) so she's thrilled when she finally convinces her parents to let her attend Macklemore Elementary. Olive can't wait to go to a traditional school and make the friends she's always longed for, until a disastrous first day dashes her hopes of ever fitting in.

Then Olive hears whispers about a magical, wish-granting hummingbird that supposedly lives near Macklemore. It'll be the solution to all her problems! If she can find the bird and prove herself worthy, the creature will make her most desperate, secret wish come true.

When it becomes clear that she can't solve the mystery on her own, Olive teams up with some unlikely allies who help her learn the truth about the bird. And on the way, she just might learn that our fragile places lead us to the most wonderful magic of all.

125 **Hush, little hero [Board Book] FIC BAI**

Bedtime--Fiction.; Stories in rhyme.; Heroes--Fiction. New York, New York ::Little Simon 2022 1 volume (unpaged) : color illustrations ; 17 cm.

Primary (P-3)

**Summary Notes**

This sweet bedtime board book is perfect for any toddler superhero. After all, being a kid is a big-and exhausting-job. Hush, little hero, the day's almost done. A day of adventure, heroics, and fun. Lyrical rhyming text and dynamic illustrations celebrate all those heroic toddlers who leap over buildings of block towers, gather their stuffed-animal sidekicks, and protect the planet.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

126 **I already love you [Board Book] FIC PER**

Board books.; Mother and child--Fiction.; Love--Fiction.; Babies--Fiction.

New York ::Little Simon 2022 1 volume (unpaged) : color illustrations ; 18 cm.

Primary (P-3)

**Summary Notes**

From wiggly toes to sweet, sparkling eyes, this heartfelt board book radiates with the love a parent feels for every part of their child. I already love your fingers. They will curl around mine to say, "hello, I'm here." This board book bursts with heart as it describes the love a parent feels for their child from the moment of meeting and beyond. From eyes, to lips, to fingers, to toes, all parents will know what it feels like to love every inch of your baby-and babies and toddlers will feel the love, too.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

127 **I am a great friend [Book] FIC STO**

Capybara--Fiction.; Animals--Fiction.; Individuality--Fiction.; Friendship--Fiction.

New York ::Atheneum Books for Young Readers 2023 Primary (P-3)

**Summary Notes**

Loud and splashy Baby Capybara must change his ways if he wants a bevy of peaceful birds perched on his back, but when an unexpected critter splashes onto the scene, he realizes he does not need to change himself to find friends.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

128 **I can't draw [Book] FIC MAR**

Drawing--Fiction.; Friendship--Fiction.; Individuality--Fiction.

New York ::Margaret K. McElderry Books 2022 1 volume (unpaged) : color illustrations ; 27 cm.

Primary (P-3)

**Summary Notes**

The Idea Jar meets When I Draw a Panda in this hilarious picture book following a boy who recruits his talented friend to teach him how to draw.

Max recruits his friend Eugene to teach him how to improve his drawing, but none of Eugene's helpful tips fit Max's style.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

129 **I miss you, I hate this [Book Club] FIC SAE**

Epidemics--Fiction.; Quarantine--Fiction.; Best friends--Fiction.; Friendship--Fiction.; Social classes--Fiction.; Iranian Americans--Fiction.; Mexican Americans--Fiction.

Boston ::Poppy, Little, Brown and Company 2022 345 pages ; 22 cm.

High School (9-12)

**Summary Notes**

Best friends, high-achieving Iranian American Parisa Naficy and Mexican American artist Gabriela Gonzales, forged a friendship on the first day of their freshman year of high school that has lasted until this, their final year of school. Harvard-hopeful Parisa is aiming for valedictorian, even as her anxiety threatens to undo her, while Gabriela worries about her moms' money problems. Regardless of how busy they each were, they always found ways to be together and support one another. When a global pandemic hits, however, the pair are unmoored; now that they have more time than ever, they can't spend it with each other and they worry about what the future holds for them. Through emails, texts, and video calls, the pair work through their uneasy panic, family estrangement issues, and mind-numbing online school to discover surprising new connections and means of resilience.

130 **I Want That [Board Book] FIC ELI**

Babies--Fiction.; Choice--Fiction.

Little Simon 2022

Primary (P-3)

**Summary Notes**

What does baby want? Turn the wheel, and take a guess.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

131 **I wheelie love you [Board Book] FIC ELI**

Love--Fiction.; Vehicles--Fiction.; Emotions--Fiction.; Board books.

New York ::Little Simon, an imprint of Simon & Schuster Children's Publishing Division 2022 1 volume (unpaged) : color illustrations ; 16 cm.

Primary (P-3)

**Summary Notes**

A cuddly board book that's perfect for young ones who love vehicles, and anyone who smiles at the phrase "I wheelie love you."

My love: I totally dig you!

You make my heart race!

And no matter what,

I'll always wheelie love you.

This adorable board book is filled with sweet sayings that will delight little readers - as well as big readers who love puns. It's a tender, truck-filled book that's perfect for Valentine's Day or any time of year.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.  
On board pages.

132 **Idol gossip [Book Club] FIC YOU**

Singers--Fiction.; Chinese Americans--Korea (South)--Fiction.; Girl groups (Musical groups)--Fiction.; Popular music--Korea (South)--Fiction.; Bloggers--Fiction.; Gossip--Fiction.; Korea (South)--Fiction.

Somerville, Massachusetts ::Walker Books 2021 318 pages ; 24 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

Every Friday after school, seventeen-year-old Alice Choy and her little sister, Olivia, head to Myeongdong to sing karaoke. Back in San Francisco, when she still had friends and earthly possessions, Alice took regular singing lessons. But since their diplomat mom moved them to Seoul, her only musical outlet is vamping it up in a private karaoke booth to an audience of one: her loyal sister. Then a scout for Top10 Entertainment, one of the biggest K-pop companies, hears her and offers her a spot at their Star Academy. Can Alice navigate the culture clashes, egos, and extreme training practices of K-pop to lead her group onstage before a stadium of 50,000 chanting fans—and just maybe strike K-pop gold? Not if a certain influential blogger and the anti-fans get their way . . .

This debut novel is about standing out and fitting in, dreaming big and staying true. It will speak to fans of K-pop and to anyone who is trying to take their talents to the next level.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



133 **If you could see the sun [Book Club] FIC LIA**  
Chinese Americans--Fiction.; International schools--Fiction.; Schools--Fiction.; Extortion--Fiction.; Fantasy--Fiction.; Beijing (China)--Fiction.; School fiction.; Novels.

Toronto, Ontario, Canada ::Inkyard Press 2022 341 pages ; 22 cm.

High School (9-12)

**Summary Notes**

Alice Sun has always felt invisible at her elite Beijing international boarding school, where she's the only scholarship student among China's most rich and influential teens. But then she starts uncontrollably turning invisible—actually invisible.

When her parents drop the news that they can no longer afford her tuition, even with the scholarship, Alice hatches a plan to monetize her strange new power—she'll discover the scandalous secrets her classmates want to know, for a price.

But as the tasks escalate from petty scandals to actual crimes, Alice must decide if it's worth losing her conscience—or even her life.

134 **If your babysitter is a bruja [Book] FIC SIQ**

Babysitters and babysitting--Fiction.; Hispanic Americans--Fiction.; Witches--Fiction.

New York ::Simon & Schuster Books for Young Readers 2022

Primary (P-3)

**Summary Notes**

If you get a new babysitter, and it's almost Halloween, be wary...for she might just be a bruja.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

135 **I'm a Little Bunny [Board Book] FIC ELI**

Rabbits--Fiction.; Spring--Fiction.

Little Simon 2023

Primary (P-3)

**Summary Notes**

Celebrate spring with bunny friends of all kinds. Little ones will love this fresh twist on the classic nursery rhyme "I'm a Little Teapot."

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

136 **I'm a little snowman [Board Book] FIC ELI**

Snowmen--Fiction.; Winter--Fiction.; Stories in rhyme.; Board books.

New York ::Little Simon, an imprint of Simon & Schuster Children's Publishing Division 2022 1 volume (unpaged) : color illustrations ; 16 x 16 cm.

Primary (P-3)

**Summary Notes**

In a variation of the nursery rhyme "I'm a Little Teapot," a little snowman celebrates the joys of winter.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

137 **I'm not dying with you tonight [Book Club] FIC JON**

Race relations--Fiction.; Riots--Fiction.; African Americans--Fiction.; High school students--Fiction.; Atlanta (Ga.)--Fiction.

Naperville, Illinois ::Sourcebooks Fire 2021 270 pages : illustration ; 21 cm.

High School (9-12)

**Summary Notes**

Lena and Campbell aren't friends. Lena has her killer style, her awesome boyfriend, and a plan. She knows she's going to make it big. Campbell, on the other hand, is just trying to keep her head down and get through the year at her new school. When both girls attend the Friday-night football game, what neither expects is for everything to descend into sudden mass chaos. Chaos born from violence and hate. Chaos that unexpectedly throws them together. They aren't friends. They hardly understand the other's point of view. But none of that matters when the city is up in flames, and they only have each other to rely on if they're going to survive the night.

138 **In between [Book] 590 SAY**

Animals.; Animal babies.; Growth.

New York ::Beach Lane Books 2023

Primary (P-3)

**Summary Notes**

We all go through awkward phases - even animals. Award-winning author and photographer April Pulley Sayre shines a light on nature's relatable in-between moments. No longer underwater but not ready to fly, no longer a tadpole but not yet leaping to land. Animals, just like people, can find themselves stuck in some awkward in-between stages. How do we get out of the in-betweens? We just have to push on through. Come get a glimpse behind-the-scenes into nature's in-between moments.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

139 **The in-between [Book Club] 921 VAN**

Van Heidrich, Katie; Van Heidrich, Katie--  
Family; Homeless families.; Homeless youth.; Homeless  
teenagers.; Homeless girls.; Coming of age.; Homeless  
persons.; Moving, Household.; Autobiographical poetry.

New York ::Aladdin 2023 295 pages : illustrations ; 22  
cm.

Middle School (7-8)

**Summary Notes**

In the early 2000s, thirteen-year-old Katie Van Heidrich has moved more times that she can count, for as long as she can remember. There were the slow moves where you see the whole thing coming. There were the fast ones where you grab what you can in seconds. When Katie and her family come back from an out-of-town funeral, they discover their landlord has unceremoniously evicted them, forcing them to pack lightly and move quickly. They make their way to an Extended Stay America Motel, with Katie's mother promising it's temporary. Within the four walls of their new home, Katie and her siblings, Josh and Haley, try to live a normal life -- all while wondering if things would be easier living with their father. Lyrical and forthcoming, Katie navigates the complexities that come with living in-between: in between homes, parents, and childhood and young adulthood, all while remaining hopeful for the future.

140 **In the footsteps of Crazy Horse [Book Club] FIC MAR**

Crazy Horse, approximately 1842-1877--Fiction.; Self-confidence in children--Fiction.; Lakota Indians--Fiction.; Lakota children--Fiction.; Racially mixed children--Fiction.; Indians of North America--Great Plains--Fiction.; Grandparent and child--Fiction.; Great Plains--Fiction.; Great Plains--History--19th century--Fiction.

New York ::Amulet Books 2015 165 pages :  
illustrations, map ; 21 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Jimmy McClean is a Lakota boy -- though you wouldn't guess it by his name: his father is part white and part Lakota, and his mother is Lakota. When he embarks on a journey with his grandfather, Nyles High Eagle, he learns more and more about his Lakota heritage -- in particular, the story of Crazy Horse, one of the most important figures in Lakota and American history.

Drawing references and inspiration from the oral stories of the Lakota tradition, author Joseph Marshall III juxtaposes the contemporary story of Jimmy with the life of Tansuke Witko, better known as Crazy Horse (c. 1840-1877). The book follows the heroic deeds of the Lakota leader who took up arms against the United States federal government to fight against encroachments on the territories and way of life of the Lakota people, including leading a war party to victory at the Battle of the Little Bighorn. Along with Sitting Bull, Crazy Horse was the last of the Lakota to surrender his people to the U.S. army. Through his grandfather's tales about the famous warrior, Jimmy learns more about his Lakota heritage and, ultimately, himself.

**Content Notes**

Rosebud Sioux Indian Reservation -- Bear Butte -- The Oregon Trail -- The Bozeman Trail -- The Tongue River Valley -- Little Bighorn Battlefield National Monument -- Fort Robinson -- The way it was.

141 **Indivisible [Book Club] FIC ALE**

Family life--New York (State)--New York--Fiction.; Separation--Fiction.; Noncitizens--Fiction.; Illegal immigration--Fiction.; Deportation--Fiction.; Mexican Americans--Fiction.

Boston ::Little, Brown and Company 2021 392 pages ;  
22 cm.

High School (9-12)

**Summary Notes**

Mexican American high school junior and aspiring actor Mateo Garcia's life is turned upside down when his undocumented parents are arrested by ICE. Feeling pressure to run his family's New York bodega and care for his younger sister, Mateo suddenly doesn't know where he fits in as an American, while the stress of surviving and worry threaten to overwhelm him.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

142 **Inside out & back again [Book Club] FIC LAI**

Lai, Thanhha--Interviews.; Vietnamese Americans--Fiction.; Emigration and immigration--Fiction.; Immigrants--Fiction.; Vietnam--History--Fiction.; Alabama--Fiction.

New York, NY ::Harper, an imprint of HarperCollinsPublishers 2013 272 pages ; 20 cm.  
Middle School (7-8)

**Summary Notes**

When her homeland, Saigon, falls during the Vietnam War, young Ha flees from the country with her mother and three older brothers. Through a series of free-verse poems, Ha chronicles her life-changing journey in 1975 from Guam to America, resettling in Alabama. Ha struggles to assimilate to American culture; the different food and language, the odd landscape, the mean kids, and she still misses her father, who's been missing in action for 9 years.

**Content Notes**

Inside out & back again -- Back again : an interview with Thanhha Lai -- Telling your story : an activity for you and your family -- Writing poetry : tips from Thanhha Lai -- Discussion questions.

143 **Interrupting Cow and the horse of a different color [Book] FIC YOL**

Wit and humor--Fiction.; Jokes--Fiction.; Cows--Fiction.; Zebras--Fiction.; Friendship--Fiction.; Humorous stories.; Picture books.

New York, New York ::Simon Spotlight 2022 1 volume; 23 cm.

Primary (P-3)

**Summary Notes**

Cow meets a new friend on the farm, Zebra, who knows a lot of jokes and all about the big bright world beyond the farm.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

144 **It wasn't me [Book Club] FIC LEV**

Photography--Fiction.; Vandalism--Fiction.; Middle schools--Fiction.; Schools--Fiction.; Vandalism.; Schools.

New York ::Delacorte Press 2018 327 pages ; 22 cm.

Middle School (7-8)

**Summary Notes**

Seventh-grader Theo's artwork is vandalized with gay slurs in the student gallery, and all five bystanders claim innocence. Ms. Lewiston, Theo's favorite teacher, brings the six children in over school vacation to engage in a "Justice Circle" to find the culprit. What they find, however, is that each student has a unique story, and that despite their differences, they can all be friends.

145 **It's Diwali [Book] FIC SEH**

Stories in rhyme.; Diwali--Fiction.; Counting.

New York ::Beach Lane Books 2022

Primary (P-3)

**Summary Notes**

In this take-off of the counting rhyme One, Two, Buckle My Shoe, the wonders of Diwali are described.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

146 **Iveliz explains it all [Book Club] FIC ARA**

Novels in verse.; Anxiety disorders--Fiction.; Psychotherapy--Fiction.; Diaries--Fiction.; Grandmothers--Fiction.; Alzheimer's disease--Fiction.; Puerto Ricans--Fiction.; Racially mixed people--Fiction.

New York ::Random House 2022 268 pages : illustrations ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Seventh grader Iveliz looks forward to the new school year with optimism, hoping it will be the opportunity she's been waiting for to turn things around in her life. She vows not to get in any more fights at school and she will try to be happier. After all, her grandmother from Puerto Rico has moved in with them, and that will help to fill the hole that her father left when he walked away. However, her temper rears its ugly head and Iveliz gets into trouble again. Coupled with her grandmother's Alzheimer's and her mother's denial that she needs her medication to feel happier, Iveliz worries she'll never be able to accomplish her goals, especially when she's having trouble understanding and expressing what she's feeling.

147 **The Ivies [Book Club] FIC DON**

Boarding schools--Fiction.; Schools--Fiction.; College choice--Fiction.; Murder--Fiction.

New York ::Crown 2021 312 pages ; 22 cm.

High School (9-12)

**Summary Notes**

Everyone knows the Ivies: the most coveted universities in the United States. Far more important are the Ivies. The Ivies at Claffin Academy, that is. Five girls with the same mission: to get into the Ivy League by any means necessary. I would know. I'm one of them. We disrupt class ranks, club leaderships, and academic competitions...among other things. We improve our own odds by decreasing the fortunes of others. Because hyper-elite competitive college admissions is serious business. And in some cases, it's deadly.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



148 **The joy of reading [Book] PRO 372.42 MIL**  
Reading (Elementary); Reading (Middle school)  
; Children--Books and reading.; Motivation in  
education.; Books and reading.; Motivation (Psychology)

Portsmouth, NH ::Heinemann 2022 xvii, 238 pages :  
color illustrations ; 25 cm.

Professional

**Summary Notes**

This book focuses on the importance of joy in getting kids to become lifelong readers. The authors describe the very specific ways in which teachers can support joy happening in schools - giving kids access to books, choice in reading, opportunities to respond to reading, and building reading communities - and they share resources, instructional moves, and guiding questions to support teachers and their students.

149 **Kent State [Book Club] FIC WIL**

Kent State Shootings, Kent, Ohio, 1970--  
Fiction.; Vietnam War, 1961-1975--Protest movements--  
Fiction.; Colleges and universities--Fiction.; Narrative  
poetry.; Historical fiction.; Kent (Ohio)--History--  
Fiction.; Novels in verse.; Historical fiction.

New York ::Scholastic Press 2020 ix, 132 pages ; 22  
cm.

**Summary Notes**

Told from different points of view--protesters, students,  
National Guardsmen, and "townies"--recounts the story of  
what happened at Kent State in May 1970, when four  
college students were killed by National Guardsmen, and  
a student protest was turned into a bloody battlefield.

**General Notes**

Includes a note by the author describing the sources for  
this story.

150 **Ketanji Brown Jackson [Book] a justice for all /  
347.73 CHA**

Jackson, Ketanji Brown.; United States. Supreme  
Court; Judges--United States.; Picture books.

New York ::Simon & Schuster Books for Young Readers  
2023

Primary (P-3)

**Summary Notes**

Discover the incredible story of Justice Ketanji Brown  
Jackson, who followed her childhood dream of becoming  
a lawyer and eventually became the first Black woman to  
sit on the US Supreme Court in this picture book  
biography.

**General Notes**

This is a preview copy from Simon and Schuster to help  
schools with their collection development.

151 **King Kong's cousin [Book] FIC TEA**

Gorilla--Fiction.; Cousins--Fiction.; Self-esteem--Fiction.

New York ::Beach Lane Books 2022

Primary (P-3)

**Summary Notes**

Junior may not be as big or strong as his famous cousin  
Kong, but when his beloved cat gets stuck in a tree,  
Junior conquers his fear of heights and saves the day.

**General Notes**

This is a preview copy from Simon and Schuster to help  
schools with their collection development.

152 **Lalani of the distant sea [Book Club] FIC KEL**

Adventure fiction.; Fantasy fiction.; Villages--  
Fiction.; Gender role--Fiction.; Action and adventure  
fiction.

New York, NY ::Greenwillow Books 2020 384 pages :  
illustrations, map ; 20 cm.

**Summary Notes**

Twelve-year-old Lalani Sarita's mother falls ill from an  
incurable disease in their small island village of Sanlagita.  
Lalani is then faced with an impossible task -- to journey  
across the sea to the prosperous, legendary Mount Isa  
and help save her mother and her island from natural  
calamities and disease. But although the deadly journey  
has claimed men and boys alike, including her own  
father, Lalani courageously sets sail in a small boat to  
save the ones she loves.

153 **Land of dragons [Book] FIC MCM**

Dragons--Fiction.; Magic--Fiction.; Prophecies--  
Fiction.; Friendship--Fiction.; Fantasy.; Fantasy  
fiction.; Novels.

New York ::Aladdin 2023

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Twelve-year-old Cassie and her companions embark on a  
mission to rescue Albert from the vengeful dragon King  
Vayne and learn more about the prophecy that is putting  
Albert in danger.

**General Notes**

This is a preview copy from Simon and Schuster to help  
schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

154 **The last fallen moon** [Book Club] FIC KIM

Future life--Fiction.; Quests (Expeditions)--Fiction.; Sisters--Fiction.; Magic--Fiction.; Korean Americans--Fiction.; Novels.

New York ::Disney/Hyperion 2022  
Middle School (7-8)

**Summary Notes**

Christened as the Godrealm's last fallen star, Riley Oh has saved the mortal realm but struggles to please her clan, with half of her friends and relatives experiencing no memories of her and others angry that their magic is gone as a result of her actions. Sensing something big is on the horizon, Riley teams up with her sister and a new friend to try to restore magic to her people.

**General Notes**

"Rick Riordan presents."

155 **The Library Fish learns to read** [Book] FIC CAP

Fishes--Fiction.; Libraries--Fiction.; Books and reading--Fiction.; Animal fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2023 1 volume (unpaged) : color illustrations ; 25 cm.  
Primary (P-3)

**Summary Notes**

Library Fish, who calls the library her home, decides it is time to learn to do what everyone around her loves doing--read.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

156 **Life in the rain forest** [Big Book] 574.5 BER

Rain forests.; Rain forest ecology.; Big books.

New York, N.Y. ::Newbridge Communications 1996 16 pages : color illustrations, color map ; 50 cm +.  
Primary (P-3)

**Summary Notes**

Explores the tropical rainforest, including its plants, animals, and people.

**General Notes**

Includes index.

157 **Like father, like son** [Book Club] FIC PAT

Child detectives--Fiction.; Witnesses--Fiction.; Truthfulness and falsehood--Fiction.; Detective and mystery fiction.

New York ::Jimmy Patterson Books, Little, Brown and Company 2021 294 pages ; 21 cm.  
Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Ali Cross is back in the gripping sequel to Ali Cross, the best-selling mystery that introduced readers to detective Alex Cross' son. In Ali's toughest case ever, his friend Zoe is in trouble after Ali and his friends witnessed a crime in Anacostia Park, and it's up to Ali to figure out why Zoe is lying to the police-and who she's protecting.

158 **Linus** [Book] FIC HAU

Individuality--Fiction.; Picture books.

New York ::Atheneum Books for Young Readers 2023  
Primary (P-3)

**Summary Notes**

Sweet, plucky Linus cannot quite seem to fit into the rigid confines of his strait-laced world -- and maybe that is not such a bad thing.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

159 **A list of cages** [Book Club] FIC ROE

Friendship--Fiction.; Child abuse--Fiction.; High school students--Fiction.; Foster children--Fiction.; Attention-deficit disorder in adolescence--Fiction.; Young adult fiction.

New York ::HYPERion 2017 310 pages ; 22 cm.  
High School (9-12)

**Summary Notes**

When Adam Blake lands the best elective ever in his senior year, serving as an aide to the school psychologist, he thinks he's got it made. Sure, it means a lot of sitting around, which isn't easy for a guy with ADHD, but he can't complain, since he gets to spend the period texting all his friends. Then the doctor asks him to track down the troubled freshman who keeps dodging her, and Adam discovers that the boy is Julian -- the foster brother he hasn't seen in five years. Adam is ecstatic to be reunited. At first, Julian seems like the boy he once knew. He's still kindhearted. He still writes stories and loves picture books meant for little kids. But as they spend more time together, Adam realizes that Julian is keeping secrets, like where he hides during the middle of the day, and what's really going on inside his house. Adam is determined to help him, but his involvement could cost both boys their lives.

160 **The little bear** [Book] FIC KIL

Bears--Fiction.; Animals--Infancy--Fiction.; Dreams--Fiction.; First day of school--Fiction.

New York ::Simon & Schuster Books for Young Readers 2022

Primary (P-3)

**Summary Notes**

The night before her first day of school Ollie has a dream of a magical schoolhouse in the woods with her Little Bear friends.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 161      **A Little Ferry tale**    [Book]    FIC OTI  
 Ferries--Fiction.; Boats and boating--Fiction.; Individual differences--Fiction.; Picture books.  
 New York, New York ::Atheneum Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 29 cm.  
 Primary (P-3)  
**Summary Notes**  
 Little Ferry yearns to be more like the other boats in the harbor who are faster or stronger, but her uniqueness proves to be her strength when an emergency erupts.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 162      **Little Red and the big bad editor**    [Book]    FIC REC  
 Little Red Riding Hood, (Fictitious character).; Wolves--Fiction.; Little Red Riding Hood (Tale)--Adaptations.; Fairy tales--Adaptations--Fiction.; Picture books.  
 New York ::Aladdin 2022 1 volume (unpaged) : chiefly illustrations (color) ; 28 cm.  
 Primary (P-3)  
**Summary Notes**  
 Once upon a time...Little Red received a bold new cape from her Granny. She wrote her a thank you note, packed a basket of goodies, and walked through the meadow to Granny's house. But swish swash SWOOP, the big bad wolf stops her in her tracks and opens his mouth wide, leans in close and ...spots the thank you note Red has written to Granny. Mr. Wolf is outraged. He tells Red her words are running together and she needs to use her finger spaces. He corrects her letter, and gets ready to have his dinner, but Red shoves a muffin in his mouth and speeds away. Time and again, Red runs into the Wolf, he corrects her grammar, and she escapes by cramming food in his mouth. Red is certain she has outsmarted this Big Bad Editor. But Wolfy shows up at Granny's and just as he opens his mouth wide and leans in to have dinner at last, he sees his expert editorial work and asks Granny what she thinks. "Excellent job" says Granny, and the three of them sit down to share some crispy apple crumble. Has the Big Bad Wolf finally changed his spots? Has writing and editing curbed his ravenous appetite? Don't count on it.
- General Notes**  
 Wolf is crossed out and replaced with Editor.  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 163      **Lizard in a zoot suit**    [Book Club]    741.5 FIN  
 World War, 1939-1945--Comic books, strips, etc.; Zoot Suit Riots, Los Angeles, Calif., 1943--Comic books, strips, etc.; Sisters--Fiction.; Twins--Fiction.; Lizards--Fiction.; Imaginary creatures--Fiction.; Race relations--Fiction.; Prejudices--Fiction.; Mexican Americans--Fiction.  
 Minneapolis ::Graphic Universe 2020 144 pages : color illustrations ; 26 cm.  
 High School (9-12)  
**Summary Notes**  
 In Southern California, during World War II, twin sisters Flaca and Cuata are harassed by soldiers stationed nearby, but a bigger problem arises when the lost member of an underground species, shaped like a five-foot-tall lizard, needs the sisters' help.
- 
- 164      **Log hotel**    [Big Book]    577.3 SCH  
 Forest ecology.; Trees.  
 New York ::Scholastic 1994 24 pages : color illustrations ; 24 cm.  
 Primary (P-3)  
**Summary Notes**  
 In this nonfiction book, an oak tree falls and becomes a log. Animals and plants move in until the log decays and a new tree starts to grow.
- 
- 165      **The lost year**    [Book Club]    FIC MAR  
 Families--Fiction.; Family life--Fiction.; Secrecy--Fiction.; Survival--Fiction.; Ukraine--History--Famine, 1932-1933--Fiction.; Novels.  
 New York ::Roaring Brook Press 2023 354 pages : illustrations ; 22 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Thirteen-year-old Matthew is miserable. His journalist dad is stuck overseas indefinitely, and his mom has moved in his one-hundred-year-old great-grandmother to ride out the pandemic, adding to his stress and isolation.  
 But when Matthew finds a tattered black-and-white photo in his great-grandmother's belongings, he discovers a clue to a hidden chapter of her past, one that will lead to a life-shattering family secret. Set in alternating timelines that connect the present-day to the 1930s and the US to the USSR, Katherine Marsh's latest novel sheds fresh light on the Holodomor – the horrific famine that killed millions of Ukrainians, and which the Soviet government covered up for decades.
- 
- 166      **The loud librarian**    [Book]    FIC BEA  
 Libraries--Fiction.; Voice--Fiction.; Picture books.  
 New York ::Atheneum Books for Young Readers 2023  
 Primary (P-3)  
**Summary Notes**  
 When loud-voiced Penelope becomes student-librarian, she is determined to prove she is perfect for the job while staying true to herself.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
-

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



167 **Love is loud [Book] how Diane Nash led the Civil Rights Movement / 323.092 WAL**

Nash, Diane, 1938-; African American women civil rights workers--Biography.; Civil rights workers--United States--Biography.; Civil rights movements--United States--History--20th century.; African Americans--Civil rights--History--20th century.; Civil rights workers.; African Americans--Biography.; Women--Biography.; Civil rights--History--20th century.; African Americans--Civil rights--History--20th century.; United States--Race relations--History--20th century.

New York ::Simon & Schuster Books for Young Readers 2023 1 volume (unpaged) : color illustrations ; 29 cm. Primary (P-3)

**Summary Notes**

A picture book biography of Diane Nash, a Civil Rights Movement leader at the side of Martin Luther King Jr. and John Lewis. Born in 1938 in Chicago, Diane went on to take command of the Nashville Movement, leading lunch counter sit-ins and peaceful marches. Diane decides to fight not with anger or violence, but with love. With her strong words of truth and actions, she works to stop segregation.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

168 **Love makes a garden grow [Book] FIC YOO**

Grandfathers--Fiction.; Gardening--Fiction.

New York ::Simon & Schuster Books for Young Readers 2021

Primary (P-3)

**Summary Notes**

A grandfather shares his love of gardening with his granddaughter and it keeps them connected through the years.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

169 **Macy McMillan and the rainbow goddess [Book Club] FIC GRE**

Older people--Fiction.; Neighbors--Fiction.; Novels in verse; Deaf children--Fiction.; Stepfamilies--Fiction.; Children and older people--Fiction.; Friendship--Fiction.; Old age--Fiction.

Toronto, Ontario ::Pajama Press, Inc. 2017 239 pages : illustrations ; 21 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Deaf sixth-grader Macy is best friends with Olivia until an embarrassing comment about Macy's father causes a fight. Now, neither girl is talking to the other, and Macy really needs a friend now that her mother is getting remarried and they have to sell their house. Macy's mother sends her next door to help their elderly neighbor Iris Gillan pack for her own move to an assisted living home, and surprisingly a bond forms between the two and the unexpected friendship helps Macy deal with the changes in her life.

170 **Madera County Superintendent of Schools 2021-2022 annual report [Book] PRO 371.2 MAD**

Education.

Madera, CA ::Madera County Superintendent of Schools : Madera County Office of Education 2022 94 p.

Professional

**Summary Notes**

Statistical data for the 2021-2022 school year reflecting programs and services; identifying and analyzing service opportunities and needs for students, parents, school districts, agencies, and the community; providing coordination services; facilitating interagency collaboration in delivery of children's services, and participating in the development and implementation of local and statewide initiatives. Cecilia Massetti, Ed. D. Superintendent of Madera County Schools.

171 **The magic of a small town Christmas [Book] FIC ALE**

Christmas stories.; Small cities--Fiction.; Picture books.

New York, New York ::Aladdin Books 2022 1 volume (unpaged) : color illustrations ; 29 cm.

Primary (P-3)

**Summary Notes**

In the town of Heartbeat Falls, where skies are crystal clear, the magic of Christmas is celebrated in many different ways: from picking the perfect tree to decorating it with glittering ornaments; from ice skating to eating yummy gingerbread cookies; from hanging handmade stockings to sharing a home cooked meal. Here, the residents know the beauty of a small town doesn't come from its size, but from the love shared by its people, shining brightly in their eyes.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

172 **Manatee summer [Book Club] FIC GRI**

Best friends--Fiction.; Manatees--Conservation--Fiction.; Grandfathers--Fiction.; Self-consciousness (Awareness)--Fiction.; Florida--Fiction.; Animal fiction.

New York, New York ::Quill Tree Books, an imprint of HarperCollinsPublishers 2022 271 pages ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Peter and his best friend, Tommy, have a goal for their last summer before middle school: finish their Discovery Journal, a catalog of the wildlife around their Florida town. When they spot a manatee in a canal, Peter knows they've found something special—and when the manatee is injured by a boat, something to protect.

As Peter joins the fight to save Florida manatees, he also finds himself taking care of his ailing grandfather and facing an unwelcome surprise that jeopardizes his friendship with Tommy. Soon Peter is adrift, navigating shifting tides and realizing that he has as much to discover about himself as he does about the world around him.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022




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**173 Marikit and the ocean of stars [Book Club] FIC CRU**

Magic--Fiction.; Adventure and adventurers--Fiction.; Filipino Americans--Fiction.

New York ::Farrar Straus Giroux Books for Young Readers 2022

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Money is scarce in Marikit's Filipino home since the disappearance of her father and brother at sea. All she wants for her tenth birthday is a new blue dress from her seamstress mother. Instead she receives a patchwork dress made from scraps, with the admonition that the dress will keep her safe. Marikit vows not to wear it until she is whisked away to the land of Engkantos by evil shadows. There, she learns her dress is a map that can help her navigate the enchanted and dangerous lands to find her way home.

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**174 The Marvellers [#1] [Book Club] FIC CLA**

Fantasy fiction.; Magic--Fiction.; Schools--Fiction.; Friendship--Fiction.

New York ::Henry Holt and Company 2022 401 pages : illustrations ; 22 cm.

Middle School (7-8)

**Summary Notes**

Eleven-year-old Ella Durand is the first Conjuror to attend the Arcanum Training Institute, a magic school in the clouds where Marvellers from around the world practice their cultural arts. Despite her excitement, Ella discovers that being the first isn't easy--some Marvellers mistrust her magic. Eventually, she finds friends in elixirs teacher, Masterji Thakur, and fellow misfits Brigit and Jason. When a dangerous criminal escapes prison, supposedly with a Conjuror's aid, Ella becomes the target of suspicion. Worse, Masterji Thakur mysteriously disappears while away on a research trip. With the help of her friends and her own growing powers, Ella must find a way to clear her family's name and track down her mentor before it's too late.

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**175 The Mary Shelley Club [Book Club] FIC MOL**

Clubs--Fiction.; High school students--Fiction.; Horror films--Fiction.; Boarding schools--Fiction.; Initiations (into trades, societies, etc.)--Fiction.; Detective and mystery fiction.; Thrillers (Fiction); Young adult works.

New York ::Henry Holt and Company 2022 468 pages ; 22 cm.

High School (9-12)

**Summary Notes**

Brooklyn teen Rachel Chavez joins the mysterious Mary Shelley Club at her new upscale prep school as a way to make friends and indulge in her fascination with horror movies. The club's elaborate pranks to scare their peers at first seem harmless and thrilling, but Rachel soon learns they have a dark side. Scholarship student Rachel keeps to herself at Manchester Prep, preferring the company of horror films to trust fund babies. When a prank puts her on the radar of a mysterious student society, "The Mary Shelley Club", they subject her to a number of escalating Fear Tests which eventually puts them on the radar of a serial killer.

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**176 Mascot [Book Club] FIC JOH**

Fathers--Death--Fiction.; Grief--Fiction.; Paralysis--Fiction.; People with disabilities--Fiction.; Courage--Fiction.

New York ::Harper, an imprint of HarperCollinsPublishers 2018 330 pages ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Noah Savino has been stuck in a wheelchair for months. He hates the way people treat him like he's helpless now. He's sick of going to physical therapy, where he isn't making any progress. He's tired of not having control over his own body. And he misses playing baseball -- but not as much as he misses his dad, who died in the car accident that paralyzed Noah. Noah is scared he'll never feel like his old self again. He doesn't want people to think of him as different for the rest of his life. With the help of family and friends, he'll have to throw off the mask he's been hiding behind and face the fears that have kept him on the sidelines if he ever wants to move forward.

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**177 Max can read [Book] FIC WEL**

Reading--Fiction.; Rabbits--Fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 27 cm.

**Summary Notes**

Max figures out how to assemble his new gift even though the instructions for putting it together are written in Bulgarian.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

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**178 Me (Moth) [Book Club] FIC MCB**

Teenagers--Fiction.; Grief--Fiction.; Depression in adolescence--Fiction.; Self-actualization (Psychology)--Fiction.; Automobile travel--Fiction.; First loves--Fiction.; Psychic trauma--Fiction.; African Americans--Fiction.; Navajo Indians--Fiction.; Novels in verse.

New York ::Square Fish, Feiwel and Friends 2023 243 pages ; 21 cm.

High School (9-12)

**Summary Notes**

Two years after the death of her family in a car accident, sole survivor Moth still feels adrift and lost, even though she's mostly comfortably cared for by her aunt. When she meets junior classmate Sani, whose ancestors are Navajo, she finds a kindred spirit who understands what it feels like to be disconnected from family. Abused by his stepfather, Sani decides to leave home and search for his biological father on the Navajo Nation in the western United States. Moth tags along, also hoping to find freedom from her negative thoughts and unhappy life. As the pair visit landmarks and national parks, they find love and a trustworthy companion with which to share their pain and joy.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

179 **Meanies [Big Book] FIC COW**

Behavior--Fiction.

San Diego, Calif. ::Shortland Publications ; Distributed in the U.S.A. by The Wright Group 1983 16 p. : col. ill. ; 49 cm.

Primary (P-3)

**Summary Notes**

Meet the Meanies. Learn what they eat and drink, where they sleep and how they (mis)behave.

180 **The meaning of Maggie [Book Club] FIC SOV**

Fathers and daughters--Fiction.; Families--Fiction.; Multiple sclerosis--Fiction.; Middle schools--Fiction.; Schools--Fiction.

San Francisco ::Chronicle Books 2014 220 pages ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Eleven-year-old Maggie Mayfield is an A-plus student with big plans for herself, but at this moment she is also facing a lot of problems -- like starting middle school and figuring out how to help her father who is out of work and in a wheelchair.

181 **Mexican gothic [Book Club] FIC MOR**

Haunted houses--Mexico--Fiction.; Families--Fiction.; Family secrets--Fiction.; Gothic fiction.; Horror fiction.; Fantasy fiction.

New York ::Del Rey 2020 301 pages ; 24 cm.

High School (9-12)

**Summary Notes**

After receiving a frantic letter from her newly-wed cousin begging for someone to save her from a mysterious doom, Noemi Taboada heads to High Place, a distant house in the Mexican countryside. She's not sure what she will find--her cousin's husband, a handsome Englishman, is a stranger, and Noemi knows little about the region. Noemi is also an unlikely rescuer: She's a glamorous debutante, and her chic gowns and perfect red lipstick are more suited for cocktail parties than amateur sleuthing. But she's also tough and smart, with an indomitable will, and she is not afraid: Not of her cousin's new husband, who is both menacing and alluring; not of his father, the ancient patriarch who seems to be fascinated by Noemi; and not even of the house itself, which begins to invade Noemi's dreams with visions of blood and doom. Her only ally in this inhospitable abode is the family's youngest son. Shy and gentle, he seems to want to help Noemi, but might also be hiding dark knowledge of his family's past. For there are many secrets behind the walls of High Place. The family's once colossal wealth and faded mining empire kept them from prying eyes, but as Noemi digs deeper she unearths stories of violence and madness.

182 **Mexican whiteboy [Book Club] FIC DE**

Identity (Psychology)--Fiction.; Self-acceptance--Fiction.; Hispanic Americans--Ethnic identity.; Racially mixed people--Fiction.; Baseball stories.; Fathers and sons--Fiction.; Cousins--Fiction.; National City (Calif.)--Fiction.; Young adult fiction.; Baseball stories--Fiction.

New York ::Ember 2018 247 pages ; 22 cm.

High School (9-12)

**Summary Notes**

Sixteen-year-old Danny searches for his identity amidst the confusion of being half-Mexican and half-white while spending a summer with his cousin and new friends on the baseball fields and back alleys of San Diego County, California.

183 **The midnight children [Book Club] FIC GEM**

Secrecy--Fiction.; Orphans--Fiction.; Runaway children--Fiction.; Friendship--Fiction.; Belonging--Fiction.; Secrets--Fiction.

New York ::Henry Holt and Company 2022 342 pages ; 22 cm.

Middle School (7-8)

**Summary Notes**

In the dead of night, a truck arrives in Slaughterville, a small town curiously named after its windowless slaughterhouse. Seven mysterious kids with suitcases step out of the vehicle and into an abandoned home on a dead-end street, looking over their shoulders to make sure they aren't noticed.

But Ravani Foster covertly witnesses their arrival from his bedroom window. Timid and lonely, Ravani is eager to learn everything he can about his new neighbors: What secrets are they hiding? And most mysterious of all...where are the adults?

Yet amid this shadowy group of children, Ravani finds an unexpected friend in the warm and gutsy Virginia. But with this friendship comes secrets revealed—and danger. When Ravani learns of a threat to his new friends, he must fight to keep them safe, or lose the only person who has ever understood him.

Full of wonder, friendship, and mystery, *The Midnight Children* explores the meaning of "home," what makes a family, and what it takes to find the courage to believe in yourself.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

184 **Mirror to mirror [Book Club] FIC LAR**

Anxiety disorders--Fiction.; Anxiety--Fiction.; Twins--Fiction.; Sisters--Fiction.

New York ::Quill Tree Books 2023 352 pages.

Middle School (7-8)

**Summary Notes**

Maya is the pragmatic twin, but her secret anxiety threatens to overwhelm her.

Chaya is the outgoing twin. When she sees her beloved sister suffering, she wants to tell their parents—which makes Maya feel completely betrayed. With Maya shutting her out, Chaya makes a dramatic change to give her twin the space she seems to need. But that's the last thing Maya wants, and the girls just drift further apart.

The once-close sisters can't seem to find their rhythm, so they make a bet: they'll switch places at their summer camp, and whoever can keep the ruse going longer will get to decide where they both attend high school—the source of frequent arguments. But stepping into each other's shoes comes with its own difficulties, and the girls don't know how they're going to make it.

185 **Miss Bindergarten celebrates the last day of kindergarten [Book] FIC SLA**

Kindergarten--Fiction.; Schools--Fiction.; Teachers--Fiction.

New York ::Dutton Children's Books 2005 1 v. : col. ill. ; 29 cm.

Primary (P-3)

**Summary Notes**

Miss Bindergarten and her class celebrate the last day of kindergarten with a party and good wishes.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

186 **Monday's not coming [Book Club] a novel / FIC JAC**

Young adult fiction.; Schools--Fiction.; Best friends--Fiction.; Missing persons--Fiction.; Friendship--Fiction.; High school students--Fiction.; Thrillers (Fiction)

New York, NY ::Katherine Tegen Books, an imprint of HarperCollinsPublishers 2019 449 pages ; 21 cm.

High School (9-12)

**Summary Notes**

Monday Charles is missing, and only Claudia seems to notice. Claudia and Monday have always been inseparable—more sisters than friends. So when Monday doesn't turn up for the first day of school, Claudia's worried.

When she doesn't show for the second day, or second week, Claudia knows that something is wrong. Monday wouldn't just leave her to endure tests and bullies alone. Not after last year's rumors and not with her grades on the line. Now Claudia needs her best—and only—friend more than ever. But Monday's mother refuses to give Claudia a straight answer, and Monday's sister April is even less help.

As Claudia digs deeper into her friend's disappearance, she discovers that no one seems to remember the last time they saw Monday. How can a teenage girl just vanish without anyone noticing that she's gone?

187 **Monsters in a mess [Book] FIC RAN**

Stories in rhyme.; Monsters--Fiction.; Trucks--Fiction.; Pets--Fiction.; Goldfish--Fiction.; House cleaning--Fiction.; Picture books.

New York ::Simon Spotlight 2022

Primary (P-3)

**Summary Notes**

A family of monsters clean their messy house to make space for their new pet goldfish.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

188 **The monsters on the broom [Board Book] FIC GUE**

Halloween--Fiction.; Monsters--Fiction.; Stories in rhyme.; Board books.; Picture books for children.

New York ::Little Simon, an imprint of Simon & Schuster Children's Publishing Division 2022 1 volume (unpaged) : color illustrations ; 18 cm.

Primary (P-3)

**Summary Notes**

Set to the song "The Wheels on the Bus," this Halloween-themed shaped board book follows a host of spooky creatures as they take to the sky on Halloween night.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

189 **Moo, baa, fa la la la la** [Board Book] FIC BOY

Domestic animals--Fiction.; Christmas--Fiction.; Christmas fiction.; Board books.

New York, NY ::Boynnton Bookworks, an imprint of Simon & Schuster Children's Publishing Division 2022 1 volume (unpaged) : color illustrations ; 15 cm.

Primary (P-3)

**Summary Notes**

The farm animals are celebrating Christmas.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

190 **Moon dark smile** [Book] FIC GRA

Demonology--Fiction.; Princesses--Fiction.; Voyages and travels--Fiction.; Names, Personal--Fiction.; Magic--Fiction.; Fantasy.; Fantasy fiction.; Novels.

New York ::Margaret K. McElderry Books 2022 415 pages ; 22 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

After discovering a dangerous way to bring the demon of the palace with her, Raliel, the heir to the Emperor, sets out on her coming-of-age journey, accompanied by her demon-kissed bodyguard Osian, who secretly plans to act as his mother's weapon against the Empire.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

191 **The moon from Dehradun** [Book] a story of partition / FIC SHA

Refugees--Fiction.; Muslims--Fiction.; India--History--Partition, 1947--Fiction.; Picture books.

New York ::Atheneum Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 23 x 29 cm.

Primary (P-3)

**Summary Notes**

A young girl leaves her beloved doll behind when she must make the journey from India to Pakistan in the aftermath of their partition by the British government.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

192 **More spaghetti, I say** [Big Book] FIC GEL

Play--Fiction.; Pasta products--Fiction.; Spaghetti--Fiction.; Eating--Fiction.

New York ; Toronto ::Scholastic Book Services 1984 32 p. : col. ill. ; 46 cm.

Primary (P-3)

**Summary Notes**

Minnie the monkey eats too much spaghetti while Freddy begs her to play with him instead.

193 **The morning queen** [Big Book] FIC COW

Morning--Fiction.; Clothing and dress--Fiction.

Wright Group Publishing, Inc 1996

Primary (P-3)

**Summary Notes**

A young girl goes out walking one morning and finds the accoutrements of the Morning Queen.

194 **Mouse calls** [Book] FIC PAC

Stories in rhyme.; Animals--Fiction.; Storms--Fiction.

New York ::Beach Lane Books 2022

Primary (P-3)

**Summary Notes**

Mouse calls Moose to tell him of an impending storm, then Moose calls Goose, Goose calls Dog, and so on until all of the animals are safe and accounted for.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

195 **Mrs. McNosh hangs up her wash** [Big Book] FIC WEE

Humorous stories.; Laundry--Fiction.

New York ::Scholastic Inc. 2000 1 volume (unpaged) : color illustrations ; 40 x 40 cm.

Primary (P-3)

**Summary Notes**

Mrs. McNosh hangs up her wash with such gusto that her clothesline ends up holding the dog, a Christmas wreath, a kite, and other odd items.

196 **My pet feet** [Book] FIC FUN

Alphabet--Fiction.; City and town life--Fiction.; Lost and found possessions--Fiction.; Mystery and detective stories.; Humorous stories.

New York ::Simon & Schuster Books for Young Readers 2022

Primary (P-3)

**Summary Notes**

After awakening to find that her pet ferret is now pet feet, a young girl discovers that the letter "R" has disappeared and its absence is causing chaos throughout her town.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



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- 197      **Mysteries of Thorn Manor**    **[Book] FIC ROG**  
 Interpersonal relations in adolescence--Fiction.; Magic--Fiction.; Blessing and cursing--Fiction.; Interpersonal relations--Fiction.; Fantasy.  
 New York ::Margaret K. McElderry Books 2023 186 pages ; 19 cm.  
 High School (9-12)  
**Summary Notes**  
 Elisabeth, Nathaniel, and Silas must unravel the magical trap keeping them inside Thorn Manor in time for their Midwinter Ball.
- General Notes**  
 "A companion to ... Sorcery of thorns"--Front of jacket. This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 198      **The name she gave me**    **[Book Club] FIC CUL**  
 Sisters--Fiction.; Families--Fiction.; Adoptees--Fiction.; Birth mothers--Fiction.; Foster children--Fiction.; Foster home care--Fiction.; Novels in verse.; Domestic fiction.  
 New York, NY ::HarperTeen, an imprint of HarperCollins Publishers 2022 400 pages ; ; 22 cm.  
 High School (9-12)  
**Summary Notes**  
 Rynn was born with a hole in her heart -- literally. Although it was fixed long ago, she still feels an emptiness there when she wonders about her birth family. As her relationship with her adoptive mother fractures, Rynn finally decides she needs to know more about the rest of her family. Her search starts with a name, the only thing she has from her birth mother, and she quickly learns that she has a younger sister living in foster care in a nearby town. But if Rynn reconnects with her biological sister, it may drive her adoptive family apart for good.
- 
- 199      **Nat the cat takes a nap**    **[Book] FIC LER**  
 Cats--Fiction.; Rats--Fiction.; Naps (Sleep)--Fiction.; Picture books.  
 New York ::Simon Spotlight 2023 1 volume (unpaged) : color illustrations ; 23 cm.  
 Primary (P-3)  
**Summary Notes**  
 Nat the Cat is taking a nap. Or he would be...if only the narrator would stop interrupting his sleep. This witty story, where Nat's words keep getting turned upside down and inside out, is sure to make readers laugh out loud.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 200      **Nature spy**    **[Big Book] 508 ROT**  
 Nature.  
 New York ::Macmillan ; Maxwell Macmillan Canada ; Maxwell Macmillan International 1992 1 v. (unpaged) : col. ill. ; 21 x 26 cm.  
 Primary (P-3)  
**Summary Notes**  
 A child takes a close-up look at such aspects of nature as an acorn, the golden eye of a frog, and an empty hornet's nest.
- 
- 201      **The new rooster**    **[Book] FIC ALE**  
 Roosters - Fiction.; Communication--Fiction.; Breakfasts--Fiction.; Animal fiction.; Picture books.  
 New York ::Simon & Schuster Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 21 x 29 cm.  
 Primary (P-3)  
**Summary Notes**  
 The new rooster has come a long way but he is ready to crow for his new job, only nobody seems to understand his dialect--however they all appreciate his skill cooking breakfast.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 202      **The nixie's song**    **[Book] FIC DIT**  
 Siblings--Fiction.; Fairies--Fiction.; Giants--Fiction.; Magic--Fiction.; Stepfamilies--Fiction.; Florida--Fiction.; Fantasy fiction.  
 New York ::Simon and Schuster Books for Young Readers 2007 162 p. : ill. ; 18 cm.  
 Primary (P-3), Intermediate (4-6)  
**Summary Notes**  
 Eleven-year-old Nicholas Vargas only thinks his life has been turned upside down after his developer father remarries and moves his new wife and daughter into the soon-to-be completed Mangrove Hollow. But an "expedition" to a nearby lake turns up a little nixie with a giant problem -- the huge, lumbering, fire-breathing variety -- and it's up to Nick, his stepsister Laurie, and his big brother, Julian (plus a familiar face from the original Spiderwick Chronicles) to figure out the best way to stop a host of rampaging giants before all of Florida goes up in smoke.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



203 **Noni the pony counts to a million** [Book] FIC LES

Stories in rhyme.; Ponies--Fiction.; Animals--Fiction.; Counting--Fiction.; Picture books.  
New York ::Beach Lane Books 2023 1 volume (unpaged) : color illustrations ; 21 x 27 cm.  
Primary (P-3)

**Summary Notes**

Noni the Pony counts everything from her two friends to the cars going by, all the way to a million stars in the night sky.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

204 **Northwind** [Book Club] FIC PAU

Wilderness survival--Fiction.; Survival--Fiction.; Orphans--Fiction.; Diseases--Fiction.; Canoes and canoeing--Fiction.; Action and adventure fiction.; Adventure fiction.

New York ::Farrar Straus Giroux 2022 246 pages : illustrations ; 22 cm.  
Middle School (7-8)

**Summary Notes**

When a deadly plague reaches the small fish camp where he lives, an orphan named Leif is forced to take to the water in a cedar canoe. He flees northward, following a wild, fjord-riven shore, navigating from one danger to the next, unsure of his destination. Yet the deeper into his journey he paddles, the closer he comes to his truest self as he connects to "the heartbeat of the ocean . . . the pulse of the sea." With hints of Nordic mythology and an irresistible narrative pull, *Northwind* is Gary Paulsen at his captivating, adventuresome best.

205 **The not-so-brave little lion** [Book] FIC WAL

Stories in rhyme.; Lion--Fiction.; Size--Fiction.; Courage--Fiction.; Animal fiction.; Picture books.

New York ::Atheneum Books for Young Readers 2023  
Primary (P-3)

**Summary Notes**

When his feathered friend gets into a scary situation and the other lions are too big to help, Little Lion faces his fears and discovers that maybe he is a little bit brave after all.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

206 **Nowhere boy** [Book Club] FIC MAR

Adventure stories.; Syrians--Belgium--Brussels--Fiction.; Americans--Belgium--Brussels--Fiction.; Adventure and adventurers--Fiction.; Courage--Fiction.; Hope--Fiction.; Friendship--Fiction.; Teenage boys--Belgium--Brussels--Fiction.; Teenage refugees--Belgium--Brussels--Fiction.; Orphans--Fiction.

New York ::Square Fish/Roaring Brook Press 2020  
362 pages ; 20 cm.  
Middle School (7-8)

**Summary Notes**

Fourteen-year-old Ahmed is stuck in a city that wants nothing to do with him. Newly arrived in Brussels, Belgium, Ahmed fled a life of uncertainty and suffering in Aleppo, Syria, only to lose his father on the perilous journey to the shores of Europe. Now Ahmed's struggling to get by on his own, but with no one left to trust and nowhere to go, he's starting to lose hope.

Then he meets Max, a thirteen-year-old American boy from Washington, D.C. Lonely and homesick, Max is struggling at his new school and just can't seem to do anything right. But with one startling discovery, Max and Ahmed's lives collide and a friendship begins to grow. Together, Max and Ahmed will defy the odds, learning from each other what it means to be brave and how hope can change your destiny.

**General Notes**

Includes a conversation with the author.

207 **Odder** [Book Club] FIC APP

Sea otter--Fiction.; Wildlife rescue--Fiction.; Novels in verse.; California--Fiction.

New York ::Feiwel and Friends 2022 274 pages : illustrations ; 20 cm.  
Middle School (7-8)

**Summary Notes**

Odder spends her days off the coast of central California, practicing her underwater acrobatics and spinning the quirky stories for which she's known. She's a fearless daredevil, curious to a fault. But when Odder comes face-to-face with a hungry great white shark, her life takes a dramatic turn, one that will challenge everything she believes about herself—and about the humans who hope to save her.

Inspired by the true story of a Monterey Bay Aquarium program that pairs orphaned otter pups with surrogate mothers, this poignant and humorous tale told in free verse examines bravery and healing through the eyes of one of nature's most beloved and charming animals.

**General Notes**

Maps on end pages.



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



<p>208      <b>The Ogress and the orphans</b> [Book Club] FIC BAR</p> <p>Fantasy--Fiction.; Orphans--Fiction.; Missing children--Fiction.; Blame--Fiction.; Generosity--Fiction.; Ghouls and ogres--Fiction.; Fantasy.</p> <p>Chapel Hill, North Carolina ::Algonquin Young Readers, an imprint of Algonquin Books of Chapel Hill 2022 392 pages : map ; 22 cm.</p> <p>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Stone-in-the-Glen, once a lovely town, has fallen on hard times. Fires, floods, and other calamities have caused the people to lose their library, their school, their park, and even their neighborliness. The people put their faith in the Mayor, a dazzling fellow who promises he alone can help. After all, he is a famous dragon slayer. (At least, no one has seen a dragon in his presence.) Only the clever children of the Orphan House and the kindly Ogress at the edge of town can see how dire the town's problems are.</p> <p>Then one day a child goes missing from the Orphan House. At the Mayor's suggestion, all eyes turn to the Ogress. The Orphans know this can't be: the Ogress, along with a flock of excellent crows, secretly delivers gifts to the people of Stone-in-the-Glen.</p> <p>But how can the Orphans tell the story of the Ogress's goodness to people who refuse to listen? And how can they make their deluded neighbors see the real villain in their midst?</p> <p><b>General Notes</b></p> <p>Maps on endpapers.</p>	<p>210      <b>On her wings</b> [Book] the story of Toni Morrison / 813 .54 NOL</p> <p>Morrison, Toni; Novelists, American--20th century--Biography.; African American novelists--Biography.; Biography.; Biographies.; Picture books.</p> <p>New York ::Simon &amp; Schuster Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 27 x 29 cm.</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>Born Chloe Ardelia Wofford, she grew up listening to stories and loved reading. As a teenager she worked at the Lorain town library and later attended Howard University. As an editor at a New York publisher, she found time early in the morning and late at night after her children were asleep to write. When she looked about over her life and all what she had seen and learned, she knew she wanted to write about her people, Black people. Today and always her work and legacy will live on.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>
<p>209      <b>Oh my oh my oh dinosaurs</b> [Board Book] A Book of Opposites / FIC BOY</p> <p>Dinosaurs--Fiction.; Opposites--Fiction.; Stories in rhyme.; Picture books.; Board books.</p> <p>New York City ::Boynton Bookworks 2023 1 volume (unpaged) : color illustrations ; 16 cm.</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>Singing, dancing, lumbering, and gallivanting dinosaurs teach young readers about opposites.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	<p>211      <b>One cold, wet night</b> [Big Book] FIC COW</p> <p>Sleep--Fiction.; Animals--Fiction.; Beds--Fiction.</p> <p>San Diego, Calif. ::The Wright Group 1990 16 p. : col. ill. ; 14 x 17 cm.</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>The farmer left his bed in the middle of the night only to return and find all his animals sleeping there.</p> <hr/> <p>212      <b>The one thing you'd save</b> [Book Club] FIC PAR</p> <p>Disasters--Fiction.; Emotions--Fiction.; Schools--Fiction.; Middle schools--Fiction.; Personal belongings--Fiction.; Novels in verse.</p> <p>Boston ::Clarion Books, Houghton Mifflin Harcourt 2021 65 pages : illustrations ; 22 cm.</p> <p>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>If your house were on fire, what one thing would you save? Newbery Medalist Linda Sue Park explores different answers to this provocative question in linked poems that capture the diverse voices of a middle school class. Illustrated with black-and-white art.</p>

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



<p>213      <b>The only black girls in town</b> [Book Club] FIC COL</p> <p>Friendship--Fiction.; African Americans--Fiction.; Race relations--Fiction.; Secrets--Fiction.; California--Fiction. Boston ::Little, Brown and Company 2020 355 pages ; 20 cm. Middle School (7-8)</p> <p><b>Summary Notes</b> Surfer Alberta has been the only black girl in her small California beach town for years. When she finds out that the new owners of the bed-and-breakfast across the street are black and that they have a daughter her age, Alberta is convinced that she and Edie will be best friends. But Edie misses her life in Brooklyn and is finding it hard to adapt to California life. When the girls find a box of old journals in Edie's attic, they team up to find out why they were left behind, uncovering painful secrets from the past.</p>	<p>216      <b>The other side of the river</b> [Book Club] FIC DOB</p> <p>Families--United States--Fiction.; Immigrants--Fiction.; Mexican-American Border Region--Fiction.; Historical fiction. Naperville, Illinois ::Sourcebooks Young Readers 2021 351 pages ; 23 cm. Middle School (7-8)</p> <p><b>Summary Notes</b> Petra Luna is in America, having escaped the Mexican Revolution and the terror of the Federales. Now that they are safe, Petra and her family can begin again, in this country that promises so much. Still, twelve-year-old Petra knows that her abuelita, little sister, and baby brother depend on her to survive. She leads her family from a smallpox-stricken refugee camp on the Texas border to the buzzing city of San Antonio, where they work hard to build a new life. And for the first time ever, Petra has a chance to learn to read and write. Yet Petra also sees in America attitudes she thought she'd left behind on the other side of the Rio Grande -- people who look down on her mestizo skin and bare feet, who think someone like her doesn't deserve more from life. Petra wants more. Isn't that what the revolution is about? Her strength and courage will be tested like never before as she fights for herself, her family, and her dreams.</p>
<p>214      <b>Oodles of doodles</b> [Book] FIC KON</p> <p>Doodles--Fiction.; Poodles--Fiction.; Dogs--Fiction.; Animal fiction.; Picture books. New York ::Simon Spotlight 2022 Primary (P-3)</p> <p><b>Summary Notes</b> A poodle demonstrates his ability to doodle oodles and oodles of noodles.</p> <p><b>General Notes</b> This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	<p>217      <b>Our little mushroom [Book] a story of Franz Schubert and his friends / 780.92 MCC</b></p> <p>Schubert, Franz, 1797-1828.; Composers--Austria--Biography.; Composers.; Biographies. New York ::Margaret K. McElderry Books 2022 1 volume (unpaged) : color illustrations ; 27 cm. Primary (P-3)</p> <p><b>Summary Notes</b> Although it was not always easy for musician Franz Schubert to practice his music, he was supported immensely by his friends, who believed in his talent and wanted the world to hear his work.</p> <p>Franz Schubert was only eleven when he auditioned for the Emperor's Choir School in Vienna, a place where everyone loved music. Franz barely spoke a word, but he sang like an angel, and his friends took to calling him "Little Mushroom" because he was small. As Franz continued to study and practice his music, his friends were amazed by his talent. The last thing Franz's father wanted was for his son to be a musician — surely he would starve — but Franz's friends refused to let him quit. They vowed to help Franz devote himself to his music, and to make sure the world heard their talented friend. Franz Schubert would go on to write a thousand pieces of music. Discover the true story of a prolific composer and musician in this beautiful tale about the strength of friendship and the rewards of hard work in finding success.</p>
<p>215      <b>Operation final notice</b> [Book Club] FIC LAN</p> <p>Poor--Fiction.; Best friends--Fiction.; Friendship--Fiction.; Cellists--Fiction. New York ::Dial Books for Young Readers 2022 279 pages ; 22 cm. Middle School (7-8)</p> <p><b>Summary Notes</b> As the new year approaches, best friends Ronny, whose family is in financial trouble, and Josefina, who has a big audition at a prestigious music academy, must learn how to depend on one another and their community when things get tough.</p> <p><b>General Notes</b> This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

218 **Ours [Board Book] FIC FOR**

African American children--Pictorial works--Fiction.; African American children--Fiction.; Stories in rhyme.; Board books.; Children's stories--Pictorial works.

New York ::Little Simon 2022 1 volume (unpaged) : illustrations (colour) ; 17 cm.

Primary (P-3)

**Summary Notes**

I love mine (mine), she loves hers (hers), he loves his (his), I love theirs. Show young readers how to see themselves and others with confidence and love with this beautiful rhyming board book.

**General Notes**

On board pages.

This is a preview copy from Simon and Schuster to help schools with their collection development.

219 **Pajama time [Board Book] FIC BOY**

Board books.; Stories in rhyme.; Animals--Fiction.; Pajamas--Fiction.; Bedtime--Fiction.

New York City ::Boynton Bookworks 2022 1 volume (unpaged) : color illustrations ; 16 cm.

Primary (P-3)

**Summary Notes**

Animals celebrate pajamas of all colors and kinds.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

220 **Palace of books [Book] FIC POL**

Libraries--Fiction.; Books and reading--Fiction.; Birds--Fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2023

Primary (P-3)

**Summary Notes**

At the public library in her new town, Patricia meets Mrs. Creavy, an encouraging librarian who introduces Patricia to the books of John James Audubon and helps her become the first member of the Audubon Bird Club of Fremont Elementary.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

221 **The palace of dreams [Book] FIC AND**

Witches--Fiction.; Ghosts--Fiction.; Magic--Fiction.; Museums--Fiction.; Novels.

New York ::Aladdin 2023

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Thirteen-year-old Rosie and the League of Witch Hunters, joined by a gaggle of the world's last ghosts, cross the galaxy in search of the Museum of Imagined Things, the last treasure the Nothing King wants before dragging everything into oblivion.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

222 **Parker grows a garden [Book] FIC CUR**

Curry, Parker--Childhood and youth--Fiction.; African Americans--Fiction.; Gardens--Fiction.; Grandmothers--Fiction.; Picture books.

New York ::Simon Spotlight 2022

Primary (P-3)

**Summary Notes**

Parker grows a backyard garden with her two grandmothers, Nana and Mom Mom.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

223 **Partly cloudy [Book Club] FIC DAV**

Microaggressions--Fiction.; Middle schools--Fiction.; Schools--Fiction.; African Americans--Fiction.; Wildfires--Fiction.; Domestic fiction.

New York ::Katherine Tegen Books, an imprint of HarperCollins Publishers 2021 228 pages ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

In desperate need of clear skies as she starts a new school, Madalyn has days filled with clouds that lead to serious storms until she learns the power of community and family after disaster strikes.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



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- 224      **The patron thief of bread** [Book Club] FIC EAG      227      **A pho love story** [Book Club] FIC LE,
- Choice--Fiction.; Girls--Fiction.; Love--Fiction.; Gargoyles--Fiction.; Bakers--Fiction.; Bakeries--Fiction.; Apprentices--Fiction.; Fantasy fiction.  
Somerville, Massachusetts ::Candlewick Press 2022  
442 pages ; 22 cm.  
Middle School (7-8)  
**Summary Notes**  
Fished out of a local river as an infant, eight-year-old Duck has lived a life of petty thievery and hiding from authorities as part of a gang of street urchins known as the Crowns. When gang leader Gnat finds them a permanent home in an unfinished abandoned cathedral, he devises a plan for Duck to apprentice to a local baker, where she'll pilfer food and money for them, allowing them to live in relative comfort. As she begins a life working for the kindly baker Griselde, Duck discovers she has a talent for baking and begins to question her loyalties. Meanwhile, atop the cathedral, a lonely gargoyle longs to fulfill his mission of watching and protecting those in and outside the cathedral.
- Vietnamese Americans--Fiction.; Restaurants--Fiction.; Vendetta--Fiction.; Artists--Fiction.; Dating (Social customs)--Fiction.; Young adult fiction.; Romance fiction.  
New York ::Simon & Schuster Books for Young Readers 2021 406 pages ; 22 cm.  
Middle School (7-8), High School (9-12)  
**Summary Notes**  
If Bao Nguyen had to describe himself, he'd say he was a rock. Steady and strong, but not particularly interesting. His grades are average, his social status unremarkable. He works at his parents' pho restaurant, and even there, he is his parents' fifth favorite employee. Not ideal.  
  
If Linh Mai had to describe herself, she'd say she was a firecracker. Stable when unlit, but full of potential for joy and fire. She loves art and dreams pursuing a career in it. The only problem? Her parents rely on her in ways they're not willing to admit, including working practically full-time at her family's pho restaurant.
- 
- 225      **Peek-A-Boo Haiku: A Lift-The-Flap Book** [Board Book] FIC SMI
- Animals--Fiction.  
Little Simon 2023  
Primary (P-3)  
**Summary Notes**  
This poetic lift-the-flap board book features haikus about hidden woodland animals, plus flaps that reveal those animals.
- For years, the Mais and the Nguyens have been at odds, having owned competing, neighboring pho restaurants. Bao and Linh, who've avoided each other for most of their lives, both suspect that the feud stems from feelings much deeper than friendly competition.  
  
But then a chance encounter brings Linh and Bao in the same vicinity despite their best efforts and sparks fly, leading them both to wonder what took so long for them to connect. But then, of course, they immediately remember.  
  
Can Linh and Bao find love in the midst of feuding families and complicated histories?
- 
- 226      **Peekaboo Rex** [Board Book] FIC BOY
- Hippopotamuses--Fiction.; Dinosaurs--Fiction.; Play--Fiction.; Friendship--Fiction.  
Boynton Bookworks 2023  
Primary (P-3)  
**Summary Notes**  
Follow a lovable T. rex throughout its day as it plays peekaboo with a tiny dinosaur friend.
- 228      **Picking apples** [Book] FIC MCN
- Apples--Fiction.; School field trips--Fiction.  
New York ::Simon Spotlight, an imprint of Simon & Schuster Children's Publishing Division 2022 1 volume (unpaged) : color illustrations ; 24 cm.  
Primary (P-3)  
**Summary Notes**  
Michael refuses to help his classmates pick apples during a field trip until his teacher, Mrs. Connor, finds the apple that is just right for him.
- General Notes**  
This is a preview copy from Simon and Schuster to help schools with their collection development.
- General Notes**  
This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 229      **The pigeon finds a hot dog** [Read Along] FIC WIL  
 Pigeons--Fiction.; Ducks--Fiction.; Sharing--Fiction.; Humorous stories.  
 New York ::Hyperion Books for Children 2004 1 v. (unpaged) : col. ill. ; 24 cm.  
 Primary (P-3)  
**Summary Notes**  
 Pigeon learns about sharing when a curious duckling keeps asking questions about the hot dog Pigeon has found.  
**Content Notes**  
 Kit includes one book, one Pigeon and one Duckling plush toy, and Boardmaker Communication Cards.
- 
- 230      **Pilar Ramirez and the curse of San Zenon** [Book Club] FIC RAN  
 Mythology--Fiction.; Magic--Fiction.; Good and evil--Fiction.; Dominican Americans--Dominican Republic--Fiction.; Fantasy.; Fantasy fiction.  
 New York ::Henry Holt and Company 2023 272 pages.  
 Middle School (7-8)  
**Summary Notes**  
 After being magically transported to the mythical island of Zafa and rescuing her long captive cousin Natasha, Pilar is back in Chicago . . . and hiding the shocking truths about Zafa and Natasha being alive. So, when she and her family are invited on a trip to Santo Domingo, Pilar welcomes the distraction and the chance to see the Dominican Republic for the first time.  
 But when Ciguapa and close friend Carmen magically appears in the DR searching for help, Pilar is soon on the hunt for the escaped demon El Baca and his mysterious new ally. Now, with a cursed storm gathering over the island to resurrect an ancient enemy, Pilar will have to harness her newfound bruja powers if she has any hope of saving her own world, Zafa, and most importantly her family before the clock runs out and ushers in a new era of evil.
- 
- 231      **Pilar Ramirez and the escape from Zafa** [Book Club] FIC RAN  
 Folklore--Dominican Republic--Fiction.; Families--Fiction.; Magic--Fiction.; Dominican Americans--Fiction.; Missing persons--Fiction.; Memory--Fiction.; Animals, Mythical--Fiction.; Family life--Fiction.; Novels.  
 New York ::Henry Holt and Company 2022 285 pages : illustration ; 22 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Twelve-year-old Pilar Violeta "Purp" Ramirez's world is changing, and she doesn't care for it one bit. Her Chicago neighborhood is gentrifying and her chores have doubled since her sister, Lorena, left for college. The only constant is Abuela and Mami's code of silence around her cousin Natasha—who vanished in the Dominican Republic fifty years ago during the Trujillo dictatorship.  
 When Pilar hears that Lorena's professor studies such disappearances, she hops on the next train to dig deeper into her family's mystery. After snooping around the professor's empty office, she discovers a folder with her cousin's name on it . . . and gets sucked into the blank page within.  
 She lands on Zafa, an island swarming with coconut-shaped demons, butterfly shapeshifters, and a sinister magical prison where her cousin is being held captive. Pilar will have to go toe-to-toe with the fearsome Dominican boogeyman, El Cuco, if she has any hope of freeing Natasha and getting back home.
- 
- 232      **Platanos are love** [Book] FIC REY  
 Grandmothers--Fiction.; Plantain bananas--Fiction.; Cooking (Plantain bananas)--Fiction.; Picture books.  
 New York ::Atheneum Books for Young Readers 2023 Primary (P-3)  
**Summary Notes**  
 A young girl learns the cultural significance of plantains while cooking alongside her abuela.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 233      **Pookie's Thanksgiving** [Board Book] FIC BOY  
 Thanksgiving Day--Fiction.; Thanksgiving cooking--Fiction.; Pies--Fiction.; Board books.; Stories in rhyme.  
 New York ::Boynton Bookworks, an imprint of Simon & Schuster Children's Publishing Division 2022 1 volume (unpaged) : color illustrations ; 15 cm.  
 Primary (P-3)  
**Summary Notes**  
 Pookie's family spends a terrific Thanksgiving Day together, with love and gratitude. (AND PIE!!!)
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 234      **Promise boys [Book Club] FIC BRO**  
 Murder--Fiction.; Schools--Fiction.; African Americans--Fiction.; Hispanic Americans--Fiction.; Thrillers (Fiction); Detective and mystery fiction; Novels.  
 New York ::Henry Holt Books for Young Readers 2023  
 294 pages ; 24 cm.  
 High School (9-12)  
**Summary Notes**  
 Black friends J.B., Ramón, and Trey attend Washington D.C.'s Urban Promise Prep school, led by Principal Moore. The school follows his strict program of discipline, which he says will keep the boys out of trouble and college bound. During a mandatory detention, in which the boys are serving time for infractions, Principal Moore is murdered and the three boys are primary suspects because they were in the building at the same time. In addition, incriminating evidence places them at the scene of the crime. The boys claim innocence, and band together to investigate the case and clear their names.
- 
- 235      **Pumpkin, pumpkin [Big Book] FIC TIT**  
 Pumpkin--Fiction.; Gardening--Fiction.; Growth (Plants)  
 New York ::Scholastic 1986 23 p. : col. ill. ;  
 Primary (P-3)  
**Summary Notes**  
 Jamie plants a pumpkin seed and, after watching it grow, carves it, and saves some seeds to plant in the spring.
- General Notes**  
 Large format version of title originally published: New York : Greenwillo Books, 1986.
- 
- 236      **The Q [Book Club] FIC TIN**  
 Communicable diseases--Fiction.; Quarantine--Fiction.; Survival--Fiction.; Kidnapping--Fiction.; Presidents--Family--Fiction.; Science fiction.; Dystopian fiction.; Thrillers (Fiction)  
 New York ::Crown 2022 343 pages ; 22 cm.  
 High School (9-12)  
**Summary Notes**  
 In the wake of a deadly pandemic, the government formed the Q, a quarantine zone in the former city of Austin, Texas. Those that live in the Q have split into two rival factions that control the northern and southern regions of the former city. Outside the Q, enemies of a U.S. presidential candidate capture his son, nineteen-year-old Lennon Pierce, and in retaliation, drop him into the quarantine zone. Lennon is given a temporary antidote to the virus that Q residents have learned to live with, but he must leave within seventy-two hours or be forced permanently to stay. Eighteen-year-old Maisie Rojas, a member of the southern Lopez gang, offers to escort him to a legal exit which is controlled by the northern factions, hoping to obtain much-needed medical supplies while she's there. However, the journey is dangerous, and there are no guarantees that they'll arrive in time to save Lennon.
- 
- 237      **The race of the century [Book Club] the battle to break the four-minute mile / 796.42 BAS**  
 Bannister, Roger.; Landy, John, 1930-2022.; Santee, Wes.; Runners (Sports)--Biography.; Running--Records.; Biographies.  
 New York ::Scholastic Focus 2022 201 pages : illustrations ; 22 cm.  
 Middle School (7-8)  
**Summary Notes**  
 There was a time when running the mile in four minutes was believed to be beyond the limits of human foot speed. In 1952, after suffering defeat at the Helsinki Olympics, three world-class runners each set out to break this barrier: Roger Bannister was a young English medical student who epitomized the ideal of the amateur; John Landy the privileged son of a genteel Australian family; and Wes Santee the swaggering American, a Kansas farm boy and natural athlete. Spanning three continents and defying the odds, these athletes' collective quest captivated the world. Neal Bascomb's bestselling adult account adapted for young readers delivers a breathtaking story of unlikely heroes and leaves us with a lasting portrait of the twilight years of the golden age of sport.
- 
- 238      **Rain [Board Book] FIC RYL**  
 Rain and rainfall--Fiction.; Picture books.  
 New York ::Beach Lane Books 2023  
 Primary (P-3)  
**Summary Notes**  
 When rain is on its way, some people and animals hurry home and get cozy inside. But others stay out to soak up the glorious showers. Wet drops bounce on leaves and roofs, creeks fill up, trees take a shower, cats have a show, and everyone relishes the rain.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
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- 239      **Ramen for everyone [Book] FIC TAN**  
 Ramen--Fiction.; Food habits--Fiction.; Individual differences--Fiction.; Fathers and sons--Fiction.; Picture books.  
 New York ::Atheneum Books for Young Readers 2023  
 Primary (P-3)  
**Summary Notes**  
 A young boy aspires to make a bowl of ramen as delicious as his dad's, and runs into some surprises -- both delightful and disastrous -- on his first attempt.
- General Notes**  
 Includes recipe.  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
-

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

240 **The rat queen [Book Club] FIC HAU**

Girls--Fiction.; Rats--Fiction.; Family secrets--Fiction.; Fantasy fiction.

Somerville, Massachusetts ::Candlewick Press 2022  
390 pages ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

For Annie's tenth birthday, her papa gives her a pad of paper, some colored pencils, and the Klimas family secret. It's called the nuodeema burna, or eater of sins. Every time Annie misbehaves, she has to write down her transgression and stick the paper into a hidey-hole in the floor of their house. But Annie's inheritance has a dark side: with each paper fed to the burna, she feels less guilty about the mean things she says and does. As a plague of rats threatens her small suburban town and the mystery of her birthright grows, Annie—caught in a cycle of purging her misdeeds—begins to stop growing. It is only when she travels to her family's home country of Litvania to learn more about the burna that Annie uncovers the magnitude of the truth. Gripping and emotionally complex, Pete Hautman's inventive yarn for middle-grade readers draws on magical realism to explore coming of age and the path to moral responsibility.

241 **Real friends [Book Club] 741.5 HAL**

Hale, Shannon--Cartoons and comics.; Authors--Cartoons and comics.; Friendship--Cartoons and comics.; Bullying--Cartoons and comics.; Cartoons and comics.; Comics (Graphic works); Autobiographical comics.; Autobiographies.

New York ::First Second 2017 207 pages : color illustrations ; 21 cm.

Middle School (7-8)

**Summary Notes**

Shannon and Adrienne have been best friends ever since they were little. But one day, Adrienne starts hanging out with Jen, the most popular girl in class and the leader of a circle of friends called The Group. Everyone in The Group wants to be Jen's #1, and some girls would do anything to stay on top . . . even if it means bullying others.

Now every day is like a roller coaster for Shannon. Will she and Adrienne stay friends? Can she stand up for herself? And is she in The Group — or out?

242 **The really rotten princess and the wonderful, wicked class play [Book] FIC SNO**

Princesses--Fiction.; Schools--Fiction.; Witches--Fiction.; Children's plays--Fiction.; Readers (Publications)

New York ::Simon Spotlight 2022 1 volume (unpaged) : color illustrations ; 23 cm.

Primary (P-3)

**Summary Notes**

Princess Regina has something wicked waiting in the wings for the school play in this hilarious Level 2 Ready-to-Read story.

Miss Prunerot has big plans for this year's class play. The princesses will be starring in The Wizard of Oz. Regina--the Really Rotten Princess--is cast as Glinda the Good Witch. At first it seems like the role might be rubbing off on Regina. She's on her best behavior. But there may be more to her new attitude than meets the eye.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

243 **The red palace [Book Club] FIC HUR**

Murder--Fiction.; Secrets--Fiction.; Criminal investigation--Fiction.; Nurses--Fiction.; Korea--History--Choson dynasty, 1392-1910--Fiction.; Detective and mystery stories.; Mystery fiction.

New York ::Feiwel and Friends 2022 329 pages ; 22 cm.

High School (9-12)

**Summary Notes**

In eighteenth century Korea, illegitimate daughter Hyeon has worked hard to become a nurse serving in the palace, if only her father would see and acknowledge her efforts. When the murders of four women happen in the public health office where she works, Hyeon's friend is charged. Determined to exonerate her mentor, Hyeon launches her own investigation, eventually meeting up with police investigator Seo Eojin and joining with him to find the culprit--evidence pointing to the Crown Prince himself.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



244 **Redbone [Book Club] the true story of a Native American rock band / 782.4 STA**

Redbone (Musical group).--Comic books, strips, etc.; American Indian Movement.--Comic books, strips, etc.; Rock musicians--United States--Biography--Comic books, strips, etc.; Indians of North America--Biography--Comic books, strips, etc.; Indigenous peoples--Comic books, strips, etc.; Graphic novels.

San Diego, California :: Idea and Design Works 2020  
159 pages : illustrations (most color) ; 26 cm.

High School (9-12)

**Summary Notes**

This is the story of the Native American civil rights movement and the resulting struggle for identity told through the high-flying career of west coast rock and roll pioneers, Redbone. Brothers Pat and Lolly Vegas were talented Native American rock musicians that took the 1960s Sunset Strip by storm. They influenced The Doors and jammed with Jimmy Hendrix before he was 'Jimi,' and the idea of a band made up of completely Native Americans soon followed. Determined to control their creative vision and maintain their cultural identity, they eventually signed a deal with Epic Records in 1969. But as the American Indian Movement gained momentum the band took a stand, choosing pride in their ancestry over continued commercial reward.

**General Notes**

Chiefly illustrations.

245 **Return to Atlantis [Book] FIC O'H**

Atlantis (Legendary place)--Fiction.; Adventure and adventurers--Fiction.; Fantasy fiction.; Action and adventure fiction.; Novels.

New York :: Aladdin 2022 431 pages ; 22 cm.  
Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Riley thought she was through with Atlantis, but when the Atlanteans who came back with her (and are currently living in the basement) become gravely ill it becomes clear they must all return to Atlantis -- and face the enemies they made during their escape.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

246 **The rhythm of time [Book Club] FIC QUE**

Time travel--Fiction.; Best friends--Fiction.; Friendship--Fiction.; African Americans--Fiction.

New York :: G.P. Putnam's Sons 2023 240 pages.  
Middle School (7-8)

**Summary Notes**

After accidentally traveling back in time and rewriting the future, twelve-year-old best friends Rahim and Kasia must work together to restore their timeline.

247 **Rick the rock of Room 214 [Book] FIC FAL**

Rocks--Fiction.; Schools--Fiction.; Adventure and adventurers--Fiction.; Picture books.

New York :: Simon & Schuster Books for Young Readers 2022

Primary (P-3)

**Summary Notes**

Tired of sitting all day on the Nature Finds shelf in Room 214, a rock named Rick escapes the classroom for the great outdoors, only to discover that sometimes the greatest adventure in life is friendship.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

248 **Rickshaw to horror [Book] FIC QUA**

Animals--Fiction.; Ducks--Fiction.; Mystery fiction.

New York :: Aladdin 2022

Primary (P-3)

**Summary Notes**

When Miss Mallard visits Hong Kong, she encounters Marshall Gadwall, a retired English military duck, who seems to have the power to predict disasters. His predictions always come true, but as Miss Mallard examines the evidence, she finds someone's story doesn't add up.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

249 **Road of the lost [Book] FIC AZA**

Fairies--Fiction.; Identity--Fiction.; Kings, queens, rulers, etc.--Fiction.; Magic--Fiction.; Fantasy.; Fantasy fiction.; Novels.

New York :: Margaret K. McElderry Books 2022

High School (9-12)

**Summary Notes**

Croi is compelled by a summoning spell to leave her home in the Wilde Forest and travel into the Otherworld, where the enchantment that made her into a brownie begins to break, revealing her true identity, her hidden magick, and her forgotten heritage.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

250 **A rover's story [Book Club] FIC WAR**

Roving vehicles (Astronautics)--Fiction.; Robots--Fiction.; Science fiction.; Outer space--Exploration--Fiction.; Mars (Planet)--Fiction.; Children's stories.

New York ::Balzer + Bray, an imprint of HarperCollins Publishers 2022 294 pages : illustrations ; 22 cm.  
Middle School (7-8)

**Summary Notes**

Mars rover Resilience documents its journey to awareness as it's being built in a NASA lab by workers in hazmat suits and outside programmers. Res and the other machines question the usefulness of the emotions they observe in the humans around them, even as they unconsciously absorb their meaning and role. Among those humans is Sophie, whose mother is one of Res's creators. Sophie begins to write letters to Res, explaining her complicated relationship with her mother as a result of her mother's dedication to Res. When Res's mission to Mars is finally launched, Res is overcome with emotion as it leaves with a companion drone named Fly and a satellite named Guardian. After landing, Res is determined to fulfill its mission and live up to its name. But logic and programming are abandoned when Fly goes missing during a dust storm and Res must make a daring rescue.

251 **Sabrina Sue loves the sky [Book] FIC BUR**

Chickens--Fiction.; Birds--Fiction.; Flight--Fiction.; Inventions--Fiction.; Humorous stories.; Picture books.

New York, N.Y. ::Simon Spotlight 2023  
Primary (P-3)

**Summary Notes**

Sabrina Sue wants to fly like all the other birds she sees in the sky. Will her flying machine invention be what she needs, or will she find another way to soar?

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

252 **Sal and Gabi fix the universe [Book Club] FIC HER**

Science fiction.; Multiverse--Fiction.; Family life--Fiction.; Friendship--Fiction.; Cuban Americans--Fiction.

Los Angeles ::Disney Hyperion 2020 423 pages ; 22 cm.

Middle School (7-8)

**Summary Notes**

Among many other challenges, Sal and Gabi have to try to make everything right with our world when there is a rogue Gabi from another universe running loose.

Sal Vidon doesn't want to live a Mami-free life. Pulling different versions of his mother from other universes is how he copes with missing his own, who died years ago. But Sal's father, a calamity physicist, is trying to shut down all the wormholes Sal creates, because Papi thinks they are eroding the very fabric of our world. All of Papi's efforts are in vain, however, because a Gabi from another universe has gone rogue and is popping up all over the place, seeking revenge for the fact that her world has been destroyed.

While Sal and Gabi work together to keep both Papi and Rogue Gabi under control, they also have to solve the mystery of Yasmany, who has gone missing from school. Could it have something to do with the wormhole in the back of his locker?

**General Notes**

"Rick Riordan presents."

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022




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**253 Sal & Gabi break the universe [Book Club] FIC HER**

Space and time--Fiction.; Grief--Fiction.; Cuban Americans--Fiction.; Friendship--Fiction.; Science fiction.

New York ::Disney Hyperion 2020 382 pages ; 20 cm.

Middle School (7-8)

**Summary Notes**

How did a raw chicken get inside Yasmany's locker? When Sal Vidon meets Gabi Real for the first time, it isn't under the best of circumstances. Sal is in the principal's office for the third time in three days, and it's still the first week of school. Gabi, student council president and editor of the school paper, is there to support her friend Yasmany, who just picked a fight with Sal. She is determined to prove that somehow, Sal planted a raw chicken in Yasmany's locker, even though nobody saw him do it and the bloody poultry has since mysteriously disappeared. Sal prides himself on being an excellent magician, but for this sleight of hand, he relied on a talent no one would guess except maybe Gabi, whose sharp eyes never miss a trick. When Gabi learns that he's capable of conjuring things much bigger than a chicken--including his dead mother--and she takes it all in stride, Sal knows that she is someone he can work with. There's only one slight problem: their manipulation of time and space could put the entire universe at risk.

**General Notes**

"Rick Riordan Presents."

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**254 Salt and sugar [Book Club] FIC CAR**

Bakeries--Fiction.; Young adult fiction.; Teenagers--Fiction.; Bakers and bakeries--Fiction.; Grandmothers--Death--Fiction.; Families--Fiction.; Cooperation--Fiction.; Romance fiction.

Toronto, Ontario, Canada ::Inkyard Press 2022 388 pages ; 22 cm.

High School (9-12)

**Summary Notes**

For generations, Lari Ramirez's family has run Salt, a bakery in her Olinda, Brazil hometown. Also for generations, her family has been at war with Sugar, the bakery across the street run by the Molina family. Events in her hometown throw Lari into a tailspin, beginning with the passing of her beloved grandmother and the appearance of a fancy supermarket chain up the street. With business dwindling and her depression growing, Lari makes the desperate decision to team up with Pedro Molina to save both of their bakeries. She soon realizes she had many preconceived notions about Pedro -- none of which prove to be true -- and as their relationship grows, so does their trust in each other and their resolve to keep their businesses thriving.

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**255 The samosa rebellion [Book Club] FIC SEK**

Immigrants--Fiction.; Families--Fiction.; Grandmothers--Fiction.; Grandparent and child--Fiction.; Prejudices--Fiction.; Racism--Fiction.; Multiculturalism--Fiction.; Islands--Fiction.; Imaginary places--Fiction.; Butterflies--Fiction.; Immigration opponents--Fiction.

New York, NY ::Katherine Tegen Books, an imprint of HarperCollinsPublishers 2021 341 pages : illustrations, map ; 22 cm.

Intermediate (4-6), Middle School (7-8), High Scho

**Summary Notes**

Before his grandmother moved from India to the island of Mariposa, Muki Krishnan's life was good. But now? He has to share his bedroom with Paati, his grandmother, who snores like a bulldozer and wakes him up at dawn to do yoga.

Paati's arrival coincides with even bigger changes in Mariposa. The president divides citizens into Butterflies—families who have lived in Mariposa for three generations—and Moths, who, like Muki's family, are more recent immigrants. The changes are small at first. But then Muki and his friends find a camp being built to imprison Moths before sending them away. Soon after, his Paati is captured and taken there.

While devising Paati's escape, Muki discovers that a secret rebellion is underway, and as he digs deeper, he realizes that rescuing Paati will be the fight of his life.

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**256 Santa Mouse bakes Christmas cookies [Board Book] FIC BRO**

Mice--Fiction.; Christmas--Fiction.; Cookies--Fiction.; Christmas stories.; Stories in rhyme.; Pictorial works.

New York ::Little Simon 2022 1 volume (unpaged) : color illustrations ; 16 cm.

Primary (P-3)

**Summary Notes**

Join Santa Mouse and the elves at the North Pole as they bake Christmas cookies in a sweet holiday tale.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

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**257 Scary stories [Book] FIC JOH**

Storytelling--Fiction.; Courage--Fiction.; Fear--Fiction.

New York ::Simon & Schuster Books for Young Readers 2022

Primary (P-3), Intermediate (4-6)

**Summary Notes**

An imp, a goblin, and a scalawag get together to tell the scariest stories they can think of.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



258	<b>The science of breakable things</b> [Book Club] FIC KEL	261	<b>The season of Styx Malone</b> [Book Club] FIC MAG
<p>Families--Fiction.; Middle schools--Fiction.; Friendship--Fiction.; Family problems--Fiction.; Science--Fiction.; Depression, Mental--Fiction.</p> <p>New York ::Random House 2018 297 pages : illustrations ; 22 cm.</p> <p>Intermediate (4-6), Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>When Natalie's science teacher suggests that she enter an egg drop competition, Natalie thinks that this might be the perfect solution to all of her problems. There's prize money, and if she and her friends wins, then she can fly her botanist mother to see the miraculous Cobalt Blue Orchids--flowers that survive against impossible odds. Natalie's mother has been suffering from depression, and Natalie is sure that the flowers' magic will inspire her mom to love life again. Which means it's time for Natalie's friends to step up and show her that talking about a problem is like taking a plant out of a dark cupboard and giving it light. With their help, Natalie begins an uplifting journey to discover the science of hope, love, and miracles.</p>		<p>Families--Indiana--Fiction.; Foster children--Fiction.; African Americans--Fiction.; Indiana--Fiction.; Adventure fiction.; Action and adventure fiction.</p> <p>New York ::Wendy Lamb Books 2018 297 pages ; 22 cm.</p> <p>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Caleb Franklin and his big brother Bobby Gene have the whole summer for adventures in the woods behind their house in Sutton, Indiana. Caleb dreams of venturing beyond their ordinary small town, but his dad likes the family to stay close to home. Then Caleb and Bobby Gene meet new neighbor Styx Malone. Styx is sixteen and oozes cool. He's been lots of different places. Styx promises Caleb and Bobby Gene that together, they can pull off the Great Escalator Trade -- exchanging one small thing for something better until they achieve their wildest dream.</p>	
259	<b>Se amable, se valiente, se tau</b> [Board Book] FIC BAR	262	<b>The second chance of Benjamin Waterfalls</b> [Book Club] FIC BIR
<p>Kindness--Fiction.; Courage--Fiction.; Individuality--Fiction.; Stories in rhyme.; Picture books.; Board books.; Spanish language materials.; Stories in rhyme.</p> <p>Nueva York ::Simon &amp; Schuster Libros Para Ninos 2022 1 volume (unpaged) : color illustrations ; 18 cm.</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>Charlie Brown, Snoopy, and the Peanuts gang celebrate everyday acts of kindness and bravery. ¡Celebra actos cotidianos de bondad y valentía con la pandilla de Peanuts en este inspirador libro de cartón perfecto para regalos!</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>		<p>Ojibwa Indians--Fiction.; Indians of North America--Fiction.; Indian reservations--Fiction.; Juvenile delinquency--Fiction.; Fathers and sons--Fiction.; Families--Fiction.; Grand Portage Reservation (Minn.)--Fiction.; Bildungsromans.</p> <p>New York ::Feiwel and Friends 2022 278 pages ; 22 cm.</p> <p>Intermediate (4-6), Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>After being caught stealing one too many times, Benjamin Waterfalls is sent to a "boot camp" at the Ojibwe reservation where he searches for answers as he tries to turn his life around and embrace this second chance.</p>	
260	<b>The sea in winter</b> [Book Club] FIC DAY	263	<b>The secret detective</b> [Book Club] FIC PAT
<p>Identity (Philosophical concept)--Fiction.; Families--Washington (State)--Fiction.; Makah Indians--Fiction.; Makah Indian Tribe of the Makah Indian Reservation--Fiction.; Social problem fiction.</p> <p>New York, New York ::Heartdrum, in imprint of HarperCollinsPublishers 2022 250 pages ; 20 cm.</p> <p>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Middle schooler Maisie Cannon loses the love of her life when she tears her ACL and can no longer practice ballet. Devastated, she alienates friends and step-siblings and falls into a deep depression. But through an annual family trip to the Olympic Peninsula to learn about her Makah ancestors, Maisie learns she isn't the only one to suffer loss, and once she confides her feelings to her mother, she learns strategies to help her rebound.</p>		<p>Police--Fiction.; Debates and debating--Fiction.; Middle schools--Fiction.; Schools--Fiction.; African Americans--Fiction.; Washington (D.C.)--Fiction.</p> <p>Boston ::Jimmy Patterson Books/Little, Brown and Company 2022 253 pages ; 21 cm.</p> <p>Intermediate (4-6), Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Ali Cross, the son of famous detective Alex Cross, is participating in a school debate over police violence and finds himself in a difficult situation regarding his father. As he faces peer pressure on all sides, Ali and his friends sneak out to crime scenes to hone their detective skills.</p>	

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



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|-----|--|-----|--|
| 264 | <p><b>The secrets of the Stormforest [Book] FIC LAP</b></p> <p>Travel agents--Fiction.; Teleportation--Fiction.; Magic--Fiction.; Travel--Fiction.; Disappearances (Parapsychology)--Fiction.; Multiverse--Fiction.; Fantasy fiction.; Action and adventure fiction.</p> <p>New York ::Aladdin 2022 343 pages : illustrations ; 22 cm.</p> <p>Middle School (7-8), High School (9-12)</p> <p><b>Summary Notes</b></p> <p>Flick and Jonathan have faced countless dangers as members of the Strangeworlds Society and come out alive on the other side. But what do they really know about the society they are risking their lives for? Why does it exist? Who is Strangeworlds there to protect? And what in the worlds is happening to the multiverse now? With worlds everywhere under threat of collapse and mysteries abounding, it's up to Flick and Jonathan to discover the answers to these questions. And only if they can uncover the secrets of Strangeworlds, and the secrets of a mysterious new world called The Stormforest, will they have any hope of defending their world - and others - from the threat that is facing them all.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p> | 266 | <p><b>Seen and unseen [Book Club] what Dorothea Lange, Toyo Miyatake, and Ansel Adams's photographs reveal about the Japanese American Incarceration / 940.53 PAR</b></p> <p>Miyatake, T oy o; Lange, Dorothea; Adams, Ansel; Manzanar War Relocation Center.; United States. War Relocation Authority. Photography Section.; Japanese Americans--Forced removal and internment, 1942-1945.; World War, 1939-1945--Photography.; World War, 1939-1945--California--Manzanar--Concentration camps.</p> <p>San Francisco ::Chronicle Books 2022 123 pages. Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Provides a collection of images from three photographers that show what life was like inside the Japanese internment camps at Manzanar, California during World War II. Dorothea Lange, who was best known for her photographs documenting the Great Depression, was critical of the internment and tried to show the horror of what the people were enduring. Japanese American photographer and camp member Toyo Miyatake smuggled in supplies to build his own camera and documented both difficult and happy events at the camp. Landscape photographer Ansel Adams wasn't against the incarceration, but even his staged portraits showed the resiliency of the captives. Historical information accompanies the text along with back matter that offers a map, resources, and additional historical information.</p> |
| 265 | <p><b>See you in the cosmos [Book Club] FIC CHE</b></p> <p>Families--Fiction.; Voyages and travels--Fiction.; Dogs--Fiction.; Road fiction.; Diary fiction.</p> <p>New York, NY ::Puffin Books 2018 314 pages ; 20 cm.</p> <p>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>11-year-old Alex Petroski loves space and rockets, his mom, his brother, and his dog Carl Sagan—named for his hero, the real-life astronomer. All he wants is to launch his golden iPod into space the way Carl Sagan (the man, not the dog) launched his Golden Record on the Voyager spacecraft in 1977. From Colorado to New Mexico, Las Vegas to L.A., Alex records a journey on his iPod to show other lifeforms what life on earth, his earth, is like. But his destination keeps changing. And the funny, lost, remarkable people he meets along the way can only partially prepare him for the secrets he'll uncover—from the truth about his long-dead dad to the fact that, for a kid with a troubled mom and a mostly not-around brother, he has way more family than he ever knew.</p>  | 267 | <p><b>Shall we dance [Book] 591.5 PAG</b></p> <p>Courtship in animals.; Animal behavior.</p> <p>New York ::Beach Lane Books 2023</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>Nature is putting on a dance recital...come watch. From award-winning author-illustrator Robin Page, Shall We Dance? is a beautiful exploration of how and why different animals move their bodies. Whether it's to find a mate, repel a predator, or just for fun, readers will learn the reason and purpose behind each animal and critter's graceful, exuberant, or playful moves. And they might even want to get up and join in the dancing fun.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>  |

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

268 **A show for two [Book Club] FIC BHU**

Bangladeshi Americans--Fiction.; Teenage girls--Fiction.; High school students--Fiction.

Toronto, Ontario ::Inkyard Press 2022 406 pages ; 22 cm.

High School (9-12)

**Summary Notes**

All Mina Rahman wants is to finally win the Golden Ivy student film competition, get into her dream school, and leave New York City behind for good. When indie film star Emmitt Ramos enrolls in her high school under a secret identity to research his next role, he agrees to star in her short film for the competition... if she acts as his NYC tour guide. As Mina ventures across the five boroughs with Emmitt, the city she grew up in starts to look more like home than it ever has before. Suddenly, Mina's dreams -- which once seemed impenetrable -- begin to crumble, and she's forced to ask herself: Is winning worth losing everything?

269 **Shuna's journey [Book Club] FIC MIY**

Princes--Fiction.; Princes--Comic books, strips, etc.; Voyages and travels--Fiction.; Voyages and travels--Comic books, strips, etc.; Grain--Fiction.; Grain--Comic books, strips, etc.; Action and adventure comics.; Comics (Graphic works); Fantasy comics.; Fantasy fiction.; Graphic novels.; Action and adventure comics.

New York ::First Second 2022 1 volume (unpaged) : chiefly color illustrations ; 23 cm.

High School (9-12)

**Summary Notes**

Shuna, the prince of a poor land, watches in despair as his people work themselves to death harvesting the little grain that grows there. And so, when a traveler presents him with a sample of seeds from a mysterious western land, he sets out to find the source of the golden grain, dreaming of a better life for his subjects. It is not long before he meets a proud girl named Thea. After freeing her from captivity, he is pursued by her enemies, and while Thea escapes north, Shuna continues toward the west, finally reaching the Land of the God-Folk. Will Shuna ever see Thea again? And will he make it back home from his quest for the golden grain?

**General Notes**

First published in Japan by Tokuma Shoten Co., Ltd., ©1983.

270 **Six crimson cranes [Book Club] FIC LIM**

Siblings--Fiction.; Princesses--Fiction.; Stepmothers--Fiction.; Blessing and cursing--Fiction.; Cranes (Birds)--Fiction.; Magic--Fiction.; Young adult fiction.; Fantasy fiction.

New York ::Alfred A. Knopf 2021 456 pages : illustrations, map ; 22 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

The exiled Princess Shiori must unravel the curse that turned her six brothers into cranes, and she is assisted by her spurned betrothed, a capricious dragon, and a paper bird brought to life by her own magic. Shiori, princess of Kiata, has a secret: Forbidden magic runs through her veins. On the morning of her betrothal ceremony she loses control, and it forestalls the wedding she never wanted-- but it also catches the attention of Raikama, her stepmother. Using a dark magic of her own, Raikama banishes the princess, turns her brothers into cranes, and warns Shiori that for with every word that escapes her lips, one of her brothers will die. Penniless, voiceless, and alone, Shiori searches for her brothers-- and uncovers a conspiracy to overtake the throne. Now she must embrace the magic she's been taught all her life to contain.

271 **S'more than meets the eye [Book] FIC THA**

Food--Fiction.; Camps--Fiction.; Graphic novels.; Comics (Graphic works)

New York ::Simon Spotlight, an imprint of Simon & Schuster Children's Publishing Division 2022 64 pages : color illustrations ; 24 cm.

Primary (P-3)

**Summary Notes**

A hot dog named Dog and a chicken nugget named Nugget hope to have fun at summer camp, but things get sticky when fellow camper Dijon implements his evil plan.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



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- 272      **Snack Cabinet Sabotage**    **[Book]**    **741.5 LER**  
 Graphic novels.; Food--Fiction.; Superheroes--Fiction.; Hunger--Fiction.; Babysitters--Fiction.; Food--Comic books, strips, etc.; Superheroes--Comic books, strips, etc.; Hunger--Comic books, strips, etc.; Babysitters--Comic books, strips, etc.; Comics (Graphic works)  
 New York ::Aladdin    2022    128 page: : color illustrations ; 20 cm.  
 Primary (P-3)  
**Summary Notes**  
 Gabby the babysitter is stuck in a house without snacks. How will she survive without her mushroom pizza, chocolate donuts, and peanut butter-filled pretzels? The Hunger Heroes know it's only a matter of time before she's in the hangry danger zone. They think it's an open and shut case, but little do they know that an enemy -- a giant green one -- lurks in the shadows to defeat them.
- General Notes**  
 "A graphic novel chapter book"--Dust jacket.  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 273      **Snoopy soars to space**    **[Book]**    **741.5 SCH**  
 Snoopy, (Fictitious character)--Fiction.; Brown, Charlie, (Fictitious character)--Fiction.; Astronauts--Fiction.; Cartoons and comics.; Outer space--Exploration--Fiction.; Comics (Graphic works)  
 Simon Spotlight  
 Intermediate (4-6), Middle School (7-8)  
**Summary Notes**  
 Charlie Brown, Snoopy, and his friends are playing astronauts. Space exploration is all fun and games...until the Cat Next Door begins to stir up trouble. What will the World-Famous Astronaut do? This collection of graphic novel short stories includes the classic graphic novel The Beagle Has Landed, Charlie Brown and is perfect for Peanuts fans across the galaxy.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 274      **Snow horses**    **[Book]**    **FIC MAC**  
 New Year--Fiction.; Horses--Fiction.; Winter--Fiction.; Picture books.  
 New York ::Margaret K. McElderry Books    2022  
 Primary (P-3)  
**Summary Notes**  
 On a snowy New Year's Eve, two black horses pull a sleigh through town, spreading love and joy to the community.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 275      **Snuggle Puppy**    **[Board Book]**    **a little love song / FIC BOY**  
 Parent and child--Fiction.; Love--Fiction.; Dogs--Fiction.; Stories in rhyme.; Picture books.; Board books.  
 New York City ::Boynton Bookworks    2022    1 volume (unpaged) : color illustrations ; 16 cm.  
 Primary (P-3)  
**Summary Notes**  
 Snuggle Puppy's parent expresses love for his fuzzy little one through a kind of song that includes kisses.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 
- 276      **Solito [Book Club] a memoir / 921 ZAM**
- Zamora, Javier.; Zamora, Javier--Childhood and youth.; Undocumented immigrants.; Undocumented immigrant children.; Unaccompanied refugee children--El Salvador--Biography.; Unaccompanied refugee children--United States--Biography.; Refugee children--United States--Biography.; Refugee children--El Salvador--Biography.; Immigrant children--United States--Biography.; Immigrant children--El Salvador--Biography.; Refugees--El Salvador--Biography.; Refugees--United States--Biography.; Poets, American--Biography.; Noncitizen children--United States--Biography.; Salvadoran Americans--Biography.; Border crossing--Mexican-American Border Region--Case studies.
- New York ::Hogarth, an imprint of Random House, a division of Penguin Random House LLC 2022 384 pages ; 25 cm.  
High School (9-12)
- Summary Notes**  
The author chronicles his immigration to the United States from El Salvador at the age of nine. Describes how he traveled with a group of strangers led by a paid "coyote" through Guatemala and Mexico before crossing the U.S. border. Details the dangers of the trip that spanned over two months.
- Trip. My parents started using that word about a year ago--'one day, you'll take a trip to be with us. Like an adventure.' Javier's adventure is a three-thousand-mile journey from his small town in El Salvador, through Guatemala and Mexico, and across the U.S. border. He will leave behind his beloved aunt and grandparents to reunite with a mother who left four years ago and a father he barely remembers. Traveling alone except for a group of strangers and a "coyote" hired to lead them to safety, Javier's trip is supposed to last two short weeks. At nine years old, all Javier can imagine is rushing into his parents' arms, snuggling in bed between them, and living under the same roof again. He cannot foresee the perilous boat trips, relentless desert treks, pointed guns, arrests and deceptions that await him; nor can he know that those two weeks will expand into two life-altering months alongside a group of strangers who will come to encircle him like an unexpected family. A memoir as gripping as it is moving, Solito not only provides an immediate and intimate account of a treacherous and near-impossible journey, but also the miraculous kindness and love delivered at the most unexpected moments. Solito is Javier's story, but it's also the story of millions of others who had no choice but to leave home.
- 277      **Spy camp the graphic novel [Book] 741.5 GIB**
- Graphic novels.; Spies--Fiction.; Schools--Fiction.; Spy comics.
- New York ::Simon & Schuster Books for Young Readers 2023  
Intermediate (4-6), Middle School (7-8)
- Summary Notes**  
Top-secret training continues into summer for aspiring spy Ben Ripley -- and so does the danger.
- General Notes**  
This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 278      **Stanley's secret [Book] FIC SUL**
- Bashfulness--Fiction.; Self-confidence--Fiction.; Tap dancing--Fiction.
- New York ::Simon & Schuster Books for Young Readers 2022  
Primary (P-3)
- Summary Notes**  
Stanley is a shy boy with a secret: he loves to tap dance, but only for his pet mice--so when the principal insists that he try out for the talent show, Stanley has to overcome his shyness and summon the confidence to perform for the school.
- General Notes**  
This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 279      **Stella and the mystery of the missing tooth [Book] FIC EWI**
- Mystery and detective stories.; Teeth--Fiction.; Lost and found possessions--Fiction.; African Americans--Fiction.; Picture books.
- New York, New York ::Simon & Schuster Books for Young Readers 2023  
Primary (P-3)
- Summary Notes**  
When Stella's friend Owen loses a tooth at the museum, Stella and Roger believe that someone stole it and search high and low to find it.
- General Notes**  
This is a preview copy from Simon and Schuster to help schools with their collection development.
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## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



280      **Stomp [Book] FIC CAL**  
 Stories in rhyme.; Transportation--Fiction.; Temper tantrums--Fiction.; New York (N.Y.)--Fiction.; Picture books.  
 New York ::Simon Spotlight 2022  
 Primary (P-3)  
**Summary Notes**  
 Two friends are on their way to see a show in the big city, but they are running very late. Will they make it to the show in time?

**General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.

281      **Sunflower [Big Book] FIC FOR**  
 Sunflowers--Fiction.; Growth--Fiction.; Flowers--Fiction.; Plants--Fiction.  
 New York ::Greenwillow Books 1995 1 v. (unpaged) : col. ill. ;  
 Primary (P-3)  
**Summary Notes**  
 A young girl plants a sunflower seed, waters it, and watches it grow.

282      **The surprise garden [Big Book] FIC HAL**  
 Gardening--Fiction.; Gardens--Fiction.; Growth--Fiction.; Plants--Fiction.; Seeds--Fiction.  
 New York ::Scholastic Inc. 1998 1 v. (unpaged) : col. ill. ; 48 x 39 cm.  
 Primary (P-3)  
**Summary Notes**  
 After sowing unmarked seeds, three youngsters wait expectantly for their garden to grow.

283      **A sweet new year for Ren [Book] FIC STE**  
 Chinese New Year--Fiction.; Baking--Fiction.; Chinese Americans--Fiction.; Picture books.  
 New York ::Simon & Schuster Books for Young Readers 2022  
 Primary (P-3)  
**Summary Notes**  
 Ren has always been too little to help make her favorite pineapple cakes for the Lunar New Year, but when her one-of-a-kind brother Charlie arrives for the festivities, with his help, she finally gets her chance. Includes recipe for pineapple cakes.

**General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.

284      **Take [Book] FIC BRA**  
 Missing persons--Fiction.; Rock climbing--Fiction.; Interpersonal relations--Fiction.; Mystery and detective stories.; Sports & Recreation / Camping & Outdoor Activities.; Sports & Recreation--General.; Camping--Fiction.; Novels.  
 New York ::Atheneum Books for Young Reader 2023  
 Middle School (7-8), High School (9-12)  
**Summary Notes**  
 In search of her missing father, Cara and her ex-boyfriend Nat venture into the Cascade Mountains, up a harrowing rock face, and navigate through time as they explore the impact of Pearl Harbor and its Japanese Incarceration Camps, Cara's family, and each other.

**General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.

285      **Take a chance [Book] FIC RIM**  
 Birds--Fiction.; Behavior--Fiction.; Picture books.  
 New York ::Atheneum Books for Young Readers 2023  
 Primary (P-3)  
**Summary Notes**  
 A bird named Bob meets some new friends and learns that you cannot know if you like new things unless you try them.

**General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022


**286 Teen trailblazers [Book Club] 30 daring boys whose dreams changed the world / 920 CAL**

Teenage boys--Biography; Teenagers--Biography; Biographies.

New York ::Castle Point Books 2022 122 pages : color illustrations ; 24 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

Discover the courageous kids who aimed high and made a difference! Every great scientist, activist, writer, and inventor started out as a child with a dream. With illustrations by Vesna Asanovic, Jennifer Calvert's Teen Trailblazers: 30 Daring Boys Whose Dreams Changed the World explores the stories of 30 of these remarkable kids, whose passions led to lifesaving medical treatments, revolutionary inventions, and history-making achievements. From groundbreaking innovators like Boyan Slat and the Wright brothers; to powerful advocates like Nelson Mandela, Harvey Milk, and David Hogg; and creative minds like Walt Disney, Fred Rogers, and John and Hank Green, each one turned his dreams for a better world into reality.

Dive into the amazing adventures, intrepid efforts, and hard-won victories of trailblazers such as:

- Louis Braille
- Wilbur and Orville Wright
- Mohandas Gandhi
- Jonas Salk
- David Attenborough
- Barack Obama
- Satoshi Tajiri
- Lin-Manuel Miranda
- Jaques Cousteau
- Boyan Slat

and other ordinary boys who dared to do incredible, impossible, and inspiring things.

**287 Teen trailblazers [Book Club] 30 fearless young women who changed the world before they were 20 / 920 CAL**

Teenage girls--Biography; Women social reformers--Biography; Women--Biography

New York ::Castle Point Books 2018 122 pages : color illustrations ; 24 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

Joan of Arc. Anne Frank. Cleopatra. Pocahontas. Mary Shelley. Many of these heroines are well-known. But have you heard of Sybil Ludington, a 16-year-old daughter of an American colonel who rode twice as far as the far better-remembered Paul Revere to warn the militia that the British army was invading?

This fascinating book, Teen Trailblazers, features 30 young women who accomplished remarkable things before their twentieth birthdays. Visually compelling with original illustrations, this book will inspire the next generation of strong, fearless women.

**288 Ten thousand tries [Book Club] FIC MAK**

Amyotrophic lateral sclerosis--Fiction.; Soccer players--Fiction.; Sick parents--Fiction.; Families--Fiction.; Friendship--Fiction.; Determination (Personality trait) in children--Fiction.

New York ::Atheneum Books for Young Readers 2021 375 pages ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Twelve-year-old Golden Maroni is determined to channel his hero, soccer superstar Lionel Messi, and become captain of his soccer team and master of his eighth grade universe...especially since his home universe is spiraling out of orbit. Off the field, Golden's dad, once a pro soccer player himself, is now battling ALS, a disease that attacks his muscles, leaving him less and less physically able to control his body every day. And while Mom says there's no cure, Golden is convinced that his dad can beat this, just like any opponent, they just have to try.

Golden knows that if you want to perfect a skill you have to put ten thousand tries in, so he's convinced if he can put that much effort in, on and off the field, he can stop everything from changing. But when his dad continues to decline and his constant pushing starts to alienate his friends and team, Golden is forced to confront the idea that being master of your universe might not mean being in control of everything. What if it means letting go of the things you can't control so you can do the most good for the things you can?

**289 The thank you book [Board Book] FIC SMI**

Gratitude--Fiction.; Board books.; Stories in rhyme.

New York ::Little Simon 2022 1 volume (unpaged) : chiefly color illustrations ; 19 cm.

Primary (P-3)

**Summary Notes**

Thanking is easy. Thanking is fun. Can you find a way to thank someone?

This lovely book shows us all the ways we can be thankful.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.  
On board pages.

**290 There was an old man who lived in a one [Big Book] a counting book with hidden numerals. FIC MCN**

Counting--Fiction.; Numbers.

Palo Alto, CA : :Creative Publications, Inc. 1979

Primary (P-3)

**Summary Notes**

A counting book from 1 to 10, with hidden numbers on each page.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

291 **Thirst [Book Club] FIC BAJ**

Water security--India--Mumbai--Fiction.; Water-supply--Fiction.; Mumbai (India)--Fiction.

New York ::Nancy Paulsen Books, an imprint of Penguin Random House 2022 179 pages ; 22 cm.

Middle School (7-8)

**Summary Notes**

Minni lives in the poorest part of Mumbai, where access to water is limited to a few hours a day and the communal taps have long lines. Lately, though, even that access is threatened by severe water shortages and thieves who are stealing this precious commodity — an act that Minni accidentally witnesses one night. Meanwhile, in the high-rise building where she just started to work, she discovers that water streams out of every faucet and there's even a rooftop swimming pool. What Minni also discovers there is one of the water mafia bosses. Now she must decide whether to expose him and risk her job and maybe her life. How did something as simple as access to water get so complicated?

292 **This book is my best friend [Book] FIC ROB**

Books and reading--Fiction.; Libraries--Fiction.; Best friends--Fiction.; Friendship--Fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2023

Primary (P-3)

**Summary Notes**

When Sunny and Aarush reach for the same book at the library, they try to resolve the conundrum by searching through the stacks to find something else for the other to read, but maybe what they find instead is even better.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

293 **This is the planet where I live [Book] FIC GOI**

Nature--Fiction.; Ecofiction.; Picture books.

New York ::Beach Lane Books 2023

Primary (P-3)

**Summary Notes**

A poetic look at the interconnectedness of Earth, nature, and its many creatures.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

294 **This might get awkward [Book Club] FIC MCD**

Teenagers--Fiction.; Social phobia--Fiction.; Honesty--Fiction.; Novels.

New York ::Scholastic Press 2022 319 pages ; 22 cm.

Middle School (7-8), High School (9-12)

**Summary Notes**

Socially awkward Gemma accidentally finds herself in the middle of a high school party where she sees popular Beau Booker, her crush, fall off a boat and hit his head. She rescues Beau and does CPR, but he's in a coma. To her horror, everyone including Beau's family mistakes her for Beau's girlfriend. She wants to correct them, but her social anxiety paralyzes her. Then Beau's brother Griff begins spending time with Gemma and she suddenly has the friends and family she's always wanted--except that it's built on a lie and Beau is waking up.

295 **This place is still beautiful [Book Club] FIC TIA**

Sisters--Fiction.; Racism--Fiction.; Asian American women--Fiction.; Young adult fiction.

New York ::Balzer + Bray 2022 360 pages ; 22 cm.

High School (9-12)

**Summary Notes**

The Flanagan sisters are as different as they come. Seventeen-year-old Annalie is bubbly, sweet, and self-conscious, whereas nineteen-year-old Margaret is sharp and assertive. Margaret looks just like their mother, while Annalie passes for white and looks like the father who abandoned them years ago, leaving their Chinese immigrant mama to raise the girls alone in their small, predominantly white Midwestern town.

When their house is vandalized with a shocking racial slur, Margaret rushes home from her summer internship in New York City. She expects outrage. Instead, her sister and mother would rather move on. Especially once Margaret's own investigation begins to make members of their community uncomfortable.

For Annalie, this was meant to be a summer of new possibilities, and she resents her sister's sudden presence and insistence on drawing negative attention to their family. Meanwhile Margaret is infuriated with Annalie's passive acceptance of what happened. For Margaret, the summer couldn't possibly get worse, until she crosses paths with someone she swore she'd never see again: her first love, Rajiv Agarwal.

As the sisters navigate this unexpected summer, an explosive secret threatens to break apart their relationship, once and for all.

This Place Is Still Beautiful is a luminous, captivating story about identity, sisterhood, and how our hometowns are inextricably a part of who we are, even when we outgrow them.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



296 **A thousand questions [Book Club] FIC FAR**  
 Friendship--Fiction.; Americans--Pakistan--Fiction.; Household employees--Fiction.; Grandparents--Fiction.; Single-parent families--Fiction.; Family life--Pakistan--Fiction.; Karachi (Pakistan)--Fiction.; Pakistan--Fiction.  
 New York, NY ::Quill Tree Books, an imprint of HarperCollinsPublishers 2020 310 pages ; 22 cm.  
 Intermediate (4-6), Middle School (7-8)  
**Summary Notes**  
 Told in two voices, eleven-year-old Mimi, who is visiting her wealthy grandparents in Karachi, Pakistan, for the first time and Sakina, daughter of the grandparents' cook, form an unexpected friendship.

297 **Three strike summer [Book Club] FIC SCH**  
 Families--California--Fiction.; Baseball--Fiction.; Agricultural laborers--Fiction.; Migrant labor--Fiction.; Family life--California--Fiction.; California--History--20th century--Fiction.; Historical fiction.; Novels.  
 New York ::Margaret K. McElderry Books 2022 308 pages ; 22 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Weeks after her baby brother dies, Gloria Mae Willard's family is evicted from their Oklahoma farm during the Dust Bowl. Heading west to seek work in the California peach groves, her father tells her the move is only temporary, until they can save up enough money to buy more land and a home. Gloria, who loves playing baseball, learns that the sons of some of the workers have formed a baseball team. When they don't allow her to play, she persists in proving to them she's a good player and helps her father gain the confidence to buck the orchard's rules and organize a union.

298 **Tiger - language development kit [Language Development Kit] FIC BEA**  
 Tigers--Fiction.; Fear--Fiction.; Friendship--Fiction.; Animals--Fiction.  
 Primary (P-3)  
**Summary Notes**  
 Fear the Bunny - In a forest where everyone fears rabbits, a fierce tiger tries to persuade the animals that they should fear him, instead.  
 This is My Room! (No Tigers Allowed) - Jojo can't wait to spend the night in her very own bed in her very own room. She doesn't care what her big sister Margaret says, she's NOT afraid and she WON'T be back to the bedroom they used to share. There's just one problem though—there are intruders in her new room! A lion, a bear, and a very persistent tiger seem to think this is THEIR room, not Jojo's. Is Margaret right? Is Jojo not quite ready to spend the night on her own? Or can Jojo find a way to show that trespassing tiger just who's boss in HER room?  
**Content Notes**  
 Kit contains a tiger puppet (Timothy), and two books: Fear the Bunny, by Richard T. Morris; This is My Room! (No Tigers Allowed), by Jennifer Richard Jacobson.

299 **Time to fly [Book] FIC LYO**  
 Stories in rhyme.; Birds--Fiction.; Animals--Infancy--Fiction.; Flight--Fiction.; Stories in rhyme.; Picture books.  
 New York ::Atheneum Books for Young Readers 2022  
 Primary (P-3)  
**Summary Notes**  
 Mama Bird says it's time to fly. Baby Bird thinks not. Nest is best...or is it? With the help of his mama, Baby Bird discovers the amazing things that can happen if he finds the courage to spread his wings and fly.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

300 **Towers falling [Book Club] FIC RHO**  
 September 11 Terrorist Attacks, 2001--Fiction.; Families--Fiction.; Homeless persons--Fiction.; Schools--Fiction.; Friendship--Fiction.  
 New York ::Little, Brown and Company 2016 228 pages : illustrations ; 21 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Fifth-grader Deja lives with her family in a shelter in New York City. When her teacher gives her class assignments related to the attacks on the Twin Towers, Deja wonders why she should care so much about something that happened before she was even born. But as she investigates 9/11, she learns things about her friends and her family she never imagined.

301 **Troublemakers in trousers [Book Club] women and what they wore to get things done / 305.42 ALB**  
 Women--Attitudes--History.; Feminism--History.; Women--Biography.; Biographies.  
 Watertown, MA ::Charlesbridge 2022 xi,164 pages : color illustrations ; 24 cm.  
 Middle School (7-8)  
**Summary Notes**  
 Girls and women have historically been denied access to work, been blocked from the arts, refused the opportunity to lead and fight, and much more, simply because of their gender. From Hatshepsut to Joan of Arc to Frida Kahlo, Troublemakers in Trousers highlights twenty-one women who, for different reasons, wore men's clothing, pretended to be men, and broke the rules in order to do something they wanted — or needed — to do.

**Content Notes**

Suit yourself -- Hatshepsut -- Hypsicratea -- Khutulun -- Joan of Arc -- Lady Mary Montagu -- Anne Bonny and Mary Read -- Deborah Sampson -- Jeanne Baret -- Running Eagle -- Lakshmbai -- Amelia Bloomer -- Harriet Tubman -- Rosa Bonheur -- Ellen Craft -- Lozen -- Vesta Tilley -- Lilian Bland -- Frida Kahlo -- Marcenia "Toni" Stone -- Marguerite Johnson -- My checkered past.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022


**302 The truth according to Blue [Book Club] FIC YOH**

Buried treasure--Fiction.; Diabetes--Fiction.; Celebrities--Fiction.; Working dogs--Fiction.; German shepherd dog--Fiction.; Dogs--Fiction.

Boston ::Little, Brown and Company 2020 339 pages : illustrations ; 21 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Thirteen-year-old Blue Broen is on the hunt for a legendary ship of gold, lost centuries ago when her ancestors sailed to New York. Blue knows her overprotective parents won't approve of her mission to find their family's long-lost fortune, so she keeps it a secret from everyone except her constant companion, Otis, an 80-pound diabetic alert dog. But it's hard to keep things quiet with rival treasure hunters on the loose, and with Blue's reputation as the local poster child for a type 1 diabetes fundraiser.

Blue's quest gets even harder when she's forced to befriend Jules, the brainy but bratty daughter of a vacationing movie star who arrives on the scene and won't leave Blue alone. While Blue initially resents getting stuck with this spoiled seventh-grade stranger, Jules soon proves Blue's not the only one who knows about secrets - and adventure.

Will Blue unravel a three-hundred-year-old family mystery, learn to stand up for herself, and find the missing treasure? Or is she destined to be nothing more than "diabetes girl" forever?

**303 U.S. Civil Rights, the beginnings [Book Club] 1939 / 323.1196 LES**

African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers--United States.

New York ::Franklin Watts, an imprint of Scholastic Inc. 2022 96 pages : illustrations ; 24 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Key events prior to the heart of the Civil Rights Movement will be brought to life in this series continuation. The years spanning from 1939-1954 opens the door to discovering how this specific time period, prior to and following WWII, brought about change and how it still affects us as a society today.

The year 1939 was one of constant change in the United States. The decade-long Great Depression left millions of African American families in poverty. A group of activists and attorneys, who would become known as the Black Cabinet, began providing direction and advice to the president. The Civil Liberties Unit and the NAACP Legal Defense Fund successfully brought discrimination cases to court for the first time in American history. The nation watched as the Black opera singer Marian Anderson triumphantly brought the country together with her voice. Finally, at the outbreak of World War II, Black soldiers faced the conflict between fighting for freedom overseas and gaining their own freedom at home in America.

This detailed account explains why 1939 was such a critical year in the civil rights movement.

**Content Notes**

The way it was -- Black America's New Deal -- The fight for civil liberties -- Our country, 'tis of thee -- Caring for a nation -- A new chapter for the NAACP -- A declaration of war -- Conclusion -- The legacy of 1939 in civil rights history -- Biography: Stacey Abrams -- Timeline.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022


**304 U.S. Civil Rights, the beginnings [Book Club]  
1942 / 323.1196 LES**

African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers--United States.

New York ::Franklin Watts, an imprint of Scholastic Inc.  
2022 96 pages : illustrations ; 24 cm.  
Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Key events prior to the heart of the Civil Rights Movement will be brought to life in this series continuation. The years spanning from 1939-1954 opens the door to discovering how this specific time period, prior to and following WWII, brought about change and how it still affects us as a society today.

In 1942, it became clear that World War II would drastically change the United States forever. The war would help bring racial equality to the American workforce and give Black soldiers the chance to serve in high-ranking military positions. This is the year when Black men and white men worked side by side in factories for the first time, creating supplies for the war. The year when thousands of proud African American pilots known as the Tuskegee Airmen flew on the frontlines of battle. And the year when the dark legacy of racism in the United States led to the imprisonment of a hundred thousand people of Japanese descent. America was fighting for freedom abroad, but there was much work to do at home.

This detailed account explains why 1942 was such a critical year in the civil rights movement.

**Content Notes**

Introduction: The way it was -- Double V campaign -- Seeds of the rebellion -- Tuskegee Airmen -- American internment camps -- Integrating the military -- Closing the camps, opening a highway -- Conclusion: The legacy of 1942 in civil rights history -- Biography: Katherine Johnson -- Timeline.

**305 U.S. Civil Rights, the beginnings [Book Club]  
1948 / 323.1196 CAS**

African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers--United States.

New York ::Franklin Watts, an imprint of Scholastic Inc.  
2022 96 pages : illustrations (some color) ; 24 cm.  
Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Key events prior to the heart of the Civil Rights Movement will be brought to life in this series continuation. The years spanning from 1939-1954 opens the door to discovering how this specific time period, prior to and following WWII, brought about change and how it still affects us as a society today.

The civil rights movement was just taking shape in 1948, and President Harry Truman helped set its course. Truman's support for Black Americans made a bold statement and was something many leaders did not welcome. Despite the backlash it caused, Truman insisted it was the government's duty to protect America's Black citizens from the hate and discrimination they faced and ensure their freedoms. The Supreme Court would make a landmark decision against housing discrimination in the Shelley v. Kraemer case. A. Philip Randolph pushed Truman to sign an Executive Order to end military segregation. And Alice Coachman would make history to become the first Black woman to win a gold medal at the 1948 Summer Olympics.

This detailed account explains why 1948 was such a critical year in the civil rights movement.

**Content Notes**

Introduction: The way it was -- Time to act -- Reform meets resistance -- Pressure on all sides -- Campaigning for equality -- Progress and problems -- Triumph -- Conclusion -- The legacy of 1948 in civil rights history -- Biography: Shirley Chisholm -- Timeline.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022


**306 U.S. Civil Rights, the beginnings [Book Club]  
1951 / 323.1196 CAS**

African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers--United States.

New York ::Scholastic Inc. 2022 96 pages : illustrations (some color) ; 24 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Key events prior to the heart of the Civil Rights Movement will be brought to life in this series continuation. The years spanning from 1939-1954 opens the door to discovering how this specific time period, prior to and following WWII, brought about change and how it still affects us as a society today.

The year 1951 would alter the way the Black community looked at segregated education. Local NAACP leaders and other activists spearheaded plans to end the rule of "separate but equal" and changed their strategy to integration. Barbara Johns would organize a student strike against the inadequate conditions of her Black high school. Justice for Black Americans would be the other critical issue addressed by the NAACP. On Christmas night, a shocking act of violence would be committed against Harry T. Moore, the executive director of the Florida NAACP, and his wife, Harriette, leaving the Black community devastated but also more determined to reach their dream of equality.

This detailed account explains why 1951 was such a critical year in the civil rights movement.

**Content Notes**

Introduction : The way it was -- Black citizens take action -- A look inside -- A teenage crusader -- A measure of how far -- A long journey -- The first martyrs -- Conclusion -- The legacy of 1951 in civil rights history -- Biography : Maya Angelou -- Timeline.

**307 U.S. Civil Rights, the beginnings [Book Club]  
1954 / 323.1196 CAS**

African Americans--Civil rights--History--20th century.; Civil rights movements--United States--History--20th century.; Civil rights workers--United States.

New York ::Franklin Watts, an imprint of Scholastic Inc. 2022 96 pages : illustrations (some color) ; : 24 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Key events prior to the heart of the Civil Rights Movement will be brought to life in this series continuation. The years spanning from 1939-1954 opens the door to discovering how this specific time period, prior to and following WWII, brought about change and how it still affects us as a society today.

The year 1954 was a turning point in the civil rights movement. The Supreme Court decision in the Brown v. Board of Education of Topeka case, a combination of lawsuits challenging school segregation in the United States, would finally put an end to "separate but equal." This decision had a monumental ripple effect and positively influenced the African American community going forward. As many southern white people were furious about the Court's ruling to end segregation, reaction in the form of violence and legislation to stall school integration became the new battleground. And the formation of White Citizens' Councils across the South worked to keep Black Americans from gaining the equality they deserved.

This detailed account explains why 1954 was such a critical year in the civil rights movement.

**Content Notes**

Introduction: The way it was -- Education in Black and White -- The path to justice -- Monumental victory -- Racist rumblings -- A new evil -- Roots of change -- Conclusion -- The legacy of 1954 in civil rights history -- Biography: Constance Baker Motley -- Timeline.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022


**308 U.S. Civil Rights, The movement [Book Club] 1955 / 323.1196 YOM**

African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers--United States.; United States.

New York, NY ::Franklin Watts, an imprint of Scholastic Inc. 2022 96 pages : illustrations (some color), photographs ; 24 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

The years from 1955 to 1965 are at the heart of the civil rights movement. Resistance was often met with violence against Black Americans fighting to end discrimination and segregation. Yet the courage of those yearning for equal opportunities under the law continued to persevere.

The year 1955 saw a range of events that brought attention to the civil rights movement. Nonviolent protest became a cornerstone of the movement as Dr. Martin Luther King Jr. inspired more people to take up the cause. In August, Emmett Till, a Black teenager, was brutally murdered in Mississippi. In December, Rosa Parks refused to give up her seat to a white man while riding on a bus in Alabama. Parks's segregation challenge resulted in the Montgomery bus boycott, which lasted throughout 1956 and brought transformational change to the city. These events and more sparked a movement that in the following years would bring Black youth to the forefront of much needed reform in the nation. This detailed account explains why 1955 was such a critical year in the civil rights movement.

**Content Notes**

Introduction : the way it was -- Barriers begin to fall -- Nonviolent resistance -- A challenging spring -- Summer ends in tragedy -- An unlikely heroine -- A boycott for change -- Conclusion : the legacy of 1955 in civil rights history -- Biography : Maxine Waters -- Timeline.

**309 U.S. Civil Rights, The movement [Book Club] 1957 / 323.1196 TAY**

African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers--United States.; United States--Juvenile literature.; United States.

New York, NY ::Franklin Watts, an imprint of Scholastic Inc. 2022 96 pages : illustrations (some color), photographs ; 24 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

The years from 1955 to 1965 are at the heart of the civil rights movement. Resistance was often met with violence against Black Americans fighting to end discrimination and segregation. Yet the courage of those yearning for equal opportunities under the law continued to persevere.

The year 1957 was full of new beginnings and hope for a growing movement. In January, prominent civil rights leaders attended a historic meeting in Georgia with Dr. Martin Luther King Jr. at the helm. In September, as protests were heating up around the nation, a group of Black students, known as the Little Rock Nine, integrated Central High School in Arkansas. At the same time, activists' push for legislation resulting in the passage of the Civil Rights Act of 1957. Progress toward equality for Black Americans was slow, but people's commitment to the movement continued to deepen during the year as the prospect of change seemed possible. This detailed account explains why 1957 was such a critical year in the civil rights movement.

**Content Notes**

Introduction : the way it was -- Leaders organize for change -- Dr. King on the world stage -- Prayer pilgrimage for freedom -- The Little Rock Nine -- Full steam ahead -- The civil rights act of 1957 -- Conclusion : the legacy of 1957 in civil rights history -- Biography : Thurgood Marshall -- Timeline.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022


**310 U.S. Civil Rights, The movement [Book Club]  
1960 / 323.1196 CAS**

African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers.

New York ::Franklin Watts, an imprint of Scholastic Inc. 2022 95 pages : illustrations (some color) ; 24 cm. Intermediate (4-6), Middle School (7-8)

**Summary Notes**

The years from 1955 to 1965 are at the heart of the civil rights movement. Resistance was often met with violence against Black Americans fighting to end discrimination and segregation. Yet the courage of those yearning for equal opportunities under the law continued to persevere.

The year 1960 was a turning point in the civil rights movement as young Black women and men became peaceful warriors for change. In February, four Black college students, known as the Greensboro Four, were refused service at a lunch counter in North Carolina. The sit-in they carried out in response inspired protests across the country, demonstrating the ideals of civil disobedience and nonviolent resistance. In November, as the year drew to a close, the nation's eyes were on Ruby Bridges, a Black first grader who bravely integrated William Frantz Elementary School in New Orleans. Desegregation would create a crisis of law and order throughout the South as the decade continued. This detailed account explains why 1960 was such a critical year in the civil rights movement.

**311 U.S. Civil Rights, The movement [Book Club]  
1963 / 323.1196 SHA**

African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers--United States.

New York ::Franklin Watts, an imprint of Scholastic Inc. 2022 96 pages : illustrations, some color ; 24 cm. Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Key events of the Civil Rights Movement will be brought to life in this exciting and informative new series.

The year 1963 brought both violence and a speech that resonates today. In June, two Black students were blocked from registering for classes at the University of Alabama. Civil rights leaders responded with a historic protest. In August, 250,000 people gathered for the March on Washington as Dr. Martin Luther King Jr. delivered his "I Have a Dream" speech. The following month, a bomb planted by the Ku Klux Klan killed four girls at a church in Alabama. The extent of racism and discrimination was finally laid bare, as public sentiment for the movement swelled and change now seemed inevitable. The years from 1955 to 1965 are at the heart of the civil rights movement--from the Montgomery bus boycott to the Voting Rights Act. The contributions of key activists, including Rosa Parks, Dr. Martin Luther King Jr., John Lewis, Barbara Nash, and Malcolm X, are part of the narrative. Demonstrations of passive resistance and legal challenges were often met with bloodshed and violence against Black Americans fighting to end segregation and discrimination. Yet the courage of those yearning for equal opportunities under the law ultimately produced legislation affirming that every American should have the same constitutional rights, regardless of color, race, or gender.



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022


**312 U.S. Civil Rights, The movement [Book Club] 1965 / 323.1196 LES**

Civil rights workers--United States.; African Americans--Civil rights--History.; Civil rights movements--United States--History--20th century.; Civil rights workers.

New York ::Franklin Watts, an imprint of Scholastic Inc. 2022 96 pages : illustrations (some color) ; 24 cm. Intermediate (4-6), Middle School (7-8)

**Summary Notes**

The years from 1955 to 1965 are at the heart of the civil rights movement. Resistance was often met with violence against Black Americans fighting to end discrimination and segregation. Yet the courage of those yearning for equal opportunities under the law continued to persevere.

The year 1965 was fraught with assassination, brutal attacks, and an attempt to deny Black Americans the right to vote. In February, Malcolm X, a Black religious leader and human rights activist, was slain. Bloody Sunday followed in March, when 600 civil rights protesters attempted to walk from Selma to Montgomery, the capital of Alabama, to oppose the suppression of the Black vote. As a result, the Voting Rights Act of 1965 was ultimately signed into law in August. The civil rights movement succeeded in getting legislation passed, but the fight against racism, discrimination, and hatred was far from over. This detailed account explains why 1965 was such a critical year in the civil rights movement.

**313 La última cuentista [Book Club] FIC HIG**

Storytellers--Fiction.; Girls--Fiction.; Memory--Fiction.; Life on other planets--Fiction.; Mexican Americans--Fiction.; Spanish language--Fiction.; Science fiction.

Montclair ::Levine Querido 2022 356 pages ; 21 cm. Middle School (7-8)

**Summary Notes**

A girl named Petra Peña, who wanted nothing more than to be a storyteller, like her abuelita. But Petra's world is ending. Earth has been destroyed by a comet, and only a few hundred scientists and their children - among them Petra and her family - have been chosen to journey to a new planet. They are the ones who must carry on the human race.

Hundreds of years later, Petra wakes to this new planet - and the discovery that she is the only person who remembers Earth. A sinister Collective has taken over the ship during its journey, bent on erasing the sins of humanity's past. They have systematically purged the memories of all aboard - or purged them altogether. Petra alone now carries the stories of our past, and with them, any hope for our future. Can she make them live again?

Una niña llamada Petra Peña que no quería otra cosa que ser cuentista, como su abuelita. Pero el mundo de Petra está llegando a su fin. La Tierra ha sido destruida por un cometa, y solo unos pocos científicos y sus hijos --entre ellos, Petra y su familia-- han sido elegidos para viajar a un nuevo planeta. Son ellos quienes garantizarán la continuidad de la raza humana.

Cientos de años después, Petra despierta en el nuevo planeta y descubre que es la única persona que recuerda a la Tierra. Un siniestro Colectivo ha tomado el mando de la nave durante el viaje, empeñado en borrar los pecados pasados de la humanidad. En forma sistemática, han purgado los recuerdos de quienes se habían embarcado... o directamente los han purgado. Solo Petra atesora las historias de nuestro pasado y, con ellas, las esperanzas para nuestro futuro. ¿Podrá devolverles la vida? Donna Barba Higuera, ganadora del Premio Pura Belpré, nos ofrece un viaje brillante al mismo corazón de eso que nos hace humanos.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



- 314 **Unbreakable: the spies who cracked the Nazis' secret code [Book Club] 940.54 BAR**
- World War, 1939-1945--Cryptography.; Enigma cipher system.; World War, 1939-1945--Secret service.; Cryptography.; Cryptographers--Poland.; Cryptographers--France.; Cryptographers--Great Britain.
- New York ::Henry Holt and Company 2022 ix, 260 pages : illustrations, maps ; 24 cm.
- Middle School (7-8)

**Summary Notes**

A nonfiction manuscript for young readers about a group of Allied spies and codebreakers that cracked the Nazis' infamous cypher, allowing them to read secret military messages and turn the tide of World War II. During WWII, as the Germans waged war, every Nazi plan, every attack, was sent over radio. But to the Allies listening in, the messages sounded like gibberish. The communications were encoded with a powerful cypher--unless you could unlock the key to Germany's Enigma machine. Featuring historical photos, Unbreakable tells the story of one of the most dangerous war-time code-breaking efforts ever. As Hitler marched his troops across conquered lands and deadly "wolfpacks" of German U-Boats prowled the open seas, victory-or defeat-for the Allies hinged on their desperate attempts to crack the code. Told in riveting multiple points of view.

**Content Notes**

Traitor -- The Starting Line -- The Machine and the Method -- Recklessness -- The Violence of Words -- A Four Character Answer to a Six-Word Question -- As by Magic -- The Gale -- Verdier -- Fahrenheit 451 -- Two More Rotors -- What Langer Didn't Say -- Il y a du nouveau -- Harry Hinsley -- Escape -- Fuhrer der U-boote -- Pay Him -- Bletchley Park -- Uncles -- Phony War -- A Missing Rotor -- Dark -- Certain Mechanical Devices -- Nearly Drowned -- Bombes and Spider Bombes -- Hunting at Night -- Joan -- Operation Ruthless -- Doubt -- Asché - Operation Paula -- Refusal to Exit -- Yet Another Home -- U-boat Peril -- Somali -- Weather Ships -- Tides Turn -- Interlude -- Churchill -- Shark in the Water -- Losses and Laconia -- U-559 and Petard -- Kisses -- A Family Name -- The Fall of Cadix -- Jadwiga's Strength -- Found -- I Was Expecting You Tomorrow -- Schmidt -- Bertrand.

- 315 **Under the mesquite [Book Club] FIC MCC**
- Coming of age--Fiction.; Responsibility--Fiction.; Family life--Texas--Fiction.; Cancer--Fiction.; Mexican Americans--Texas--Fiction.; Texas--Fiction.
- New York ::Lee & Low Books 2011 224 pages ; 22 cm.
- High School (9-12)

**Summary Notes**

In this "promising, deeply felt debut", author McCall illuminates the high school years of Lupita, who narrates her tale in the first person. During her freshman year in the border town of Piedras Negras, Texas, Lupita learns that her mother has cancer and finds herself laden with a multitude of new responsibilities. While her mother battles the disease, her father works to support the family, leaving Lupita to care for her seven younger siblings. As her own struggles mount, Lupita manages to find outlets for her pain through acting and writing poetry, which enable her to push through this difficult period and find the strength to confront whatever life throws at her.

- 316 **The Underground Railroad [Book Club] 973.7 MES**

Underground Railroad.; African Americans--History.; United States--History--Civil War, 1861-1865.; United States--History--Social aspects--Civil War, 1861-1865.

New York ::Random House 2022 199 pages : illustrations, maps ; 20 cm.

Middle School (7-8)

**Summary Notes**

Before the Civil War, there was a crack team of abolitionists who used quilts and signal lanterns to guide enslaved people to freedom. Right? Wrong! The truth is, the Underground Railroad wasn't very organized, and most freedom seekers were on their own. With a mix of sidebars, illustrations, photos, and graphic panels, acclaimed author Kate Messner and coauthor and Brown Bookshelf contributor Gwendolyn Hooks deliver the whole truth about the Underground Railroad.

Provides a history of the Underground Railroad in the United States, focusing on debunking myths about the network and providing true stories of those who tried to escape slavery. Begins with a history of slave trade and how it came to America and goes on to explain the Abolitionist movement, the fight for freedom, and slavery's legacy.

**Content Notes**

How slavery came to America -- Ocean crossing -- Resistance and revolts -- Liberty for some -- Freedom's fire -- Heroes and helpers -- Stories of escape -- An unjust law -- Daring and defiance -- Slavery ends...but its legacy lives on -- A timeline of slavery and the underground railroad.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



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- 317      **The unwanted [Book Club] stories of the Syrian refugees / 956.9104 BRO**      319      **Walking in two worlds [Book Club] FIC KIN**
- Refugees.; Syria--History--Refugees.--Civil War, 2011-; Comics (Graphic works); History.; Young adult literature.; Graphic novels.  
 Boston ::Houghton Mifflin Harcourt 2018 103 pages: : chiefly illustrations (color), maps ; 27 cm.  
 High School (9-12)  
**Summary Notes**  
 Contains sensitive content presented in historical/educational context. This book should be reviewed by teacher before sharing with students.
- Syria, 2011: Teenage boys graffiti 'Down with the regime' on a wall. This small act is just one of the many sparks that ignite a revolution to overthrow the tyrannical rule of Syrian president Bashar al-Assad. But Assad and his supporters are ruthless: imprisonment, torture, and devastating massacres tear the country apart. Refugees begin to flee Syria in staggering numbers. The unexpected flood of victims overwhelms neighboring countries. Desperate refugees escape to Europe. Chaos reigns. Resentment heightens as disruption and the cost of aid grow. By 2017, the war rages on and many nations want to close their borders and turn their backs on the victims. The refugees are the unwanted.
- Native Americans--Fiction.; Video games--Fiction.  
 Toronto ::Tundra Book Group 2022 294 pages ; ; 21 cm.  
 High School (9-12)  
**Summary Notes**  
 In the real world, Bugz is a shy and self-conscious Indigenous teen who faces the stresses of teenage angst and life on the Rez. But in the virtual world, her alter ego is not just confident but dominant in a massively multiplayer video game universe.
- Feng is a teen boy who has been sent from China to live with his aunt, a doctor on the Rez, after his online activity suggests he may be developing extremist sympathies. Meeting each other in real life, as well as in the virtual world, Bugz and Feng immediately relate to each other as outsiders and as avid gamers. And as their connection is strengthened through their virtual adventures, they find that they have much in common in the real world, too: both must decide what to do in the face of temptations and pitfalls, and both must grapple with the impacts of family challenges and community trauma.
- But betrayal threatens everything Bugz has built in the virtual world, as well as her relationships in the real world, and it will take all her newfound strength to restore her friendship with Feng and reconcile the parallel aspects of her life: the traditional and the mainstream, the east and the west, the real and the virtual.
- 
- 318      **VIP [Board Book] very important preschooler / FIC JIN**
- Board books.; Stories in rhyme.; First day of school--Fiction.; Schools--Fiction.; Friendship--Fiction.  
 New York ::Little Simon 2022 1 volume (unpaged) : color illustrations ; 18 cm.  
 Primary (P-3)  
**Summary Notes**  
 Go on a back-to-school adventure with this fun and empowering board book that highlights all the ways young readers can become a "Very Important Preschooler" or VIP. To be a Very Important Preschooler, there's only one main rule, we play, we laugh, and work together to have a good week of school. In this fun rhyming story, follow five special VIPs on each day of the school week as they highlight all the reasons why they're a very important preschooler. The perfect board book to get your preschooler excited and ready for the first day of school, this tale highlights the importance of being kind to your friends, doing the right thing, and being a good leader.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.  
 On board pages.
- 
- 320      **Walter had a best friend [Book] FIC UND**
- Friendship--Fiction.; Animals--Fiction.; Picture books.  
 New York ::Beach Lane Books 2022  
 Primary (P-3)  
**Summary Notes**  
 Walter and Xavier were best friends until they slowly drifted apart, then Walter meets Ollie which could be the start of a new friendship.
- General Notes**  
 This is a preview copy from Simon and Schuster to help schools with their collection development.
- 
- 321      **We are all we have [Book Club] FIC BUD**
- Noncitizens--Fiction.; Family life--Fiction.; Siblings--Fiction.; Muslims--Fiction.  
 New York ::Wendy Lamb Books 2022 241 pages ; 22 cm.  
 High School (9-12)  
**Summary Notes**  
 Undocumented Pakistani high school senior Rania abruptly wakes one morning to find her mother taken by ICE agents. She and her brother Kamal are taken to a shelter for unaccompanied minors and the conditions there are so horrible, Rania decides to take her chances with Kamal and travel to Connecticut to visit an estranged uncle, hoping he'll take them in. She escapes detention with the help of new friend Carlos and together they take the road trip of a lifetime, filled with angst and the uncovering of family secrets.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



322 **We are displaced [Book Club] my journey and stories from refugee girls around the world / 305.23 YOU**

Refugees.; Forced migration.

New York ::Little, Brown and Company 2019 xi, 212 pages, 8 unnumbered pages of plates : color illustrations ; 22 cm.

High School (9-12)

**Summary Notes**

Nobel Peace Prize winner Yousafzai re-frames her experience as one of displacement and retells stories of refugee girls from diverse geographical locations. Particularly poignant are stories of families whose members chose different migratory paths and the long-term consequences of those choices. Appended bios of the featured refugees and a photo insert add depth to the reading experience.

323 **We are your children too [Book] 379.2 PEA**

African American students--Virginia--Prince Edward County.; School closings--Virginia--Prince Edward County.; School integration--Virginia--Prince Edward County.; Segregation in education--Virginia--Prince Edward County.; African American youth--Virginia--Prince Edward County.--Education; Public schools--Virginia--Prince Edward County.; African Americans--Virginia--Prince Edward County.--Civil rights; Prince Edward County (Va.)--Race relations.

New York ::Simon & Schuster Books for Young Readers 2022

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

In 1954, after the passing of Brown v Board, one county in southern Virginia chose to close its public schools rather than integrate. Those public schools stayed closed for five years. This was the reality of the people of Prince Edward County. When the affluent white population of Prince Edward County built a private school, for white children only, they left Black children and their families with very few options. Some Black children were home schooled by unemployed Black teachers. Some traveled thousands of miles to live with relatives, friends, or even strangers. Some didn't go to school at all. But many stood up and became young activists, fighting for one of the rights America claims belongs to all: the right to learn. Revelatory and timely, noted nonfiction author and former educator P. O'Connell Pearson shines a light on this disturbing and important chapter of America's history, with ripple effects that still impact the country to this day.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

324 **We dream of space [Book Club] FIC KEL**

Challenger (Spacecraft).--Accidents--Fiction.; Siblings--Fiction.; Twins--Fiction.; Families--Fiction.; Middle schools--Fiction.; Schools--Fiction.; Space shuttles--Accidents--Fiction.; Historical fiction.

New York ::Greenwillow Books, an imprint of HarperCollinsPublishers 2021 391 pages : illustrations ; 22 cm.

Middle School (7-8)

**Summary Notes**

Cash, Fitch, and Bird Nelson Thomas are three siblings in seventh grade together in Park, Delaware. In 1986, as the country waits expectantly for the launch of the space shuttle Challenger, they each struggle with their own personal anxieties. Cash, who loves basketball but has a newly broken wrist, is in danger of failing seventh grade for the second time. Fitch spends every afternoon playing Major Havoc at the arcade on Main and wrestles with an explosive temper that he doesn't understand. And Bird, his twelve-year-old twin, dreams of being NASA's first female shuttle commander, but feels like she's disappearing.

325 **Welcome to the world [Book] FIC DON**

Stories in rhyme.; Babies--Fiction.; Growth--Fiction.; Picture Books.

New York ::Simon & Schuster Books for Young Readers 2023

Primary (P-3)

**Summary Notes**

From jingling keys to grandmother's knees, there are lots of things for babies to discover and see.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

326 **Wellington's big day out [Book] FIC SMA**

Elephants--Fiction.; Growth--Fiction.; Size--Fiction.

New York ::Simon & Schuster Books for Young Readers 2022 1 volume (unpaged) : color illustrations ; 29 cm.

Primary (P-3)

**Summary Notes**

Wellington the elephant cannot wait to grow up, but when he receives a jacket that is too big for him on his birthday, Wellington is worried he is too small.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



<p>327 <b>What stars are made of</b> [Book Club] FIC ALL</p> <p>Middle schools--Fiction.; Schools--Fiction.; Sisters--Fiction.; Turner's syndrome--Fiction.; Genetic disorders--Fiction.; Novels.</p> <p>New York ::Farrar Straus Giroux 2020 279 pages ; 22 cm.</p> <p>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Libby Monroe, who is twelve years old and has a condition called Turner's Syndrome, enters a STEM competition after she learns her sister's pregnancy has complications that put her in financial straights. Libby hopes that by writing about Cecilia Payne, an astronomer who discovered the composition of stars, she can win the cash prize and save her unborn niece.</p>	<p>330 <b>The wheels on the tuk tuk</b> [Board Book] FIC SEH</p> <p>Children's songs, English--United States--Texts.; Automobiles--Songs and music.; Taxicabs--Songs and music.; Songs.; India--Songs and music.</p> <p>New York ::Beach Lane Books 2015 1 volume (unpaged) : color illustrations ; 23 x 29 cm.</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>In this twist on the classic song "The Wheels on the Bus," the wheels on the tuk tuk go round and round all over the city in India.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>
<p>328 <b>What's in your body</b> [Book] 612 HAS</p> <p>Human body.; Human physiology.; Human anatomy.</p> <p>New York, New York ::Simon Spotlight 2022 32 pages : illustrations ; 24 cm.</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>How are scabs formed? Why do mites live on your eyelashes? How much urine can a human bladder hold? Learn the answers to these questions and even more super gross human body facts with Dr. Ick and Sam the Dog, if you dare.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	<p>331 <b>When the sky glows</b> [Book] 551.56 BEC</p> <p>Sky.; Meteorological optics.; Creative nonfiction.</p> <p>New York ::Beach Lane Books 2022 1 volume (unpaged) : color illustrations ; 27 cm.</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>Sunrises and lightning storms, rainbows and volcanoes, meteors and fireflies - these beautiful, and sometimes frightening, events that light up the sky might seem like magic. But there is a scientific explanation for each natural phenomenon. Find out the science behind the magic in this beautiful and enlightening nonfiction picture book.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>
<p>329 <b>What's that smell</b> [Book] 612.8 HAS</p> <p>Smell--Literature.; Nose--Literature.; Senses and sensation--Literature.</p> <p>New York ::Simon Spotlight 2022</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>Sniff your way into the world of stinky things in this super fun book in a nonfiction Level 2 Ready-to-Read series about all the grossest things. This book will focus on some of the stinkiest things on the planet, like bodily odors, animal smells, and smelly things found in nature.</p> <p><b>Content Notes</b></p> <p>The Power of Noses! -- Super Stinky! -- Icky, Stinky Body!</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	<p>332 <b>When you take a step</b> [Book] FIC MUR</p> <p>Self-confidence--Fiction.; Self-actualization--Fiction.</p> <p>New York ::Beach Lane Books 2022 1 volume (unpaged) : illustrations (chiefly color) ; 24 cm.</p> <p>Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>To take a walk is to begin a journey. It can be an adventure, or a chance to let your thoughts roam and be one with nature. It can be a time for daydreaming and pondering life's many questions. It can be a time to reflect on the past or to stand up for a better future.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

333 **When you trap a tiger [Book Club] FIC KEL**

Sisters--Fiction.; Grandmothers--Fiction.; Storytelling--Fiction.; Sick--Fiction.; Tiger--Fiction.; Korean Americans--Fiction.

New York ::Random House 2020 297 pages ; 22 cm.  
Intermediate (4-6), Middle School (7-8)

**Summary Notes**

This uplifting story brings Korean folklore to life as a girl goes on a quest to unlock the power of stories and save her grandmother. Some stories refuse to stay bottled up. When Lily and her family move in with her sick grandmother, a magical tiger straight out of her halmoni's Korean folktales arrives, prompting Lily to unravel a secret family history. Long, long ago, Halmoni stole something from the tigers. Now they want it back. And when one of the tigers approaches Lily with a deal--return what her grandmother stole in exchange for Halmoni's health -- Lily is tempted to agree. But deals with tigers are never what they seem. With the help of her sister and her new friend Ricky, Lily must find her voice and the courage to face a tiger.

Tae Keller, the award-winning author of *The Science of Breakable Things*, shares a sparkling tale about the power of stories and the magic of family. Think *Walk Two Moons* meets *Where the Mountain Meets the Moon*.

334 **Where the lost ones go [Book Club] FIC BOW**

Ghosts--Fiction.; Death--Fiction.; Grandparent and child--Fiction.; Haunted houses--Fiction.; Japanese Americans--Fiction.; Fantasy fiction.; Ghost stories.

New York ::Farrar Straus Giroux 2022 310 pages ; 22 cm.  
Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Twelve-year-old Eliot Katayama and her family move to Roseheart, Maine after the death of her beloved Babung. Eliot feels the loss personally and hopes to prove that ghosts are real so that she can talk to her grandmother one more time. To that end, she accepts a job at the supposedly haunted Honeyfield Hall and discovers a locked room leading to a place where ghosts in limbo are losing their memories. Along with new friend Hazel, she agrees to help them in the hopes of finding her grandmother, but a nefarious creature doesn't want them to succeed.

335 **While I was away [Book Club] 921 BRO**

Brown, Waka T.; Japanese Americans--Biography.; Japanese American children.; Grandmothers.; Culture shock.; Intercultural communication.; Tokyo (Japan)--Social life and customs.; Children's stories.; Autobiographies.; Biographies.; Personal narratives.

New York, NY ::Quill Tree Books, an imprint of HarperCollinsPublishers 2021 310 pages : illustrations ; 22 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

When twelve-year-old Waka's parents suspect she can't understand basic Japanese they speak to her, they make the drastic decision to send her to Tokyo to live for several months with her strict grandmother. Forced to say goodbye to her friends and what would have been her summer vacation, Waka is plucked from her straight-A-student life in rural Kansas and flown across the globe, where she faces the culture shock of a lifetime. In Japan, Waka struggles with reading and writing in kanji, doesn't quite mesh with her complicated and distant Obaasama, and gets made fun of by the students in her Japanese public-school classes. Even though this is the country her parents came from, Waka has never felt more like an outsider. If she's always been the "smart Japanese girl" in America but is now the "dumb foreigner" in Japan, where is home? And who will Waka be when she finds it?

336 **A wilderness of stars [Book] FIC ERN**

Sick--Fiction.; Grief--Fiction.; Loss--Fiction.; Astronomy--Fiction.; Black holes (Astronomy)--Fiction.; Young Adult Fiction / Fantasy / Dark Fantasy.; Young Adult Fiction / Social Themes / Death, Grief, Bereavement.; Fantasy.; Fantasy fiction.; Novels.

New York ::Simon & Schuster Books for Young Readers 2022

High School (9-12)

**Summary Notes**

An illness cursing the land forces seventeen-year-old Vega, the Last Astronomer, to venture across the wilderness to discover the stars message that will save her people.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



<p>337      <b>Wizkit [Book] 741.5 SCO</b></p> <p>Graphic novels.; Cats--Fiction.; Magic--Fiction.; Adventure and adventurers--Fiction.; Books--Fiction.</p> <p>New York ::Atheneum Books for Young Readers 2023 Intermediate (4-6), Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Wizkit, a one-eyed cat who is the Wizard's apprentice, does not like exploring, but when an overdue library book cries out to be returned, Wizkit sets off with the annoyingly optimistic Book on an adventure back to the library.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	<p>339      <b>The world ends in April [Book Club] FIC MCA</b></p> <p>Friendship--Fiction.; Family life--North Carolina--Fiction.; End of the world--Fiction.; Clubs--Fiction.; Emergency management--Fiction.; Blind--Fiction.; People with disabilities--Fiction.</p> <p>New York ::Random House 2019 362 pages : illustrations ; 22 cm.</p> <p>Middle School (7-8)</p> <p><b>Summary Notes</b></p> <p>Every day in middle school can feel like the end of the world.</p> <p>Eleanor Dross knows a thing or two about the end of the world, thanks to a survivalist grandfather who stockpiles freeze-dried food and supplies -- just in case. So when she reads about a Harvard scientist's prediction that an asteroid will strike Earth in April, Eleanor knows her family will be prepared. Her classmates? They're on their own!</p>
<p>338      <b>Wonder dogs [Book] FIC ASH</b></p> <p>Stories in rhyme.; Dogs--Fiction.; Picture books.</p> <p>New York ::Atheneum Books for Young Readers 2023 Primary (P-3)</p> <p><b>Summary Notes</b></p> <p>A look at all that dogs do for us from the extraordinary to the everyday, as told by a dog on a walk with his owner.</p> <p><b>General Notes</b></p> <p>This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	<p>Eleanor has just one friend she wants to keep safe: Mack. They've been best friends since kindergarten, even though he's more of a smiley emoji and she's more of an eye-roll emoji. They'll survive the end of the world together . . . if Mack doesn't go away to a special school for the blind.</p> <p>But it's hard to keep quiet about a life-destroying asteroid -- especially at a crowded lunch table -- and soon Eleanor is the president of the (secret) End of the World Club. It turns out that prepping for TEOTWAWKI (the End of the World as We Know It) is actually kind of fun. But you can't really prepare for everything life drops on you. And one way or another, Eleanor's world is about to change.</p>

## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022



<p>340 <b>World in between [Book Club] based on a true refugee story / FIC TRE</b></p> <p>Trebinčević, Kenan, 1980---Childhood and youth--Fiction.; Children and war--Fiction.; Muslim children--Fiction.; Refugee children--Fiction.; Refugee children--Bosnia and Herzegovina--Fiction.; Bosnians--United States--Fiction.; Muslims--Bosnia and Herzegovina--History--20th century--Fiction.; Persecution--Bosnia and Herzegovina--History--20th century--Fiction.; Children's stories, American--21st century.; War stories.; Bosnia and Herzegovina--History--1992---Fiction.; Bosnia and Herzegovina--Ethnic relations--History--20th century--Fiction.; Realistic fiction.</p> <p>Boston ::Clarion Books, Houghton Mifflin Harcourt 2021 375 pages ; 22 cm. Middle School (7-8)</p> <p><b>Summary Notes</b> Kenan loves drawing and playing soccer with his friends. He wants to be a famous athlete, hates it when his classmates trash his buck teeth by calling him 'Bugs Bunny,' and fights with his big brother, who's too busy and cool for him lately. Sometimes his parents drive him crazy, but he feels loved and protected--until the war ruins everything. Soon, Kenan's family is trapped in their home with little food or water, surrounded by enemies. Ten long months will pass before they finally make it out of the country alive, with help from friends and strangers. And that's only the beginning of their journey. A riveting story of a Muslim boy's exile from war-torn Bosnia to the United States, <i>World in Between</i> celebrates the power of community and resilience, hope and kindness.</p>	<p>342 <b>The year the maps changed [Book Club] FIC BIN</b></p> <p>Belonging--Fiction.; Family--Fiction.; Friendship--Fiction.; Refugees--Fiction.; Sorrento (Vic.)--Fiction.; Australia--Fiction.</p> <p>New York ::Quill Tree Books 2022 Intermediate (4-6), Middle School (7-8)</p> <p><b>Summary Notes</b> In 1999 Australia, eleven-year-old Winifred "Fred" Owen-Ricci has been living with her stepfather Luca and her maternal grandfather Pop ever since her mother died several years ago. But now that Luca's girlfriend Anika and her ten-year-old son Sam are moving in, Fred is unsure of where she fits into the picture. Tensions rise in their town after it's chosen to host of a group of Albanian refugees fleeing the Kosovo War. When she befriends a group of refugees, it upends her understanding of community and belonging.</p>
<p>341 <b>Worm and Caterpillar are friends [Book] FIC WIN</b></p> <p>Worms--Fiction.; Caterpillars--Fiction.; Best friends--Fiction.; Change--Fiction.; Picture books.</p> <p>New York ::Simon Spotlight 2023 Primary (P-3)</p> <p><b>Summary Notes</b> A worm and a caterpillar are best friends and when one of them is about to go through a big change, they both learn what is inside is what counts.</p>	<p>343 <b>A year to the day [Book Club] FIC BEN</b></p> <p>Drunk driving--Accidents--Fiction.; Sisters--Death--Fiction.; Loss (Psychology)--Fiction.; Grief--Fiction.; Domestic fiction.</p> <p>New York, NY ::HarperTeen, an imprint of HarperCollins Publishers 2022 335 pages ; 24 cm. High School (9-12)</p> <p><b>Summary Notes</b> It's been a year -- a year of missing Nina. A year of milestones -- holidays, birthdays, everything without her. Leo feels like she should remember what happened that night. But all she knows is that she left the party and got into a car with Nina and Nina's boyfriend, East. East, who once promised Nina he'd watch out for her younger sister. East, who has been trying to keep that promise every day since. But East won't give Leo the one thing she wants -- the one thing she needs. He won't tell her anything about the accident. He won't talk about that night at all. As the days tumble one into the next, Leo's story comes together while her world falls apart. The only constant is the one person who can help her bear the enormous weight of her love for Nina -- and East might be carrying too heavy a load of his own.</p>
<p><b>General Notes</b> This is a preview copy from Simon and Schuster to help schools with their collection development.</p>	<p>344 <b>Your nose [Board Book] a wild little love song / FIC BOY</b></p> <p>Board books.; Nose--Fiction.; Love--Fiction.</p> <p>New York City ::Boynton Bookworks 2022 1 volume (unpaged) : color illustrations ; 16 cm. Primary (P-3)</p> <p><b>Summary Notes</b> You can tell everybody I told you so. It's the greatest little nose I know. Starring a little fox child and a big fox parent, here's a loving ode to terrific noses of all kinds. Your Nose! is a year-round valentine in the tradition of beloved Boynton board books like Snuggle Puppy. It's a celebration of the love between a parent and child, and of the beautiful, boop-able noses we love.</p> <p><b>General Notes</b> This is a preview copy from Simon and Schuster to help schools with their collection development. On board pages.</p>



## Titles List (With Notes)

Subset: To Board -- start date 9/21/2022

345 **Your special voice [Board Book] FIC ADA**

Individuality--Fiction.; Stories in rhyme.; Board books.

New York ::Little Simon, an imprint of Simon & Schuster  
Children's Publishing Division 2022 1 volume

(unpaged) : color illustrations ; 19 cm.

Primary (P-3)

**Summary Notes**

This empowering board book inspires young readers to use their own special voice to make a difference in the world.

If you want to make a difference, but you don't know where to start,

Begin by searching way deep down to find what's in your heart.

Whether your voice shines through singing, drawing, or dancing-whether it's soft or loud, kind or proud, everyone has a voice that can effect change. This empowering and heartfelt message is conveyed through beautiful, lyrical rhyme that will encourage even the youngest readers to think about what's important to them.

**General Notes**

This is a preview copy from Simon and Schuster to help schools with their collection development.

On board pages.

346 **Zoe in wonderland [Book Club] FIC WOO**

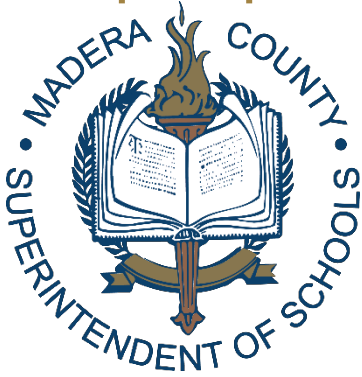
African Americans--Fiction.; Imagination--Fiction.; Families--Fiction.; Self-confidence--Fiction.

New York, NY ::Puffin Books 2017 209 pages ; 20 cm.

Intermediate (4-6), Middle School (7-8)

**Summary Notes**

Zoe Reindeer considers herself "just Zoe"—never measuring up to her too-perfect older sister or her smarty-pants little brother. Truthfully, though, she'd rather just blend in with the plants at the family business, Doc Reindeer's Exotic Plant Wonderland. She does have one friend, Q, and he's the best one ever—but he's moving away, leaving Zoe to fend for herself, and she doesn't know what she'll do without him. That is until a tall astronomer from Madagascar comes to the nursery looking for a Baobab tree. His visit starts a ball rolling that makes Zoe long for real adventures, not just imaginary ones—and shows her that perhaps her first real adventure is finally beginning.



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.4.1**

### **Board of Education Action Item October 10, 2023**

**Topic:**

Consideration/Annual Review of the Safe Schools Plans for Madera County Superintendent of Schools.

**Background:**

California Education Code Sections 32280-32289 requires all school districts and county offices of education to develop comprehensive school safety plans for their schools operating kindergarten or any of grades 1 to 12, in order to ensure a safe and orderly environment for students. These code sections also describe the components of the safety plans and processes to be used in their development.

The components include safe ingress and egress, suspension & expulsion, child abuse reporting, notifying teachers of dangerous pupils, sexual harassment, dress code, hate crime policies & procedures, student discipline, uniform complaint policies & procedures, and emergency disaster response.

For our organization, the documentation, policies, and procedures, historically known as the Emergency Preparedness Plan, addresses the disaster response component of the Safe Schools Plan. Together, the Safe Schools Plan, and the Emergency Preparedness Plan form a Comprehensive Safety Plan

**Financial Impact:**

None

**Resource:**

Jessica Drake  
Assistant Executive Director  
Student Program & Services

Fred Cogan  
Director  
Career Technical &  
Alternative Education Services

**Recommendation:**

It is recommended the Board approve the changes made to the 2023/24 Safe Schools Plan for the Madera County Superintendent of Schools



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- Comprehensive School Safety Plan Committees & Members (Updated)
- Education Code Section 32280-32289
  - o Safe Schools Plan Special Education (Updated)
  - o Safe Schools Plan Career and Alternative Education Services (Updated)
  - o Safe Schools Plan Early Education Center (Updated)

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- MCOE AR 1310: Visitors to Schools (Revised: 11/12/2008)
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- MCOEP 1210: Uniform Complaint Procedures (Adopted: 11/12/2019)
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- MCOEP 1212: Williams Uniform Complaint Policy and Procedures (Adopted: 11/12/2019)
- MCOEP 1212 Exhibit 1: Williams Uniform Complaint Policy and Procedures (Adopted: 11/12/2019)
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  - o Apollo Campus (Updated)
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  - o MCSOS Building 2 (Updated)
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**2023-2024**  
**Comprehensive Safety Plan**  
(Education Code Section 32280-32288)

**Mission**

The Madera County Superintendent of Schools staff seeks opportunities to deliver services responsive to the needs of students, parents, school districts, agencies, and the community.

**Vision**

We believe our students and staff are entitled to a safe, positive, and consistent learning environment that will encourage participation and lead to success. This program will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability level. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

**Madera County Superintendent of Schools  
Comprehensive School Safety Plan Committee Members  
2023- 2024**

The successful development and implementation of a comprehensive Safe Schools Plan begins with the vision and priorities established by the Safe Schools Planning Committee. This committee should have broad based representation that includes staff, students, parents, and community members as necessary and appropriate. Ongoing communication and review of the plan is essential to ensure its implementation and achievement of identified goals resulting in school environments that are safe and accepting.

The Madera County Superintendent of School (MCSOS) offers a variety of instructional programs for students in alternative education, special education, and charter schools. Based upon the diverse needs of the student population, a Core Planning Committee will ensure that all components of the Safe Schools Plan are included and that there is coordination within the various instructional programs. School sites will convene separate Safe Schools Committees to address the individual, specific identified needs at each site. School site Safe Schools Committees will report to the Core Planning Committee on a quarterly basis.

**Core Planning Committee members include:**

Jason Peterson  
Kellie Stiles  
Susana Mesa  
Fred Cogan  
Hugo Sanchez  
Jacklyn Jones  
Jessica Drake  
Joseph Casarez  
Kim Linderholm  
Opie Riar  
Tanya Hill  
Mariela Gonzalez

**Special Education/Gould Educational Safe School Committee members include:**

Alex Manriquez  
Gabriela Garibay  
Jessica Drake

Yessenia Murguia  
Melissa Alves  
Joseph Casarez  
Opie Riar  
Tanya Hill  
Susana Mesa

**Career and Alternative Education Services Safe School Committee members include:**

Hugo Sanchez  
Jose Espinoza  
Fred Cogan  
Karl Diaz  
Jen Neely  
Sharon Revis-Green  
Diane Romero  
Rita Navarro  
Ruby Horta  
Opie Riar  
Myrtha Torres  
Marisol Mendez  
Karla Guevara

**Early Education Center Committee members include:**

Lorena Rivera  
Nora Solis  
Sandra Alvarez  
Mee Yang  
Rebeca Rodarte

**Apollo Campus Committee members include:**

Dani Little  
Jessica Drake  
Rita Sepulveda  
Kelly Hukill  
Kesha Harbin  
Yesenia Cazares  
Pam Long  
Obed Reyes  
Jason Peterson

**Safe Schools Plan  
Gould Education Center  
2023-2024**

**Introduction**

Gould Educational Center is a Madera County Superintendent of Schools school located in the City of Madera in the Central San Joaquin Valley. It is designed to meet the needs of students with the most significant disabilities including those identified as medically fragile.

Originally built in 1965, extensive expansion and remodeling projects began in June of 2006 and were completed during the summer of 2008. The site currently has eleven (11) classrooms, two administration buildings containing small offices, a transportation office, a multipurpose room designated for services provided by the California Children's Services (CCS), a kitchen, and two conference rooms.

The campus is attractively landscaped and well maintained. It features one large covered play structure adapted for children with special needs that is located in the back of the school and was built in August 2022, a large grass area, and an amphitheater. A fence surrounds the perimeter of the school and a magnetic – coded door secures the exit from the school yard for student safety.

Gould Educational Center serves approximately 100 students with severe disabilities in the eleven classroom settings. Students range in age from three to twenty-two years. Instruction focuses on functional life and pre-academic skills based upon the alternate curriculum standards adopted by the California Department of Education.

Transportation for special education students, in all classrooms operated by the Madera County Superintendent of Schools, is coordinated from the Gould Educational Center. The Transportation Manager and Dispatcher are located in a front office area that provides easy observation of the arrival and departure of all buses. A two-way radio system allows for efficient and immediate communication between the dispatcher and the drivers. Room 14 on the Gould campus serves as the transportation work area for all drivers to complete daily paperwork.

California Children's Services (CCS) is also located at Gould Educational Center. With a staff of six, CCS provides physical and occupational therapy to the students at Gould, as well as to students throughout Madera County, who meet the CCS eligibility requirements. The Medical Therapy Unit (MTU) clinic is held on the first Wednesday of every month at Gould to assess the needs of students by physicians.

Although Gould Educational Center may serve students with the most significant disabilities, the entire staff strives to incorporate all facets of education including non-instructional opportunities such as school-wide events, seasonal parties, and parent participation. Such events that promote parent participation and celebrate student



achievement include Fall Festival and Life Games (in alternating years), Autism Family Fun Time, Valentines Dance Party, Winter Event, Chowchilla Fair, Muffins with Parents, Prom, and Promotion. Parents are encouraged to take an active role in the education of their children by volunteering in the classroom, being part of the Gould School Site Council, or participating in special events.

Gould Education Center currently houses ninety (90) employees. The certificated teaching staff consists of:

- 11 Classroom Teachers
- 1 School Nurse
- 1 LVN
- 3 School Psychologists
- 1 Specialist, Behavior Intervention
- 1 Adapted Physical Education Teachers
- 1 Orientation and Mobility Teacher
- 1 Deaf / HOH Teacher
- 2 Teachers of the Visually Impaired
- 1 Occupational Therapists

Classified personnel include:

- 31-45 classroom instructional assistants (fluctuates with one-on-one IA's for special circumstances, including students with significant medical needs or behaviors)
- 6 Health Aides
- 2 COTA
- 1 SLPA
- 23 bus drivers
- 1 bus dispatcher
- 2 custodians
- 1 Senior Secretary
- 1 School Administrative Assistant

Administration personnel includes:

- 1 Program Director
- 1 Learning Director
- 1 Transportation Manager

## **Section I Safe Schools Planning Team**

The Safe Schools Planning Team was comprised of the following individuals:

- Tanya Hill, Program Director
- Jessica Drake, Executive Director, Student Programs & Services
- Yessenia Murguia, School Nurse
- Alex Manriquez, Transportation Manager
- Gabriella Garibay, School Administrative Assistant

- Opie Riar, Operations Supervisor
- Melissa Alves, Parent/Guardian
- Susana Mesa, Special Education Teacher
- Joseph Casarez, Administrator, Human Resources

## **Section II Mission/Vision**

### **Mission**

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

### **Vision**

We believe our students and staff are entitled to a safe, positive, and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

### **Gould Mission**

Gould is a safe and caring environment that maximizes development, communication, and independence in students through diverse teaching strategies and active learning. Our professional staff value the students we serve and the positive impact they have on the community.

## **Section III Data**

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at Gould, analysis of Incident and Accident Reports, and concerns raised by parents and staff. Additionally, input from parents, maintenance/operations personnel, support staff, and the Madera County Office of Education School Safety Committee was discussed and reviewed. However, members of the committee will be researching different surveys that may better fit the needs of Gould as a unique instructional site. Analysis of these surveys indicates continued improvement in School Climate and Physical Environment. As Gould's Safe School Plan continues to be implemented, the administration and the committee will work closely with the Madera County Superintendent of Schools Safety Committee to ensure that the site plan is aligned to the office-wide Emergency Preparedness Plan and that resources are available and allocated appropriately. Gould administration and staff will work closely with Maintenance/Operations staff to make certain that the school remains in excellent physical condition, any repairs are completed in a timely manner, and that supplies for an emergency are well stocked.

**Section IV**  
**Component 1**  
**People and Programs/School Climate**

**1. Areas of pride and strength:**

All staff is committed to seeing the school grow in positive ways. Teachers meet in both small cohorts to address specific learning strategies as well as all teachers to promote a professional learning community to build their teaching skills and support student learning. All staff meet on a monthly basis where they build on professional development, work on increasing communication opportunities for all students, and collaborate with peers to improve teaching strategies within the classroom. Additional focus has been placed on expanding and implementing the Unique Curriculum throughout the campus to promote alignment with the state standards and support communication for the students. Staff participate in activities such as Gould dollars as a way to gather extra items for the classroom, school competitions such as salsa and soup making, door decorating, and dress up days to show school spirit. Gould specialty items (pens, lanyards, tote bags, and school shirts) are a way to acknowledge and support a positive work and school environment for all are promoted at the school site. All staff members genuinely care for the students that are served and demonstrate positive attitudes. Working as a team, the staff is motivated and creative in planning instruction and activities that meet the needs of students. The staff supports one another when immediate attention is needed in response to a crisis situation with a student such as a medical emergency or behavioral outburst. The Gould Educational Team indicates a great improvement in the area of interpersonal relationships amongst the staff at all levels. Increased feelings of trust and feelings of a safe physical and psychological environment have continued to improve. Gould staff expresses gratitude and appreciation for the commitment from their peers and administration in continuing to provide opportunities for all staff trainings, staff collaboration and school activities that promote camaraderie.

**2. Areas needing improvement:**

Knowledge of Procedures and Decision Making: As of August 2023, approximately 50% of the classroom teachers are within their first three years of teaching or are new to MCSOS. Two new teachers were added in August of 2023.

**Goal 1:**

- The Gould Educational Staff will participate in staff development activities that focus on school site and student procedures. The entire school will benefit from these activities by increasing their knowledge and providing consistency for students.
- Procedures regarding safety will be provided to teachers in writing and are to be reviewed by all classroom staff within five workdays of receipt. Classroom binders were provided to each classroom with information regarding safety plan and procedures in case of fire, lockdowns, or earthquake drills.

- Additional days of training are provided each year where classroom staff can focus on topics such as behavior, language development, learning strategies within the classroom, and working with students with disabilities.

### 3. **Related Activities:**

- Teachers will review procedures that are county-wide, school-based, and specific to students during teacher meetings.
- Information provided during teacher meetings, will then be distributed to classroom support staff through classroom meetings.
- Written documentation of Procedures and Decisions is to be placed in teacher binder for future reference if needed.
- Monthly all-staff meetings will provide information for review and discussion.
- Activities will be presented during monthly all-staff meetings to review prior information to ensure retention by staff.
- Perform monthly drills (Fire and lock-down) so all staff is familiar with the procedures in an emergency.
- Solicit input from all staff for area that would benefit students.

### 4. **Evaluation:**

Successful achievement of these goals will be measured by:

- Monthly staff trainings for all staff
- Individual, in-classroom feedback and support.
- Program Director and Nurse classroom visits and observations
- Safe School Survey (administered bi-annually – October & April)

## **Component 2 Physical Environment**

### 1. **Areas of pride and strength:**

The Gould Educational Center is centrally located in the City of Madera. Public transportation is available for parents to utilize, if needed, to participate in their child's education.

The interior and exterior environments of Gould Educational Center are strategically planned to meet the needs of the diverse student population. The facility is constructed in such a way that the student's safety has been considered in accommodating their needs and disabilities. The Gould facility is well maintained by an efficient custodial and maintenance crew.

The interior campus is attractively landscaped and a new large play structure, swings, and spinning cup have been added to the campus. The ground cover has been modified for all students to have full access to the playground. The new play structure has multiple interactive panels that feature cause/effect as well as musical instruments. The campus has a large grass area, and an amphitheater that is used for outdoor events where parents can attend. A double fence surrounds the

perimeter of the school to ensure student safety with privacy slats for reduced visibility into the school yard. In July 2021, the walkway area up by the main building had cement added to widen the path and create a shaded area for tables to be placed. Both students and staff access this additional area daily.

The parking lot has adequate lighting and the surface is regularly maintained and kept free of trash and debris. There are currently 13 cameras on the school site to monitor both the interior and exterior of the school campus. While cameras are not actively monitored, a video feed is available if the need arises to review. For the location of the cameras see appendix A. "Panic buttons" were also installed in two locations for immediate law enforcement response to a serious violent intruder.

The street in the front of the school is an identified School Zone. School Zone signs and yellow lines have been painted to ensure safe travel where students are being transported to and from the site.

## 2. **Areas needing improvement:**

- The entry ramp into the main campus door is shallow for students in wheelchairs and is difficult to navigate for turns. The ramp entry is flanked by steps that are a safety issue for wheelchairs.
- Parents and staff have expressed concerns about having a secure front door/entry into the school.
- Outdoor intercom system to relay all school wide emergency messages.
- Develop the small-gated area immediately outside of the double door entry to the school yard. This is currently under construction. Approximately half of the area has been covered by cement to allow access for all students to the area. Sensory items have been added to the wall and hung from the ceiling area.

### **Goal 1:**

- Entry areas to Gould will be evaluated for a more appropriate opening for students in wheelchairs where stairs are present.

### **Goal 2:**

- Research options for securing front door entry into school once students have arrived.

### **Goal 3:**

- Research and collaborate with IT department on intercom systems for school.

### **Goal 4:**

- Add four vine bushes to back of fence area to promote greenery to sensory area on side playground area.

## 3. **Related Activities:**

- Perform ongoing maintenance and upkeep at Gould Educational Center site to meet William's compliance expectations.

- Perform monthly drills (Fire and lock-down) so all staff is familiar with the procedures in an emergency as well as identify any areas of safety.
- Solicit input from all staff for area that would benefit students.

**4. Evaluation:**

Successful achievement of these goals will be measured by:

- Successful William's visit evaluation
- Monthly drills for fire and lock down procedures
- Safe School Survey (administered bi-annually)

### **Section VI Dissemination Process**

The Gould Educational Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan. A letter will be sent to the families of all Gould students, informing them that the Safe School Plan is available for viewing within the main office area of Gould as well as on the Madera County Superintendent of Schools website.

In accordance with California Education Code, section 35294.2 [e] an updated file of all safety-related plans and materials shall be readily available for inspection by the public.

### **Section VII Progress and Revision**

In accordance with the California Education Code, section 35294.6 [a] the Gould Educational Center Safe School Committee will review and update its' safety plan by October first of every year. The updated plan will be submitted to the Madera County Superintendent of Schools - School Board for approval as per California Education Code section 35294.8 [a].

Administration and the Gould Safe School's Committee will seek input from individuals such as staff, parents, law enforcement, and fire safety officials.



**Safe Schools Plan  
Apollo Campus  
2023- 2024**

**Introduction**

Mental Health Services is a Madera County Superintendent of Schools (MCSOS) program located at the Apollo Campus in the city of Madera in the Central San Joaquin Valley. The program was developed to provide Educationally Related Mental Health Services to students with disabilities.

The Apollo Campus consists of three portable classrooms, which also have a counseling office and kitchen; a Counseling Center that houses the Support Services Program; a Multi-Purpose Room with a 60-person capacity; and an Administration Building with two drop-in clinics to accommodate community agencies involved with our students in Day Treatment Program. The campus features a large shade structure for lunch and other activities, a small well-maintained yard, two garden areas, a large field grass field for activities and a secure chain-link fence around the perimeter of the campus to ensure student safety. The campus also has eight video cameras to help secure the campus.

The Apollo Campus houses all of the programs under Mental Health Services which include Behavior Support Services, Individual Counseling Services, Mental Health Support Services, and the Genesis Day Treatment Program.

**Individual Counseling Services** support Special Education Students throughout Madera County. The program has two Licensed Marriage and Family Therapists and two clinical interns. All clinicians are trained in several evidenced-based therapy modalities. They use Trauma-Focused Therapies to address the mental health needs of students impacted by trauma. Students are seen at their school of attendance during their school day or may be seen on-site at the Apollo Campus. Current caseloads reflect that 93 students are being provided services.

**Behavior Support Services Program:** Services are provided by a Board-Certified Behavior Analyst (BCBA) and a School Psychologist who are supported by three Registered Behavior Technicians (RBT). Services provided are Consultation, Environmental Analysis, Student and Classroom Observations, Data Collection, Classroom Strategies, and Mental Health Staff Trainings to the school districts within Madera County. Behavior Technicians also provide social skills groups to the MCSOS Emotional Disturbance Program. Topics include positive social interactions, anger management, and conflict resolution. This program currently provides services for 14 students.



**Genesis Day Treatment Program** consists of two classrooms providing services for students grades 9 and 10, and grades 11 and 12. Each classroom is co-facilitated by one Special Education Teacher and one Mental Health Clinician with the added support of two Instructional Aides. Each classroom reaches capacity with 8 students. Special Education Students are eligible under a primary disability of Emotional Disturbance and are referred to this program by the IEP team and District Administrator. The Day Treatment operates as a therapeutic milieu which is a structured group setting in which the group is a key force in the outcome of treatment. Using the combined elements of positive peer feedback, trust, safety and repetition, the therapeutic milieu provides an idealized setting for group members to work through their psychological issues. The Apollo Campus also houses one Adult Transition Program (ATP) ages 18 through 22 that consists of one Teacher and two Instructional Aides.

## **Section I Safe Schools Planning Team**

The Safe Schools Planning Team is comprised of the following individuals:

- Dani Little, Program Coordinator
- Jessica Drake, Executive Director, Student Programs and Services
- Rita Sepulveda, School Psychologist
- Kelly Hukill, Senior Secretary
- Kesha Harbin, Health Aide
- Yesenia Cazares, Special Education Teacher
- Pam Long, Parent
- Obed Reyes, Classified Staff
- Jason Peterson, Program Director

## **Section II Mission/Vision**

### **Mission**

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

### **Vision**

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

### **Mental Health Services Programs Mission**

The mission of the Madera County Superintendent of Schools Mental Health Services is dedicated to improving access to Mental Health Services, as well as providing high-quality, empirical-based Mental Health Treatment for our Special Education Students in Madera County.

The Mental Health Services Program will improve access to Mental Health Services for the purposes of early intervention, crisis intervention, and for teaching coping and social skills to help students deal with emotional instability, which can impair a student's ability to learn and to be academically successful.

### **Section III Data**

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at the Apollo Campus, analysis of suspension rates, analysis of Incident and Accident Reports, information from the school accountability system, maintenance/operations personnel, support staff, and the Madera County Superintendent of Schools Safety Committee was discussed and reviewed. Data from the Safe School Survey indicates that 87% of staff members feel that the school is well protected from potential crime; 100% feel there are clear procedures to deal with emergencies; 100% of staff feel that school rules and expectations are realistic, practical, fair and relevant to staff and students; 87% feel that administration and staff show respect, consideration, and sensitivity to students and parents; 100% feel that every effort is made to encourage cooperation among students in the classroom; and that everyone at the school can be successful. This data also identified that more outreach to law enforcement is needed to involve officers in non-enforcement roles.

Suspension rates at the Day Treatment have remained low with less than 5 suspensions for the last five years. This can be attributed to better screening for appropriate students for the program, and the use of in-school interventions as an alternative to out-of-school suspension.

**Section IV**  
**Component 1**  
**People and Programs/ School Climate**

**1. Areas of pride and strength:**

All staff members are committed to seeing the Mental Health Services programs grow in positive ways. All staff works together to ensure that Madera County Special Education Students have access to Mental Health Services.

Mental Health Services has shown steady growth since its inception in the 2010-2011 school year. In the first year of inception, the programs served 22 students county-wide. At the end of the 2023 school year, the Mental Health Services Program has served more than 1,230 students county-wide.

Mental Health Services staff has increased throughout the years to meet the needs of the Madera County's students. The first year at the Apollo Campus, Mental Health Services had 12 staff members. In 2022/23 school year, the Apollo Campus has 23 staff members. All staff is committed to our students, work well as a team, and support each other daily.

The Apollo Campus houses twenty-three (23) employees consisting of:

- 2      Certificated Day Treatment Teachers
- 1      Certificated Adult Transition Program (ATP) Teacher
- 4      Day Treatment Classroom Aides
- 2      ATP Classroom Aides
- 2      Day Treatment Classroom Clinicians (1 LCSW and 1 LMFT)
- 1      Health Aide
- 1      School Psychologist
- 1      Board Certified Behavior Analyst
- 3      Registered Behavior Technicians
- 2      Itinerant Licensed Marriage and Family Therapist
- 2      Itinerant Marriage and Family Interns
- 1      Administrative Assistant
- 1      Mental Health Coordinator

Day Treatment students are provided Group Therapy three times a day, Individual Therapy one time a week, and Behavior Interventions daily. Groups and Individual Therapy is provided by a Board of Behavioral Sciences Licensed Mental Health Clinician. Students have access to the clinician full-time in the classroom and who provides support during academics and community activities. Students also have access to their primary therapists who visit the school for weekly sessions. Day

Treatment Clinicians collaborate with Primary Therapists to ensure students are being supported according to developed treatment plans.

Students have an established daily schedule that identifies when and where the service components of the program will be provided. An established daily schedule reduces stress and helps students to accomplish academic and personal goals. Student schedules are not modified. A modified schedule for any student disrupts the structured environment, as well as the group process. Full-day attendance increases the likelihood of positive outcomes.

Students' parents/guardians receive weekly contact from the Special Education Teacher with the student's academic progress and weekly contact from the Mental Health Clinician on their social-emotional accomplishments. Parents are encouraged to participate in student activities such as the yearly Science Fair, holiday gatherings, and promotions.

All Day Treatment students are transported by their District of Residence. The Day Treatment Program has a 7-person mini-van that provides student access to the community. Students volunteer their time at Gould Educational Center for students with moderate and/or severe disabilities and a local thrift store.

Fire/Lock-down drills are calendared for once a month. Drills alternate between Fire/Disaster and Shelter-in-Place. Monthly drills ensure that all students, as well as staff know and can implement safety protocols. Each class has an emergency supply of food and water in case of an emergency.

The Apollo Campus and classrooms have clear guidelines developed to assist students who are experiencing an emotional crisis. When a student has been hospitalized due to being a danger to themselves or others, a Wellness Plan is developed with input from the IEP team to provide additional supports, so the student can return to their previous level of functioning.

Students participate in a wide variety of community-based outings that allow them to practice coping and self-regulation skills across multiple environments. These skills are explicitly taught in a controlled setting, practiced in a small group setting and then transferred to alternative locations.

## **2. Areas needing Improvement:**

For student safety, a cross walk is needed in the vicinity of the campus to aide in student safety when they are exiting the campus or going on a community based outing.

**Goal 1:**

Work with allied educational agencies as well as Madera County planning to establish the appropriate location and procedure for installing at least 1 cross walk at the main intersection closest to the campus (Tozier/Ave 14).

**3. Related Activities:**

Determine what Madera County Polices need to be followed in order to create the cross walk proposal.

## **Component 2 Physical Environment**

**1. Areas of pride and strength:**

An area of strength for the Apollo Campus is that it is a small, segregated campus, environment to work on coping skills to manage their psychological traumas without the pressures that a larger, comprehensive campus would present. The campus also houses all of our Mental Health Programs, providing easy access for all Day Treatment students.

At the inception of Mental Health Services, the campus had two portables in ill-repair, a counseling office, and two new classroom portables. The two portables in ill-repair were replaced giving students access to a new multi-Purpose Room and new Administration Building. The Multi-Purpose Room has a capacity of 60 and is used for workshops and trainings, as well as provides a quiet environment for Day Treatment Group Therapy for students outside of the classroom setting. The Administration Building houses two drop-in clinics for itinerants and outside agencies to meet the needs of the students as well as a Nurse's office. In addition to the building upgrades, a large shade structure was also built to shade six lunch tables for the students and is used as a half basketball court.

A new portable was installed in 2017 with the intention to lower the age of students who would qualify for Day Treatment services. It is the goal of Day Treatment to add a class for 3<sup>rd</sup> through 5<sup>th</sup> grade students while continuing to operate a 6<sup>th</sup> through 8<sup>th</sup>-grade class and the 9<sup>th</sup> through 12<sup>th</sup>-grade class. The portable currently is housing an Adult Transition Program Class.

The Apollo Campus is equipped with 8 security cameras that stream a live feed of the campus to the Administration building. The cameras increase the safety of staff, students, and property. The live feed capability also eliminates the need for staff to accompany students when they elope from a classroom. Physical proximity can be a source of positive reinforcement to an eloping student. Students who do not get the physical attention of staff usually return to the classroom on their own.

The campus also has a large garden area, where students are taught about the life cycle of plants, how to care for them from seedlings and how to harvest them at the appropriate time. These plants and vegetables are often turned into cooking activities for the students to practice additional life skills.

**2. Areas needing Improvement:**

Because of the location of the campus, administration has decided that it is best practice to keep the campus locked and secured at all times during the day. The safety team has decided that the best way to secure the campus is to lock all gates and install a security window in the main office door. There is a sign posted on the gate requesting a phone call when a campus visitor arrives so that staff can manually open the gate. The team feels that this is an effective way to monitor campus entrance, but the constant need to leave the office to open the gate has become a hindrance and is not efficient.

**Goal 1:** Install a security buzzer to allow remote access to the main campus gate.

**3. Areas needing improvement:**

Ensure all gates remain secure locked throughout the day around the campus.

**Safe Schools Plan  
Career and Alternative Education Services (CAES)  
2023-2024**

**Introduction**

**Endeavor and Voyager Schools**

The Madera County Superintendent of Schools operates two educational programs inside Juvenile Hall in partnership with the Madera County Department of Probation. These programs-Endeavor Secondary and Voyager Secondary Schools are designed for students under court supervision, and serve students grades 7-12.

Both the Endeavor and Voyager Programs are fully accredited by the Western Association of Schools and Colleges (WASC). The curriculum used for instruction is aligned to the State Frameworks and Content Standards. High school students earn credit toward graduation and develop employment skills. Students completing academic requirements can graduate within the program, transition back to their district of residence, attend college, or begin finding success in the world of work after their release from incarceration.

**Madera County Independent Academy (MCIA)**

The mission of MCIA is to broaden educational choices and opportunities for students and families living in Madera County and surrounding areas. The instructional method emphasizes the whole child and frames its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold.

MCIA accepts applications for enrollment from any student qualified by the State Charter School Law. The targeted student population consists of educationally disadvantaged students' grades K-8. Students attending MCIA come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and instructional delivery methods.

**Pioneer Technical Center (PTC)**

PTC is a public high school under the Charter Section of the California Education Code. Currently, PTC has two campuses: one in Madera, serving students grades 9–12, and one in Chowchilla, serving students grades 5-12.

PTC (Madera campus) offers academic courses and Career Technical Education through Independent Study. All students take core academic subjects, as well as a CTE course of their choice in one of the following areas: Building Trades (Interior or Exterior Construction), Welding Processes and Fabrication, or Child Development/Careers in Education.

Students have opportunities to participate in numerous school activities including sports, field trips and community involvement. Students attending PTC come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and instructional delivery methods.

## **Section I Safe Schools Planning Team**

The 2023-2024 Safe Schools Planning Team includes the following:

Fred Cogan, Executive Director  
Hugo Sanchez, Program Director  
Opie Riar, Manager, Maintenance and Facilities  
Myrtha Torres, School Counselor  
Elizabeth Rodriguez, School Counselor  
Karl Diaz, Teacher (PTC)  
Jen Neely, Teacher (PTC, Chowchilla)  
Sharon Revis-Green, Teacher, (MCIA)  
Jose Espinoza, Administrative Assistant II  
Ruby Horta, Administrative Assistant  
Diane Romero, Administrative Assistant  
Marisol Mendez, Instructional Assistant  
Rita Navarro, Senior Secretary  
Karla Guevara, Counseling Specialist

## **Section II Mission/Vision**

### **Career Alternative Education Services (CAES) Programs**

#### **Mission**

By nurturing meaningful relationships with students, families, and communities, the CAES mission is to provide students the greatest chance at a lifetime of upward mobility by maintaining an inclusive, educational environment supported by empathetic teachers and staff. We will provide challenging core academics, career technical education, and ensure that every student is provided a solid foundation with the opportunity to pursue multiple pathways.

#### **Vision**

To provide an inclusive environment that promotes academic and personal achievement, encouraging the development of life-long learners.



### **Section III School Survey Data**

To determine areas of strength and areas of needed improvement necessary to ensure school safety, the committee reviewed various sources of data including, but not limited to, a student and parent survey, and analysis of suspension reports. Additionally, information from the school accountability system was reviewed. Input from the School Site Council, which includes parents, teachers, support staff, and community members added input. Also, information from Maintenance/ Operations personnel and the Madera County Superintendent of Schools School Safety Committee was discussed and reviewed.

A spring 2023 LCAP Parent and Student Survey of our three school sites yielded feedback including the following:

1. 94.7% of parents and 92.2% of students “Agree” or “Strongly Agree” that CAES classrooms are well maintained and inviting places to learn.
2. 89.4% of parents “Agree” or “Strongly Agree” that their children feel safe at CAES schools, and 94.7% of parents feel their child’s school has created a welcoming (friendly and helpful) environment for their families.
3. 78.9% of parents surveyed “Agreed” or “Strongly Agreed” that the principal and staff show respect and consideration to students and parents, and 80.4% of students feel like they are a part of their school.
4. 94.7% and 93.6% of parents and students surveyed “Agree” or “Strongly Agree” that everyone at CAES schools can be successful, and teachers encourage students to be successful.
5. 94.7% and 92.2% of parents and students, respectively, surveyed “Agree” or “Strongly Agree” that CAES school buildings are in good condition.

As the CAES Safe Schools Plan is currently implemented, administration and the committee will work closely with the Madera County Superintendent of Schools’ School Safety Committee to ensure the site plan is aligned to the office-wide Emergency Preparedness Plan and resources are available and allocated appropriately. The CAES administration and staff will work closely with Maintenance/Operations staff to make certain that schools remain in excellent physical condition, repairs are completed in a timely manner, and supplies for an emergency are well stocked.

**Section IV**  
**Component 1**  
**People and Programs/School Climate**

**1. Areas of pride and strength:**

- a. All staff members are committed to ensuring CAES schools grow in positive ways. The expectations for student achievement are high, and well known.
- b. All staff members genuinely care for the students they serve and demonstrate positive attitudes. Working as a team, staff members are motivated and creative in planning instruction and activities that meet students' needs.
- c. Staff members support one another when immediate attention is needed in response to a crisis with a student such as a medical concern or a behavioral outburst occurs.
- d. Staff have made a focal point of building interpersonal relationships in an effort to build community and trust amongst all staff members.

**2. Areas needing improvement:**

- a. Lack of crosswalks and sidewalks in Alternative Education Programs continues to create an unsafe situation for students walking to the CTE building or home after school. This remains a focal point for student/staff safety.
- b. While interpersonal relationships amongst staff members continue to improve, this is still an area of need; especially between school site personnel where we can continue to improve trust amongst all staff members.
- c. The Career and Alternative Education Services Safe School Committee recognizes the need to improve the public recognition of staff accomplishments.

**3. Outcomes of 2022-2023:**

- CAES staff provided ongoing training to staff on school safety and Suicide Prevention
- CAES staff made Dial-A-Ride tickets available to students in danger of being victimized while walking to and from school
- CAES staff continued training staff members on Social-Emotional Learning protocols and strategies for use in assisting students with academic and social/emotional needs and success
- CAES staff utilized MCSOS van to transport students in times of direct safety concerns and to conduct student attendance welfare checks
- CAES staff developed and employed Social-Emotional Check-in Protocols for use with students on a weekly basis
- CAES staff developed and employed an IT Hotline for use by students and parents for issues regarding 1:1 laptop and hotspot devices
- CAES staff offered Personal Protective Equipment (PPE) Program for all employees and students requested during 2022-23
- CAES staff employed COVID-19 safety protocols for cleaning, sanitizing, and disinfecting by MCSOS maintenance team

- CAES staff provided for Teen parenting needs through partnership with Educational Services Division
- CAES staff continued to use staff affidavits and student health screenings including temperature checks for all students during 1<sup>st</sup> semester of 2022-23
- CAES staff partnered with Madera County Public Health Department who offered staff vaccinations for all MCSOS employees
- CAES staff utilized safe drop off boxes for student work packets as needed
- CAES staff continued work toward LCAP goals by using LCAP Surveys with staff members, students, and parents
- CAES staff employed more consistent communication with students on absences and behavior expectations and use of attendance protocols including Tiered Reengagement Protocols
- CAES staff continued executing practice safety drills including fire, lock down, and earthquake preparedness throughout 2022-23
- CAES staff continued implementation of Common-Core Standards curriculum to develop critical thinking skills for all students in making better choices
- CAES staff and students strengthened campus security by wearing lanyards with identification cards while on campus

#### **4. Goals for school year 2023-2024:**

- To have crosswalks installed between PTC and MCIA to CTE building
- To generate Parent/Student awareness of street crossing/walking to/from CTE Building/PTC
- To continue to strengthen campus security by all student and staff members wearing lanyards with MCSOS identification cards. Parents and guests will have guest badges provided to them
- To promote student learning grades 6-12 for Suicide Prevention/Mental Health Awareness during October 2023, and post new posters with needed information
- To continue to provide Social Emotional Learning professional development opportunities for all staff members
- To implement the Student Seity Lifeguard Program for students at PTC
- To host Teen Parenting Conference for Fall 2023
- To provide, CPR/First Aid training for staff and provide training in use of First Aid Kits for classrooms
- Provide Gang Training to all staff to stay current on latest trends, concerns
- Provide additional safety support for students with disabilities
- To continue to employ COVID-19 safety protocols as needed
- To provide parent/student communication for active shooter protocol
- To utilize the California Healthy Kids survey during school year 2023-24
- To continue to train staff to be more aware of weapons on campus

- To continue group counseling for students to help understand the danger of carrying a weapon, using a weapon, and the legal ramifications of carrying weapons on campus
- To continue to focus on Positive Growth Mindsets structures for decreasing student discipline
- To continue to work on establishing a Peer Counseling program and training of a new set of students to help counsel other students
- To train all students and parents in identification of bullying, its harmful effects, and how to avoid negative situations
- To continue to employ monthly safety drills for all staff and students

**5. Successful achievement of these goals will be measured by:**

- The results of the Career and Alternative Education Services Safe School Survey to be administered once per year to staff, students, and parents
- The results of the California Healthy Kids Survey every two years
- Observation of school disciplinary issues and reports
- Staff, parent, and student concerns raised with Administration and staff members
- Maximizing ParentSquare as a communication tool between school and home
- Peer Counseling reports
- Use of STOPit School Reporting Tool
- Develop Parent Action Committee (PAC) as an information conduit for improving school programs
- School Site Council (SSC)
- District English Learner Advisory Committee (DELAC)
- WASC Accreditation surveys to students, parents, and staff
- Madera County Probation Department updates
- Continue to use CAES Climate Surveys
- Informal and Formal Parent meetings
- Continue to develop academic connections for all students to school including Math night at MCIA enrollment orientation meetings at all sites
- MCIA exiting CSI status for Chronic Absenteeism

## **Component 2 Physical Environment**

**Areas of pride and strength:**

Career and Alternative Education Services are centrally located within the City of Madera. Public transportation is available for parents, if needed, to participate in their child's education.

The interior and exterior environments of the Career and Alternative Education Services sites are strategically planned to meet the needs of our diverse student population. Career and Alternative Education Services facilities are well-maintained by an efficient custodial/maintenance crew.

CAES campuses are attractively landscaped and well maintained. Campuses have areas for student recreation and sports activities. Chain-link fences surround the PTC, Madera campuses to ensure student safety. The MCIA campus has a secure foyer and operates an active “buzz-in” system maintained by the School Administrative Assistant. The PTC, Chowchilla campus has locked doors and the main door is monitored by site staff throughout the day. Cameras are installed on all campuses to ensure safety for students and staff. While cameras are not actively monitored, video feed is available if the need arises to review. CAES parking lots have adequate lighting and parking spaces.

**Section V**  
**Disaster Response**  
See Tab

**Policies/Procedures**

See tabs: Safe & Orderly Environment, Safe Ingress & Egress, Suspension & Expulsion, Child Abuse Reporting, Notifying Teachers, Sexual Harassment, Dress Code, Hate Crime Policies/Procedures, Student Discipline, and Uniform Complaint Procedures

**Section VI**  
**Dissemination Process**

The Career and Alternative Education Services Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan. Parents and guardians are notified annually in the Mandatory Annual Notifications that a copy of the Safe Schools Plan is in the main office of their child’s school, available for their review.

In accordance with the California Education Code, section 35294.2 [e] an updated file of all safety related plans and materials shall be readily available for inspection by the public.

**Section VII**  
**Progress and Revision**

In accordance with the California Education Code, section 35294.6 [a], the Career and Alternative Education Services Safe School Committee will review and update the safety plan by March first of every year. The updated plan will be submitted to the Madera County Superintendent of Schools School Board for approval as per California Education Code section 35294.8 [a]. Administration and the Career and Alternative Education Services Safe School’s Committee will seek input from individuals such as staff, parents, law enforcement, and fire safety officials on future changes.

**Safe Schools Plan  
Early Education Center (EEC)  
2023-2024**

**Introduction**

Preschool and Child Care Services is a Madera County Superintendent of Schools program funded by the Department of Education located at 1105 S Madera Ave in Madera CA 93637. The Early Education Center started another school year on July 10, 2023, for the FY 2023-24 and began serving families to meet their toddler, preschool, and childcare needs. The program provides School Readiness/Preschool services to income eligible families. EEC Full Day provides childcare services to children 18 months to five years old. The Early Education Center-Part Day program opened its doors on August 7, 2023, for the FY 2023-24 and began serving families with part-day preschool services.

The Early Education Center (EEC) - part day site houses four classrooms (Room 10, 11, 12, and 13). There are two preschool restrooms with a total of five preschool size toilets and sinks approved by Community Care Licensing. Each classroom is equipped with a sink and drinking fountain and room 13 has an office and kitchen space in the classrooms. This campus has a large outdoor play area that includes grass and cement and is equipped with preschool appropriate outdoor toys. The campus has a secure chain link fence around the perimeter of the school to ensure student safety. The Early Education Center - full day program houses six preschool classrooms, two shared kitchen spaces, a parent/teacher resource room, and an EEC main office. Each classroom has preschool restrooms equipped with toilets and sinks that exceeds the ratio requirement for Community Care Licensing. The campus features two large Licensing approved play structures designed for preschool children and each area is separated by chain-link fencing. Both playgrounds have their own shade structure and a secure chain link fence around the perimeter of the campus to ensure student safety.

The Early Education Center program provides preschool and childcare services to eligible families based on their income and need for care. Families are enrolled based on lowest household income first and priority to CPS/At risk children, homeless children and four-year-old children. Individual childcare contracts for families are created based on the parent's need for service and documentation is collected to create a child's schedule.

The Early Education Center strives to meet the individual needs of the whole child and their family. Our philosophy is to build a positive and solid foundation for success in school. This is accomplished through an active learning curriculum which includes parents, children, and teachers. Children will receive a high-quality educational

experience including challenging activities, problem solving opportunities, and social emotional development.

Support Services are provided to families through our Early Childhood Education Technician who connects families with community resources and assists with developmental referrals to implement early interventions. Additional services provided are parenting strategies, on site parent and child together (PACT) activities, Desired Results Developmental Profile (DRDP) Assessments, Ages and Stages Questionnaires (ASQ, ASQ-SE) and Quality Rating Improvement System (QRIS) interventions.

### **Goals for Child Growth:**

- **Social/Emotional Development**
  - Becoming aware of themselves and their uniqueness.
  - Learning more about each other as individuals and gaining respect for others.
  - Developing confidence and a healthy self-concept.
  - Developing positive social skills and responsible behavior.
  
- **Cognitive Development**
  - Developing the use of two-way communication skills by speaking, listening and expressing ideas.
  - Participating successfully in math and science activities.
  - Acquiring thinking and problem-solving skills.
  
- **Physical Development**
  - Developing age-appropriate body control (improving large and small muscle development), movement, coordination and balance.
  - Improving hand/eye coordination
  
- **Creative Development**
  - Becoming self-confident and secure in exploring and experimenting with a wide variety of materials.
  - Expressing creativity and gaining the ability to make choices.
  
- **Health and Safety**
  - Practicing good health and safety habits. Becoming knowledgeable about good nutrition

## **Section I Safe Schools Planning Team**

The Safe Schools Planning Team is comprised of the following individuals:

- Jacklyn Jones, Director Early Learning Programs

- Lorena Rivera, Manager, Early Learning Programs
- Nora Solis, Program Admin Assistant (Temp)
- Sandra Alvarez, Parent
- Mee Yang, Early Childhood Education Teacher
- Rebeca Rodarte, Instructional Assistant Level 1

## **Section II Mission/Vision**

### **Mission**

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

### **Vision**

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided with opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

## **Section IV Component 1 People and Programs/ School Climate**

### **1. Areas of pride and strength:**

The MCSOS Early Education Center is driven by the belief that the key to self-sufficiency is helping others help themselves. Our clients and their families are our top priority, we create and contribute to the formation of partnerships in order to bridge resource gaps and remove barriers to economic and social independence.

We value the diversity of our staff and volunteers as our greatest strength. We promote an anti-bias atmosphere by respecting the diversity and individuality of each staff and volunteer.

Facility updates and improvements: All CSPP and Toddler classrooms received new classroom furniture, equipment, curriculum materials, outdoor furniture, and classroom supplies from Lakeshore Learning. These purchases were needed to improve the quality of our learning environment for children and staff. It is the MCSOS Early Learning Program's goal to provide high quality furnishings and materials to all children and families in our program.



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- Highest Quality
- Quality Plus
- Quality
- Progressing Star
- Rising Star

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#### Partnership with First 5 Madera County –

The Madera County Superintendent of Schools continued our partnership with First 5 Madera County and the Tzu Chi Vision Mobile Vision Clinic again in the FY 2023-24 to offer pre-vision screenings on September 15, 2023, for all preschool children attending the MCSOS Early Education Center Full Day Preschool Program, the MCSOS Early Education Center Part Day Program, Wilson Preschool (Chowchilla) and Reagan Preschool (Chowchilla). Once children were screened, those who were identified as having possible vision problems or at risk of vision problems were scheduled for a full eye exam on October 20, 2023, and fitted for glasses if needed. 197 children are scheduled to participate in the pre-vision screening and those identified as needing a full eye exam will receive it on the 20<sup>th</sup>. Once completing the full eye exam, glasses will be made on site for children who need them. Our team is eager to see the vision improvement for these children after they receive their glasses.

## 2. Areas needing Improvement:

### Goal 1:

Reviewing the Community Care Licensing unannounced visit reports and make all necessary corrections to our facilities based on the findings. Wilson Preschool had their first unannounced visit in August and we are making corrections to two gates that will allow for more secure outdoor play.

### Goal 2:

Continue to strengthen communication with parents and provide each family with a Brightwheel account which is a web-based portfolio where parents can access information about their child’s education and developmental progress. Two-way messaging communication is available so parents can interact with our staff during

the school day. All alerts, photos, videos, and communication is available through this app.

## **Component 2 Physical Environment**

### **1. Areas of pride and strength:**

The Madera County Superintendent of Schools saw a need to increase full day preschool and childcare services for the parents in our community. At the inception of our program MCSOS provided childcare and high-quality school readiness education to approximately 136 children and family support services to their parents/guardians. To continue this worthwhile investment, MCSOS is dedicated to expanding services to more members in our community by building The Early Education Center Full Day CSPP campus which is licensed to serve 136 toddler and preschool children and their families. This campus consists of six classrooms and one office building that includes a parent/teacher resource room. The campus also includes a meeting room for speech and other individualized services for students housed on this campus. Additionally, this campus has two age-appropriate playground structures and outdoor play space for all children to access. Accommodations have been made to these structures to ensure students with disabilities are able to use the equipment with the goal of full inclusion. We are excited about the expansion of our preschool classrooms service by 40 full day preschool slots. These classrooms opened on November 7, 2022 and created 8 new classroom personnel positions to serve the additional children and their families.

As mentioned above, all CSPP and Toddler classrooms received new classroom furniture, equipment, curriculum materials, outdoor furniture, and classroom supplies from Lakeshore Learning. These purchases were needed to improve the quality of our learning environment for children and staff. It is the MCSOS Early Learning Program's goal to provide high quality furnishings and materials to all children and families in our program

### **2. Areas needing improvement:**

Parking lot safety. Ensure that all parents and staff are following the speed limit and that no child is ever left unattended in a vehicle. Continue to provide families with information about parking lot and child safety.

Add the safety door latches on all exterior doors. We will add these latch devices to doors that do not currently have them which will aide in our safety practices in the event of a lock down.

Medication boxes: 10 medication storage boxes have been ordered and are being shipped to our program. These lock boxes will allow child medication to be safely stored on our campus for children in our program. Program staff will follow the medication requirements set by Community Care Licensing – Title 22 regulations.

**Safe Schools Plan  
Early Education Center (EEC)  
2023-2024**

**Introduction**

Preschool and Child Care Services is a Madera County Superintendent of Schools program funded by the Department of Education located at 1105 S Madera Ave in Madera CA 93637. The Early Education Center started another school year on July 10, 2023, for the FY 2023-24 and began serving families to meet their toddler, preschool, and childcare needs. The program provides School Readiness/Preschool services to income eligible families. EEC Full Day provides childcare services to children 18 months to five years old. The Early Education Center-Part Day program opened its doors on August 7, 2023, for the FY 2023-24 and began serving families with part-day preschool services.

The Early Education Center (EEC) - part day site houses four classrooms (Room 10, 11, 12, and 13). There are two preschool restrooms with a total of five preschool size toilets and sinks approved by Community Care Licensing. Each classroom is equipped with a sink and drinking fountain and room 13 has an office and kitchen space in the classrooms. This campus has a large outdoor play area that includes grass and cement and is equipped with preschool appropriate outdoor toys. The campus has a secure chain link fence around the perimeter of the school to ensure student safety. The Early Education Center - full day program houses six preschool classrooms, two shared kitchen spaces, a parent/teacher resource room, and an EEC main office. Each classroom has preschool restrooms equipped with toilets and sinks that exceeds the ratio requirement for Community Care Licensing. The campus features two large Licensing approved play structures designed for preschool children and each area is separated by chain-link fencing. Both playgrounds have their own shade structure and a secure chain link fence around the perimeter of the campus to ensure student safety.

The Early Education Center program provides preschool and childcare services to eligible families based on their income and need for care. Families are enrolled based on lowest household income first and priority to CPS/At risk children, homeless children and four-year-old children. Individual childcare contracts for families are created based on the parent's need for service and documentation is collected to create a child's schedule.

The Early Education Center strives to meet the individual needs of the whole child and their family. Our philosophy is to build a positive and solid foundation for success in school. This is accomplished through an active learning curriculum which includes parents, children, and teachers. Children will receive a high-quality educational

experience including challenging activities, problem solving opportunities, and social emotional development.

Support Services are provided to families through our Early Childhood Education Technician who connects families with community resources and assists with developmental referrals to implement early interventions. Additional services provided are parenting strategies, on site parent and child together (PACT) activities, Desired Results Developmental Profile (DRDP) Assessments, Ages and Stages Questionnaires (ASQ, ASQ-SE) and Quality Rating Improvement System (QRIS) interventions.

### **Goals for Child Growth:**

- **Social/Emotional Development**
  - Becoming aware of themselves and their uniqueness.
  - Learning more about each other as individuals and gaining respect for others.
  - Developing confidence and a healthy self-concept.
  - Developing positive social skills and responsible behavior.
  
- **Cognitive Development**
  - Developing the use of two-way communication skills by speaking, listening and expressing ideas.
  - Participating successfully in math and science activities.
  - Acquiring thinking and problem-solving skills.
  
- **Physical Development**
  - Developing age-appropriate body control (improving large and small muscle development), movement, coordination and balance.
  - Improving hand/eye coordination
  
- **Creative Development**
  - Becoming self-confident and secure in exploring and experimenting with a wide variety of materials.
  - Expressing creativity and gaining the ability to make choices.
  
- **Health and Safety**
  - Practicing good health and safety habits. Becoming knowledgeable about good nutrition

## **Section I Safe Schools Planning Team**

The Safe Schools Planning Team is comprised of the following individuals:

- Jacklyn Jones, Director Early Learning Programs

- Lorena Rivera, Manager, Early Learning Programs
- Nora Solis, Program Admin Assistant (Temp)
- Sandra Alvarez, Parent
- Mee Yang, Early Childhood Education Teacher
- Rebeca Rodarte, Instructional Assistant Level 1

## **Section II Mission/Vision**

### **Mission**

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

### **Vision**

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

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## **Ingress and Egress 2023-2024**

### **General Procedures**

#### **Visitor**

Staff and visitors are required to check in at the school office upon arrival and check out upon departure. All Madera County Superintendent of Schools (MCSOS) staff have an official photo ID badge with a barcode, in which they will “scan” their badge at the EasyLobby scan station located at the front desk. Once the badge is scanned it will mark the employee “checked in”. Guests that do not have a badge, will walk up to the EasyLobby scan station, and manually type in their first, and last name, then hit “print”. They will then receive a printed badge with their name, and barcode at the bottom, once printed they are “checked in”. All guests should have their printed badge visible on the outside of their clothing, while all staff should always have their MCSOS ID badge visible as well. Upon departure, staff will return to the EasyLobby scan station and scan their ID badge with the scanner, and the screen will indicate they are “checked out”. Guests will remove their paper badge and proceed to scan it with the scanner, and the screen will indicate they are “checked out”.

#### **Students**

All students leaving school with permission from a parent/guardian must be signed out by school personnel/parent/guardian on the “student sign-out sheet.” School personnel/parent/ guardian are to note the date, student’s name, the time the student is leaving the campus, the destination/ reason for the student leaving school, and list name of school personnel/parent/ guardian accompanying the student. The time returning will be noted by office staff if the student returns that day.

Parents with custodial issues must file copies of the current orders with the MCSOS/school office. The child’s emergency cards are then marked accordingly. However, parents are advised to instruct their child to warn the school if the adult picking them up is unauthorized to do so.

#### **Peace Officer:**

Any student released to a Peace Officer will only be released upon completion of the “Release of Minor to a Peace Officer” form.

#### **Substitutes**

Substitutes are to check-in with site administrators. Information on substitutes is available through the Frontline Absence Management System. A report can be obtained from the Human Resources office.

### **Procedures Specific to School Sites and Programs**

#### **Pioneer Technical Center – Chowchilla**

PTC – Chowchilla is located adjacent to Gateway Alternative High School. When arriving to classrooms (3 single classrooms), all visitors and students are met by a staff

person at classroom doors. All students leaving school must have permission from parent/guardian and are signed out by proper school personnel or parent/guardian.

**Pioneer Technical Center – Madera** expects all students to enter through the main office located on the north side of the administration building and exit through the front gate located between room 9 and the main office. Students may park in any of the designated parking lots in the north or west parking lots of the school.

Before school, the principal and/or other staff monitors the front gate and quad areas from 8:00 a.m. until 8:30 a.m. All offices, teachers on duty, and principal have walkie-talkies to communicate effectively, and students are supervised by the principal and staff during break and lunch as well. Students are not allowed to loiter in the front office before school starts or afterschool. All students must enter the school immediately after arriving at school. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or sign out or until a parent or guardian picks them up to go home.

At the end of the school day (3:00 p.m.) the campus is monitored by administrators and/or teachers. Madera Unified School District bus drivers contact the school or police department via phone or radio if they witness any suspicious activities on their route. The principal/staff maintains a safe perimeter and checks the school and surrounding area before, during and after school and he is accessible by cell phone/radio at all times of the day.

**Madera County Independent Academy-(MCIA)** expects students to enter through the front office located on the south side of the building and exit through the same area. Parents may park in any of the designated parking lots in the east or west parking lots of the school. Students are not allowed to loiter in the front office before school starts or afterschool as other students are waiting for their respective appointments. All students must enter the school immediately after arrival. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or sign-out or until a parent or guardian picks them up to go home.

**Gould Educational Center** has one entrance for visitors. Visitors are required to check in at the school office upon arrival and check out upon departure by using the EasyLobby scan station. Visitors will receive a printed badge with their name. This badge must be always worn and visible. All Gould students will be escorted/assisted by school staff to and from the bus drop off area at the east entrance.

All MCSOS staff have an official photo ID Badge with a barcode, in which they will “scan” their badge at the EasyLobby scan stations located on the west entrance (personnel only) and east office. Staff identification badges are to be always worn.

**Other School Sites** - Some MCSOS Special Education programs are provided on school district general education campuses. Students attending school on a district campus follow local school procedures. Students will be escorted and assisted by

classroom staff to and from the bus drop off area. Those students who are not in need of assistance may walk unescorted to and from their classrooms. All visitors are to sign-in at the front office and will follow local school procedures.

**Chowchilla Union High School District**

Chowchilla Union High School

**Golden Valley Unified School District**

Liberty High School

**Madera Unified School District**

Berenda

Desmond

Howard

Madera High School

Madera South High

Millview

Nishimoto

Parkwood

**Yosemite Unified School District**

Coarsegold

Yosemite High School

Forms:

- Student Sign-out Sheet
- Release of Minor to a Peace Officer



**RELEASE OF MINOR TO PEACE OFFICER**

<b>Name of Minor</b>	<b>Parent/Guardian</b>
<b>Address</b>	
<b>Home Phone Number</b>	<b>Cell Phone Number</b>
<b>Date and Time</b>	<b>Minor Taken To</b>
<b>Reason</b>	

**Parents are to be notified by the peace officer.**

I am taking temporary custody of the above minor:

\_\_\_\_\_

Peace Officer Name (Print)

\_\_\_\_\_

Peace Officer Signature/Date

**Madera County Superintendent of Schools**  
Cecilia A. Massetti, Ed.D., Superintendent of Schools

**2023-2024**  
**Student Conduct and Discipline**

A District Statement on Rights, Responsibilities, and Rules  
(Code Sections refer to the California Education Code unless otherwise indicated.)

**I. Rights and Responsibilities of Students, Parents/Guardians, and Teachers**

The education of public schools' students is a shared responsibility. Students, parents/guardians, and teachers each have important roles and responsibilities in providing and maintaining the intellectual, physical, emotional and social development and well-being of students. These shared rights and responsibilities include the following:

**1. Rights and Responsibilities of Students**

- To attend school in a secure academic and social climate.
- To be informed of school rules and regulations.
- To attend school and classes regularly and on time.
- To be prepared for class with appropriate materials and work.
- To know and obey school rules and regulations.
- To respect the rights of school personnel and fellow students.
- To demonstrate pride in the appearance of school buildings and grounds.

**2. Rights and Responsibilities of Parents/Guardians**

- To expect their children will spend time at school in a safe, stimulating atmosphere, engaged in productive activities under the direction of dedicated staff.
- To become familiar with district policies and school rules and regulations.
- To provide the school with current information regarding legal address, phone, medical data, and other facts which may help the school serve the child.
- To provide supportive action by making sure that their children have enough sleep, adequate nutrition and appropriate clothing before coming to school.
- To maintain consistent and adequate control over their children and to support reasonable discipline measures used by the school.

**3. Rights and Responsibilities of Teachers**

- To expect and receive the attention, effort, and participation of students.
- To consider the personal worth of each individual student as a single, unique and important human being.
- To strive to equip each student with the knowledge, skills, and attitudes required for successful living.
- To hold students accountable for their actions at all times.
- To initiate and enforce classroom and disciplinary rules consistent with school and district policies, including policies regarding suspension and expulsion.

**II. Expected Student Behavior**

The Governing Board of a school district shall prescribe disciplinary rules consistent with the applicable laws and rules of the State Board of Education. (E.C. 35291). Such rules are established in an effort to maintain an atmosphere conducive to learning. In most instances, high expectations for student behavior, effective classroom management, preventative measures, positive conflict resolution techniques, and parent involvement can minimize the need for formal discipline and can help foster within students a sense of self-discipline and personal responsibility. Students who do not comply with such rules may be disciplined (e.g. counseled, reprimanded, suspended, etc.) or, in extreme cases, expelled and/or arrested as circumstances warrant in the application of the law.

### III. Possible Student Disciplinary Measures

1. **Conference:** Students will be counseled regarding appropriate school behavior.
2. **Detention:** Students may be detained for disciplinary or other reasons up to one (1) hour after the close of the maximum school day. (C.C.R. Title 5, Sec. 353)
3. **Weekend Classes:** A district may maintain weekend classes at which a student may elect to serve his/her disciplinary detention rather than after school. (E.C. 37223)
4. **Restriction of Recess:** A district may adopt reasonable rules and regulations to authorize teachers to restrict the recess time of student(s) for disciplinary purposes. (E.C. 44807.5)
5. **Exclusion from Extracurricular Activities:** A district may, according to its policies and administrative regulations, restrict or disqualify students from participating in extracurricular activities.
6. **Community Service:** As part of or instead of disciplinary action, a district may require a student to perform community service during non- school hours, on school grounds (e.g. school outdoor beautification, campus betterment, teacher, peer, or youth assistance programs, etc.). (E.C. 48900.6)
7. **Reassignment to Alternative Education:** A district may transfer a student to an alternative education program pursuant to Education Code sections 48432.5 or 48662.
8. **Suspension by Teacher from Class:** For any of the reasons set forth herein in Section IV, a teacher may suspend a student from class for the day of the suspension and the following day by sending the student to the principal for appropriate action. (E.C. 48910)
9. **Parent Attendance:** A district may adopt a board policy authorizing a teacher to require a parent/guardian of a student, suspended from class under E.C. 48910 for violating E.C. 48900 (i) or E.C. 48900 (k), to attend a portion of the school day in the class from which the student was suspended. Parents/guardians shall be notified of this policy prior to its implementation. (E.C. 48900.1)
10. **Suspension from School:** The principal of a school or the superintendent of a district may suspend a student from school for any of the reasons set forth herein in Section IV. for no more than five (5) consecutive school days. (E.C. 48911)
11. **Expulsion:** A district may expel a student from school for any of the reasons set forth herein in Sections IV. and V. Expulsion is defined as the removal of a student from (1) the immediate supervision and control, or (2) the general supervision, of school personnel. (E.C. Code 48925)
12. **No Corporal Punishment:** No person employed by or engaged in a public school shall inflict, or cause to be inflicted corporal punishment upon a student. (E.C. 49001)

### IV. Student Suspension (Education Code Section 48900)

1. Education Code section 48900 states that a student shall not be suspended or recommended for expulsion from school unless the superintendent or the principal of the school in which the student enrolls determines that the student has:
  - a.
    1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
    2. Willfully used force or violence upon the person of another, except in self-defense.
  - b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
  - c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, material as a controlled substance, alcoholic beverage, or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property.
  - g. Stolen or attempted to steal school property or private property. As used in this section, "school property" includes, but is not limited to, electronic files and databases. [E.C. 48900 (u)]
  - h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use of possession by a student of his or her own prescription



products.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
  - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
  - l. Knowingly received stolen school property or private property.
  - m. Possessed an imitation firearm. "Imitation firearm" is defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
  - o. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness or both.
  - p. Unlawfully offered, arranged to sell, or negotiated to sell, or sold the prescription drug Soma.
  - q. Engaged in, or attempted to engage in, hazing. "Hazing" is defined as a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
  - r. Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct including, communications made in writing or by means of an electronic act (e.g. email, text message, sounds, images, or post on a social network Internet Web site, by means of any electronic device), and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of (a) placing a reasonable student in fear of harm of his/her person or property, (b) causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health, (c) causing a reasonable student to experience substantial interference with his/her academic performance, or (d) causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An "electronic act" means the transmission by means of an electronic device of a communication of a message, text, sound or image. This act does include a posting on a social network Internet Web site including a burn page, creating a credible impersonation of another pupil or creating a false profile of another or factitious student. An electronic act shall not constitute pervasive conduct solely on the basis of its transmission on the Internet.
- s. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion pursuant to the provisions of this section.
  - t. As used in this section, "school property" includes, but is not limited to, electronic files and databases.
  - u. For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.
  - v. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
2. In addition to the reasons specified in Section 48900, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has committed any of the following acts or misconduct:
    - Students in grades 4-12 inclusive who have committed sexual harassment as defined in section 212.5 of the Education Code. (E.C. 48900.2)
    - Students in grades 4-12 inclusive who caused, threatened to cause, or participated in hate violence as defined in section 233 of the Education Code. (E.C. 48900.3)
    - Students in grades 4-12 inclusive who intentionally engaged in harassment, threats or intimidation, directed against school district personnel or students. (E.C. 48900.4)

- Making terroristic threats against school officials or school property or both. (E.C. 48900.7)

V. **Student Expulsion (Education Code Section 48915)**

1. **Mandatory Expulsion Recommendation and Mandatory Expulsion**

The principal or superintendent shall immediately suspend and recommend expulsion, and the governing board shall expel a student upon finding that the student committed any of the following acts at school, at a school sponsored activity, or going to or coming from school or a school sponsored activity, whether on or off campus:

- Possessing, Selling or Furnishing a Firearm - possession must be verified by district employee; this subdivision does not apply if the student had written permission to possess firearm from certificated employee;
- Brandishing a Knife at Another Person - as defined in the section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place; or a razor with an unguarded blade;
- Sale of a Controlled Substance - listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code;
- Committing or Attempting to Commit Sexual Assault or Committing Sexual Battery - as defined in Section 48900 (n) of the Education Code;
- Possession of an Explosive - “Explosive” means any explosive, incendiary, or poison gas, including but not limited to a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any other similar device.

2. **Other Grounds for Expulsion Which Require Supplemental Findings by the District Board**

- a. **Mandatory Expulsion Recommendation Unless Inappropriate Due to the Particular Circumstance:** The principal or superintendent shall recommend expulsion, unless inappropriate due to the particular circumstances, for any of the following acts committed at school or at a school activity off school grounds:
- Causing serious physical injury (except in self-defense);
  - Possession of any knife or other dangerous object of no reasonable use to the student;
  - Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section (11053) of Division 10 of the Health and Safety Code (except for first offense of possession of not more than one ounce of marijuana);
  - Robbery or Extortion;
  - Assault or Battery upon a school employee as defined in Sections 240 and 242 of the Penal Code.
- b. **Discretionary Expulsion Recommendation:** The principal or superintendent may recommend expulsion and the governing board may expel for violations of Education Code 48900 (a)-(r) or sections 48900.2, 48900.3, 48900.4 or 48900.7.
- c. **Supplemental Findings Required:** Upon receiving a recommendation for expulsion based on any of the expellable acts set forth in sections V.2.(a) and V.2.(b) above, a district’s governing board may expel a student upon finding that the student committed such expellable act(s) at school, at a school sponsored activity, or going to or coming from school or a school sponsored activity, whether on or off campus, and upon finding one of the following:
- That other means of correction are not feasible or have repeatedly failed; or
  - That due to the nature of the act, the student’s presence creates continuing danger to the physical safety of the student or others. (E.C. 48915 (a), (b), (e))

VI. **Limitations Regarding Suspensions and/or Expulsion**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including an individual with exceptional needs as defined in Education Code 56026, may be suspended for any of the reasons enumerated in Education Code Section 48900 upon the first offense, if the principal or superintendent of schools determines that the student violated subdivision (a), (b), (c), (d), or (e) of Section 48900, or that the student’s presence causes a danger to persons or property or threatens to disrupt the instructional process. (E.C.48900.5)

A superintendent or principal may use discretion to provide alternatives to suspension or expulsion for students, including, but not limited to, counseling and an anger management program. [E.C. 48900 (v)]

A student shall not be suspended or expelled for any of the acts enumerated in Education Code Section 48900 unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A student may be suspended or expelled for acts that are related to school activity or attendance that occur at any time, including but not limited to, any of the following: (E.C. 48900 (s))

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off campus.
4. During, or while going to or coming from, a school sponsored activity.

If a district seeks to expel any student, the district must comply with all requirements set forth in Education Code sections 48900 through 48918.6.

## VII. **Other Laws Related to School Districts**

**Bicycle Helmets.** No person under 18 years of age shall operate a bicycle, a non-motorized scooter, or a skateboard or a ride as a passenger unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards. (Vehicle Code section 21212)

**Bomb Threats.** False reports that a bomb or other explosive has been placed in school buildings or on school grounds will be referred to law enforcement agencies. Students involved are also subject to disciplinary action. (P.C. 148.1)

**Disruption of School/Classroom.** Disruption of school or classroom activities/operations is prohibited as follows:

- Every minor over sixteen (16) years of age, or any adult who is not a student of the school, who comes upon any school ground or into any schoolhouse and willfully interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school with the intent to disrupt, obstruct or inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor. (E.C. 44810);
- Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. This provision does not apply to any otherwise lawful employee concerted activity, including, but not limited to, picketing and the distribution of handbills (E.C. 44811);
- Any person who willfully disturbs any public school or public-school meeting is guilty of a misdemeanor. (E.C. 32210);
- Any person who is not a student, a parent/guardian of the student, or an officer or employee of the school district, or who is not required by his/her employment to be in a public school building or on the school grounds shall promptly depart from the school grounds and not return for at least seven days upon the principal's or the principal's designee's request to leave the school grounds if it appears reasonable to the principal/principal's designee to conclude that the continued presence of the person under these circumstances would be disruptive of, or would interfere with, classes or other school activities. Violation of this is a misdemeanor. Any person who is requested to leave school premises pursuant to this provision may appeal to the superintendent of the school district. (E.C. 32211, P.C. 626.8);
- Any person who is not a student, officer, or employee of a public school, and who is not required by his/her employment to be on campus or any other school facility, enters a school facility outside the common areas where public business is conducted, and it reasonably appears to the principal/designee that the person is committing any act likely to interfere with the peaceful conduct of the school activities, or has entered the school facility for the purpose of committing any such act, the principal/designee may direct the person to leave the school facility. Violation of this provision is a misdemeanor. (P.C. 626.7)

**Dress Code.** A school district may adopt a reasonable dress code that requires students to wear a school wide uniform or prohibit the wearing of gang related clothing. (E.C. 35183)

**Electronic Signaling Devices.** A school district may regulate the possession or use of any electronic signaling device by students, including cell phones and pagers, while the students are on campus, attending school- sponsored activities, or while under the supervision and control of school district employees. However, a school district may not

prohibit a student's use of an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the student and use of which is limited to purposes related to the health of the student. (E.C. 48901.5)

**Fires, Explosives or Threat Thereof.** Students involved in setting fires or explosives which threaten or cause damage to human life or property on campus or at school sponsored events are subject to disciplinary action. Parent or guardian is responsible for payment of damages. (E.C. 48900 (b); E.C. 48915 (c)(5); P.C. 451, 452, 12303.3)

**Grooming & Dress Policies.** A student who goes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school, or shall be required to prepare himself/herself for the schoolroom before entering. (C.C.R. Title 5, Sec. 302)

**Imitation Firearms.** No person may openly display or expose any imitation firearm in a public place, including a public school. An imitation firearm means any BB device, toy gun, replica of a firearm or other device that is substantially similar in appearance to a firearm. (P.C. 12550; P.C. 12556)

**Keys.** Unauthorized possession, use or duplication of keys to school buildings or premises is subject to disciplinary action. (P.C. 469)

**Laser Pointers.** No student shall possess a laser pointer on any elementary or secondary school premises unless possession of a laser pointer on the elementary or secondary premises is for a valid instructional or other school-related purpose, including employment. (P.C. 417.25; P.C. 417.27)

**Loitering.** Any person who loiters about a school unlawfully will be referred to law enforcement agencies. (P.C. 653 (b))

**Unlawful Assembly.** It is prohibited for persons to assemble together to do an unlawful act, or to do a lawful act in a violent, boisterous, or tumultuous manner. All persons who remain present at the place of an unlawful assembly after being lawfully warned to disperse, is guilty of a misdemeanor. Violations of rules governing lawful assembly on school grounds or at school events will be enforced. (P.C. 407, 409, 416, 626.7, 626.8, 627.7)

**Registration of Outsiders.** No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee. A principal or designee may refuse to register an outsider if he/she has a reasonable basis for concluding that the outsider's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful controlled substances. A principal or designee may revoke an outsider's registration if he/she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees. If an outsider is denied registration or whose registration is revoked may request a hearing before the principal or superintendent of the district regarding the denial/revocation. The request must be in writing and shall state why the denial/revocation was improper, shall give the address to which notice of the hearing is to be sent, and shall be delivered to either the principal or the superintendent within five days after the denial or revocation. A hearing before the principal or superintendent must be held within seven days after he/she receives the request for hearing. (P.C. 627.2, 627.4, 627.5)

**School Attendance Review Board (SARB).** SARB is staffed by volunteers and community agency persons to deal with students and families who have irregular school attendance or are habitually insubordinate or disorderly. The students are referred after all school resources and services resources have been exhausted. (E.C. 48263, 48320-48324)

**School Bus Entry.** Any person who enters a school bus without permission of the driver or other school official with the intent to commit a crime, who refuses to leave after being ordered to do so, will be referred to law enforcement authorities. (E.C. 39842)

**Student Conduct.** Every teacher in the public schools shall hold students to strict account for their conduct on the way to and from school, on the playground, or during recess. (E.C. 44807)

**Student Responsibilities.** Every student shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates; and refrain from the use of profane and vulgar language. (C.C.R. Title 5, Section 300)

**Tardiness/Truancy.** The law requires attendance of students between the ages of 6-18 years. Any student subject to compulsory education who is absent from school without valid excuse more than three days, or tardy in excess 30 minutes on each of more than three days in a school year, is a truant and shall be reported to the attendance supervisor. (E.C. 48260-48262)

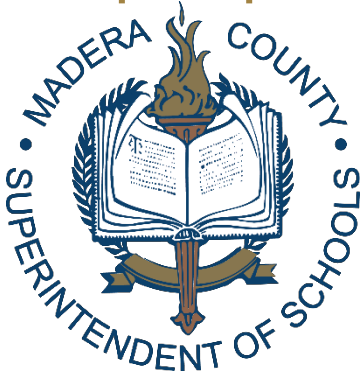
**Threats to School Employees.** Anyone who attempts to prevent a school employee from performing his/her duties by means of a threat can be referred to law enforcement authorities. (P.C. 71)

**Transportation.** Students transported in a school bus and under the authority of the driver are expected to follow district bus regulations. An infraction of these regulations is cause for disciplinary action and may result in a denial of transportation. (C.C.R. Title 5 14103)

**Trespassing/Forced Entry.** Persons trespassing or forcing entry into a school building or school events will be referred to law enforcement agencies. (E.C. 32211, P.C. 602.1)

**Vandalism.** Disciplinary action will be taken against students whose acts endanger the life of students, employee or visitors or result in damage to school buildings, school property or possessions of students, staff members or visitors. (C.C.R. Title 5, Section 305; E.C. 48900 (f), 48904)

**Withholding Grades.** A school district may withhold the grades, transcripts or diploma of a student who willfully damages school property. If the student transfers to a new district, the new district shall also withhold records until it receives notice from the prior district that the decision to withhold records has been revoked. (E.C. 48904, 48904.3)



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.4.2**

### **Board of Education Action Item October 10, 2023**

**Topic:**

Consideration/Annual Review of the Emergency Preparedness Plans for Madera County Superintendent of Schools.

**Background:**

Updates have been made to the 23/24 Madera County Superintendent of Schools Emergency Preparedness Plan. The Incident Command System staffing information for the administration building, countywide response, and other MCSOS program sites, have been updated to reflect current staff. Additionally, revisions were made to several evacuation maps of MCSOS programs.

Our programs continue to update their site plans. All site plans have been provided for review. A complete Emergency Preparedness Plan binder will be available to review at the meeting.

**Financial Impact:**

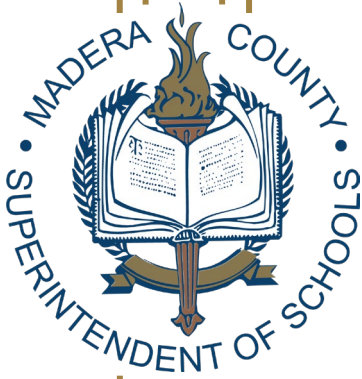
None

**Resource:**

Kim Linderholm  
Senior Business & Administrative Services Assistant  
Business & Administrative Services

**Recommendation:**

It is recommended the Board approve the changes made to the 2023/24 Emergency Preparedness Plans for the Madera County Superintendent of Schools.



Cecilia A. Massetti, Ed.D.  
*Superintendent of Schools*

## Agenda Item 8.5

### Board of Education Action Item October 10, 2023

**Topic:**

2022-2023 Unaudited Actuals

**Background:**

Summary of the Unaudited Actuals for 2022-2023:

The General Fund for 2022-2023 Unaudited Actuals shows a Net Increase to the General Fund of \$10,822,348 which includes a \$3,440,358 increase to the Unrestricted side and a \$7,381,990 increase on the Restricted side.

Included in the Unrestricted Ending Fund balance are Special Funding Assignments totaling \$2,496,958 consisting of amounts reserved for Differentiated Assistance and Local Control Accountability Plan (LCAP) Oversight.

The net increase to the Charter School Fund Balance was \$276,001. PTC had an increase of \$310,550 and MCIA had a decrease of \$34,549.

**Fiscal Impact:**

Please see attached reports.

**Resource:**

Marisol Verduzco  
Chief Officer  
Business & Administrative Services

**Recommendation:**

It is recommended the Board approve the Unaudited Actuals as reported.





**Unaudited Actuals**  
**FINANCIAL REPORTS**  
**2022-23 Unaudited Actuals**  
**Summary of Unaudited Actual Data Submission**

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination	MOE Met
	If MOE Not Met, the 2024-25 apportionment may be reduced by the lesser of the following two percentages:	
	MOE Deficiency Percentage - Based on Total Expenditures	0.00%
	MOE Deficiency Percentage - Based on Expenditures Per ADA	0.00%
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1	\$0.00
	Adjusted Appropriations Limit	\$11,610,769.33
	Appropriations Subject to Limit	\$11,610,769.33
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7907 and EC 1629.	
ICR	Preliminary Proposed Indirect Cost Rate	9.38%
	Fixed-with-carry-forward indirect cost rate for use in 2024-25 subject to CDE approval.	

UNAUDITED ACTUAL FINANCIAL REPORT:

To the Superintendent of Public Instruction:

2022-23 UNAUDITED ACTUAL FINANCIAL REPORT. This report is hereby prepared and filed by the County Superintendent of Schools pursuant to Education Code sections 41010 and 1628.

Signed: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

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

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

Marisol Verduzco \_\_\_\_\_

Name

Chief Business and Administrative Services Officer \_\_\_\_\_

Title

559.662.6229 \_\_\_\_\_

Telephone

mverduzco@mcsos.org \_\_\_\_\_

E-mail Address

G = General  
Ledger Data; S =  
Supplemental  
Data

Data Supplied For:			
Form	Description	2022-23 Unaudited Actuals	2023-24 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund	G	G
10	Special Education Pass-Through Fund	G	G
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
16	Forest Reserve Fund	G	
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects		

53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund	G	
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals	S	
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations	S	S

SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	S	S
SIAA	Summary of Interfund Activities - Actuals	G	

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	8,959,844.02	7,438,667.32	16,398,511.34	9,341,892.00	7,085,996.00	16,427,888.00	0.2%
2) Federal Revenue		8100-8299	0.00	7,591,297.21	7,591,297.21	0.00	11,368,613.00	11,368,613.00	49.8%
3) Other State Revenue		8300-8599	1,006,312.00	15,296,190.69	16,302,502.69	112,505.00	16,527,787.00	16,640,292.00	2.1%
4) Other Local Revenue		8600-8799	3,893,185.47	11,955,793.76	15,848,979.23	4,089,308.00	10,913,500.00	15,002,808.00	-5.3%
5) TOTAL, REVENUES			13,859,341.49	42,281,948.98	56,141,290.47	13,543,705.00	45,895,896.00	59,439,601.00	5.9%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	2,146,265.89	9,413,841.32	11,560,107.21	2,441,980.00	10,368,617.00	12,810,597.00	10.8%
2) Classified Salaries		2000-2999	4,632,105.09	8,063,925.49	12,696,030.58	4,891,656.00	8,752,355.00	13,644,011.00	7.5%
3) Employee Benefits		3000-3999	3,063,814.81	8,234,887.72	11,298,702.53	3,339,127.00	9,376,586.00	12,715,713.00	12.5%
4) Books and Supplies		4000-4999	322,733.23	951,702.91	1,274,436.14	422,431.00	1,324,813.00	1,747,244.00	37.1%
5) Services and Other Operating Expenditures		5000-5999	656,573.00	6,095,572.97	6,752,145.97	1,127,104.00	11,362,093.00	12,489,197.00	85.0%
6) Capital Outlay		6000-6999	228,783.99	543,702.03	772,486.02	352,994.00	1,306,675.00	1,659,669.00	114.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,277,597.31	0.00	1,277,597.31	1,291,983.00	0.00	1,291,983.00	1.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,357,308.53)	2,987,767.48	(369,541.05)	(3,919,511.00)	3,487,569.00	(431,942.00)	16.9%
9) TOTAL, EXPENDITURES			8,970,564.79	36,291,399.92	45,261,964.71	9,947,764.00	45,978,708.00	55,926,472.00	23.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			4,888,776.70	5,990,549.06	10,879,325.76	3,595,941.00	(82,812.00)	3,513,129.00	-67.7%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	33,168.17	0.00	33,168.17	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	400,000.00	30.00	400,030.00	400,000.00	0.00	400,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,245,221.45)	1,245,221.45	0.00	(321,964.00)	321,964.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,612,053.28)	1,245,191.45	(366,861.83)	(721,964.00)	321,964.00	(400,000.00)	9.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			3,276,723.42	7,235,740.51	10,512,463.93	2,873,977.00	239,152.00	3,113,129.00	-70.4%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	10,068,237.64	15,727,790.89	25,796,028.53	13,508,595.70	23,109,781.40	36,618,377.10	42.0%
b) Audit Adjustments		9793	163,634.64	0.00	163,634.64	0.00	0.00	0.00	-100.0%

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			10,231,872.28	15,727,790.89	25,959,663.17	13,508,595.70	23,109,781.40	36,618,377.10	41.1%
d) Other Restatements		9795	0.00	146,250.00	146,250.00	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,231,872.28	15,874,040.89	26,105,913.17	13,508,595.70	23,109,781.40	36,618,377.10	40.3%
2) Ending Balance, June 30 (E + F1e)			13,508,595.70	23,109,781.40	36,618,377.10	16,382,572.70	23,348,933.40	39,731,506.10	8.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,130.00	0.00	2,130.00	0.00	0.00	0.00	-100.0%
Stores		9712	199.83	0.00	199.83	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	547.22	547.22	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	23,109,234.18	23,109,234.18	0.00	23,437,933.40	23,437,933.40	1.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,496,957.85	0.00	2,496,957.85	2,324,250.00	0.00	2,324,250.00	-6.9%
LCAP Oversight	0000	9780	87,109.28		87,109.28			0.00	
Differentiated Assistance	0000	9780	2,409,848.57		2,409,848.57			0.00	
LCAP Oversight	0000	9780			0.00	23,921.00		23,921.00	
Differentiated Assistance	0000	9780			0.00	2,300,329.00		2,300,329.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,357,858.94	0.00	1,357,858.94	1,689,794.16	0.00	1,689,794.16	24.4%
Unassigned/Unappropriated Amount		9790	9,651,449.08	0.00	9,651,449.08	12,368,528.54	(89,000.00)	12,279,528.54	27.2%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	14,388,629.11	16,703,416.50	31,092,045.61				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	2,130.00	0.00	2,130.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	1,300,986.77	8,391,077.33	9,692,064.10				
4) Due from Grantor Government		9290	0.00	0.00	0.00				

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
5) Due from Other Funds		9310	345,090.26	442,285.77	787,376.03				
6) Stores		9320	199.83	0.00	199.83				
7) Prepaid Expenditures		9330	0.00	547.22	547.22				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			16,037,035.97	25,537,326.82	41,574,362.79				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	2,528,349.27	1,828,348.89	4,356,698.16				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	91.00	0.00	91.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	599,196.53	599,196.53				
6) TOTAL, LIABILITIES			2,528,440.27	2,427,545.42	4,955,985.69				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			13,508,595.70	23,109,781.40	36,618,377.10				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	4,599,232.00	0.00	4,599,232.00	5,327,622.00	0.00	5,327,622.00	15.8%
Education Protection Account State Aid - Current Year		8012	8,366.00	0.00	8,366.00	8,258.00	0.00	8,258.00	-1.3%
State Aid - Prior Years		8019	152,786.00	0.00	152,786.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	75,689.92	0.00	75,689.92	73,038.00	0.00	73,038.00	-3.5%
Timber Yield Tax		8022	81.18	0.00	81.18	259.00	0.00	259.00	219.0%
Other Subventions/In-Lieu Taxes		8029	15,854.82	0.00	15,854.82	0.00	0.00	0.00	-100.0%
County & District Taxes									
Secured Roll Taxes		8041	10,200,895.88	0.00	10,200,895.88	10,277,485.00	0.00	10,277,485.00	0.8%
Unsecured Roll Taxes		8042	414,650.30	0.00	414,650.30	430,709.00	0.00	430,709.00	3.9%



Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Prior Years' Taxes		8043	27,416.81	0.00	27,416.81	(56,637.00)	0.00	(56,637.00)	-306.6%
Supplemental Taxes		8044	465,394.51	0.00	465,394.51	50,000.00	0.00	50,000.00	-89.3%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	433,210.18	0.00	433,210.18	317,154.00	0.00	317,154.00	-26.8%
Penalties and Interest from Delinquent Taxes		8048	4,933.74	0.00	4,933.74	0.00	0.00	0.00	-100.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			16,398,511.34	0.00	16,398,511.34	16,427,888.00	0.00	16,427,888.00	0.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	8,198.00		8,198.00	8,258.00		8,258.00	0.7%
All Other LCFF Transfers - Current Year	All Other	8091	(8,198.00)	0.00	(8,198.00)	(8,258.00)	0.00	(8,258.00)	0.7%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(7,438,667.32)	7,438,667.32	0.00	(7,085,996.00)	7,085,996.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,959,844.02	7,438,667.32	16,398,511.34	9,341,892.00	7,085,996.00	16,427,888.00	0.2%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	4,165,503.00	4,165,503.00	0.00	4,165,503.00	4,165,503.00	0.0%
Special Education Discretionary Grants		8182	0.00	970,971.11	970,971.11	0.00	580,787.00	580,787.00	-40.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		337,863.00	337,863.00		350,829.00	350,829.00	3.8%
Title I, Part D, Local Delinquent Programs	3025	8290		166,936.00	166,936.00		188,238.00	188,238.00	12.8%
Title II, Part A, Supporting Effective Instruction	4035	8290		3,014.00	3,014.00		13,602.00	13,602.00	351.3%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		1,791,564.90	1,791,564.90		3,223,358.00	3,223,358.00	79.9%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	155,445.20	155,445.20	0.00	2,846,296.00	2,846,296.00	1,731.1%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	7,591,297.21	7,591,297.21	0.00	11,368,613.00	11,368,613.00	49.8%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		9,853,738.00	9,853,738.00		10,824,952.00	10,824,952.00	9.9%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	1,191,701.00	1,191,701.00	0.00	1,287,659.00	1,287,659.00	8.1%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	51,225.00	0.00	51,225.00	48,285.00	0.00	48,285.00	-5.7%
Lottery - Unrestricted and Instructional Materials		8560	60,254.46	31,889.27	92,143.73	50,835.00	20,035.00	70,870.00	-23.1%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	894,832.54	4,218,862.42	5,113,694.96	13,385.00	4,395,141.00	4,408,526.00	-13.8%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,006,312.00</b>	<b>15,296,190.69</b>	<b>16,302,502.69</b>	<b>112,505.00</b>	<b>16,527,787.00</b>	<b>16,640,292.00</b>	<b>2.1%</b>
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	232,676.77	232,676.77	0.00	0.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	624.00	624.00	New
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	1,314,861.13	0.00	1,314,861.13	1,316,983.00	0.00	1,316,983.00	0.2%
Interest		8660	268,501.03	0.00	268,501.03	100,000.00	0.00	100,000.00	-62.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,001,538.59	2,276,826.69	4,278,365.28	2,041,040.00	3,260,591.00	5,301,631.00	23.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									

**Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
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Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	308,284.72	3,815,689.36	4,123,974.08	631,285.00	3,370,866.00	4,002,151.00	-3.0%
Tuition		8710	0.00	5,573,972.94	5,573,972.94	0.00	4,281,419.00	4,281,419.00	-23.2%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	56,628.00	56,628.00	0.00	0.00	0.00	-100.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>3,893,185.47</b>	<b>11,955,793.76</b>	<b>15,848,979.23</b>	<b>4,089,308.00</b>	<b>10,913,500.00</b>	<b>15,002,808.00</b>	<b>-5.3%</b>
<b>TOTAL, REVENUES</b>			<b>13,859,341.49</b>	<b>42,281,948.98</b>	<b>56,141,290.47</b>	<b>13,543,705.00</b>	<b>45,895,896.00</b>	<b>59,439,601.00</b>	<b>5.9%</b>
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	327,189.64	6,672,550.37	6,999,740.01	303,632.00	7,027,550.00	7,331,182.00	4.7%
Certificated Pupil Support Salaries		1200	609,294.38	223,721.52	833,015.90	844,407.00	208,763.00	1,053,170.00	26.4%
Certificated Supervisors' and Administrators' Salaries		1300	1,185,844.22	2,335,631.53	3,521,475.75	1,293,941.00	2,936,358.00	4,230,299.00	20.1%
Other Certificated Salaries		1900	23,937.65	181,937.90	205,875.55	0.00	195,946.00	195,946.00	-4.8%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>2,146,265.89</b>	<b>9,413,841.32</b>	<b>11,560,107.21</b>	<b>2,441,980.00</b>	<b>10,368,617.00</b>	<b>12,810,597.00</b>	<b>10.8%</b>
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	20,554.73	4,409,569.74	4,430,124.47	12,782.00	4,748,101.00	4,760,883.00	7.5%
Classified Support Salaries		2200	335,691.50	1,992,822.02	2,328,513.52	362,824.00	2,174,397.00	2,537,221.00	9.0%
Classified Supervisors' and Administrators' Salaries		2300	1,678,448.42	219,110.55	1,897,558.97	1,734,063.00	236,562.00	1,970,625.00	3.9%
Clerical, Technical and Office Salaries		2400	2,576,790.89	1,217,648.44	3,794,439.33	2,781,987.00	1,352,828.00	4,134,815.00	9.0%
Other Classified Salaries		2900	20,619.55	224,774.74	245,394.29	0.00	240,467.00	240,467.00	-2.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>4,632,105.09</b>	<b>8,063,925.49</b>	<b>12,696,030.58</b>	<b>4,891,656.00</b>	<b>8,752,355.00</b>	<b>13,644,011.00</b>	<b>7.5%</b>

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	399,544.51	2,524,718.00	2,924,262.51	460,223.00	2,870,473.00	3,330,696.00	13.9%
PERS		3201-3202	1,139,362.73	2,065,536.23	3,204,898.96	1,293,075.00	2,397,651.00	3,690,726.00	15.2%
OASDI/Medicare/Alternative Health and Welfare Benefits		3301-3302	91,542.59	285,548.07	377,090.66	98,456.00	255,223.00	353,679.00	-6.2%
Unemployment Insurance		3401-3402	1,021,261.58	2,391,959.87	3,413,221.45	1,051,286.00	2,779,287.00	3,830,573.00	12.2%
Workers' Compensation		3501-3502	31,238.59	86,820.65	118,059.24	3,398.00	11,984.00	15,382.00	-87.0%
OPEB, Allocated		3601-3602	107,568.32	277,674.86	385,243.18	137,979.00	342,622.00	480,601.00	24.8%
OPEB, Active Employees		3701-3702	269,579.63	600,250.80	869,830.43	290,879.00	717,015.00	1,007,894.00	15.9%
Other Employee Benefits		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS		3901-3902	3,716.86	2,379.24	6,096.10	3,831.00	2,331.00	6,162.00	1.1%
TOTAL, EMPLOYEE BENEFITS			3,063,814.81	8,234,887.72	11,298,702.53	3,339,127.00	9,376,586.00	12,715,713.00	12.5%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	0.00	60,148.66	60,148.66	0.00	1,370.00	1,370.00	-97.7%
Books and Other Reference Materials		4200	169.98	71,167.72	71,337.70	892.00	28,618.00	29,510.00	-58.6%
Materials and Supplies		4300	254,874.39	664,027.50	918,901.89	321,144.00	896,617.00	1,217,761.00	32.5%
Noncapitalized Equipment		4400	67,688.86	156,359.03	224,047.89	100,395.00	398,208.00	498,603.00	122.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			322,733.23	951,702.91	1,274,436.14	422,431.00	1,324,813.00	1,747,244.00	37.1%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	291,400.37	1,383,567.20	1,674,967.57	0.00	1,768,027.00	1,768,027.00	5.6%
Travel and Conferences		5200	82,184.18	200,552.88	282,737.06	122,947.00	403,472.00	526,419.00	86.2%
Dues and Memberships		5300	34,646.43	4,116.00	38,762.43	42,765.00	4,696.00	47,461.00	22.4%
Insurance		5400 - 5450	106,092.96	31,788.40	137,881.36	134,356.00	40,387.00	174,743.00	26.7%
Operations and Housekeeping Services		5500	266,560.52	306,668.70	573,229.22	221,730.00	309,690.00	531,420.00	-7.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	435,259.17	786,801.56	1,222,060.73	370,748.00	789,441.00	1,160,189.00	-5.1%
Transfers of Direct Costs		5710	(1,751,820.53)	1,751,820.53	0.00	(1,465,569.00)	1,465,569.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(541,042.35)	(410,729.98)	(951,772.33)	(221,399.00)	4,992.00	(216,407.00)	-77.3%
Professional/Consulting Services and Operating Expenditures		5800	1,612,353.26	1,998,313.51	3,610,666.77	1,729,747.00	6,509,318.00	8,239,065.00	128.2%
Communications		5900	120,938.99	42,674.17	163,613.16	191,779.00	66,501.00	258,280.00	57.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			656,573.00	6,095,572.97	6,752,145.97	1,127,104.00	11,362,093.00	12,489,197.00	85.0%
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Buildings and Improvements of Buildings		6200	103,009.01	462,736.79	565,745.80	103,700.00	1,181,900.00	1,285,600.00	127.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	94,073.15	80,520.90	174,594.05	100,944.00	124,330.00	225,274.00	29.0%
Equipment Replacement		6500	31,701.83	444.34	32,146.17	148,350.00	445.00	148,795.00	362.9%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			228,783.99	543,702.03	772,486.02	352,994.00	1,306,675.00	1,659,669.00	114.8%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	670,728.31	0.00	670,728.31	646,956.00	0.00	646,956.00	-3.5%
Other Debt Service - Principal		7439	606,869.00	0.00	606,869.00	645,027.00	0.00	645,027.00	6.3%

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,277,597.31	0.00	1,277,597.31	1,291,983.00	0.00	1,291,983.00	1.1%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(2,987,767.48)	2,987,767.48	0.00	(3,487,569.00)	3,487,569.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(369,541.05)	0.00	(369,541.05)	(431,942.00)	0.00	(431,942.00)	16.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,357,308.53)	2,987,767.48	(369,541.05)	(3,919,511.00)	3,487,569.00	(431,942.00)	16.9%
TOTAL, EXPENDITURES			8,970,564.79	36,291,399.92	45,261,964.71	9,947,764.00	45,978,708.00	55,926,472.00	23.6%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	33,168.17	0.00	33,168.17	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			33,168.17	0.00	33,168.17	0.00	0.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	30.00	30.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			400,000.00	30.00	400,030.00	400,000.00	0.00	400,000.00	0.0%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(1,245,221.45)	1,245,221.45	0.00	(321,964.00)	321,964.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,245,221.45)	1,245,221.45	0.00	(321,964.00)	321,964.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)</b>			(1,612,053.28)	1,245,191.45	(366,861.83)	(721,964.00)	321,964.00	(400,000.00)	9.0%



Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Function

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	8,959,844.02	7,438,667.32	16,398,511.34	9,341,892.00	7,085,996.00	16,427,888.00	0.2%
2) Federal Revenue		8100-8299	0.00	7,591,297.21	7,591,297.21	0.00	11,368,613.00	11,368,613.00	49.8%
3) Other State Revenue		8300-8599	1,006,312.00	15,296,190.69	16,302,502.69	112,505.00	16,527,787.00	16,640,292.00	2.1%
4) Other Local Revenue		8600-8799	3,893,185.47	11,955,793.76	15,848,979.23	4,089,308.00	10,913,500.00	15,002,808.00	-5.3%
5) TOTAL, REVENUES			13,859,341.49	42,281,948.98	56,141,290.47	13,543,705.00	45,895,896.00	59,439,601.00	5.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		283,457.20	17,038,103.16	17,321,560.36	483,679.00	19,890,731.00	20,374,410.00	17.6%
2) Instruction - Related Services	2000-2999		1,564,614.96	6,646,072.67	8,210,687.63	1,938,671.00	10,091,049.00	12,029,720.00	46.5%
3) Pupil Services	3000-3999		261,749.92	6,602,476.96	6,864,226.88	181,912.00	7,397,650.00	7,579,562.00	10.4%
4) Ancillary Services	4000-4999		0.00	40,994.19	40,994.19	0.00	23,674.00	23,674.00	-42.3%
5) Community Services	5000-5999		0.00	437,702.39	437,702.39	0.00	1,517,082.00	1,517,082.00	246.6%
6) Enterprise	6000-6999		(7,169.95)	0.00	(7,169.95)	24,220.00	0.00	24,220.00	-437.8%
7) General Administration	7000-7999		4,230,948.40	3,083,342.64	7,314,291.04	4,695,085.00	3,618,818.00	8,313,903.00	13.7%
8) Plant Services	8000-8999		1,358,116.95	2,442,707.91	3,800,824.86	1,330,964.00	3,439,704.00	4,770,668.00	25.5%
9) Other Outgo	9000-9999	Except 7600-7699	1,278,847.31	0.00	1,278,847.31	1,293,233.00	0.00	1,293,233.00	1.1%
10) TOTAL, EXPENDITURES			8,970,564.79	36,291,399.92	45,261,964.71	9,947,764.00	45,978,708.00	55,926,472.00	23.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>									
			4,888,776.70	5,990,549.06	10,879,325.76	3,595,941.00	(82,812.00)	3,513,129.00	-67.7%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	33,168.17	0.00	33,168.17	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	400,000.00	30.00	400,030.00	400,000.00	0.00	400,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,245,221.45)	1,245,221.45	0.00	(321,964.00)	321,964.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,612,053.28)	1,245,191.45	(366,861.83)	(721,964.00)	321,964.00	(400,000.00)	9.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>									
			3,276,723.42	7,235,740.51	10,512,463.93	2,873,977.00	239,152.00	3,113,129.00	-70.4%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	10,068,237.64	15,727,790.89	25,796,028.53	13,508,595.70	23,109,781.40	36,618,377.10	42.0%

Unaudited Actuals  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Function

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	163,634.64	0.00	163,634.64	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			10,231,872.28	15,727,790.89	25,959,663.17	13,508,595.70	23,109,781.40	36,618,377.10	41.1%
d) Other Restatements		9795	0.00	146,250.00	146,250.00	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,231,872.28	15,874,040.89	26,105,913.17	13,508,595.70	23,109,781.40	36,618,377.10	40.3%
2) Ending Balance, June 30 (E + F1e)			13,508,595.70	23,109,781.40	36,618,377.10	16,382,572.70	23,348,933.40	39,731,506.10	8.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,130.00	0.00	2,130.00	0.00	0.00	0.00	-100.0%
Stores		9712	199.83	0.00	199.83	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	547.22	547.22	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	23,109,234.18	23,109,234.18	0.00	23,437,933.40	23,437,933.40	1.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	2,496,957.85	0.00	2,496,957.85	2,324,250.00	0.00	2,324,250.00	-6.9%
LCAP Oversight	0000	9780	87,109.28		87,109.28			0.00	
Differentiated Assistance	0000	9780	2,409,848.57		2,409,848.57			0.00	
LCAP Oversight	0000	9780			0.00	23,921.00		23,921.00	
Differentiated Assistance	0000	9780			0.00	2,300,329.00		2,300,329.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,357,858.94	0.00	1,357,858.94	1,689,794.16	0.00	1,689,794.16	24.4%
Unassigned/Unappropriated Amount		9790	9,651,449.08	0.00	9,651,449.08	12,368,528.54	(89,000.00)	12,279,528.54	27.2%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
6057	Child Dev: Universal Prekindergarten (UPK) Planning & Implementation Grant - Countywide Planning and Capacity Building Grant	300,950.73	300,950.73
6266	Educator Effectiveness, FY 2021-22	833,637.07	.07
6300	Lottery: Instructional Materials	67,229.29	66,979.29
6371	CalWORKs for ROCP or Adult Education	14,808.00	14,808.00
6500	Special Education	15,406,790.74	17,669,168.96
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	42,477.33	53,560.33
6546	Mental Health-Related Services	958,175.33	685,030.33
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	192,205.80	92,616.80
7311	Classified School Employee Professional Development Block Grant	39,476.20	39,476.20
7412	A-G Access/Success Grant	44,400.00	0.00
7413	A-G Learning Loss Mitigation Grant	75,000.00	0.00
7425	Expanded Learning Opportunities (ELO) Grant	3,267.60	3,267.60
7435	Learning Recovery Emergency Block Grant	533,382.00	0.00
7810	Other Restricted State	4,193.00	4,193.00
9010	Other Restricted Local	4,593,241.09	4,507,882.09
Total, Restricted Balance		23,109,234.18	23,437,933.40

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	4,145,987.00	4,570,571.00	10.2%
2) Federal Revenue		8100-8299	7,653.00	368,140.00	4,710.4%
3) Other State Revenue		8300-8599	1,067,109.39	358,208.00	-66.4%
4) Other Local Revenue		8600-8799	182,256.20	140,887.00	-22.7%
5) TOTAL, REVENUES			5,403,005.59	5,437,806.00	0.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	1,785,337.76	1,856,463.00	4.0%
2) Classified Salaries		2000-2999	535,429.65	467,997.00	-12.6%
3) Employee Benefits		3000-3999	1,122,545.34	1,173,924.00	4.6%
4) Books and Supplies		4000-4999	91,164.94	356,492.00	291.0%
5) Services and Other Operating Expenditures		5000-5999	1,564,487.69	1,707,769.00	9.2%
6) Capital Outlay		6000-6999	17,014.00	69,500.00	308.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	11,024.87	85,641.00	676.8%
9) TOTAL, EXPENDITURES			5,127,004.25	5,717,786.00	11.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			276,001.34	(279,980.00)	-201.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			276,001.34	(279,980.00)	-201.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,222,126.61	4,687,097.95	11.0%
b) Audit Adjustments		9793	188,970.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,411,096.61	4,687,097.95	6.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,411,096.61	4,687,097.95	6.3%
2) Ending Balance, June 30 (E + F1e)			4,687,097.95	4,407,117.95	-6.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,152,933.77	477,889.13	-58.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,534,164.18	3,929,230.18	11.2%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	(1.36)	New
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	5,437,379.80		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	287,416.99		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	91.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			5,724,887.79		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	106,393.98		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	786,968.29		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	144,427.57		
6) TOTAL, LIABILITIES			1,037,789.84		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(must agree with line F2) (G10 + H2) - (I6 + J2)			4,687,097.95		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	3,453,648.00	3,126,704.00	-9.5%
Education Protection Account State Aid - Current Year		8012	235,406.00	935,740.00	297.5%
State Aid - Prior Years		8019	(70,227.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	527,160.00	508,127.00	-3.6%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,145,987.00	4,570,571.00	10.2%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	7,653.00	11,439.00	49.5%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	356,701.00	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			7,653.00	368,140.00	4,710.4%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	12,343.00	11,661.00	-5.5%
Lottery - Unrestricted and Instructional Materials		8560	84,138.44	63,554.00	-24.5%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	42,428.00	56,309.00	32.7%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	928,199.95	226,684.00	-75.6%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,067,109.39</b>	<b>358,208.00</b>	<b>-66.4%</b>
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	50,542.49	25,000.00	-50.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	350.00	New
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	197.48	850.00	330.4%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	131,516.23	114,687.00	-12.8%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>182,256.20</b>	<b>140,887.00</b>	<b>-22.7%</b>
<b>TOTAL, REVENUES</b>			<b>5,403,005.59</b>	<b>5,437,806.00</b>	<b>0.6%</b>
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,434,437.46	1,440,124.00	0.4%
Certificated Pupil Support Salaries		1200	54,236.16	108,943.00	100.9%
Certificated Supervisors' and Administrators' Salaries		1300	287,884.92	297,329.00	3.3%
Other Certificated Salaries		1900	8,779.22	10,067.00	14.7%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>1,785,337.76</b>	<b>1,856,463.00</b>	<b>4.0%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	55,684.44	65,510.00	17.6%
Classified Support Salaries		2200	69,505.41	69,017.00	-0.7%
Classified Supervisors' and Administrators' Salaries		2300	37,068.84	38,386.00	3.6%
Clerical, Technical and Office Salaries		2400	373,170.96	295,084.00	-20.9%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>535,429.65</b>	<b>467,997.00</b>	<b>-12.6%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	498,605.33	561,514.00	12.6%
PERS		3201-3202	135,396.57	126,420.00	-6.6%
OASDI/Medicare/Alternative		3301-3302	32,412.14	31,770.00	-2.0%
Health and Welfare Benefits		3401-3402	315,288.35	317,782.00	0.8%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Unemployment Insurance		3501-3502	11,208.75	1,096.00	-90.2%
Workers' Compensation		3601-3602	36,413.30	42,883.00	17.8%
OPEB, Allocated		3701-3702	92,558.70	91,796.00	-0.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	662.20	663.00	0.1%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>1,122,545.34</b>	<b>1,173,924.00</b>	<b>4.6%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	7,606.61	11,127.00	46.3%
Books and Other Reference Materials		4200	0.00	3,077.00	New
Materials and Supplies		4300	72,516.92	297,666.00	310.5%
Noncapitalized Equipment		4400	11,041.41	44,622.00	304.1%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>91,164.94</b>	<b>356,492.00</b>	<b>291.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,636.66	18,682.00	181.5%
Dues and Memberships		5300	2,740.00	5,350.00	95.3%
Insurance		5400-5450	0.00	13,665.00	New
Operations and Housekeeping Services		5500	165,957.14	130,485.00	-21.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	317,730.28	297,702.00	-6.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	931,968.82	201,586.00	-78.4%
Professional/Consulting Services and Operating Expenditures		5800	108,013.45	991,563.00	818.0%
Communications		5900	31,441.34	48,736.00	55.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,564,487.69</b>	<b>1,707,769.00</b>	<b>9.2%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	14,500.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	17,014.00	39,000.00	129.2%
Equipment Replacement		6500	0.00	16,000.00	New
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>17,014.00</b>	<b>69,500.00</b>	<b>308.5%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	11,024.87	85,641.00	676.8%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>11,024.87</b>	<b>85,641.00</b>	<b>676.8%</b>
<b>TOTAL, EXPENDITURES</b>			<b>5,127,004.25</b>	<b>5,717,786.00</b>	<b>11.5%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	4,145,987.00	4,570,571.00	10.2%
2) Federal Revenue		8100-8299	7,653.00	368,140.00	4,710.4%
3) Other State Revenue		8300-8599	1,067,109.39	358,208.00	-66.4%
4) Other Local Revenue		8600-8799	182,256.20	140,887.00	-22.7%
5) TOTAL, REVENUES			5,403,005.59	5,437,806.00	0.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		3,173,308.28	3,440,182.00	8.4%
2) Instruction - Related Services	2000-2999		851,946.66	875,541.00	2.8%
3) Pupil Services	3000-3999		324,911.70	324,596.00	-0.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		104,346.73	221,975.00	112.7%
8) Plant Services	8000-8999		672,490.88	855,492.00	27.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,127,004.25	5,717,786.00	11.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			276,001.34	(279,980.00)	-201.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			276,001.34	(279,980.00)	-201.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,222,126.61	4,687,097.95	11.0%
b) Audit Adjustments		9793	188,970.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,411,096.61	4,687,097.95	6.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,411,096.61	4,687,097.95	6.3%
2) Ending Balance, June 30 (E + F1e)			4,687,097.95	4,407,117.95	-6.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,152,933.77	477,889.13	-58.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,534,164.18	3,929,230.18	11.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	(1.36)	New

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
6266	Educator Effectiveness, FY 2021-22	103,638.00	0.00
6300	Lottery: Instructional Materials	102,393.46	105,856.46
6500	Special Education	86,573.02	85,334.02
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	131,203.88	37,439.88
7311	Classified School Employee Professional Development Block Grant	3,189.00	3,189.00
7412	A-G Access/Success Grant	48,491.00	22,292.00
7413	A-G Learning Loss Mitigation Grant	75,000.00	0.00
7425	Expanded Learning Opportunities (ELO) Grant	99,176.64	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	9,606.64	1.64
7435	Learning Recovery Emergency Block Grant	479,185.48	211,999.48
7810	Other Restricted State	6,519.00	6,519.00
9010	Other Restricted Local	7,957.65	5,257.65
Total, Restricted Balance		1,152,933.77	477,889.13

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,238,621.77	7,582,173.00	4.7%
3) Other State Revenue		8300-8599	11,803,214.74	12,643,820.00	7.1%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			19,041,836.51	20,225,993.00	6.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	19,996,405.39	20,225,993.00	1.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			19,996,405.39	20,225,993.00	1.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(954,568.88)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(954,568.88)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,109,655.24	18,450.36	-98.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,109,655.24	18,450.36	-98.3%
d) Other Restatements		9795	(136,636.00)	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			973,019.24	18,450.36	-98.1%
2) Ending Balance, June 30 (E + F1e)			18,450.36	18,450.36	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	18,450.36	18,450.36	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,989,788.10		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	7,220,306.89		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			9,210,094.99		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	9,191,644.63		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			9,191,644.63		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(must agree with line F2) (G10 + H2) - (I6 + J2)			18,450.36		
<b>LCFF SOURCES</b>					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>					
Pass-Through Revenues from					
Federal Sources		8287	7,238,621.77	7,582,173.00	4.7%
TOTAL, FEDERAL REVENUE			7,238,621.77	7,582,173.00	4.7%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	12,128,502.00	12,427,250.00	2.5%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	(325,287.26)	216,570.00	-166.6%
TOTAL, OTHER STATE REVENUE			11,803,214.74	12,643,820.00	7.1%
<b>OTHER LOCAL REVENUE</b>					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			19,041,836.51	20,225,993.00	6.2%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	2,579,692.02	2,809,845.00	8.9%
To County Offices		7212	5,283,596.49	4,988,898.00	-5.6%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	10,364,351.88	10,601,732.00	2.3%
To County Offices	6500	7222	1,768,765.00	1,825,518.00	3.2%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			19,996,405.39	20,225,993.00	1.1%
TOTAL, EXPENDITURES			19,996,405.39	20,225,993.00	1.1%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,238,621.77	7,582,173.00	4.7%
3) Other State Revenue		8300-8599	11,803,214.74	12,643,820.00	7.1%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			19,041,836.51	20,225,993.00	6.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	19,996,405.39	20,225,993.00	1.1%
10) TOTAL, EXPENDITURES			19,996,405.39	20,225,993.00	1.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(954,568.88)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(954,568.88)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,109,655.24	18,450.36	-98.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,109,655.24	18,450.36	-98.3%
d) Other Restatements		9795	(136,636.00)	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			973,019.24	18,450.36	-98.1%
2) Ending Balance, June 30 (E + F1e)			18,450.36	18,450.36	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	18,450.36	18,450.36	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

	Resource	Description	2022-23	
			Unaudited Actuals	2023-24 Budget
	6500	Special Education	18,450.36	18,450.36
Total, Restricted Balance			18,450.36	18,450.36

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	358,852.65	271,399.00	-24.4%
3) Other State Revenue		8300-8599	3,656,919.72	3,891,252.00	6.4%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			4,015,772.37	4,162,651.00	3.7%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	511,219.45	591,707.00	15.7%
2) Classified Salaries		2000-2999	1,160,907.04	1,286,877.00	10.9%
3) Employee Benefits		3000-3999	759,508.80	877,305.00	15.5%
4) Books and Supplies		4000-4999	633,177.33	239,153.00	-62.2%
5) Services and Other Operating Expenditures		5000-5999	569,401.57	821,308.00	44.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	358,516.18	346,301.00	-3.4%
9) TOTAL, EXPENDITURES			3,992,730.37	4,162,651.00	4.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			23,042.00	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	30.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			23,072.00	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	171,114.69	47,936.69	-72.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			171,114.69	47,936.69	-72.0%
d) Other Restatements		9795	(146,250.00)	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,864.69	47,936.69	92.8%
2) Ending Balance, June 30 (E + F1e)			47,936.69	47,936.69	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	47,936.69	47,936.69	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	(501,500.77)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		



Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	712,143.20		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			210,642.43		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	92,710.47		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	41.24		
4) Current Loans		9640			
5) Unearned Revenue		9650	69,954.03		
6) TOTAL, LIABILITIES			162,705.74		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(must agree with line F2) (G10 + H2) - (I6 + J2)			47,936.69		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	358,852.65	271,399.00	-24.4%
TOTAL, FEDERAL REVENUE			358,852.65	271,399.00	-24.4%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	3,275,535.00	3,277,314.00	0.1%
All Other State Revenue	All Other	8590	381,384.72	613,938.00	61.0%
TOTAL, OTHER STATE REVENUE			3,656,919.72	3,891,252.00	6.4%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			4,015,772.37	4,162,651.00	3.7%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	424,426.79	498,995.00	17.6%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	86,792.66	92,712.00	6.8%
TOTAL, CERTIFICATED SALARIES			511,219.45	591,707.00	15.7%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	593,352.09	611,239.00	3.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Classified Support Salaries		2200	38,887.50	41,803.00	7.5%
Classified Supervisors' and Administrators' Salaries		2300	106,498.97	154,343.00	44.9%
Clerical, Technical and Office Salaries		2400	125,773.69	140,738.00	11.9%
Other Classified Salaries		2900	296,394.79	338,754.00	14.3%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>1,160,907.04</b>	<b>1,286,877.00</b>	<b>10.9%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	138,147.34	161,000.00	16.5%
PERS		3201-3202	263,786.82	322,035.00	22.1%
OASDI/Medicare/Alternative		3301-3302	32,356.35	25,981.00	-19.7%
Health and Welfare Benefits		3401-3402	223,173.94	262,257.00	17.5%
Unemployment Insurance		3501-3502	8,143.67	1,037.00	-87.3%
Workers' Compensation		3601-3602	26,975.31	34,050.00	26.2%
OPEB, Allocated		3701-3702	66,655.71	70,675.00	6.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	269.66	270.00	0.1%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>759,508.80</b>	<b>877,305.00</b>	<b>15.5%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	419,098.38	152,553.00	-63.6%
Noncapitalized Equipment		4400	214,078.95	86,600.00	-59.5%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>633,177.33</b>	<b>239,153.00</b>	<b>-62.2%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	20,546.57	18,665.00	-9.2%
Dues and Memberships		5300	924.00	934.00	1.1%
Insurance		5400-5450	8,827.00	8,827.00	0.0%
Operations and Housekeeping Services		5500	53,685.63	43,197.00	-19.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	142,231.53	144,452.00	1.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	19,802.16	14,821.00	-25.2%
Professional/Consulting Services and Operating Expenditures		5800	320,481.10	588,094.00	83.5%
Communications		5900	2,903.58	2,318.00	-20.2%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>569,401.57</b>	<b>821,308.00</b>	<b>44.2%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	358,516.18	346,301.00	-3.4%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>358,516.18</b>	<b>346,301.00</b>	<b>-3.4%</b>
<b>TOTAL, EXPENDITURES</b>			<b>3,992,730.37</b>	<b>4,162,651.00</b>	<b>4.3%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	30.00	0.00	-100.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>30.00</b>	<b>0.00</b>	<b>-100.0%</b>

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			30.00	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	358,852.65	271,399.00	-24.4%
3) Other State Revenue		8300-8599	3,656,919.72	3,891,252.00	6.4%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			4,015,772.37	4,162,651.00	3.7%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		2,360,821.51	2,347,805.00	-0.6%
2) Instruction - Related Services	2000-2999		261,870.56	368,825.00	40.8%
3) Pupil Services	3000-3999		103,327.85	109,392.00	5.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		614,737.48	728,090.00	18.4%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		358,516.18	346,301.00	-3.4%
8) Plant Services	8000-8999		293,456.79	262,238.00	-10.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,992,730.37	4,162,651.00	4.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			23,042.00	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	30.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30.00	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			23,072.00	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	171,114.69	47,936.69	-72.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			171,114.69	47,936.69	-72.0%
d) Other Restatements		9795	(146,250.00)	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,864.69	47,936.69	92.8%
2) Ending Balance, June 30 (E + F1e)			47,936.69	47,936.69	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	47,936.69	47,936.69	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
5059	Child Development: ARP California State Preschool Program One-time Stipend	3,864.69	3,864.69
5160	Child Care and Development Programs Administered by California Department of Social Services (Federal Funds)	23,072.00	23,072.00
6160	Child Care and Development Programs Administered by California Department of Social Services (State Funds)	21,000.00	21,000.00
Total, Restricted Balance		47,936.69	47,936.69

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	23.10	35.00	51.5%
5) TOTAL, REVENUES			23.10	35.00	51.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			23.10	35.00	51.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			23.10	35.00	51.5%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,971.21	1,994.31	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,971.21	1,994.31	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,971.21	1,994.31	1.2%
2) Ending Balance, June 30 (E + F1e)			1,994.31	2,029.31	1.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,994.31	2,029.31	1.8%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,994.31		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,994.31		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(must agree with line F2) (G10 + H2) - (I6 + J2)			1,994.31		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	23.10	35.00	51.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			23.10	35.00	51.5%
TOTAL, REVENUES			23.10	35.00	51.5%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	23.10	35.00	51.5%
5) TOTAL, REVENUES			23.10	35.00	51.5%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			23.10	35.00	51.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			23.10	35.00	51.5%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,971.21	1,994.31	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,971.21	1,994.31	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,971.21	1,994.31	1.2%
2) Ending Balance, June 30 (E + F1e)			1,994.31	2,029.31	1.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	1,994.31	2,029.31	1.8%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	221,121.29	0.00	-100.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			221,121.29	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	187,953.12	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			187,953.12	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			33,168.17	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	33,168.17	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(33,168.17)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	366.50		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			366.50		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	366.50		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			366.50		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(must agree with line F2) (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
Forest Reserve Funds		8260	33,168.17	0.00	-100.0%
Pass-Through Revenues from Federal Sources		8287	187,953.12	0.00	-100.0%
TOTAL, FEDERAL REVENUE			221,121.29	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			221,121.29	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	187,953.12	0.00	-100.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			187,953.12	0.00	-100.0%
TOTAL, EXPENDITURES			187,953.12	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	33,168.17	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			33,168.17	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	221,121.29	0.00	-100.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			221,121.29	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	187,953.12	0.00	-100.0%
10) TOTAL, EXPENDITURES			187,953.12	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			33,168.17	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	33,168.17	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(33,168.17)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	73,543.73	55,000.00	-25.2%
5) TOTAL, REVENUES			73,543.73	55,000.00	-25.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			73,543.73	55,000.00	-25.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	400,000.00	400,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			400,000.00	400,000.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			473,543.73	455,000.00	-3.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,673,633.59	7,147,177.32	7.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,673,633.59	7,147,177.32	7.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,673,633.59	7,147,177.32	7.1%
2) Ending Balance, June 30 (E + F1e)			7,147,177.32	7,602,177.32	6.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	7,147,177.32	7,602,177.32	6.4%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	7,147,177.32		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			7,147,177.32		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(must agree with line F2) (G10 + H2) - (I6 + J2)			7,147,177.32		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	73,543.73	55,000.00	-25.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			73,543.73	55,000.00	-25.2%
TOTAL, REVENUES			73,543.73	55,000.00	-25.2%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	400,000.00	400,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			400,000.00	400,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			400,000.00	400,000.00	0.0%



Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	73,543.73	55,000.00	-25.2%
5) TOTAL, REVENUES			73,543.73	55,000.00	-25.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			73,543.73	55,000.00	-25.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	400,000.00	400,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			400,000.00	400,000.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			473,543.73	455,000.00	-3.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,673,633.59	7,147,177.32	7.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,673,633.59	7,147,177.32	7.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,673,633.59	7,147,177.32	7.1%
2) Ending Balance, June 30 (E + F1e)			7,147,177.32	7,602,177.32	6.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	7,147,177.32	7,602,177.32	6.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	693.43	0.00	-100.0%
5) TOTAL, REVENUES			693.43	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			693.43	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			693.43	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	59,183.61	59,877.04	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			59,183.61	59,877.04	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			59,183.61	59,877.04	1.2%
2) Ending Balance, June 30 (E + F1e)			59,877.04	59,877.04	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	59,877.04	59,877.04	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	59,877.04		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			59,877.04		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			59,877.04		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	693.43	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			693.43	0.00	-100.0%
TOTAL, REVENUES			693.43	0.00	-100.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	693.43	0.00	-100.0%
5) TOTAL, REVENUES			693.43	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			693.43	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			693.43	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	59,183.61	59,877.04	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			59,183.61	59,877.04	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			59,183.61	59,877.04	1.2%
2) Ending Balance, June 30 (E + F1e)			59,877.04	59,877.04	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	59,877.04	59,877.04	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
7710	State School Facilities Projects	59,877.04	59,877.04
Total, Restricted Balance		<u>59,877.04</u>	<u>59,877.04</u>



Description	2022-23 Unaudited Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2022-23 Unaudited Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils	28.13	29.60	29.60	32.40	32.40	32.40
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	<b>28.13</b>	<b>29.60</b>	<b>29.60</b>	<b>32.40</b>	<b>32.40</b>	<b>32.40</b>
<b>2. District Funded County Program ADA</b>						
a. County Community Schools	292.56	263.65	292.56	291.43	291.43	291.43
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year	13.91	13.25	13.25	13.91	13.91	13.91
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	<b>306.47</b>	<b>276.90</b>	<b>305.81</b>	<b>305.34</b>	<b>305.34</b>	<b>305.34</b>
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	<b>334.60</b>	<b>306.50</b>	<b>335.41</b>	<b>337.74</b>	<b>337.74</b>	<b>337.74</b>
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>	29,514.66	29,512.66	29,514.66	29,669.17	29,669.17	29,669.17
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2022-23 Unaudited Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	14.43	12.94	12.94	14.44	14.44	14.44
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	14.43	12.94	12.94	14.44	14.44	14.44
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	252.74	260.42	252.74	252.72	252.72	252.72
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	252.74	260.42	252.74	252.72	252.72	252.72
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	267.17	273.36	265.68	267.16	267.16	267.16
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	267.17	273.36	265.68	267.16	267.16	267.16

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
<b>Governmental Activities:</b>						
Capital assets not being depreciated:						
Land	1,353,422.00		1,353,422.00			1,353,422.00
Work in Progress	139,225.00	(3.00)	139,222.00	152,288.40	139,222.00	152,288.40
Total capital assets not being depreciated	1,492,647.00	(3.00)	1,492,644.00	152,288.40	139,222.00	1,505,710.40
Capital assets being depreciated:						
Land Improvements	994,803.00		994,803.00			994,803.00
Buildings	49,595,225.00		49,595,225.00	714,100.77		50,309,325.77
Equipment	4,422,835.00		4,422,835.00	191,608.05	35,522.52	4,578,920.53
Total capital assets being depreciated	55,012,863.00	0.00	55,012,863.00	905,708.82	35,522.52	55,883,049.30
Accumulated Depreciation for:						
Land Improvements	(517,568.00)		(517,568.00)	(39,991.24)		(557,559.24)
Buildings	(12,833,309.00)		(12,833,309.00)	(1,154,662.52)		(13,987,971.52)
Equipment	(3,654,234.00)		(3,654,234.00)	(283,312.64)	(35,522.52)	(3,902,024.12)
Total accumulated depreciation	(17,005,111.00)	0.00	(17,005,111.00)	(1,477,966.40)	(35,522.52)	(18,447,554.88)
Total capital assets being depreciated, net excluding lease and subscription assets	38,007,752.00	0.00	38,007,752.00	(572,257.58)	0.00	37,435,494.42
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	39,500,399.00	(3.00)	39,500,396.00	(419,969.18)	139,222.00	38,941,204.82
<b>Business-Type Activities:</b>						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Unaudited Actuals  
2022-23 Unaudited Actuals  
Schedule of Long-Term Liabilities

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	19,505,418.00		19,505,418.00		606,869.00	18,898,549.00	645,027.00
Leases Payable		14,163.00	14,163.00		3,848.00	10,315.00	4,004.00
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	46,418,227.00	(20,769,833.00)	25,648,394.00			25,648,394.00	
Total/Net OPEB Liability	19,672,663.00	(2,234,564.00)	17,438,099.00		722,831.00	16,715,268.00	
Compensated Absences Payable	232,244.00		232,244.00		11,032.00	221,212.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	85,828,552.00	(22,990,234.00)	62,838,318.00	0.00	1,344,580.00	61,493,738.00	649,031.00
<b>Business-Type Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	50,788,998.96
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	7,562,961.21
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	413,350.05
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	771,235.65
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	1,278,847.31
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	400,030.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	5,573,972.94

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				8,437,435.95
D. Plus additional MOE expenditures:	All	All	1000-7143, 7300-7439	0.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)			minus 8000-8699	
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				34,788,601.80
<b>Section II - Expenditures Per ADA</b>				<b>2022-23 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)				302.96
B. Expenditures per ADA (Line I.E divided by Line II.A)				114,829.03

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	31,586,974.73	104,985.46
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	31,586,974.73	104,985.46
B. Required effort (Line A.2 times 90%)	28,428,277.26	94,486.91
C. Current year expenditures (Line I.E and Line II.B)	34,788,601.80	114,829.03
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00



<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%
<p><b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b></p>		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
<p>Total adjustments to base expenditures</p>	0.00	0.00

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>A. PRIOR YEAR DATA</b>	<b>2021-22 Actual</b>			<b>2022-23 Actual</b>		
(2021-22 Actual Appropriations Limit and Gann ADA are from COE's prior year Gann data reported to the CDE. LCFF data are from the 2021-22 Annual County LCFF Calculation funding exhibit.)						
<b>PRIOR YEAR APPROPRIATIONS LIMIT</b>						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)], not to exceed A6) Excess is added to Other Services portion.	782,951.00		782,951.00			782,951.00
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	9,691,219.47		9,691,219.47			10,827,818.33
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D16, PY column)	10,474,170.47		10,474,170.47			11,610,769.33
<b>PRIOR YEAR GANN ADA</b>						
4. Program ADA (Preload/Line B3, PY column)	40.45		40.45			42.54
5. Other ADA (Preload/Line B4, PY column)	26,775.49		26,775.49			27,551.35
<b>PRIOR YEAR LCFF</b>						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, 2021-22 Annual County LCFF Calculation)	782,951.00		782,951.00			782,951.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, 2021-22 Annual County LCFF Calculation)	4,340,750.00		4,340,750.00			4,340,750.00
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA</b>	<b>Adjustments to 2021-22</b>			<b>Adjustments to 2022-23</b>		
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT</b>						
8. Reorganizations and Other Transfers						
9. Temporary Voter Approved Increases						
10. Less: Lapses of Voter Approved Increases						
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ([Lines A1 divided by A3] times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
<b>ADJUSTMENTS TO PRIOR YEAR ADA</b>						
(Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA						
15. Adjustments to Other ADA						

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>B. CURRENT YEAR GANN ADA</b>						
CURRENT YEAR PROGRAM ADA						
2022-23 data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the COE						
1. Total County Program ADA (Form A, Line B1d)	29.60		29.60	29.60		29.60
2. Total Charter Schools ADA (Form A, Line C2d plus C6d)	12.94		12.94	14.44		14.44
3. Total Current Year ADA (Lines B1 through B2)	42.54	0.00	42.54	44.04	0.00	44.04
	<b>2022-23 P2 Report</b>			<b>2023-24 P2 Estimate</b>		
CURRENT YEAR DISTRICT ADA			27,551.35			
4.						
<b>C.</b>				<b>2023-24 Budget</b>		
<b>AID RECEIVED</b>						
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)						
2. Timber Yield Tax (Object 8022)						
3. Other Subventions/In-Lieu Taxes (Object 8029)						
4. Secured Roll Taxes (Object 8041)						
5. Unsecured Roll Taxes (Object 8042)						
6. Prior Years' Taxes (Object 8043)						
7. Supplemental Taxes (Object 8044)						
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)						
9. Penalties and Int. from Delinquent Taxes (Object 8048)						
10. Receipts from County Bd. of Supervisors (Object 8070)						
11. Other In-Lieu Taxes (Object 8082)						
12. Comm. Redevelopment Funds (Objects 8047 & 8625)						
13. Parcel Taxes (Object 8621)						
14. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)						
15. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)						
16. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17. TOTAL TAXES AND SUBVENTIONS						

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
(Lines C1 through C16)	11,870,804.11	0.00	11,870,804.11	11,092,008.00	0.00	11,092,008.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	11,870,804.11	0.00	11,870,804.11	11,092,008.00	0.00	11,092,008.00
<b>EXCLUDED APPROPRIATIONS</b>						
20a. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			441,859.15			441,430.00
20b. Qualified Capital Outlay Projects						
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			441,859.15			441,430.00
<b>STATE AID RECEIVED (Funds 01, 09, and 62)</b>						
25. LCFF - CY (objects 8011 and 8012)	8,296,652.00		8,296,652.00	9,398,324.00		9,398,324.00
26. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	82,559.00		82,559.00	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	8,379,211.00	0.00	8,379,211.00	9,398,324.00	0.00	9,398,324.00
<b>DATA FOR INTEREST CALCULATION</b>						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	61,544,296.06		61,544,296.06	64,877,407.00		64,877,407.00
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	319,043.52		319,043.52	319,043.52		319,043.52
<b>D. APPROPRIATIONS LIMIT CALCULATIONS</b>						
<b>PRELIMINARY APPROPRIATIONS LIMIT</b>						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			782,951.00			782,951.00
2. Inflation Adjustment			1.0755			1.0444
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			1.0517			1.0353
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			885,598.50			846,579.33
5. Revised Prior Year Other Services Limit						
			<b>2022-23 Actual</b>			<b>2023-24 Budget</b>

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
(Lines A2 plus A13)			9,691,219.47			10,827,818.33
6. Inflation Adjustment			1.0755			1.0444
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			1.0290			1.0092
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			10,725,170.83			11,412,612.34
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			11,610,769.33			12,259,191.67
<b>APPROPRIATIONS SUBJECT TO THE LIMIT</b>						
10. Local Revenues Excluding Interest (Line C19)			11,870,804.11			11,092,008.00
11. Preliminary State Aid Calculation						
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			181,824.37			1,608,613.67
12. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])			62,806.00			62,765.70
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			11,933,610.11			11,154,773.70
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			119,018.37			1,545,847.97
14. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D12b)			11,933,610.11			
b. State Subventions (Line D13)			119,018.37			
c. Less: Excluded Appropriations (Line C24)			441,859.15			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			11,610,769.33			
<b>15 Adjustments to the Limit Per Government Code Section 7902.1 (Line D14d minus D9)</b>			0.00			
<b>SUMMARY</b>						
<b>16 Adjusted Appropriations Limit (Lines D9 plus D15)</b>			11,610,769.33			12,259,191.67
<b>17 Appropriations Subject to the Limit</b>						

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
(Line D14d)			11,610,769.33			
* Please provide below an explanation for each entry in the adjustments column.						
Marisol Verduzco			559.662.6229			
Gann Contact Person			Contact Phone Number			

**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 3,230,234.50
- 2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 34,805,529.44

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 9.28%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. \_\_\_\_\_

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

- 1. Other General Administration, less portion charged to restricted resources or specific goals  
(Functions 7200-7600, objects 1000-5999, minus Line B9) 2,480,681.98
- 2. Centralized Data Processing, less portion charged to restricted resources or specific goals  
(Function 7700, objects 1000-5999, minus Line B10) 1,580,456.11

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	36,954.79
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	249,586.88
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	48,649.40
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	4,396,329.16
9. Carry-Forward Adjustment (Part IV, Line F)	(70,351.66)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	4,325,977.50
<b>B. Base Costs</b>	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	20,105,693.51
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	8,995,160.26
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	5,961,095.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	40,994.19
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	409,829.03
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	(7,169.95)
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	780,190.92
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,900,319.51
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	904,477.49
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	2,439,926.92
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	948,052.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	3,634,214.19
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	46,112,783.07
<b>C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment</b>	
<b>(For information only - not for use when claiming/recovering indirect costs)</b>	
(Line A8 divided by Line B19)	9.53%
<b>D. Preliminary Proposed Indirect Cost Rate</b>	
<b>(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic)</b>	
(Line A10 divided by Line B19)	9.38%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates



the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	4,396,329.16
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	139,986.21
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (9.99%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.99%) times Part III, Line B19) or (the highest rate used to recover costs from any program (10%) times Part III, Line B19); zero if positive	(70,351.66)
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	(70,351.66)
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	9.38%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-35175.83) is applied to the current year calculation and the remainder (\$-35175.83) is deferred to one or more future years:	9.46%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-23450.55) is applied to the current year calculation and the remainder (\$-46901.11) is deferred to one or more future years:	9.48%
LEA request for Option 1, Option 2, or Option 3	1
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	(70,351.66)

Approved indirect cost rate: 9.99%  
Highest rate used in any program: 10.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	307,176.58	30,686.42	9.99%
01	3025	151,773.67	15,162.33	9.99%
01	3182	46,689.87	4,664.32	9.99%
01	3183	133,836.00	13,370.00	9.99%
01	3212	69,055.93	6,898.90	9.99%
01	3213	38,978.48	3,893.72	9.99%
01	3305	353,181.07	35,282.79	9.99%
01	3310	3,785,340.48	378,155.52	9.99%
01	3311	1,824.71	182.29	9.99%
01	3315	142,807.53	14,266.47	9.99%
01	3327	343,324.86	34,298.14	9.99%
01	3345	740.00	73.93	9.99%
01	3385	32,720.25	3,268.75	9.99%
01	3395	10,007.57	999.75	9.99%
01	4035	2,740.00	274.00	10.00%
01	4037	1,342,037.75	134,069.57	9.99%
01	4127	42,499.84	4,246.16	9.99%
01	5630	59,626.75	5,956.71	9.99%
01	5634	9,478.33	946.67	9.99%
01	6057	108,236.27	10,813.00	9.99%
01	6333	933.96	93.30	9.99%
01	6500	14,421,924.72	1,440,750.01	9.99%
01	6510	1,355,247.31	135,389.21	9.99%
01	6515	23,329.39	2,330.61	9.99%
01	6520	6,477.73	647.13	9.99%
01	6536	36,706.98	3,667.03	9.99%
01	6537	143,370.15	14,322.48	9.99%
01	6546	1,487,296.63	148,580.93	9.99%
01	7366	228,393.25	22,816.49	9.99%
01	7368	16,461.53	1,644.47	9.99%
01	7422	145,736.44	14,559.56	9.99%
01	7430	221,565.00	22,134.00	9.99%
01	8150	281,844.02	28,156.20	9.99%
01	9010	4,872,196.12	455,166.62	9.34%
09	4035	6,958.00	695.00	9.99%
09	6053	11,736.00	1,172.43	9.99%
09	6387	38,574.39	3,853.61	9.99%
09	6762	45,241.50	4,519.14	9.99%

Unaudited Actuals  
2022-23 Unaudited Actuals  
Exhibit A: Indirect Cost Rates Charged to Programs

09	7435	7,854.83	784.69	9.99%
12	5033	92,383.12	9,228.61	9.99%
12	5035	103,517.48	10,341.44	9.99%
12	5055	109,410.00	10,930.00	9.99%
12	6052	6,818.80	681.20	9.99%
12	6054	46,213.72	4,616.00	9.99%
12	6105	2,978,029.47	297,505.53	9.99%
12	6123	4,170.00	417.00	10.00%
12	6127	248,203.60	24,796.40	9.99%

Unaudited Actuals  
2022-23 Unaudited Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	1,094,929.81		129,567.90	1,224,497.71
2. State Lottery Revenue	8560	114,593.11		61,689.06	176,282.17
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		1,209,522.92	0.00	191,256.96	1,400,779.88
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	22,228.18		7,606.61	29,834.79
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	1,904.93			1,904.93
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			14,027.60	14,027.60
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		24,133.11	0.00	21,634.21	45,767.32
<b>C. ENDING BALANCE (Must equal Line A6 minus Line B12)</b>	979Z	1,185,389.81	0.00	169,622.75	1,355,012.56

**D. COMMENTS:**

The expenditures in the 5800-object code represent the Annual subscription for Sandi Assessment Software and the iReady Curriculum online system.

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

\*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Goal	Program/Activity	Direct Costs			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
<b>Instructional Goals</b>							
0001	Pre-Kindergarten	90,815.71	0.00	90,815.71	8,895.84		99,711.55
1110	Regular Education, K-12	4,553,204.03	425,562.19	4,978,766.22	487,694.52		5,466,460.74
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3500	County Community Schools	21,828.57	0.00	21,828.57	2,138.22		23,966.79
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3600	Juvenile Courts	1,232,450.11	86,298.17	1,318,748.28	129,177.85		1,447,926.13
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	393,604.28	37,931.27	431,535.55	42,271.02		473,806.57
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4780	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
4900	Other Supplemental Education	40,972.70	0.00	40,972.70	4,013.48		44,986.18
5000-5999	Special Education	27,839,094.47	1,607,342.01	29,446,436.48	2,884,422.60		32,330,859.08
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
<b>Other Goals</b>							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00		0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	481,015.48	0.00	481,015.48	47,117.82		528,133.30
8500	Child Care and Development Services	82,289.98	0.00	82,289.98	8,060.71		90,350.69
8600	County Services to Districts	7,015,500.83	0.00	7,015,500.83	687,202.65		7,702,703.48
<b>Other Costs</b>							
----	Food Services					13,517.50	13,517.50
----	Enterprise					(7,169.95)	(7,169.95)
----	Facilities Acquisition & Construction					727,164.17	727,164.17
----	Other Outgo					1,678,877.31	1,678,877.31
<b>Other Funds ----</b>	Adult Education, Child Development, Cafeteria, Foundation ((Column 3 + CAC, line C5) times CAC, line E)		155,045.11	155,045.11	371,176.50		526,221.61
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				(358,516.18)		(358,516.18)
----	<b>Total County School Service and Charter Schools Funds Expenditures</b>	41,750,776.16	2,312,178.75	44,062,954.91	4,313,655.03	2,412,389.03	50,788,998.97

Unaudited Actuals  
2022-23  
County School Service and Charter Schools Funds  
Program Cost Report  
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
<b>Instructional Goals</b>													
0001	Pre-Kindergarten	60.18	90,755.53	0.00	0.00	0.00	0.00	0.00			0.00	0.00	90,815.71
1110	Regular Education, K-12	2,910,265.46	770,993.82	0.00	0.00	316,194.70	407.75	0.00			317,376.52	237,965.78	4,553,204.03
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3500	County Community Schools	1,161.71	20,666.86	0.00	0.00	0.00	0.00	0.00			0.00	0.00	21,828.57
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3600	Juvenile Courts	827,023.18	93,857.82	0.00	15,443.20	296,125.91	0.00	0.00			0.00	0.00	1,232,450.11
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	241,026.16	35,429.54	0.00	0.00	0.00	0.00	0.00			45,758.57	71,390.01	393,604.28
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4900	Other Supplemental Education	0.00	(21.49)	0.00	0.00	0.00	0.00	40,994.19			0.00	0.00	40,972.70
5000-5999	Special Education	16,455,305.86	3,987,250.72	0.00	0.00	3,605,812.43	2,220,381.94	0.00			1,119,583.92	450,759.60	27,839,094.47
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
<b>Other Goals</b>													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		2,750.00	0.00	0.00	29,467.89	21,658.41		415,438.50	0.00	0.00	11,700.68	481,015.48
8500	Child Care and Development Services	60,026.09	0.00	0.00	0.00	0.00	0.00		22,263.89	0.00	0.00	0.00	82,289.98
8600	County Services to Districts		3,584,140.33	279,176.97	0.00	37,509.54	0.00	0.00		3,104,982.75	0.00	9,691.24	7,015,500.83
<b>Total Direct Charged Costs</b>		<b>20,494,868.64</b>	<b>8,585,823.13</b>	<b>279,176.97</b>	<b>15,443.20</b>	<b>4,285,110.47</b>	<b>2,242,448.10</b>	<b>40,994.19</b>	<b>437,702.39</b>	<b>3,104,982.75</b>	<b>1,482,719.01</b>	<b>781,507.31</b>	<b>41,750,776.16</b>

\* Functions 7100-7199 for goals 8100 and 8500

Unaudited Actuals  
2022-23  
County School Service and Charter Schools Funds  
Program Cost Report  
Schedule of Allocated Support Costs (AC)

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
<b>Instructional Goals</b>					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K-12	135,058.36	290,503.83	0.00	425,562.19
3100	Alternative Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3600	Juvenile Courts	27,011.68	59,286.49	0.00	86,298.17
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	14,216.67	23,714.60	0.00	37,931.27
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	597,100.12	1,010,241.89	0.00	1,607,342.01
6000	ROC/P	0.00	0.00	0.00	0.00
<b>Other Goals</b>					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
8600	County Services to Districts	0.00	0.00	0.00	0.00
<b>Other Funds</b>					
--	Adult Education (Fund 11)	0.00	0.00	0.00	0.00
--	Child Development (Fund 12)	56,866.67	98,178.44	0.00	155,045.11
--	Cafeteria (Funds 13 and 61)	0.00	0.00	0.00	0.00
<b>Total Allocated Support Costs</b>		<b>830,253.50</b>	<b>1,481,925.25</b>	<b>0.00</b>	<b>2,312,178.75</b>

Unaudited Actuals  
2022-23  
County School Service and Charter Schools Funds  
Program Cost Report  
Schedule of Central Administration Costs (CAC)

<b>A.</b>	<b>Central Administration Costs in County School Service and Charter Schools Funds</b>	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	501,346.39
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000 - 7999)	36,954.79
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	2,489,879.91
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	1,643,990.11
5	Total Central Administration Costs in County School Service and Charter Schools Funds	4,672,171.20
<b>B.</b>	<b>Direct Charged and Allocated Costs in County School Service and Charter Schools Funds</b>	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	41,750,776.16
2	Total Allocated Costs (from Form PCR, Column 2, Total)	2,312,178.75
3	Total Direct Charged and Allocated Costs in County School Service and Charter Schools Funds	44,062,954.91
<b>C.</b>	<b>Direct Charged Costs in Other Funds</b>	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	3,634,214.19
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	3,634,214.19
<b>D.</b>	<b>Total Direct Charged and Allocated Costs (B3 + C5)</b>	47,697,169.10
<b>E.</b>	<b>Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)</b>	9.80%



Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000- 9999)	Total
Food Services (Objects 1000-5999, 6400-6920)	13,517.50				13,517.50
Enterprise (Objects 1000-5999, 6400-6920)		(7,169.95)			(7,169.95)
Facilities Acquisition & Construction (Objects 1000-6700)			727,164.17		727,164.17
Other Outgo (Objects 1000 - 7999)				1,678,877.31	1,678,877.31
<b>Total Other Costs</b>	13,517.50	(7,169.95)	727,164.17	1,678,877.31	2,412,389.03

Unaudited Actuals  
2022-23  
Form and Charter Schools Funds  
Program Cost Report  
Schedule of Allocation Factors (AF) for Support Costs

	Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
	Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
<b>A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)</b>	127,810.19	54,380.80	0.00	648,062.51	1,266,731.16	215,194.09	0.00
<b>B. Enter Allocation Factor(s) by Goal:</b> <small>(Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)</small>	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
<b>Instructional Goals</b>							
<b>Description</b>							
0001 Pre-Kindergarten							
1110 Regular Education, K-12	19.00	19.00	19.00	19.00	24.50	24.50	
3100 Alternative Schools							
3300 Independent Study Centers							
3400 Opportunity Schools							
3500 County Community Schools							
3550 Community Day Schools							
3600 Juvenile Courts	3.80	3.80	3.80	3.80	5.00	5.00	
3700 Specialized Secondary Programs							
3800 Career Technical Education	2.00	2.00	2.00	2.00	2.00	2.00	
4110 Regular Education, Adult							
4610 Adult Independent Study Centers							
4620 Adult Correctional Education							
4630 Adult Career Technical Education							
4760 Bilingual							
4850 Migrant Education							
4900 Other Supplemental Education							
5000-5999 Special Education (allocated to 5001)	84.00	84.00	84.00	84.00	85.20	85.20	
6000 ROC/P							
<b>Other Goals</b>							
<b>Description</b>							
7110 Nonagency - Educational							
7150 Nonagency - Other							
8100 Community Services							
8500 Child Care and Development Services							
8600 County Services to Districts							
<b>Other Funds</b>							
<b>Description</b>							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)	8.00	8.00	8.00	8.00	8.28	8.28	

Unaudited Actuals  
2022-23  
Form and Charter Schools Funds  
Program Cost Report  
Schedule of Allocation Factors (AF) for Support Costs

	Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
	Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
- - Cafeteria (Funds 13 & 61)							
<b>C. Total Allocation Factors</b>	116.80	116.80	116.80	116.80	124.98	124.98	0.00

Unaudited Actuals  
2022-23 Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	(951,772.33)	0.00	(369,541.05)				
Other Sources/Uses Detail					33,168.17	400,030.00		
Fund Reconciliation							787,376.03	91.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	931,968.82	0.00	11,024.87	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								786,968.29
Fund Reconciliation								0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	19,802.16	0.00	358,516.18	0.00				
Other Sources/Uses Detail					30.00	0.00		
Fund Reconciliation							0.00	41.24
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00							
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00							
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
Fund Reconciliation						33,168.17		
Fund Reconciliation							0.00	366.50
Fund Reconciliation								0.00

Unaudited Actuals  
2022-23 Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00							
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00					
Other Sources/Uses Detail							0.00	0.00
						0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00							
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00							
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00							
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00							
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00							
Other Sources/Uses Detail						0.00		
							0.00	0.00
						0.00		
							0.00	0.00
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00					

Unaudited Actuals  
2022-23 Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
<b>TOTALS</b>	<b>951,770.98</b>	<b>(951,772.33)</b>	<b>369,541.05</b>	<b>(369,541.05)</b>	<b>433,198.17</b>	<b>433,198.17</b>	<b>787,467.03</b>	<b>787,467.03</b>

Unaudited Actuals

Budget 2023-24

**Technical Review Checks**

Phase - All

Display - All Technical Checks

**Madera County Superintendent of Schools**

**Madera County**

Following is a chart of the various types of technical review checks and related requirements:

**F** - Fatal (Data must be corrected; an explanation is not allowed)

**W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**IMPORT CHECKS**

**CHECKFUNCTION** - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

**CHECKFUND** - (**Fatal**) - All FUND codes must be valid. **Passed**

**CHECKGOAL** - (**Fatal**) - All GOAL codes must be valid. **Passed**

**CHECKOBJECT** - (**Fatal**) - All OBJECT codes must be valid. **Passed**

**CHECKRESOURCE** - (**Warning**) - All RESOURCE codes must be valid. **Passed**

**CHK-FDXRS7690xOB8590** - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

**CHK-FUNCTIONxOBJECT** - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxFUNCTION-A** - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

**CHK-FUNDxFUNCTION-B** - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

**CHK-FUNDxGOAL** - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

**CHK-FUNDxOBJECT** - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxRESOURCE** - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

**CHK-GOALxFUNCTION-A** - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

**CHK-GOALxFUNCTION-B** - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

**CHK-RES6500XOBJ8091 - (Fatal)** - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

**CHK-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RS-LOCAL-DEFINED - (Fatal)** - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

**SPECIAL-ED-GOAL - (Fatal)** - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

**GENERAL LEDGER CHECKS**

**CEFB-POSITIVE - (Fatal)** - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

**CONTRIB-RESTR-REV - (Fatal)** - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

**CONTRIB-UNREST-REV - (Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

**EFB-POSITIVE - (Warning)** - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. **Exception**

<b>FUND</b>	<b>RESOURCE</b>	<b>NEG. EFB</b>
01	7435	(\$89,000.00)
Explanation: Once the beginning balance has been rolled, the negative balance of \$89,000 for Resource 7435 will be adjusted during the first interim period.		
Total of negative resource balances for Fund 01		(\$89,000.00)

**EPA-CONTRIB - (Fatal)** - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

**EXCESS-ASSIGN-REU - (Fatal)** - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

**EXP-POSITIVE - (Warning)** - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

**INTERFD-DIR-COST - (Fatal)** - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

**INTERFD-IN-OUT - (Fatal)** - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

**INTERFD-INDIRECT - (Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**



**INTERFD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

**INTRA-FD-DIR-COST - (Fatal)** - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

**INTRA-FD-INDIRECT - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

**INTRA-FD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

**LCFF-TRANSFER - (Fatal)** - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

**LOTTERY-CONTRIB - (Fatal)** - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

**OBJ-POSITIVE - (Warning)** - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	7435	9790	(\$89,000.00)

Explanation: Once the beginning balance has been rolled, the negative balance of \$89,000 for Resource 7435 will be adjusted during the first interim period.

**PASS-THRU-REV=EXP - (Warning)** - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

**REV-POSITIVE - (Warning)** - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

**RS-NET-POSITION-ZERO - (Fatal)** - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

**SE-PASS-THRU-REVENUE - (Warning)** - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

**UNASSIGNED-NEGATIVE - (Fatal)** - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

**UNR-NET-POSITION-NEG - (Fatal)** - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

## **EXPORT VALIDATION CHECKS**

**ADA-PROVIDE - (Fatal)** - Average Daily Attendance data (Form A) must be provided. **Passed**

**CHK-DEPENDENCY - (Fatal)** - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

**CHK-EXTRACTED-DATA-SOURCE - (Warning)** - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

**CHK-UNBALANCED-A - (Warning)** - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

**CHK-UNBALANCED-B - (Fatal)** - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.

**Passed**

**FORM01-PROVIDE - (Fatal)** - Form 01 (Form 01I) must be opened and saved.

**Passed**

**VERSION-CHECK - (Warning)** - All versions are current.

**Passed**

Unaudited Actuals  
Budget 2023-24  
**Technical Review Checks**  
Phase - All  
Display - Exceptions Only

**Madera County Superintendent of Schools**

**Madera County**

Following is a chart of the various types of technical review checks and related requirements:

**F - Fatal** (Data must be corrected; an explanation is not allowed)

**W/WC - Warning/Warning with Calculation** (If data are not correct, correct the data; if data are correct an explanation is required)

**O - Informational** (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**GENERAL LEDGER CHECKS**

**EFB-POSITIVE - (Warning)** - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them.

**Exception**

<b>FUND</b>	<b>RESOURCE</b>	<b>NEG. EFB</b>
01	7435	(\$89,000.00)
Explanation: Once the beginning balance has been rolled, the negative balance of \$89,000 for Resource 7435 will be adjusted during the first interim period.		
Total of negative resource balances for Fund 01		(\$89,000.00)

**OBJ-POSITIVE - (Warning)** - The following objects have a negative balance by resource, by fund:

**Exception**

<b>FUND</b>	<b>RESOURCE</b>	<b>OBJECT</b>	<b>VALUE</b>
01	7435	9790	(\$89,000.00)
Explanation: Once the beginning balance has been rolled, the negative balance of \$89,000 for Resource 7435 will be adjusted during the first interim period.			

Unaudited Actuals  
Unaudited Actuals 2022-23  
**Technical Review Checks**  
Phase - All  
Display - All Technical Checks

**Madera County Superintendent of Schools**

**Madera County**

Following is a chart of the various types of technical review checks and related requirements:

**F - Fatal** (Data must be corrected; an explanation is not allowed)

**W/WC - Warning/Warning with Calculation** (If data are not correct, correct the data; if data are correct an explanation is required)

**O - Informational** (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**IMPORT CHECKS**

**BALANCE-FDxRS - (Fatal)** - Adjusted Beginning Fund Balance plus Revenues minus Expenditures minus Assets minus Deferred Outflows of Resources plus Liabilities plus Deferred Inflows of Resources, must total zero by fund and resource, except for agency funds 76 and 95. **Passed**

**BALANCE-FDxRS-AGENCY - (Fatal)** - Assets (objects 9100-9489) minus Liabilities (objects 9500-9689) must total zero by fund and resource for agency funds 76 and 95. **Passed**

**CHECKFUNCTION - (Fatal)** - All FUNCTION codes must be valid. **Passed**

**CHECKFUND - (Fatal)** - All FUND codes must be valid. **Passed**

**CHECKGOAL - (Fatal)** - All GOAL codes must be valid. **Passed**

**CHECKOBJECT - (Fatal)** - All OBJECT codes must be valid. **Passed**

**CHECKRESOURCE - (Warning)** - All RESOURCE codes must be valid. **Passed**

**CHK-FDXRS7690xOB8590 - (Fatal)** - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

**CHK-FUNCTIONxOBJECT - (Fatal)** - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxFUNCTION-A - (Warning)** - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

**CHK-FUNDxFUNCTION-B - (Fatal)** - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

**CHK-FUNDxGOAL - (Warning)** - All FUND and GOAL account code combinations should be valid. **Passed**

**CHK-FUNDxOBJECT - (Fatal)** - All FUND and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxRESOURCE - (Warning)** - All FUND and RESOURCE account code combinations should be valid. **Passed**

**CHK-GOALxFUNCTION-A - (Fatal)** - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

**CHK-GOALxFUNCTION-B - (Fatal)** - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

**CHK-RES6500XOBJ8091 - (Fatal)** - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

**CHK-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RS-LOCAL-DEFINED - (Fatal)** - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

**PY-EFB=CY-BFB - (Fatal)** - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

**PY-EFB=CY-BFB-RES - (Fatal)** - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

**SPECIAL-ED-GOAL - (Fatal)** - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

## **GENERAL LEDGER CHECKS**

**AR-AP-POSITIVE - (Fatal)** - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

**CEFB-POSITIVE - (Fatal)** - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

**CEFB=FD-EQUITY - (Fatal)** - Components of Ending Fund Balance/Net Position (objects 9710-9790, 9796, and 9797) must agree with Fund Equity (Assets [objects 9100-9489] plus Deferred Outflows of Resources [objects 9490-9499] minus Liabilities [objects 9500-9689] minus Deferred Inflows of Resources [objects 9690-9699]). **Passed**

**CONSOLIDATED-ADM-BAL - (Fatal)** - Net expenditures and assets minus liabilities must equal zero for Resource 3155, ESEA (ESSA): Consolidated Administrative Funds. **Passed**

**CONTRIB-RESTR-REV - (Fatal)** - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

**CONTRIB-UNREST-REV - (Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

**DUE-FROM=DUE-TO - (Fatal)** - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

**EFB-POSITIVE - (Warning)** - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

**EPA-CONTRIB - (Fatal)** - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

**EXCESS-ASSIGN-REU - (Fatal)** - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

**EXP-POSITIVE - (Warning)** - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) **Exception**

FUND	RESOURCE	FUNCTION	VALUE
01	0000	6000	(\$7,169.95)

Explanation: Copiers and vehicle fleets use this coding. Occasionally, Function 6000 will have a negative total by Function due to funds for copiers and vehicles accruing for multiple years in anticipation for the next purchase.

**INTERFD-DIR-COST - (Fatal)** - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

**INTERFD-IN-OUT - (Fatal)** - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

**INTERFD-INDIRECT - (Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

**INTERFD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

**INTRA-FD-DIR-COST - (Fatal)** - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

**INTRA-FD-INDIRECT - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

**INTRA-FD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

**LCFF-TRANSFER - (Fatal)** - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

**LOTTERY-CONTRIB - (Fatal)** - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

**NET-INV-CAP-ASSETS - (Warning)** - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

**OBJ-POSITIVE - (Warning)** - The following objects have a negative balance by resource, by fund:

**Exception**

FUND	RESOURCE	OBJECT	VALUE
01	6536	8590	(\$64,804.26)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.			
01	6537	8590	(\$295,342.67)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.			
10	6537	8587	(\$702,455.50)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.			

**PASS-THRU-REV=EXP - (Warning)** - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources:

**Exception**

FUND	RESOURCE	Right Pass-through Revenues	Right Transfers of Pass-through Revenues	Right Difference
10	6536	\$0.00	\$167,310.25	(\$167,310.25)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.				
10	6537	(\$702,455.50)	\$80,188.25	(\$782,643.75)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.				

**REV-POSITIVE - (Warning)** - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund:

**Exception**

FUND	RESOURCE	VALUE
01	6536	(\$64,804.26)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.		
01	6537	(\$295,342.67)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.		
10	6537	(\$702,455.50)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.		

**RS-NET-POSITION-ZERO - (Fatal)** - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.

**Passed**

**SE-PASS-THRU-REVENUE - (Warning)** - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.

**Passed**

**UNASSIGNED-NEGATIVE - (Fatal)** - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.

**Passed**

**UNR-NET-POSITION-NEG - (Fatal)** - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.

**Passed**

**SUPPLEMENTAL CHECKS**

**ASSET-ACCUM-DEPR-NEG - (Fatal)** - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative.

**Passed**

**ASSET-IMPORT - (Fatal)** - If capital asset amounts are imported/keyed (Function 8500, Facilities Acquisition and Construction, or objects 6XXX, Capital Outlay; or objects 9400-9489, Capital Assets, in funds 61-67), then capital asset supplemental data (Form ASSET) must be provided. **Passed**

**ASSET-PY-BAL - (Fatal)** - If capital asset ending balances were included in the prior year unaudited actuals, the Schedule of Capital Assets (Form ASSET) must be provided. **Passed**

**DEBT-ACTIVITY - (Informational)** - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

**DEBT-IMPORT - (Fatal)** - If long-term debt amounts are imported/keyed, the long-term debt supplemental data (Form DEBT) must be provided. **Passed**

**DEBT-POSITIVE - (Fatal)** - In Form DEBT, long-term liability ending balances must be positive. **Passed**

**DEBT-PY-BAL - (Fatal)** - If long-term liability ending balances were included in the prior year unaudited actuals data, the Schedule of Long-Term Liabilities (Form DEBT) must be provided. **Passed**

**ESMOE-ADA - (Fatal)** - If Form ESMOE is completed, ADA must be reported in Section II, Line A. **Passed**

**ESMOE-IMPORT - (Fatal)** - If Every Student Succeeds Act amounts are imported, then the Every Student Succeeds Act Maintenance of Effort form, Form ESMOE, must be provided. **Passed**

**IC-ADMIN-NOT-ZERO - (Fatal)** - Other General Administration costs (Part III, Line A1) in Form ICR should not be zero. **Passed**

**IC-ADMIN-PLANT-SVCS - (Warning)** - Percentage of plant services costs attributable to general administration should not be zero or exceed 25%. **Passed**

**IC-BD-SUPT-NOT-ZERO - (Warning)** - Board and Superintendent costs (Part III, Line B7) in Form ICR should not be zero. **Passed**

**IC-BD-SUPT-VS-ADMIN - (Warning)** - In Form ICR, the ratio of Board and Superintendent costs (Part III, Line B7) to Other General Administration costs (Part III, Line A1) should not be less than 5%. **Passed**

**IC-EXCEEDS-LEA-RATE - (Warning)** - The indirect cost rate used in one or more programs (Form ICR, Exhibit A- Rate Used) exceeds the LEA's approved indirect cost rate. Please review your records and make any necessary corrections. **Exception**

Explanation: The Indirect Cost Rate used in some programs exceeds the LEA's approved indirect cost rate by 0.01% due to rounding from 9.99% to 10.00%.

**IC-PCT - (Warning)** - The straight indirect cost percentage (i.e., WITHOUT the carry-forward adjustment) is less than 2% or exceeds 9%. LEAs, regardless of their size or type, with rates outside of these guidelines have usually incorrectly coded general administrative costs (e.g., fiscal services, personnel/human services, central support, and centralized data processing). Please review the Indirect Cost Rate Worksheet (Form ICR) paying special attention that costs coded to the indirect cost functions are consistent with the definitions in the California School Accounting Manual. Also, to help with your review, the Indirect Cost Rate Worksheet section of the SACS Software User Guide contains a list of common problem areas. If general administration costs are incorrectly coded, make the necessary data corrections; if costs are correct, please provide an explanation identifying the major contributing factors to the rate. **Exception**

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Straight indirect cost percentage before carry-forward adjustment (Form ICR, Part III, Line C is \$9.53 %

Explanation: Normal Indirect Cost Rate for the County Office runs between 9% to 10% annually.



**IC-POSITIVE - (Warning)** - The indirect cost rate after the carry-forward adjustment (Form ICR, Part III, Line D) should be positive. **Passed**

**LOT-CONTRIB-IMPORT-A - (Fatal)** - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental data for those contributions must be entered in Form L. **Passed**

**LOT-CONTRIB-IMPORT-B - (Warning)** - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental expenditure data for those contributions should be entered in Form L. **Passed**

**LOT-IMPORT - (Fatal)** - If lottery amounts are imported in resources 1100 and/or 6300, then the Lottery Report, Form L, must be completed and saved. **Passed**

**PCR-ALLOC-NO-DIRECT - (Warning)** - In forms PCR/PCRAF, costs should normally only be allocated to goals that have direct costs. **Passed**

**PCR-GF-EXPENDITURES - (Fatal)** - Total Costs by Program in Form PCR, Column 6 should agree with total expenditures (objects 1000-7999) in funds 01, 09, and 62. **Passed**

**PCRAF-UNDISTRIBUTED - (Fatal)** - Allocation factors must be entered in Form PCRAF for support functions with costs in undistributed goals (goals 0000 and 9000). **Passed**

## **EXPORT VALIDATION CHECKS**

**ADA-PROVIDE - (Fatal)** - Average Daily Attendance data (Form A) must be provided. **Passed**

**CHK-DEPENDENCY - (Fatal)** - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

**CHK-EXTRACTED-DATA-SOURCE - (Warning)** - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

**CHK-UNBALANCED-A - (Warning)** - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

**CHK-UNBALANCED-B - (Fatal)** - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

**FORM01-PROVIDE - (Fatal)** - Form 01 (Form 011) must be opened and saved. **Passed**

**GANN-PROVIDE - (Fatal)** - Appropriations Limit Calculations supplemental data (Form GANN) must be provided. **Passed**

**ICR-PROVIDE - (Fatal)** - Indirect Cost Rate Worksheet (Form ICR) must be provided. **Passed**

**UNAUDIT-CERT-PROVIDE - (Fatal)** - Unaudited Actual Certification (Form CA) must be provided. **Passed**

**VERSION-CHECK - (Warning)** - All versions are current. **Passed**

Unaudited Actuals  
 Unaudited Actuals 2022-23  
**Technical Review Checks**  
 Phase - All  
 Display - Exceptions Only

**Madera County Superintendent of Schools**

**Madera County**

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal** (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation** (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational** (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**GENERAL LEDGER CHECKS**

**EXP-POSITIVE - (Warning)** - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

**Exception**

FUND	RESOURCE	FUNCTION	VALUE
01	0000	6000	(\$7,169.95)

Explanation: Copiers and vehicle fleets use this coding. Occasionally, Function 6000 will have a negative total by Function due to funds for copiers and vehicles accruing for multiple years in anticipation for the next purchase.

**OBJ-POSITIVE - (Warning)** - The following objects have a negative balance by resource, by fund:

**Exception**

FUND	RESOURCE	OBJECT	VALUE
01	6536	8590	(\$64,804.26)

Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.

01	6537	8590	(\$295,342.67)
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Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.

10	6537	8587	(\$702,455.50)
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Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.

**PASS-THRU-REV=EXP - (Warning)** - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources:

**Exception**

FUND	RESOURCE	Right Pass-through Revenues	Right Transfers of Pass-through Revenues	Right Difference
10	6536	\$0.00	\$167,310.25	(\$167,310.25)

Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.

10	6537	(\$702,455.50)	\$80,188.25	(\$782,643.75)
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Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.

**REV-POSITIVE - (Warning)** - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund:

**Exception**

FUND	RESOURCE	VALUE
01	6536	(\$64,804.26)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.		
01	6537	(\$295,342.67)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.		
10	6537	(\$702,455.50)
Explanation: The unspent 2022-23 beginning balances (object 9791) were set up as current liabilities under revenue code (objects 8590,8590, and 8597); these funds have expired as of 9/30/2023.		

**SUPPLEMENTAL CHECKS**

**IC-EXCEEDS-LEA-RATE - (Warning)** - The indirect cost rate used in one or more programs (Form ICR, Exhibit A - Rate Used) exceeds the LEA's approved indirect cost rate. Please review your records and make any necessary corrections.

**Exception**

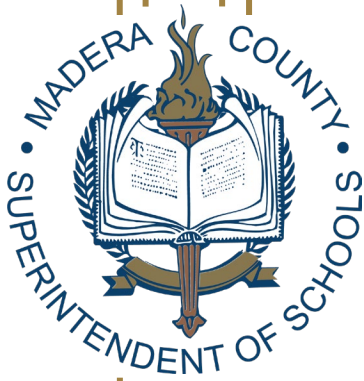
Explanation: The Indirect Cost Rate used in some programs exceeds the LEA's approved indirect cost rate by 0.01% due to rounding from 9.99% to 10.00%.

**IC-PCT - (Warning)** - The straight indirect cost percentage (i.e., WITHOUT the carry-forward adjustment) is less than 2% or exceeds 9%. LEAs, regardless of their size or type, with rates outside of these guidelines have usually incorrectly coded general administrative costs (e.g., fiscal services, personnel/human services, central support, and centralized data processing). Please review the Indirect Cost Rate Worksheet (Form ICR) paying special attention that costs coded to the indirect cost functions are consistent with the definitions in the California School Accounting Manual. Also, to help with your review, the Indirect Cost Rate Worksheet section of the SACS Software User Guide contains a list of common problem areas. If general administration costs are incorrectly coded, make the necessary data corrections; if costs are correct, please provide an explanation identifying the major contributing factors to the rate.

**Exception**

Straight indirect cost percentage before carry-forward adjustment (Form ICR, Part III, Line C is	\$9.53 %
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Explanation: Normal Indirect Cost Rate for the County Office runs between 9% to 10% annually.



Cecilia A. Massetti, Ed.D.  
Superintendent of Schools

## Agenda Item 8.6

### Board of Education Action Item October 10, 2023

**Topic:**

Consideration GANN Limit Resolution Number 4, 2023-2024

**Background:**

The GANN Amendment, Proposition 4, was passed in November 1979, establishing limits on State and local government spending. The amendment, commonly referred to as the GANN Limit, limits the growth of spending to be no greater than the rate of inflation and the change in population. Each year, all school districts and county offices of education must calculate their GANN Limit and adopt it by Board resolution.

**Fiscal Impact:**

None at this time.

**Resource:**

Marisol Verduzco  
Chief Officer  
Business & Administrative Services

**Recommendation:**

It is recommended the Board adopt Resolution Number 4, 2023-2024, GANN Limit, as presented.

**RESOLUTION FOR ADOPTING  
THE GANN LIMIT  
Resolution Number 4 – 2023/2024**

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the GANN Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised GANN Limit for the 2022-23 fiscal year and a projected Gann Limit for the 2023-24 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law; and,

WHEREAS, Government Code Section 7902.1 provides that school districts may increase their Gann Limits under specified circumstances;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2022-23 and 2023-24 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2022-23 and 2023-24 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with appropriate attachments to interested citizens of this district.

The foregoing resolution was adopted by the governing board hereof at a duly called meeting held on the 10th day of October, 2023, by the following vote:

AYES:

NOES:

ABSENT:

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

\_\_\_\_\_  
Cecilia A. Massetti, Executive Secretary  
Madera County Board of Education

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>A. PRIOR YEAR DATA</b>	<b>2021-22 Actual</b>			<b>2022-23 Actual</b>		
(2021-22 Actual Appropriations Limit and Gann ADA are from COE's prior year Gann data reported to the CDE. LCFF data are from the 2021-22 Annual County LCFF Calculation funding exhibit.)						
<b>PRIOR YEAR APPROPRIATIONS LIMIT</b>						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)], not to exceed A6) Excess is added to Other Services portion.	782,951.00		782,951.00			782,951.00
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	9,691,219.47		9,691,219.47			10,827,818.33
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D16, PY column)	10,474,170.47		10,474,170.47			11,610,769.33
<b>PRIOR YEAR GANN ADA</b>						
4. Program ADA (Preload/Line B3, PY column)	40.45		40.45			42.54
5. Other ADA (Preload/Line B4, PY column)	26,775.49		26,775.49			27,551.35
<b>PRIOR YEAR LCFF</b>						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, 2021-22 Annual County LCFF Calculation)	782,951.00		782,951.00			782,951.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, 2021-22 Annual County LCFF Calculation)	4,340,750.00		4,340,750.00			4,340,750.00
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA</b>	<b>Adjustments to 2021-22</b>			<b>Adjustments to 2022-23</b>		
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT</b>						
8. Reorganizations and Other Transfers						
9. Temporary Voter Approved Increases						
10. Less: Lapses of Voter Approved Increases						
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ([Lines A1 divided by A3] times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
<b>ADJUSTMENTS TO PRIOR YEAR ADA</b>						
(Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA						
15. Adjustments to Other ADA						

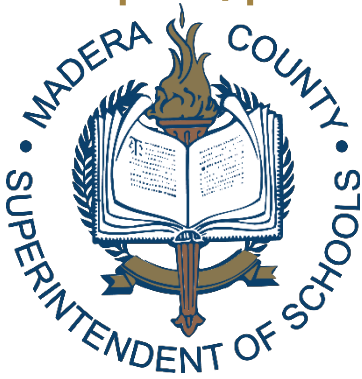
	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>B. CURRENT YEAR GANN ADA</b>						
CURRENT YEAR PROGRAM ADA						
2022-23 data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the COE						
1. Total County Program ADA (Form A, Line B1d)	29.60		29.60	29.60		29.60
2. Total Charter Schools ADA (Form A, Line C2d plus C6d)	12.94		12.94	14.44		14.44
3. Total Current Year ADA (Lines B1 through B2)	42.54	0.00	42.54	44.04	0.00	44.04
	<b>2022-23 P2 Report</b>			<b>2023-24 P2 Estimate</b>		
CURRENT YEAR DISTRICT ADA			27,551.35			27,804.83
4. Total District Gann ADA (Sum of all District Form GANN, Line B3)						
<b>C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE</b>						
<b>AID RECEIVED</b>						
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	75,689.92		75,689.92	73,038.00		73,038.00
2. Timber Yield Tax (Object 8022)	81.18		81.18	259.00		259.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	15,854.82		15,854.82	0.00		0.00
4. Secured Roll Taxes (Object 8041)	10,200,895.88		10,200,895.88	10,277,485.00		10,277,485.00
5. Unsecured Roll Taxes (Object 8042)	414,650.30		414,650.30	430,709.00		430,709.00
6. Prior Years' Taxes (Object 8043)	27,416.81		27,416.81	(56,637.00)		(56,637.00)
7. Supplemental Taxes (Object 8044)	465,394.51		465,394.51	50,000.00		50,000.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	4,933.74		4,933.74	0.00		0.00
10. Receipts from County Bd. of Supervisors (Object 8070)	0.00		0.00	0.00		0.00
11. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
12. Comm. Redevelopment Funds (Objects 8047 & 8625)	665,886.95		665,886.95	317,154.00		317,154.00
13. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
14. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
15. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
16. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17. TOTAL TAXES AND SUBVENTIONS						

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
(Lines C1 through C16)	11,870,804.11	0.00	11,870,804.11	11,092,008.00	0.00	11,092,008.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	11,870,804.11	0.00	11,870,804.11	11,092,008.00	0.00	11,092,008.00
<b>EXCLUDED APPROPRIATIONS</b>						
20a. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			441,859.15			441,430.00
20b. Qualified Capital Outlay Projects						
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			441,859.15			441,430.00
<b>STATE AID RECEIVED (Funds 01, 09, and 62)</b>						
25. LCFF - CY (objects 8011 and 8012)	8,296,652.00		8,296,652.00	9,398,324.00		9,398,324.00
26. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	82,559.00		82,559.00	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	8,379,211.00	0.00	8,379,211.00	9,398,324.00	0.00	9,398,324.00
<b>DATA FOR INTEREST CALCULATION</b>						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	61,544,296.06		61,544,296.06	64,877,407.00		64,877,407.00
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	319,043.52		319,043.52	319,043.52		319,043.52
<b>D. APPROPRIATIONS LIMIT CALCULATIONS</b>						
<b>PRELIMINARY APPROPRIATIONS LIMIT</b>						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			782,951.00			782,951.00
2. Inflation Adjustment			1.0755			1.0444
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			1.0517			1.0353
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			885,598.50			846,579.33
5. Revised Prior Year Other Services Limit						
			<b>2022-23 Actual</b>			<b>2023-24 Budget</b>



	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
(Lines A2 plus A13)			9,691,219.47			10,827,818.33
6. Inflation Adjustment			1.0755			1.0444
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			1.0290			1.0092
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			10,725,170.83			11,412,612.34
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			11,610,769.33			12,259,191.67
<b>APPROPRIATIONS SUBJECT TO THE LIMIT</b>						
10. Local Revenues Excluding Interest (Line C19)			11,870,804.11			11,092,008.00
11. Preliminary State Aid Calculation						
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			181,824.37			1,608,613.67
12. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])			62,806.00			62,765.70
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			11,933,610.11			11,154,773.70
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			119,018.37			1,545,847.97
14. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D12b)			11,933,610.11			
b. State Subventions (Line D13)			119,018.37			
c. Less: Excluded Appropriations (Line C24)			441,859.15			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			11,610,769.33			
<b>15 Adjustments to the Limit Per Government Code Section 7902.1 (Line D14d minus D9)</b>			0.00			
<b>SUMMARY</b>						
<b>16 Adjusted Appropriations Limit (Lines D9 plus D15)</b>			11,610,769.33			12,259,191.67
<b>17 Appropriations Subject to the Limit</b>						

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
(Line D14d)			11,610,769.33			
* Please provide below an explanation for each entry in the adjustments column.						
Marisol Verduzco		559.662.6229				
Gann Contact Person		Contact Phone Number				



Cecilia A. Massetti, Ed.D.  
Superintendent of Schools

## Agenda Item 8.7

### Board of Education Action Item October 10, 2023

**Topic:**

Consideration of Single Plan for Student Achievement (SPSA) for Madera County Superintendent of Schools (Endeavor/Voyager Secondary)

**Background:**

The Single Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student performance. Annually, our school site council develops, reviews, and updates the SPSA. The review includes a comprehensive look at data and the development of actions necessary to achieve school goals. The plan also addresses funding and proposed expenditures related to state and federal categorical programs. Each year, the School Site Council and the Madera County Board of Education approve the SPSA for each site required to prepare a plan.

In support of strengthening student academic achievement, each local educational agency (LEA or school) that receives Title I, Part A funds or Title I, Part D must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy).

The school-parent compact is a written agreement between teachers, parents, and students. This document clarifies what families and schools can do to help children reach high academic standards. Every school receiving Title I Funds must develop a compact. It is a written commitment indicating how all members of a school community agree to share responsibility for student learning.

**Financial Impact:**

\$609,217.00

**Resource:**

Frederick Cogan  
Executive Director,  
Career & Alternative Education Services

**Recommendation:**

Approve the Title I Single Plan for Student Achievement (SPSA)

# 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
Endeavor/Voyager Secondary Schools (Juvenile Hall)	20102072030153	09/28/2023	

## 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

The SPSA will continue to focus on providing opportunities for each student to achieve at a high level through the evolution of rigorous instruction. Access to instructional technology including tablets, Chromebooks, and an improved school library will be maintained. Chromebooks for all students continue providing safe internet access with increased safety measures provided by GoGuardian software to educational sites approved by MCSOS IT department and the Madera County Probation Department (MCPD). Increased access to technology facilitates regular incorporation of i-Ready and LAS Links Common-Formative Assessments. High quality professional development for teachers will emphasize best practices for instruction including English Learners as students move closer to reclassification as English Fluent Proficient. School counseling staff will connect with Juvenile Hall students as kids prepare to transition back to their schools of residence or post-secondary opportunities. Students in the Cadet Academy (Voyager) will participate in interest surveys and career assessments, as well as, transitional meetings to plan for returning to their home district. School counselors continue working diligently to screen and determine eligibility for various state assembly bills that allow qualified students to graduate from high school by meeting minimum California high school diploma requirements. By maintaining a low student to teacher ratio and assigning a school counselor to provide academic counseling and support, Cadet Academy students, and those students attending school in Juvenile Hall (Endeavor), will receive greater academic support and guidance to provide motivation toward completing high school diploma requirements. These changes have benefited all students, as expressed by teachers and correctional staff. Teachers, principals, administrators and school counseling staff will continue to emphasize the importance of academic progress toward graduation. As students prepare to transition from the correctional facility, staff will conduct transitional meetings that will include students, parents /guardians, teachers, counselors, and probation officers. To improve parent participation on formal and informal committees staff will make personal contacts through phone calls to encourage involvement and continue to provide educational partner feedback sessions through advisory committees held virtually.

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 SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process. Endeavor/Voyager operate as part of Madera County Superintendent of Schools and funds through the Consolidated Application. The School Site Council reviews annual updates of the proposed expenditures of funds allocated to the school annually. The SPSA aligns with the school goals for improving student achievement.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Gathering Educational Partner input and feedback is a valuable process in the evaluation and development of the SPSA for Madera County Superintendent of Schools (MCSOS) Juvenile Hall educational programs, Endeavor/Voyager. Endeavor/Voyager (MCSOS) believes this input actively drives this process by consulting parents, students, teachers, principals, program directors, school counselors, school staff, local bargaining unit members, SELPA and the community, over the course of the year, by conducting multiple opportunities for input and administering surveys and meetings. To maintain optimal access and safety for our community partners, all meetings were held via Zoom. Translation services were provided at each meeting and PTC made all efforts to ensure all voices were heard from our partners including all English Learner, socio-economically disadvantaged, and Foster Youth and Homeless students. In each of the input meetings, student achievement data, along with program successes and challenges, were shared. The CAES leadership team, consisting of the Executive Director, a Program Director/Principal, and School Counselors, analyzed feedback gathered from the surveys and meetings and used this to draft the SPSA. Although many other topics were presented and addressed, the focus on these goals and actions were given highest priority in the writing of the SPSA. To obtain educational partner input in the development and approval of the SPSA, the LEA hosted a series of educational partnership input meetings throughout the previous year and were scheduled as follows:

8/8/22-present: CAES Enrollment Survey provided for all parents upon enrollment of their children in any CAES program

1/10/23-1/13/23 : CAES Staff LCAP/SPSA Survey sent via email to all CAES support staff, school counselors, instructional assistants, teachers, principals and administrators:

1/30/23-2/10/23: LCAP/SPSA Survey Window Open - Google Link sent via ParentSquare to all CAES (MCSOS/PTC/MCIA) parents and students in both English and Spanish.

3/16/23: School Site Council and English Learner Advisory Council meetings held from 1:00-3:30pm (held via Zoom)

5/12/23: MCSOS LCAP to all CAES Staff

5/16/23: Parent Advisory Committee, Educational Partner Information and Input on LCAP held via Zoom. <https://us02web.zoom.us/j/8917592723?pwd=ZHo3ZlNVME9ZS2U1dHFTOHhBb2FOZz09>

5/18/23: School Site Council held from 1:00-2:00pm (held via Zoom) and discussed Goals, Actions and CSI Plan.

5/18/23: ELAC held from 2:30-3:30pm in person and discussed Goals, Actions and CSI Plan.

6/6/23: The School Site Council Input Meeting was held. The SSC has functioned as the PAC for the school since the initial LCAP/SPSA process began. A draft of the plan was presented at this meeting. There were no questions or comments requiring a written response from the Superintendent.

6/6/23: The English Learner Advisory Committee (ELAC) representative(s) was presented a draft of the plan for comment and suggestions. There were no questions or comments requiring a written response from the Superintendent.

9/28/23: Presentation for additional input to SSC and ELAC

9/28/23: SSC Approval for Endeavor/Voyager SPSA

9/28/23: ELAC Presentation and feedback for Endeavor/Voyager SPSA

10/10/23: Consideration and Approval by Madera County Board of Education

## **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 formal observations conducted every two years and informal observations are ongoing. Data collected from classroom observations is discussed. Additionally, teachers were able to benefit from professional learning opportunities that were available virtually, and implement professional learning strategies in their instruction.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

CAASPP, ELPAC, i-Ready, and LAS Links data are used to guide instruction and planning for professional development. In addition, results of these assessments are used to determine reclassification criteria for English Learner students. LAS Links assessments provide English proficiency data specific to the speaking listening, reading, and writing domains. This information allows instructional practices to target all domains, and focus instructional supports to address areas of difficulty for students. i-Ready assessments not only provide grade-level proficiency data for ELA and math, but also assigns MyPath lessons that are individualized for each student to address subskill weaknesses in each content area.

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

Reclassified English learners are monitored for four years after reclassification. Data from local assessments, i-Ready, and LAS Links provides better indicators on progress of all students, especially since state assessments (CAASPP) for ELA and math are only administered once during the eleventh grade for high school students.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

Madera County Superintendent of Schools (MCSOS) teaching staff meets CDE requirements.



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

All teachers received ongoing professional development on a regular basis, providing networking opportunities with teachers from other alternative education schools. Professional development focused on learning to benefit all students holistically by focusing on academics and social-emotional needs. Staff members receive professional learning from MCSOS staff in the areas of ELD, ELA, math, and effective use of technology. Partnerships with Madera County Department of Behavioral Health have allowed multiple trainings on Trauma Informed Practices, mental health self-care, referrals for behavioral/mental health counseling, and other SEL topics, including Suicide Prevention. For the 2023-24 school year, there will be a continued focus for professional development on mathematics content and pedagogy, as well as Multi-Tiered Systems of Support (MTSS) to ensure students can be successful academically, emotionally, and behaviorally.

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

Teachers used local assessment data from i-Ready, LAS Links, and data from state assessments to plan instruction for students using Common Core State Standards (CCSS). Although most students are enrolled in Juvenile Hall for an average of 24 days, and state assessments may be administered during their enrollment, local assessment results indicate students are not meeting grade level standards in ELA and Math. To address these content areas, i-Ready prescriptive lessons will support each student in each of their subskill weaknesses through individualized prescribed lessons. Professional development will support building pedagogical capacity for all teachers in these subject areas.

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

MCSOS provided professional development several times throughout the year, with an increased focus on improving academic proficiency in ELA and math. Additionally, teachers collaborated with other CAES teachers on designated and integrated ELD instructional strategies. MCSOS will continue to provide instructional assistance, but a partnership with Fresno County Office of Education will support all teachers to increase pedagogical skills to teach math effectively.

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

Juvenile Hall teachers collaborated several times per week, and also collaborated with other Career Alternative Education Services (CAES) teachers several times per month to discuss effective instructional practices. Teachers participate and collaborate in the CAES Curriculum Committee to review curriculum and make recommendations on new CCSS curriculum.

## Teaching and Learning

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

Teachers teach the CCSS standards using a variety of curricula and have increased academic rigor through the use of supplemental ELA/ELD StudySync curriculum. SAVVAS Social Science curriculum aligns with curriculum adopted at other CAES schools and facilitates transition for students upon release. The focus of all professional development has included LCAP, WASC, SPSA, and CCSS standards alignment throughout the year.

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

Endeavor/Voyager provides instruction for youth in a detention facility, and instructional minutes are in alignment with California Education Code minimum for credit recovery and graduation. Students that are credit deficient are provided coursework to recover credits in addition to the work completed in assigned classes.

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

Currently, there are zero students Grades K-8, but teachers align curriculum to meet the needs of students. The current program utilizes i-Ready for ELA and Math, which includes a standards-based intervention program for students with lessons to support identified sub-skill weaknesses in each subject area.

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

Standards-based instructional materials are reviewed by the CAES Curriculum Committee and administrators to ensure they are appropriate for all students. Through the work of the CAES Curriculum Committee, ELA and social science curricula has been updated for all sites. Since the mathematics framework was recently adopted, the CAES Curriculum Committee will collaborate to adopt new curriculum as well. Edgenuity curriculum provides online courses in all subject areas and has many elective course offerings for all students, including CTE courses.

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

All students take academic courses that are standards-aligned and include standards-based instructional materials appropriate to their grade level. i-Ready delivers online lessons that provide tailored instruction and practice for each student to accelerate growth toward academic proficiency in ELA and Math. The CAES Curriculum Committee continues to research standards-aligned curriculum and materials to ensure all students maintain progress toward graduation and can return to their home districts without needing to take additional credit recovery courses.

## **Opportunity and Equal Educational Access**

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

Students are provided direct instruction with support from an instructional assistant, and students requiring specialized services receive additional support from an RSP teacher. The use of i-Ready lessons for ELA and Math continues to provide individualized support for each student by addressing subskill weaknesses and promotes academic growth toward grade-level proficiency.

Evidence-based educational practices to raise student achievement

- 1) All Professional Growth and Development is based on student achievement needs and staff input based on evidenced-based practices.
- 2) All supplemental curriculum is reviewed by the CAES Curriculum Committee for additional curriculum purchases.
- 3) Technology integration has been coupled with ongoing group and individual supports by content specialists through professional learning.
- 4) Ongoing "best-practices" are shared and reviewed at CAES PLCs, based on data disaggregation.

## Parental Engagement

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

ParentSquare allows the principal, teachers and school counselors to share resources efficiently with all parents, while allowing individual, two-way communication with parents as needed. Opportunities for parents/guardians to provide feedback are shared through ParentSquare and allows staff to determine who is not receiving communication from the school. Parent workshops facilitated by school counselors are planned throughout the year at times most convenient to parents. Although there are in-person meetings, through the use of Zoom, more families are able to attend virtually, especially those with transportation or mobility issues.

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)

Meaningful involvement of parents, students, teachers, Juvenile Probation, Behavioral Health, and other educational partners is critical to the development of the SPSA. The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. LCAP stakeholder meetings contributed to the development of the SPSA, with parent representation from various MCSOS schools. In addition, the following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council
- English Learner Advisory Committee (ELAC)
- Juvenile Hall teachers, staff, and principal
- Juvenile Probation Department

## Funding

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

Categorical (Title 1, Part D) services provided for underperforming students include: School Counselors, Teachers, Administrative support, Bilingual Services, ELD, Homeless support, supplies /equipment and software (Odysseyware, i-Ready, LAS Links.)

Fiscal support (EPC)

Fiscal support is provided by the Madera County Superintendent of Schools Business Division.

# 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

Meaningful involvement of parents, students, teachers, Juvenile Probation, Behavioral Health, and other educational partners is critical to the development of the SPSA. The SPSA involvement and review process aligns with MCSOS's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. LCAP/SPSA educational partner meetings contributed to the development of the SPSA, with parent representation from various MCSOS schools. In addition, the following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council
- English Learner Advisory Committee (ELAC)
- Leadership Team
- Curriculum Collaboration Groups
- Parents
- Students
- Teachers
- Community
- Treatment Team Meetings

To obtain additional educational partner input in the development and approval of the SPSA, the LEA hosted a series of educational partnership input meetings scheduled as follows:

8/8/22-present: CAES Enrollment Survey provided for all parents upon enrollment of their children in any CAES program

1/10/23-1/13/23 : CAES Staff LCAP/SPSA Survey sent via email to all CAES support staff, school counselors, instructional assistants, teachers, principals and administrators:

1/30/23-2/10/23: LCAP/SPSA Survey Window Open - Google Link sent via ParentSquare to all CAES (MCSOS/PTC/MCIA) parents and students in both English and Spanish.

3/16/23: School Site Council and English Learner Advisory Council meetings held from 1:00-3:30pm (held via Zoom)

5/12/23: MCSOS LCAP presentation to all CAES Staff

5/16/23: Parent Advisory Committee, Educational Partner Information and Input on LCAP/SPSA held via Zoom.

<https://us02web.zoom.us/j/8917592723?pwd=ZHo3ZINVME9ZS2U1dHFTOHbHb2FOZz09>

5/18/23: School Site Council held from 1:00-2:00pm (held via Zoom) and discussed Goals, Actions and CSI Plan.

5/18/23: ELAC held from 2:30-3:30pm in person and discussed Goals, Actions and CSI Plan.

6/6/23: The School Site Council Input Meeting was held. The SSC has functioned as the PAC for the school since the initial LCAP. A draft of the plan was presented at this meeting. There were no questions or comments requiring a written response from the Superintendent.

6/6/23: The English Learner Advisory Committee (ELAC) representative(s) were presented a draft of the plan for comment and suggestions. There were no questions or comments requiring a written response from the Superintendent.

9/28/23: Presentation for additional input to SSC and ELAC

9/28/23: SSC Approval

10/10/23: Consideration and Approval by Madera County Board of Education

## Resource Inequities

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

There were no resource inequalities identified as part of the Endeavor/Voyager 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	7.7%	%	0%	1	0	0
African American	%	5.88%	8.33%		1	2
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	69.2%	76.47%	70.83%	9	13	17
Pacific Islander	%	%	0%		0	0
White	23.1%	17.65%	20.83%	3	3	5
Multiple/No Response	%	%	0%		0	0
	<b>Total Enrollment</b>			13	17	24

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	1	1	2
Grade 10	4	1	5
Grade 11	4	3	2
Grade 12	4	8	7
<b>Total Enrollment</b>	13	13	16

# 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	5	6	7	38.5%	46.2%	43.8%
Fluent English Proficient (FEP)	0	0	0	23.1%	0.0%	0.0%
Reclassified Fluent English Proficient (RFEP)	3	2	4	0.0%	15.4%	25.0%

### Conclusions based on this data:

1. Disproportionate amount of EL students compared to other CAES schools and Madera Unified School District.
2. Almost 70% of students come from families whose primary language is other than English and has increased from previous years.
3. There is a potential to RFEP students while incarcerated.

# 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 8		*			*			*				
Grade 11	8	*		6	*		6	*		75.0		
All Grades	8	4		6	*		6	*		75.0		

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 8		*			*			*			*			*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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 8		*			*			*			*	
Grade 11	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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 8		*			*			*			*	
Grade 11	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	



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 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

**Conclusions based on this data:**

1. Too few students required to CAASPP test, which does not allow for meaningful data disaggregation.
2. Common Formative Assessments (i-Ready) provide updated academic achievement data for ELA for all students more often than CAASPP data.
3. Need to ensure all eligible students are tested while incarcerated during the testing window.

# 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 8		*			*			*				
Grade 11	7	*		4	*		4	*		57.1		
All Grades	7	4		4	*		4	*		57.1		

\* 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 8		*			*			*			*			*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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 8		*			*			*			*	
Grade 11	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

**Conclusions based on this data:**

1. There are too few students completing the assessment to gather significant data.
2. Common Formative Assessment (i-Ready) data provides updated academic achievement data in math for all students more often than CAASPP data.
3. Ensure all eligible students are tested if incarcerated during the testing window.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades										4	9	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

**Conclusions based on this data:**

1. Too few students to gather data.
2. i-Ready assessments provide relevant formative data compared to ELPAC given the small number of students required to complete state assessments.
3. Increase integrated and designated ELD instruction for 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
13	100.0	38.5	7.7
Total Number of Students enrolled in Endeavor/Voyager Secondary Schools (Juvenile Hall).	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	5	38.5
Foster Youth	1	7.7
Homeless		
Socioeconomically Disadvantaged	13	100.0
Students with Disabilities	2	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	7.7
American Indian		
Asian		
Filipino		
Hispanic	9	69.2
Two or More Races		
Pacific Islander		
White	3	23.1

**Conclusions based on this data:**

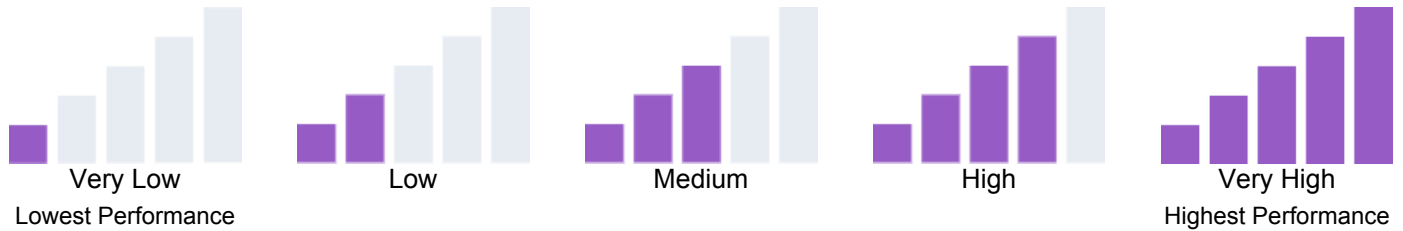
1. High percentage of at-risk students are English Learners.
2. Disproportionate amount of Hispanic students compared to Madera County demographics for 13-18 year olds.
3. 100% of Juvenile Hall students are Socio-Economically Disadvantaged.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Level	<b>Graduation Rate</b>  No Performance Level	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  No Performance Level	<b>Chronic Absenteeism</b>  No Performance Level	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		



**Conclusions based on this data:**

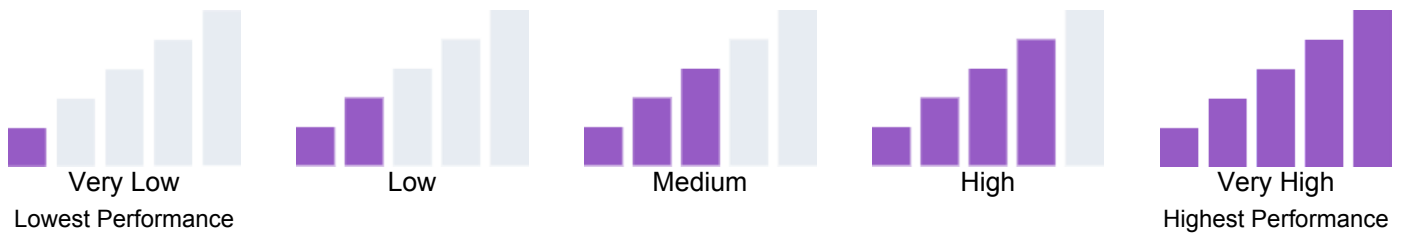
1. Continue with behavior interventions and incentives for positive behavior to reduce suspensions, such as, referrals to behavioral counseling, conflict resolution skills, Restorative Justice, etc.
2. CALPADS data reflects a decrease of 61.6% in Suspension Rate from 2019-20 Dashboard to 2021-22 school year.
3. Suspensions have decreased, but there are fewer students enrolled in program.

# School and Student Performance Data

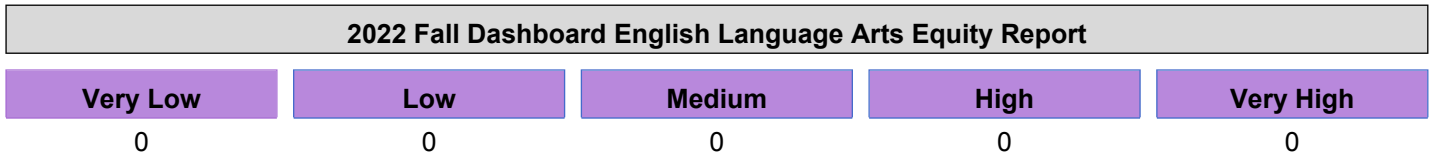
## Academic Performance English Language Arts

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](#).

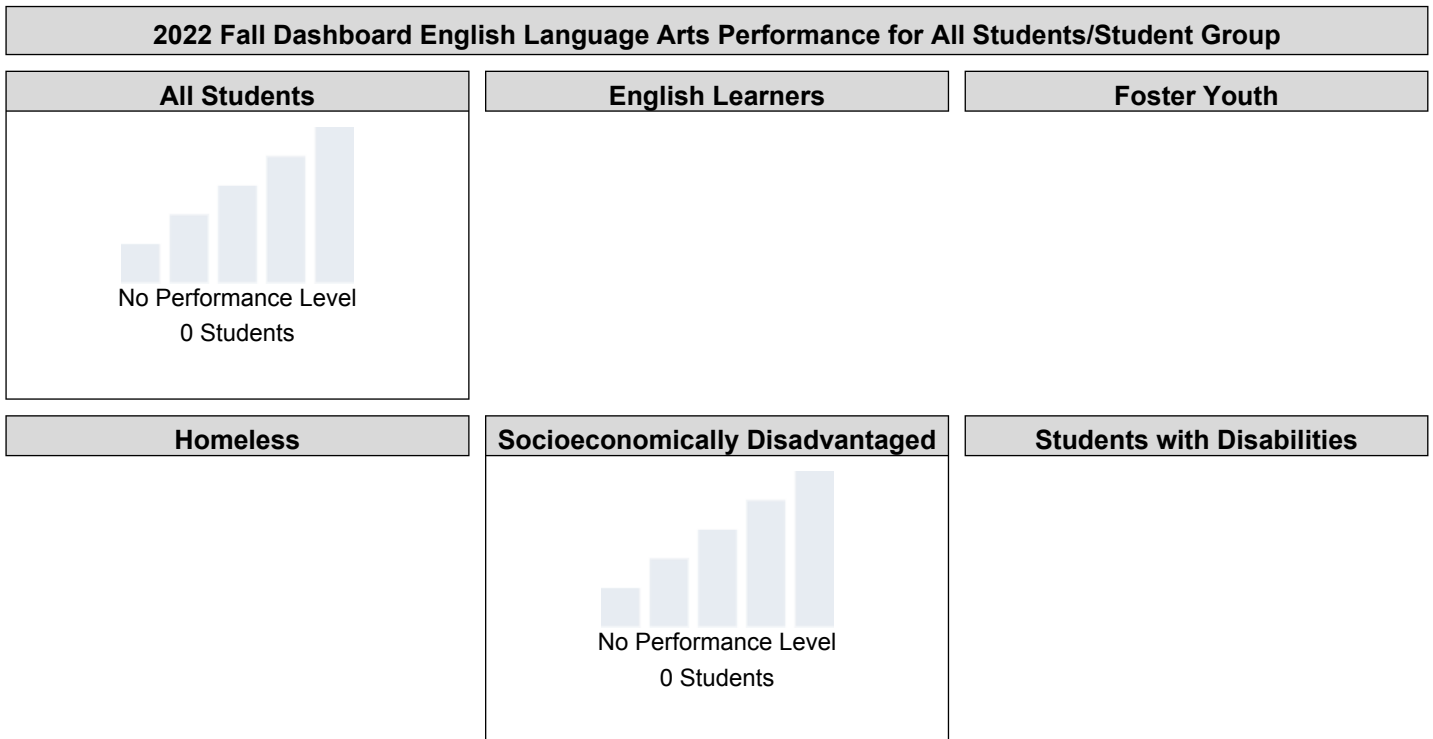
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



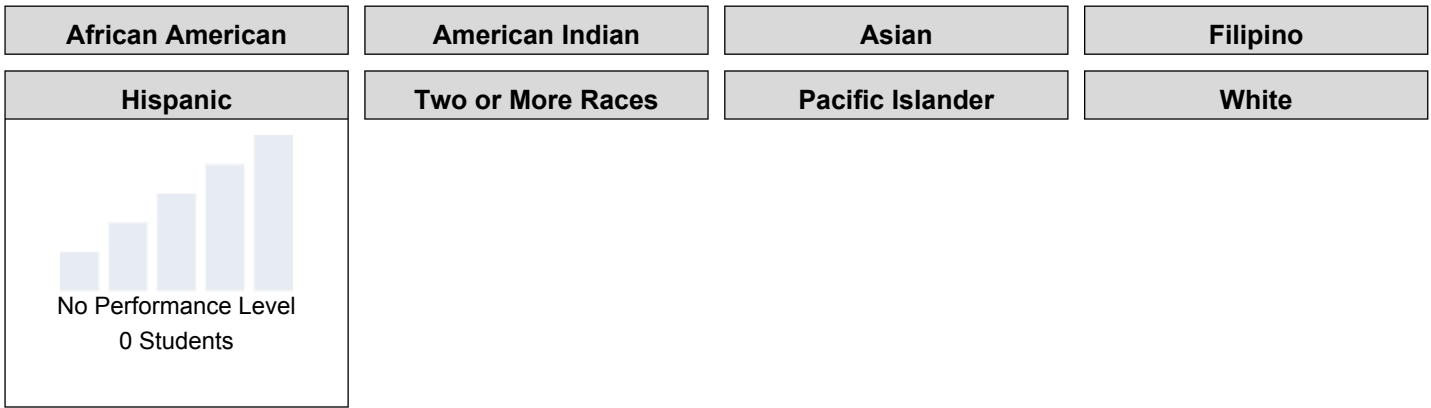
This section provides number of student groups in each level.



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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
		0 Students

**Conclusions based on this data:**

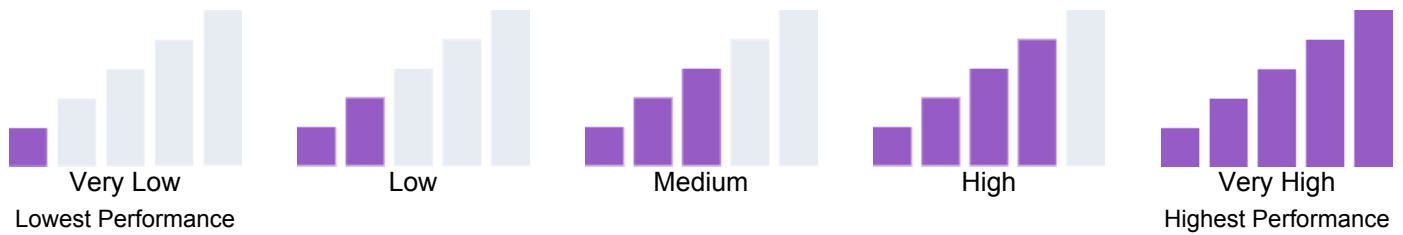
1. Too few students to gather data.
2. Need for local formative assessments like i-Ready and LAS-Links.
3. Student group data may be gathered through local formative assessments, curriculum samples, and qualitative data.

# School and Student Performance Data

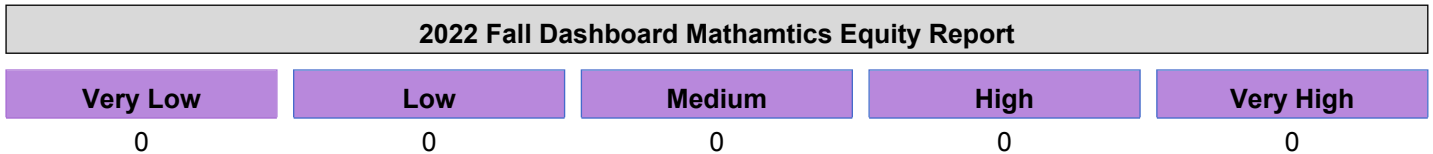
## Academic Performance Mathematics

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](#).

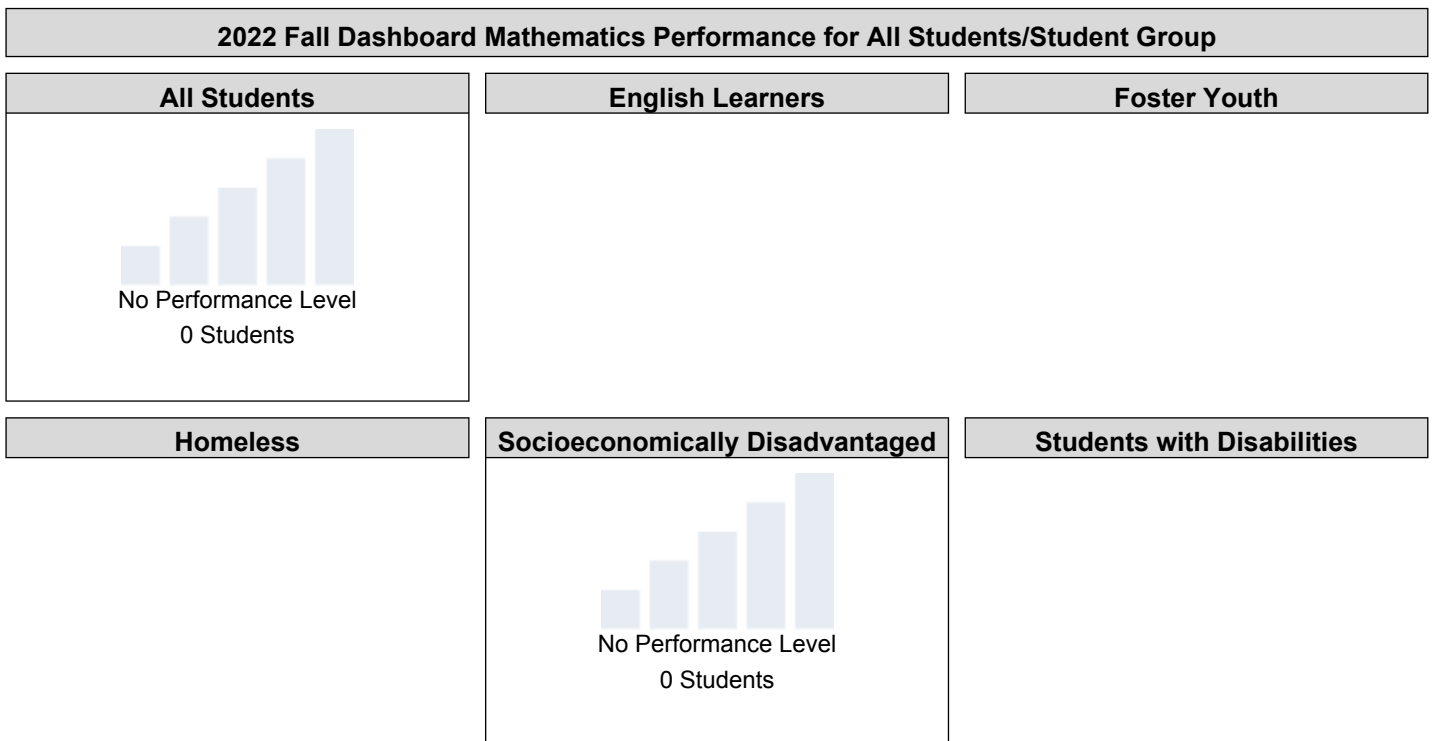
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



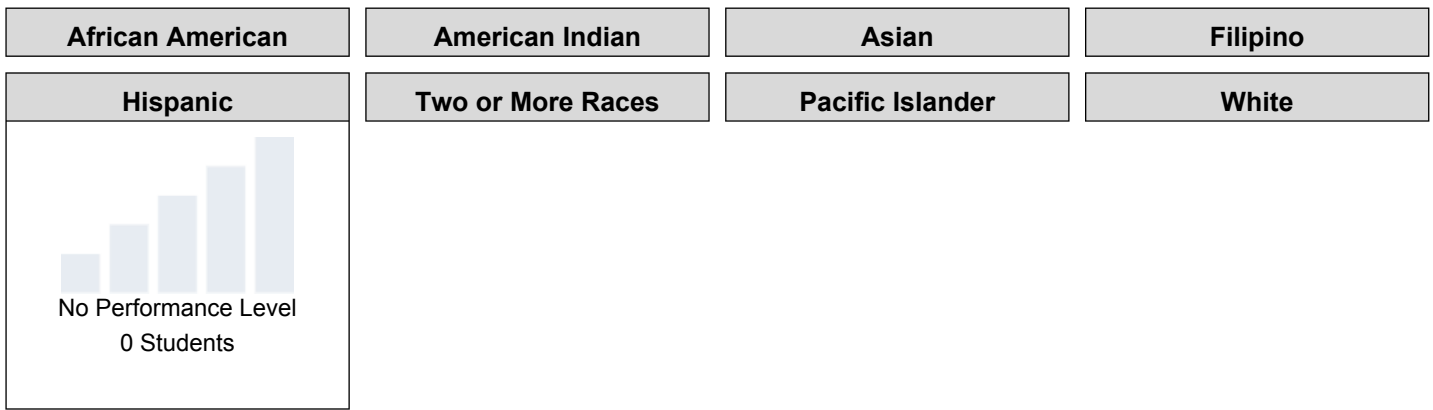
This section provides number of student groups in each level.



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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
		0 Students

**Conclusions based on this data:**

1. There is not sufficient data as the number of students assessed is too low.
2. Need to use i-Ready to gather formative data for mathematics.
3. Collect data from teachers' assessments of students academic achievement on curriculum and use qualitative data as well.

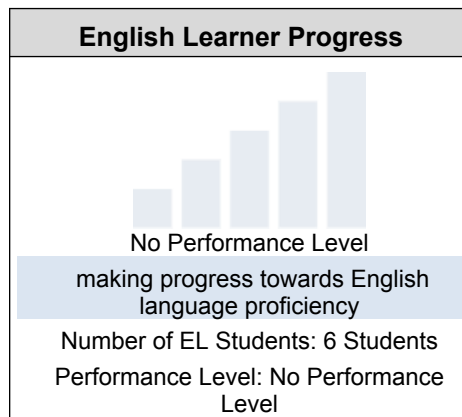
# School and Student Performance Data

## 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. Need to increase integrated and designated ELD instruction for all EL students.
2. Use LAS Links as local assessment for ELs to gather meaningful formative data in the four English language domains.
3. Need to disaggregate ELPI data locally due to the low number of students requiring testing not yielding Dashboard 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:

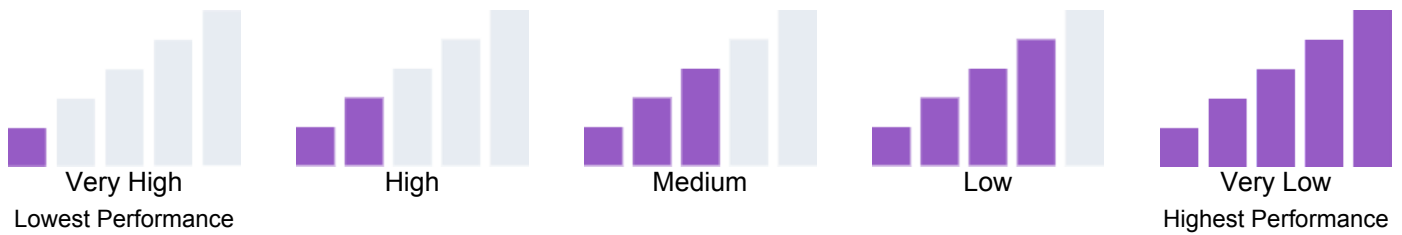
1. Too few students enrolled to generate meaningful data on College/Career Indicator.
2. Need to track local data from school counselors facilitating transition plan meetings, since the low student population will not yield Dashboard data.
3. Consider phone bank data for following up with students that transition to their home districts or graduate high school from Juvenile Hall.

# School and Student Performance Data

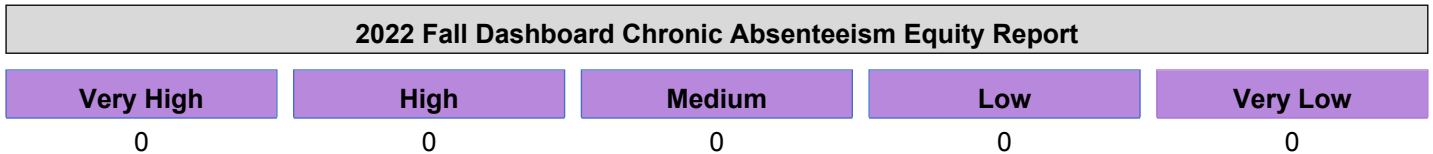
## Academic Engagement Chronic Absenteeism

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](#).

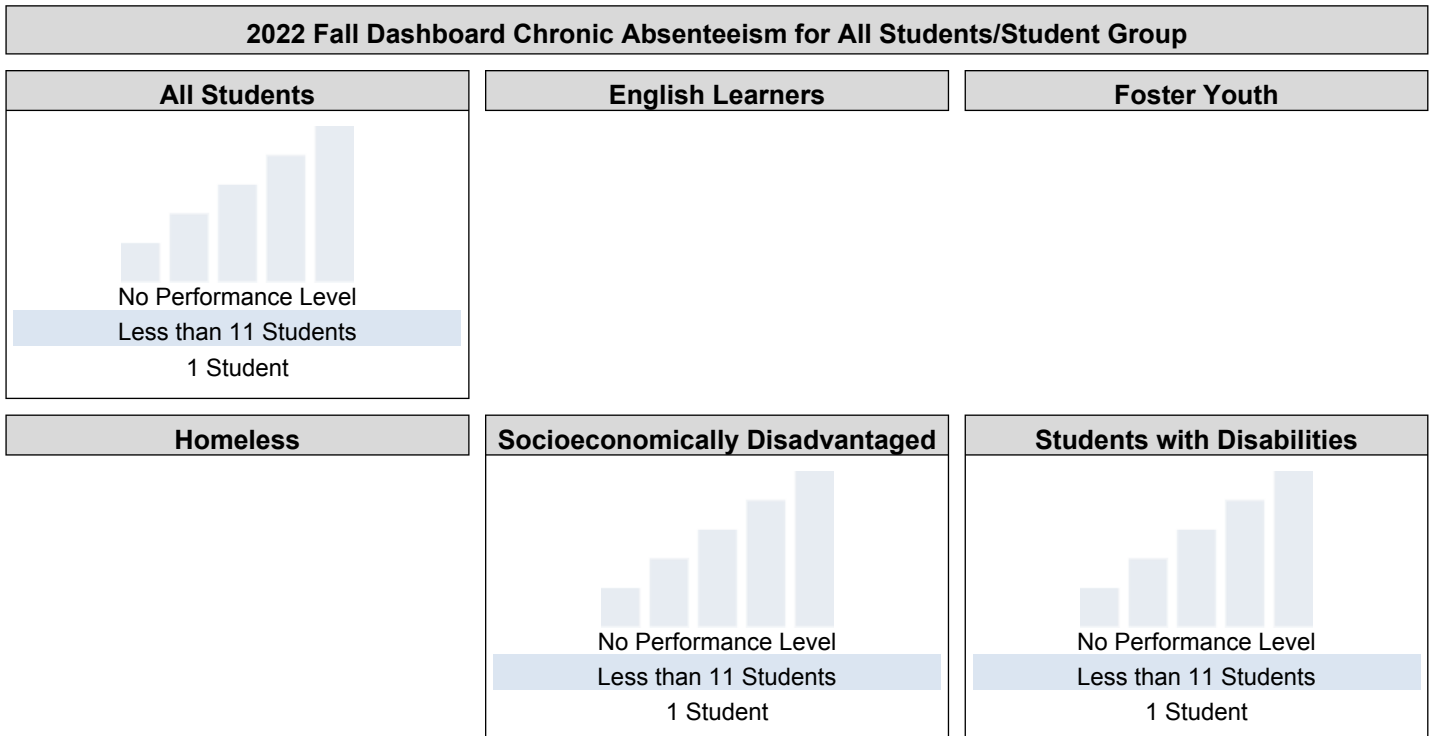
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

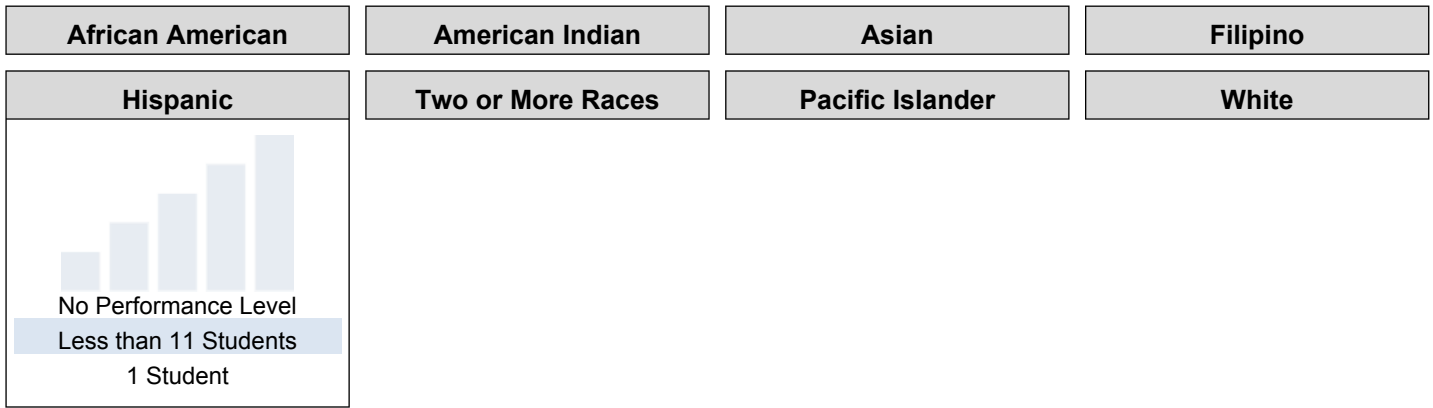


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



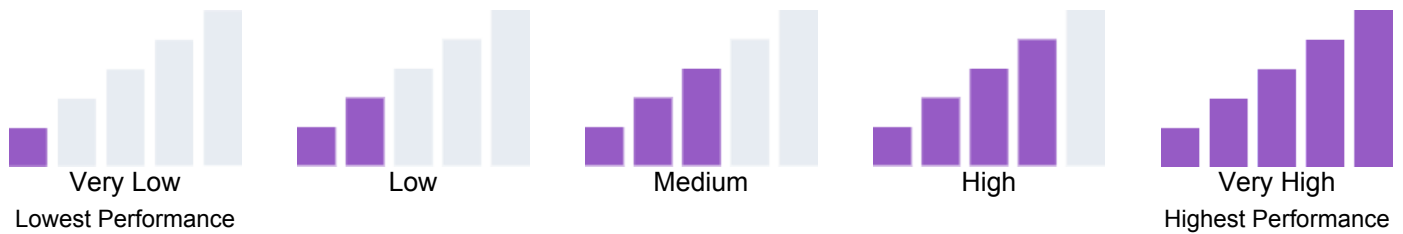
**Conclusions based on this data:**

1. Students at Juvenile Hall have an attendance rate of almost 100%.
2. Great opportunities to ensure students make academic progress due to regular school attendance.
3. Fewer students in classes and minimal environmental obstacles allow students to perform better academically.

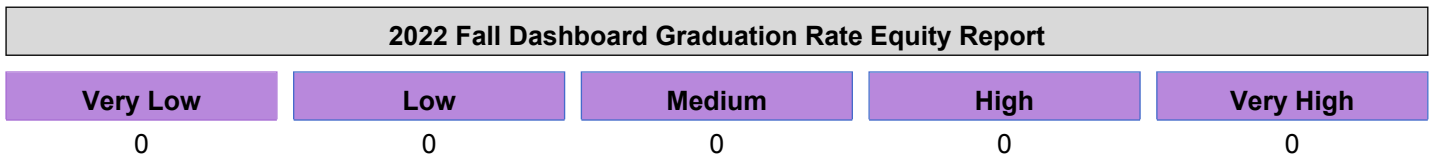
# School and Student Performance Data

## Academic Engagement Graduation Rate

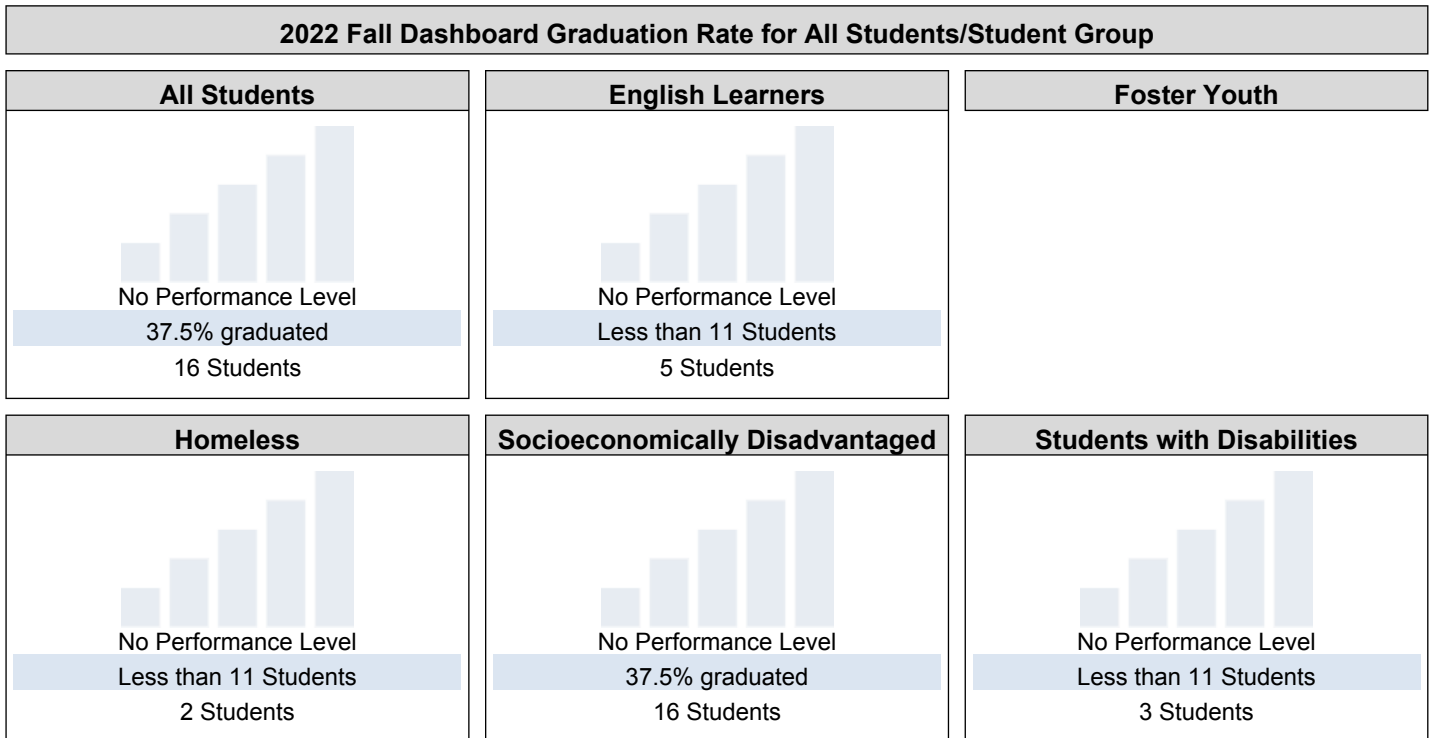
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



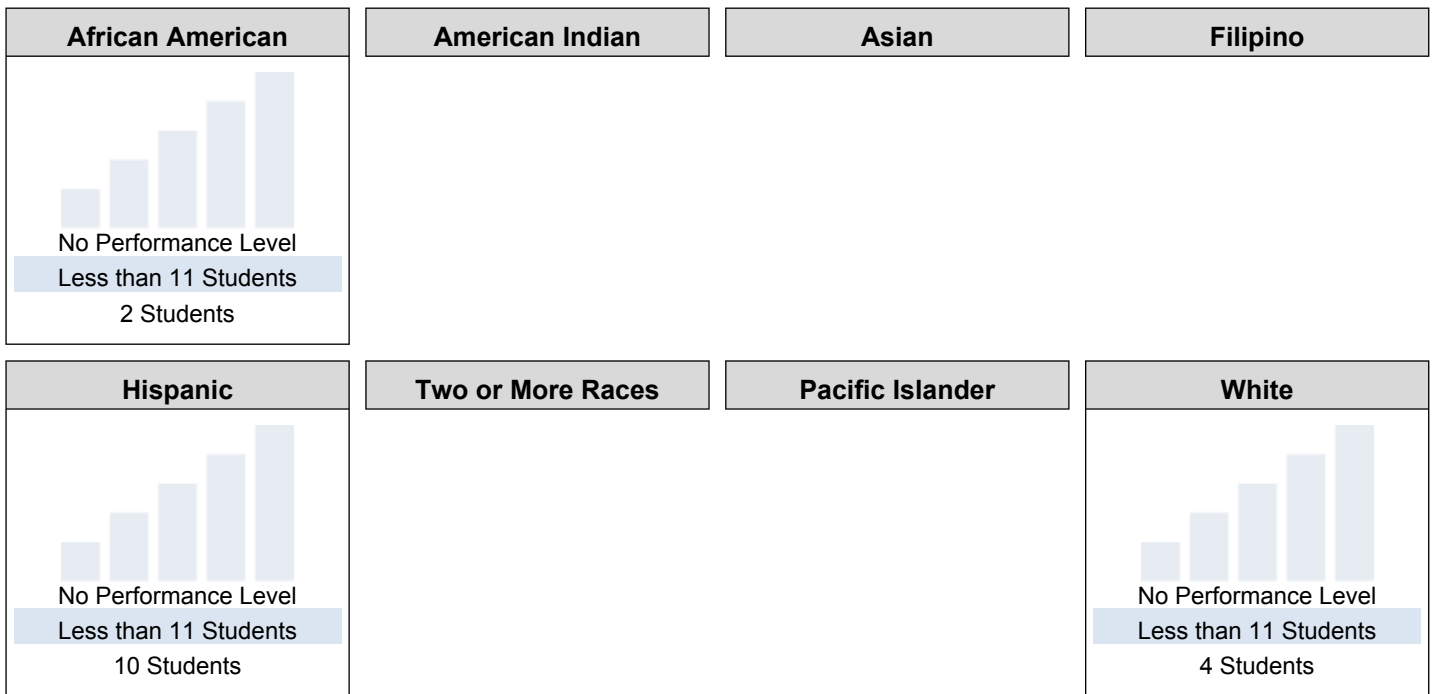
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

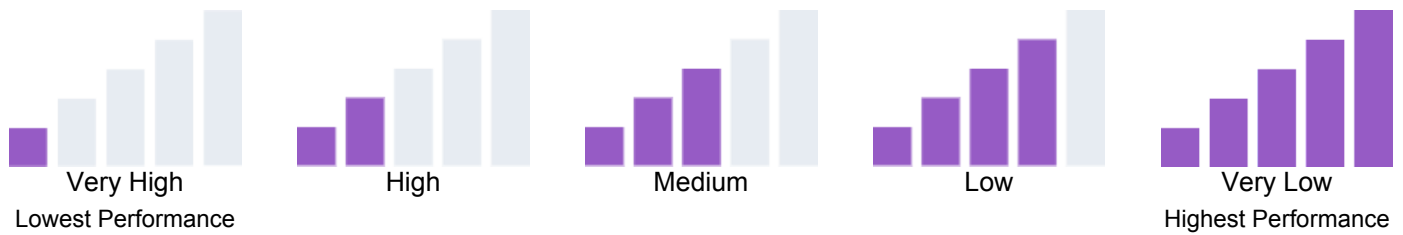
1. Need to track local data from school counselors facilitating transition plan meetings since the low number of students will not yield Dashboard data.
2. Students typically not enrolled at Juvenile Hall more than one year.
3. Students are in Juvenile Hall about 24 days on average per Madera County Juvenile Detention Data, so most will graduate from their school of residence.

# School and Student Performance Data

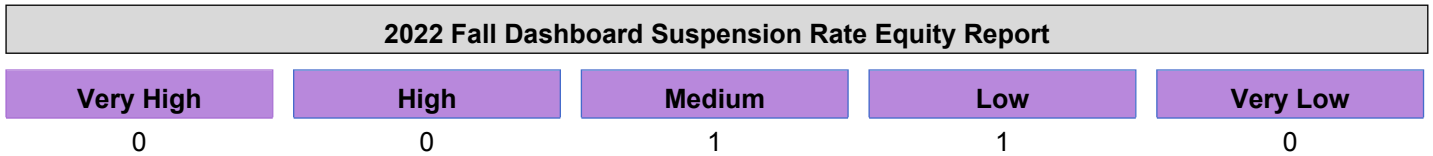
## Conditions & Climate Suspension Rate

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](#).

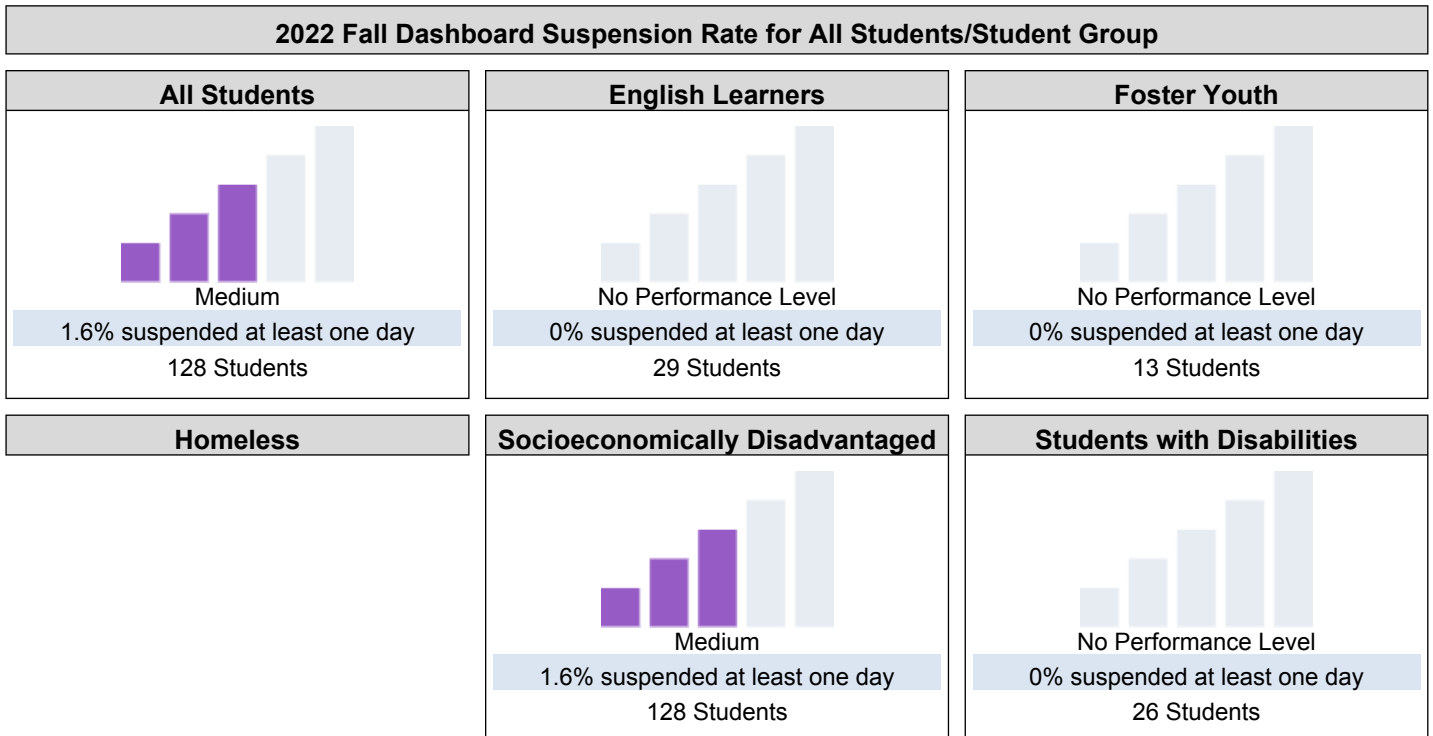
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



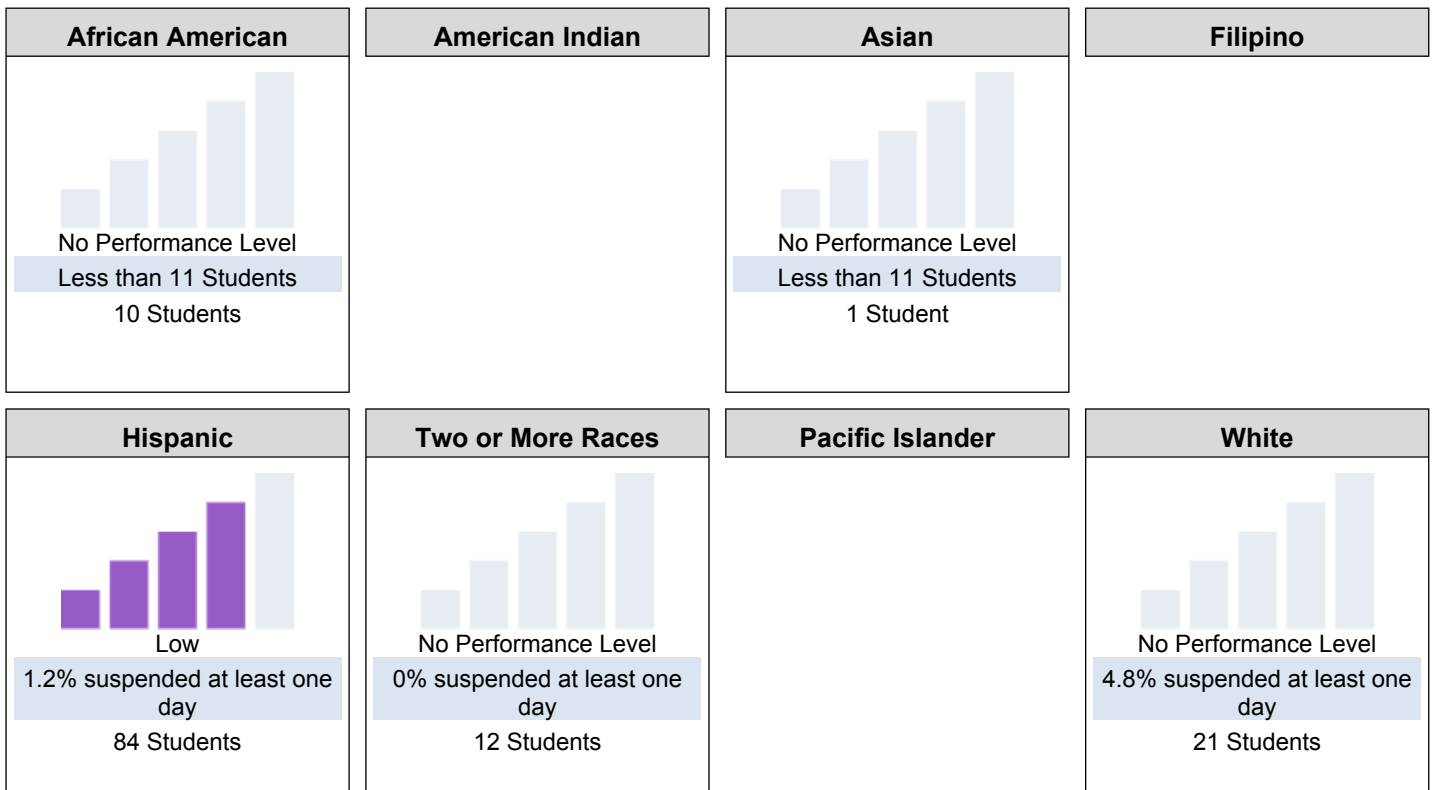
This section provides number of student groups in each level.



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. Suspensions increased for SED students and decreased for SWD.
2. State data is not current due to impact of COVID-19 Pandemic.
3. During 2020-21 school year, Juvenile Hall had a 1% suspension rate which decreased by 38.5% between 2019-20 and 2021-22.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement

## LEA/LCAP Goal

Juvenile Hall (Endeavor/Voyager) students will stay on course to graduate and qualify as prepared to be college and career ready through state adopted standards-based instruction.

## Goal 1

Juvenile Hall (Endeavor/Voyager) students will stay on course to graduate and qualify as prepared to be College Career Ready through the use of state adopted standards-based instructional materials.

## Identified Need

The LCFF Evaluation Rubrics, Dashboard Alternative School Status (DASS), and local assessment data support the need to improve academic proficiency of students in Juvenile Hall. Although there were not enough students assessed to collect data via state assessments, academic indicators reveal that students are not meeting standard in ELA and Math, which leads to instruction needing delivery with equal consistency and increased rigor utilizing up-to-date curriculum. Where possible, and with permission from the probation department, more project-based learning should be implemented, as well as, the use of technology for instructional purposes.

Although there was progress made in serving English Learners, more work needs to be accomplished in this area specific to supporting English Learner students to be reclassified Fluent English Proficient. Provide ongoing monitoring of reclassified students, and use appropriate instructional strategies for identified English Learners yet to be reclassified. Online formative assessments, such as i-Ready and LAS Links, provide valuable data on EL student proficiency in ELA and math instructional practices.

A comprehensive professional development plan ensures high quality and rigorous instruction for both areas. Areas of need identified to be addressed in this professional development plan include research-based instructional strategies for all students including English Learners, use of instructional technology, working with students on IEPs or 504s, differentiated instruction, and mentoring/coaching new teachers, along with content specific ELA/ELD and math. Improved transition planning for those "long term commit" students is an additional area of need. Communication between instructional staff in Juvenile Hall and schools of residence when students are preparing to be released from custody has improved allowing for easier student transitions. A school counselor meets with students regularly, contributing to transition plans that are easily understood by students and available upon their release from custody. In addition, transition plans provide students a variety of educational options and an understanding of requirements for each district.

## 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)

All Students

**Strategy/Activity**

All students in the Cadet Academy and students with longer sentences will have Individual Graduation Progress Plans.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
34686	LCFF - Base 1000-1999: Certificated Personnel Salaries counselor E.Rodriguez
281204	LCFF - Base 1000-1999: Certificated Personnel Salaries 2 teachers Klein, Coburn
9499	LCFF - Base 1000-1999: Certificated Personnel Salaries .04 Administrator Sanchez, Cogan time

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Facilitate students' transferring and enrolling at Pioneer Technical Center upon release from Juvenile Hall.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24,016	Title I Part D 2000-2999: Classified Personnel Salaries Counselor Specialist time: K.Guevara .20 FTE

## 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

Career assessment implemented with all students in the Correctional Academy within the first month of sentencing. Academic counselor meets with students in the academy regularly to administer Career Assessments and discuss results.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,009	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries



already in Activity 2 K. Guevara

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

English Learner (EL) students

### Strategy/Activity

All EL students will be assessed using ELPAC and evaluated using reclassification criteria. i-Ready and LAS Links will provide proficiency data to support meeting criteria for reclassification.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

17891

#### Source(s)

Title I Part D  
1000-1999: Certificated Personnel Salaries  
ELD Director G. Pierce-Cummings

8,580

Title IV Part A: Student Support and Academic Enrichment  
5800: Professional/Consulting Services And Operating Expenditures  
LAS Links software

## 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

Maintain all students' having access to standards aligned instructional materials. Continued staff professional development on instructional strategies will continue to contribute to better grades and students will earn more credits toward graduation.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2,458

#### Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
Professional Development

## 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

All students will receive instruction from State adopted Common Core State Standards and will increase academic proficiency to be demonstrated on local and state assessments. Updated social-science curriculum (SAVVAS) aligned to California CCSS will increase rigor and academic proficiency of all students. New curriculum will contribute to increased scores on local and state ELA assessments and require professional development and support to ensure all components of the curriculum are implemented effectively. A new teacher (0.2 FTE) will work with students specifically to develop academic proficiency in math. The additional teacher will also decrease the student to teacher ratio, allowing for more individualized support for math and other subjects.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

28,488

Source(s)

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries  
R. Shockley 0.2 FTE, SAVVAS Curriculum

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

100% of students in both Juvenile Hall and the Cadet Academy have access to a course of study that allows students to earn credits that meet diploma track graduation requirements in students' districts of residence. Communication with MCSOS CAES counselor specialist/registrar and home districts has expedited accessing academic records. Academic counselors are able to provide teachers with updated records and help to give credit-recovery work to all credit deficient students. Efficiency in this process helps to ensure students do not fall further behind academically. Counselor specialist to monitor and track student enrollments to maintain home districts informed of student incarcerations and releases.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

LCFF - Base  
2000-2999: Classified Personnel Salaries  
Already in activity 2

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

Students on IEPs

### Strategy/Activity

All SPED students receive targeted support and appropriate Special Education services from RSP teachers, either in the classroom or individually.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23539

Source(s)

Special Education  
1000-1999: Certificated Personnel Salaries  
SPED teacher

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

All students with valid scores will show individual growth on ELA and Math tests measured by i-Ready and LAS Links assessments.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,245

Source(s)

LCFF - Supplemental and Concentration  
5800: Professional/Consulting Services And  
Operating Expenditures  
I-Ready

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Students needing access to UC-approved courses, as per their home district, will be accommodated on an individual basis online using online curriculum (Edgenuity); however, the school does not receive UC completion rates for accountability purposes.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,600

Source(s)

A–G Completion Improvement Grant Program  
5800: Professional/Consulting Services And  
Operating Expenditures  
Image Learning R24-00596

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged Students

Strategy/Activity

Teachers will use the i-Ready Learning Teacher Toolbox Kit to increase academic achievement for SED students in ELA and Math, since 0% are meeting or exceeding standard on state assessments (CAASPP).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,290

Source(s)

LCFF - Supplemental and Concentration  
5800: Professional/Consulting Services And  
Operating Expenditures  
i-Ready Toolbox Software

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged Students

Strategy/Activity

School counselors reclassify students (grade level) based on high school credits earned, and not years in high school. In addition, students will be screened to determine eligibility for modified, state-approved graduation requirements.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF  
1000-1999: Certificated Personnel Salaries  
Staff cost in above activities

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

In order to increase student enrollment in CTE courses, an Introduction to Welding course is provided to Juvenile Hall students. A recent student survey (August 2023) yielded 53.1% of students stated an interest in enrolling in a CTE Welding or Construction Course. A CAES CTE teacher (0.2 FTE) will facilitate this class for students and encourage enrollment in CTE courses upon release in their home districts or another CAES Division school. The instructor will emphasize the importance of safety in construction areas and use virtual welders to create a virtual welding scenario in a safe environment for the learner in absence of an actual welding shop. CTE/ROP teacher will facilitate the class Introduction to Welding course 7.5 hours per week.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

21880

Source(s)

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries  
Welding teacher

## 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.

Overall, the articulated goal was achieved through implemented services. Professional development for certificated and classified employees focused on increasing student academic proficiency in ELA and math. Qualified certificated and classified staff members nurtured, served, and guided students to be college and career ready by creating opportunities for students to give back to the community, and participate in academic competitions consisting of poetry and writing with students from various schools in Fresno and Madera counties. Cadet Academy students volunteer in various community services throughout Madera County and are often praised for their work ethic and respectful behavior. Teachers and academic school counselor provided regular updates to students to inform of their academic progress toward completing graduation requirements.

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

Smaller student enrollments have impacted external learning opportunities beyond classroom, limiting field trips and other extracurricular activities such as sporting events or in-person poetry and essay writing competitions. Continued collaboration with Madera County Juvenile Probation has allowed planning for these opportunities to increase for the 2023-24 school year. Teachers continue creating opportunities for students to safely engage in physical activities to promote holistic health. State and local assessment data (ELPAC and CAASPP) provided limited data on the DASS dashboard since too few students (10 or more) were part of the cohort to complete the assessments.

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

During the comprehensive needs assessment process and data analysis, school staff and leadership team members determined that no changes needed to 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.

## Goal Subject

Student Well-Being and Positive Campus Culture

## LEA/LCAP Goal

MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.

## Goal 2

Endeavor/Voyager will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.

## Identified Need

Many incarcerated students have a history of both academic struggles and high absenteeism rates prior to incarceration. This goal aims to target the whole child to account for academic, social-emotional, and behavioral well-being. An annual survey will measure whether students, teachers, principal and educational support staff feel they have best supports in an emotionally, physically and cognitively safe learning environment. Through regularly scheduled professional learning opportunities, all educational staff members will develop research-based best practices to support the social-emotional needs of incarcerated youth. Partnerships with Madera County Department of Behavioral Health (and potentially other agencies) will provide relevant SEL training to MCSOS teachers, administrators and support staff directly affecting students in Endeavor/Voyager.

Additionally, external learning opportunities will allow students to extend educational lessons beyond the classroom, since many seldom have those opportunities in their home districts.

Collaboration with Probation department facilitates referrals of students needing additional mental health supports, while school counselors provide academic supports in progress toward graduation, transition to home districts, registration for community college, financial aid applications, and/or other post-graduation opportunities. The inclusion of these types of SEL support will contribute to students progressing toward graduation and maintaining 0% chronic absenteeism.

A school counselor from the Career Alternative Education Services (CAES) Division will serve as a transition specialist to support students and families upon release through graduation, whether students enroll in their districts of residence or in a CAES school. The transition specialist will work with families to decrease recidivism rates of incarcerated youth in Madera County by providing ongoing support and referrals to services and resources to support the needs of students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities maintained as measured by SARC review (Priority 1).	2020-21 Good Repair	Good Repair

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate as measured by district average attendance at P2 (Priority 5).	2020-21 99%	100%
Chronic Absenteeism rate. (Priority 5).	2020-21 0%	0%
Suspension rate (Priority 6).	2021-22 1%	0%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

The educational services provided by Madera County Superintendent of Schools will maintain a positive collaboration with the Deputy Chief Probation Officer of the Madera County Juvenile facility. The educational administrator will ensure the number of teachers provided to Juvenile Hall and the Cadet Academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size provides opportunities for more personalized instruction and assistance for unduplicated pupils, and increases all students' ability to access curriculum and earn additional credits toward graduation.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

68867

#### Source(s)

Title I Part D  
1000-1999: Certificated Personnel Salaries  
1 additional teacher 40% to Title I Part D, A.  
Iglar

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

SED Students

### Strategy/Activity

Many students in the correctional facility have low academic performance, contributing to being credit deficient, and not aware of post-secondary options and services. Teachers or academic counselors will prepare one presentation each semester that features community resources, or on a topic that provides future options for students after their time in the correctional facility.



Presentations to students help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

800

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
supplies

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### Strategy/Activity

Students in the correctional facility have low academic performance and lack positive school or community contacts in comprehensive school settings. CAES academic counselors will work individually and with groups of students from the time of student enrollment through the student's graduation from high school. The work of academic school counselors will develop students' trust in adults, and provide resources in the CAES division and community. As a result, student engagement will increase, and students will commit to their learning goals and post-secondary options.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,200

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
supplies/ student incentives

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

SED students

#### Strategy/Activity

In order to reduce recidivism rates, decrease absenteeism/truancy, and increase graduation rates of SED students in Madera County, a counselor specialist will monitor and track enrollments for youth exiting Endeavor/Voyager, whether students return to their districts of residence or remain in a CAES Division school. Students and families will receive referrals to resources and services available in Madera County, as well as direct services from transition specialist to meet academic needs, including FAFSA completion and college registration. Transition specialist will work closely

with Alternative Education Placement Team (AEPT) to facilitate enrollment process for families and ensure students minimize the time not enrolled in school resulting from incarceration.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

Foster Youth  
1000-1999: Certificated Personnel Salaries

## 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.

Overall, actions and services were implemented to achieve the articulated goal. Educational enrichment activities and field trips were provided for students in the Correctional Academy, which contributed to students emotional and physical well-being . A variety of support services around trauma, mental health, crisis intervention, and truancy reduction were provided to students. Collaboration with Madera County Department of Behavioral Health and other agencies contributed greatly to achieving this goal by providing research-based, trauma informed practices, strategies for mental health self-care, and other SEL topics. All teachers were equipped to better support students and make appropriate referrals to a school counselor or school psychologist. Increased communication with Madera County Juvenile Probation staff has contributed to a better system of support for students, both academically, behaviorally, and social-emotionally.

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

Enrichment activities were provided for students; however, expenditures came in lower than expected, in part to lower student enrollment. Existing employees provided most activities during their regular work hours, along with volunteers from the community, resulting in lower costs. In addition, planned events were greatly affected as off-campus event organizers limited offerings.

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.

There were not any changes made, but there are fewer students in custody, resulting in lower costs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Increased Parent Engagement and Communication

## LEA/LCAP Goal

Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

## Goal 3

Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

## Identified Need

Academic success of students is greatly influenced by strong relationships with at least one parent or guardian. Using feedback from parents to increase specific program services or consider services that are not offered will contribute to developing the best academic program for all students. Due to the transient nature of incarcerated students, establishing strong school to family relationships will lead to greater student engagement, improved academic success and increased social-emotional well-being of students. Providing families and other pro-social adults with information about the unique academic needs of their students through trainings and other supports will develop their capacity to advocate for their child's academic needs. Research continues to highlight the importance of parents in the academic success of their children, and MCSOS considers strong partnerships with all parents, particularly parents of English Learners and SED students as vital for students in Juvenile Hall. Teachers will connect with families to share academic progress of students, as well as concerns. Parents will be encouraged to attend student recognition ceremonies, including graduation ceremonies, as well as parent advisory committees

## Annual Measurable Outcomes

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged Students (SED)

### Strategy/Activity

Teachers, support staff, and principal to use ParentSquare to increase two-way communication between school and home.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,303	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures ParentSquare app for parent outreach

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learner (EL) Students

### Strategy/Activity

Increase outreach efforts through phone calls, mailers, and opportunities for parent/guardian feedback. Endeavor/Voyager will have interpreters to facilitate communication 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)
1,200	LCFF - Base 4000-4999: Books And Supplies supplies
37462	Title I Part D 2000-2999: Classified Personnel Salaries IA additional student support M.Sanchez

# 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.

ParentSquare allowed for two-way communication for teachers and families to connect regarding student progress or concerns. ParentSquare allows sender and receiver to access messages in their preferred language.

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

Instructional assistant will now provide services at another CAES school for 0.2 FTE, but will continue to support students and teachers at Endeavor/Voyager.

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 made and plan on greater implementation of actions.

# 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	\$275,292.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$609,217.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$6,009.00
Title I Part D	\$148,236.00
Title II Part A: Improving Teacher Quality	\$2,458.00
Title IV Part A: Student Support and Academic Enrichment	\$8,580.00

Subtotal of additional federal funds included for this school: \$165,283.00

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

State or Local Programs	Allocation (\$)
A–G Completion Improvement Grant Program	\$30,600.00
Foster Youth	\$0.00
LCFF	\$0.00
LCFF - Base	\$326,589.00
LCFF - Supplemental and Concentration	\$63,206.00
Special Education	\$23,539.00

Subtotal of state or local funds included for this school: \$443,934.00

Total of federal, state, and/or local funds for this school: \$609,217.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
A–G Completion Improvement Grant Program	30,600.00
Foster Youth	0.00
LCFF	0.00
LCFF - Base	326,589.00
LCFF - Supplemental and Concentration	63,206.00
Special Education	23,539.00
Title I Part A: Allocation	6,009.00
Title I Part D	148,236.00
Title II Part A: Improving Teacher Quality	2,458.00
Title IV Part A: Student Support and Academic Enrichment	8,580.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	486,054.00
2000-2999: Classified Personnel Salaries	67,487.00
4000-4999: Books And Supplies	3,200.00
5000-5999: Services And Other Operating Expenditures	2,458.00
5800: Professional/Consulting Services And Operating Expenditures	50,018.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	A–G Completion Improvement Grant Program	30,600.00
1000-1999: Certificated Personnel Salaries	Foster Youth	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	325,389.00
2000-2999: Classified Personnel Salaries	LCFF - Base	0.00
4000-4999: Books And Supplies	LCFF - Base	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	50,368.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	10,838.00
1000-1999: Certificated Personnel Salaries	Special Education	23,539.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,009.00
1000-1999: Certificated Personnel Salaries	Title I Part D	86,758.00
2000-2999: Classified Personnel Salaries	Title I Part D	61,478.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2,458.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	8,580.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	498,385.00
Goal 2	70,867.00
Goal 3	39,965.00



# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Hugo Sánchez	Principal
Myrtha Torres	Other School Staff
Chris Coburn	Classroom Teacher
Laura Montoya	Classroom Teacher
Jennifer Neely	Classroom Teacher
Marianna Domokos	Classroom Teacher
Fernando Delgadillo	Parent or Community Member
Lukas Delgadillo	Secondary Student
Crystal Martinez	Parent or Community Member
Destiny Trammell	Secondary Student
Christeen Holt	Parent or Community Member
Sarah-Ann Gillum	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

Other: SSC Parent

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 9/28/23.

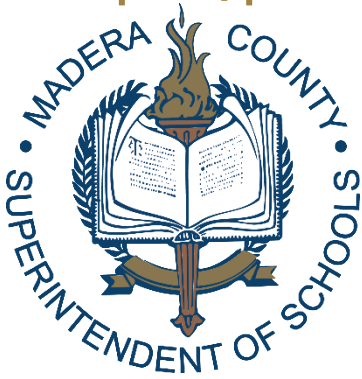
Attested:

Principal, Hugo Sanchez on 9/28/23



SSC Chairperson, Jennifer Neely on 9/28/23





**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.8**

### **Board of Education Action Item October 10, 2023**

**Topic:**

Consideration of annual Federal Addendum To LCAPs

- 8.8.1 Madera County Superintendent of Schools
- 8.8.2 Pioneer Technical Center
- 8.8.3 Madera County Independent Academy

**Background:**

Local educational agencies applying for ESSA funds must complete the LCAP Federal Addendum as part of meeting the requirements for the ESSA LEA Plan. LEA's should review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning. The LEA must address the strategy and Alignment to the goals of the LCAP. ESSA funds are supplemental to state funds and should not drive the LCAP development.

**Financial Impact:**

No financial impact.

**Resource:**

Frederick Cogan  
Executive Director,  
Career & Alternative Education Services

**Recommendation:**

Approval of the Federal Addendum to each LCAP.

**Local Control and Accountability Plan (LCAP) 8.8.1**  
**Every Student Succeeds Act (ESSA)**  
**Federal Addendum 2023-2024**

**LEA name:**

*Madera County Superintendent of Schools (MCSOS)*

**CDS code:**

20-10207-0000000

**Link to the LCAP:**

*(optional)*

[www.mcsos.org](http://www.mcsos.org)

**For which ESSA programs will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE I, PART D**

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic Enrichment Grants

**Note:** Student Support and Academic Enrichment Grants for Madera County Superintendent of Schools (MCSOS) include Title I, Part A, Title I, Part D, Title II, Part A, and Title IV, Part A. MCSOS does not receive Title III, Part A funding, and therefore will not be addressed in this document.

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

**MCSOS will use federal funds to enhance local priorities and initiatives by 1) Improving basic programs operated by state and local educational agencies 2) Supporting effective instruction and 3) Providing student support and academic enrichment grants for all students.**

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

**All efforts will be made to align the programs funded by the state and federal funding.**

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.



# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

**MCSOS recruits, retains, and develops qualified educators for the purpose of educating students within the Juvenile Hall school program as articulated in LCAP Goal 1, Actions 1, 2, 4, 12, and 15. Building capacity for all educators is an ongoing process throughout the school year utilizing a Late Start Professional Development Program implemented on a weekly basis. Focal points of this program include student academic achievement data review and monitoring for all students, professional learning for programmatic areas of need (i.e. Math pedagogy and instruction, SEL education, etc.) Furthermore, these identified actions lead to maintaining a positive learning environment for all students and staff.**

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. **All Endeavor/Voyager incarcerated youth are taught by experienced teachers in Alternative Educational Placement Settings. All students attending Endeavor/Voyager are classified as Socio-Economically Disadvantaged and qualify for the Free-and-Reduced Lunch Program.**

Are low-income students taught at higher rates than other students by ineffective\* teachers? **No**

Are minority students taught at higher rates than other students by ineffective\* teachers? **No**

Are low-income students taught at higher rates than other students by inexperienced teachers? **No**

Are minority students taught at higher rates than other students by inexperienced teachers? **No**

Are low-income students taught at higher rates than other students by out-of-field teachers? **No**

Are minority students taught at higher rates than other students by out-of-field teachers? **No**

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions / services included in its LCAP for Priority 1 - Basic Services)

**Madera County Superintendent of Schools' Human Resources Division is responsible for recruiting and retaining qualified and effective teachers for all Endeavor/Voyager classrooms. Administrators and principals will continue to work collaboratively with Human Resources personnel to ensure appropriate assignment and equitable distribution of experienced and qualified teachers takes place. Endeavor/Voyager students have direct access to Common Core State Standards-aligned curriculum in all core areas. All Endeavor/Voyager staff review curriculum to ensure alignment to the Common Core and work with educational partners to gather both relevant input and feedback during the curriculum selection process including the School Site Council. Final curriculum selections are presented to the Madera County School Board of Education for public hearing and adoption.**

**Facilities are formally inspected on an annual basis, and as needed when problems arise throughout the year. Results of those inspections are documented in a Facilities Inspection Tool (FIT), maintained, and further reported annually on the School Accountability Report Card (SARC). SARCs are posted to the district website for access by all educational partners. Endeavor/Voyager has a deferred maintenance plan for maintaining all systems of the physical school plant. Necessary repairs and improvements are completed either according to the maintenance plan or as needed should repairs become necessary sooner. For the purposes of this document, no disparities were identified at this time.**

Describe how the LEA engaged educational partners in its process for identifying strategies for addressing discovered equity gaps.

**The LEA engaged partners beginning with an informal enrollment survey for all new parents at the beginning of the school year and for all new enrollees during the year. Educational partners are also encouraged to share suggestions and concerns with school staff members whenever needed during the year, and parents can provide said feedback regarding the educational program in writing. Educational Partners are solicited for participation on formal councils and committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Educational partners are provided with LCAP family survey opportunities to share feedback on Endeavor/Voyager systems that address equity gaps for all students. No equity gaps were identified during the educational partner input process.**

\*In California, "ineffective" means "misassigned."

## **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**The LEA has clearly defined the needs, and plan for addressing said needs, in Goal 1, Actions 4, 7, 10; Goal 2, Actions 4, 5, 7; Goal 3, Actions 1-6. The Endeavor/Voyager staff considers parents and families invaluable equal partners in the educational process for students. Their collective input and participation with the educational program continuously provide for a broader view of the successes and challenges of the program. Parent engagement comes in**

many forms including formal and informal practices. Such methods include parent conferences, parent leadership on committees such as School Site Council and English Learner Advisory Committee. Teachers and staff utilize other means of engagement including ParentSquare, PowerSchool, email and phone communication, grade reporting, and school to home mailings.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

**The LEA was proactive this year giving ample notice for participation in the process of providing input. Meeting notices were posted at each site and were also shared via ParentSquare to maximize parent and family participation. Meetings were held at various sites and times to increase opportunities for attendance. MCSOS included students, staff and community members. Additional input was provided at the MCSOS Career Alternative Education Services (CAES) combined School Site Council (SSC), which also provided input and approval. All LCAPs are posted on the MCSOS website and accessible in English and Spanish. Parent and family engagement policies are reviewed and approved by the SSC and are sent home to students and families at the beginning of the year.**

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

**The LEA helps parents better understand state academic standards by providing access to the CCSS link on the MCSOS Website, including notifications of state and local academic assessments prior to CAASPP testing and monitoring student progress. Parents work directly with academic counselors and can communicate with principals and teachers to improve the achievement of their children. Many students enrolled at Endeavor/Voyager Schools come from other districts, and CAES academic counselors work to request academic records expediently from districts of residence. Students are assigned appropriate courses, credit recovery and progress monitoring is conducted regarding student progress toward graduation. Finally, CAES parents are given a handbook at the beginning of the school year to provide academic guidance, and also have access to the School Accountability Report Card (SARC) and other resources. Parents are encouraged to participate in all stakeholder meetings and governance committees such as School Site Council (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC) and the Parent Advisory Committee (PAC).**

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

**Training regarding the proper use of technology and digital literacy is provided by CAES educators at one of four annual training sessions and Teachers outline technology expectations particularly with CAES incarcerated youth. GoGuardian is a technology monitoring program utilized by Endeavor/Voyager staff to limit student access while on the internet and non-educational websites. Policies and procedures regarding the use of technology are set and enforced by the Juvenile Probation Department. Finally, all Foster Youth (FY) and Homeless (H) youth inquiries are directed to the Madera County Foster Youth and Homeless Liaison.**

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

**The LEA works closely with the Madera community by hosting several parent workshops, quarterly SSC and ELAC meetings and parent training workshops, and such meetings include a variety of topics to support the academic success of their children. Teachers use ParentSquare to contact and inform parents of student progress, including Individualized Educational Plan (IEP) meetings, and invitations to community events, such as essay and poetry contests, as well as “Wreaths across America,” where students from the Cadet Academy participate. Parents and families are also invited to attend their child’s events.**

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

**Parents of incarcerated youth are invited to all CAES parent nights, activities, and events. Parents are also included in graduation ceremonies for their children when they graduate from the Voyager Cadet Academy. CAES academic counselors provide services to parents to assist with college matriculation and financial aid applications (FAFSA) for those students preparing to graduate from high school and matriculate to community college.**

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

**The LEA sends all parent information via ParentSquare or mailer, in both English and Spanish.**

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

**Endeavor/Voyager staff members are always available by phone or other means to answer and support the needs of the community, and to notify parents of events and send home specific all school events that involve the LEA. This year, ParentSquare is the primary parent communication tool for all CAES schools’ messaging needs.**

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

**Endeavor/Voyager staff members provide a copy of the Annual Mandatory Notices for Parents and Guardians to all parents in English and Spanish, as well as a Parent Handbook.**

**ParentSquare is used for keeping parents informed of school program information on a more weekly basis in addition to phone messages and mailers utilized in English and Spanish.**

Describe how the LEA will align parent involvement required in this section with the LCAP Stakeholder engagement process.

**Stakeholder engagement events were held for this year at MCSOS, PTC and MCIA. Input from these meetings included community, staff, students, site principals and Program Directors. Since many students have attended multiple MCSOS school sites, parents and families are**

welcome to participate in ongoing engagement meetings including SSC, ELAC, DELAC, LCAP and Parent Advisory Committee (PAC) meetings.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Per the 2022 California School Dashboard, Endeavor/Voyager students are 100% Socioeconomically Disadvantaged, 38.5% English Learners, and 7.7% Foster Youth. As stated in the MCSOS LCAP, Goal 1, Actions 1, 2, 3, 4, 8 and 9; Goal 2, Actions 4, 5, 6, 7 and 8. Federal funding is directed to meeting the needs of unduplicated students as mentioned above. These actions include Instructional Assistant for classroom instruction, formative assessments including i-Ready and Las Links for monitoring student learning for SED and EL students.**

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.

**Endeavor/Voyager is not a TAS school. However, methods and instructional strategies that strengthen the academic program include one-to-one instruction, small group instruction for designated ELD class, technology integration with Chromebooks and an Accelerated Reader Program to support literacy. The quality of learning time is increased with a mandatory acceleration intervention for all students below grade level as measured by i-Ready proficiency scores in ELA and Math. An Instructional Assistant also provides support during the day for all students. Endeavor/Voyager provides enriched/accelerated curriculum through Edgenuity online curriculum. This curriculum also addresses the needs of any at-risk youth who are not meeting academic progress by providing a credit recovery pathway. Professional Development (PD) is ongoing and provided to all staff members in topics including ELA, ELD, Social-Emotional Learning (SEL), technology integration and Mathematics.**

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. **N/A**

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.

**Endeavor/Voyager is not a Targeted Assistance School (TAS).**

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

**A MCSOS academic counselor provides academic guidance and counseling services to Homeless students at enrollment to ensure appropriate courses are assigned. All students are evaluated to determine possible qualification for modified graduation track per state requirements. The academic counselor continues with academic services through regular meetings with students to monitor attendance and provide feedback on progress toward graduation. Students preparing to transition back to their districts of residence meet with their academic counselor to receive updated academic progress and referral to FY/H Liaison at their respective school sites. Students preparing to graduate from high school receive assistance for college matriculation and completion of financial aid documents, as well as information and assistance post-secondary options. These services are provided in coordination with the LEA under the McKinney-Vento Homeless Assistance Act. Homeless students are identified through a residency questionnaire and by staff referrals throughout the year. The school psychologist makes monthly phone calls to ensure student attendance and to identify areas of academic and social-emotional concern. Referrals are made when necessary. Monthly parent workshops are held where parents receive information regarding topics such as the Special Education referral, McKinney-Vento rights, how to support the social-emotional wellbeing of their child, Human Trafficking Prevention, etc. All homeless students are invited to participate in quarterly post-secondary preparation workshops and college/university field trips. Part of the Endeavor/Voyager Programs includes an Aftercare Liaison who tracks students back to their Districts of Residence after their periods of incarceration to ensure students are reengaged back into their respective schools and are having all needs met through their current school staff members to assist these students in being successful toward meeting graduation requirements. This liaison role also assists parents to connect with services such as but not limited to mental health, educational resources, and medical services to name a few.**

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.

**Academic counselors work closely with graduating seniors to ensure they are applying and/or are eligible for college and career pathways. Counselors present and provide Registration to Go (RTG) presentations throughout the year. Academic counselors work closely with students and teachers to determine eligibility for modified graduation programs. Teachers and academic counselors assign appropriate courses for all students to ensure meeting high school graduation requirements of their respective home districts. Academic counselors ensure that interested seniors complete the State Center Community College matriculation process and complete the FAFSA.**

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable – **N/A**

Middle grades to high school, if applicable.

**Although there are few middle school students at Endeavor/Voyager, teachers individualize lessons and coursework to meet the grade level and proficiency needs of each student. High school students are provided courses to meet diploma requirements and are given credit recovery work to make-up deficient credits. There are also external learning opportunities to participate in public performances such as essay and poetry contests which support social-emotional learning.**

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**Students receive assistance in completing financial aid applications and matriculation in local community college. Academic counselors invite guest speakers to present information on topics of interest to students, including Grizzly Academy, Job Corps, and other organizations.**

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

**Endeavor/Voyager does not have a GATE (Gifted and Talented Education, Program) but provides enrichment opportunities in the form of poetry writing, public speaking, and essay contests. Through strong partnerships with two Rotary clubs in Madera, Endeavor/Voyager was able to get donations to purchase books and establish a library with many options for students to read. Finally, students have access to Chromebooks to practice academic skills and increase i-Ready diagnostic proficiency scores, academic intervention/acceleration, and digital literacy skills.**

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the program to be assisted by Title I, Part D.

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.



## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**Collaboration with Madera County Juvenile Probation allows for the physical and social-emotional safety of students, teachers, staff, and probation officers. Agreements in place address the technological needs for academics, as well as opportunities for students to participate in learning opportunities, community events, and athletic competitions beyond the scope of the facility program.**

## **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**Madera County Juvenile Probation has measures in place to ensure the safety of all students, teachers, staff, and probation officers. Continued conversations have created increased opportunities for students to have access to technology, which allows for online courses and extended learning beyond the classroom. Teachers and academic counselors work to contact home districts to support students enrolling in appropriate courses. Even though graduation requirements are different, every effort is made to ensure students will not fall behind academically but continue to progress toward graduation with their classmates upon return to their districts of residence.**

## **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**Teachers and academic counselors work to contact home districts to support students enrolled in appropriate courses. Even though the graduation requirements vary contingent on home district, every effort is made to ensure students continue to make progress toward**

graduation and be able to graduate with their class. Records are requested from, and sent to, home districts quickly. Since many students attend schools operated by MCSOS Career Alternative Education Services, academic records are accessed without negatively impacting students despite their transiency. Academic counselors ensure that interested seniors complete the State Center Community College matriculation process and complete the FAFSA.

## **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**Incarcerated students are provided with academic and mental health services, including academic counseling, academic presentations, health presentations from the Madera County Public Health Department, as well as alcohol/drug counseling. Also, an RSP teacher supports students on a “push-in” or “pull-out” basis depending on the needs of the student or the activities planned for the class.**

## **Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, childcare, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**If a student returns to a home district outside of the Madera County Superintendent of Schools organization, an Aftercare Liaison, who is a MCSOS employee, will follow up with the district of residence to ensure student enrollment. Students returning to a CAES school receive uninterrupted services, as established relationships with behavioral health, public**

health, probation, and an on-site school psychologist are available to support the academic and social-emotional needs of the student. Since the Foster/Homeless Liaison is also a CAES academic counselor, services are immediately available to all qualified students. Services for students with IEPs will many times continue with the same teacher, as they are already part of the RSP teacher's caseload.

## **Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**Currently, there are not many established partnerships with local businesses. However, academic counselors work to ensure graduates have completed their FAFSA applications and community college registration. Rotary clubs provide regular presentations to students enrolled in the Cadet Academy, which cover various topics to develop job-ready skills. A grant was received that was written in collaboration with Madera County Juvenile Probation and the Madera County Arts Council. Funds from the grant are used to supply students with arts supplies for art classes. Aside from the skills learned to become an artist, students will benefit from the social-emotional aspects of art.**

## **Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**Collaboration with Madera County Juvenile Probation and MCSOS continues to explore opportunities to increase parent engagement, as it will benefit students' academic progress and behavior. The high transiency rate of incarcerated students, combined with shorter sentence time (24 days on average), make on-going parent participation more difficult. With familiarity of other CAES programs, parents have opportunities to participate in formal committees and stakeholder meetings. Parents are contacted by teachers, who inform them of**

student progress or concerns in the classroom as well as being invited to any scheduled IEP meetings.

## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe how the program will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**The LEA is working with the corrections department to provide more opportunities to explore Career Technical Education pathways. Given the proximity to the other CAES educational sites, it is possible to create viable options for incarcerated students. An Introduction to Welding Course using virtual welders provides students with hands-on experience, and the course will increase interest in students accessing Career Technical Education courses upon returning to their home district or CAES schools. CAES also utilizes an academic counselor to serve as a halftime Aftercare Specialist Liaison for all incarcerated youth who exit Juvenile Hall and return back to their Districts of Residence. The Aftercare Specialist Liaison's role is to assist students enrolling back into their districts as well as ensuring each student has support in their work toward graduation. Some of the tasks needed is connecting with new academic counselor, help coordinate intervention needs and other academic and SEL support structures as needed.**

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**Students enrolling in Pioneer Technical Center from the Juvenile Detention Center have an on-site Probation Officer that assists in supporting students' needs without students having to miss school. Behavioral health counselors and a school psychologist can also meet with students while remaining on campus. The proximity of the Madera County Juvenile Probation Department being in the same parking lot allows for student needs to be met without the challenge of requiring additional transportation.**

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. **Teachers, along with the commander of the Juvenile Detention Facility, are informed of students' academic needs. Regular communication among the administrator and principal, teachers, and corrections staff ensures students' needs are assessed and met. Treatment team meetings are scheduled regularly and include personnel from various departments, including, probation, corrections, behavioral health, medical, and MCSOS teachers and principal to address the unique needs of some students requiring greater academic and mental health support.**

## **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program. **Students can transition to charter schools within the MCSOS system where independent study is offered. Students can access Career and Technical Education, and other electives, and many on-line course offerings within the charter school.**

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Professional growth for all staff members is a key principle in the foundation for student achievement and school improvement for Endeavor/Voyager, and actions to directly contribute to both are articulated in the MCSOS LCAP, specifically Goal 1, Actions 1, 5, 6, 14, and 15; Goal 2, Action 8. Professional development opportunities are scheduled for all staff and teachers are encouraged to additionally attend conferences and professional growth seminars outside of the Endeavor/Voyager program.**

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their careers, throughout their careers, and through advancement opportunities.

**Teachers are provided Professional Development (PD) growth opportunities throughout the year and MCSOS provides professional development days for all staff members. Additionally, specific staff PD in ELA, ELD, SEL and Math is provided, with options to seek out and attend additional research-based professional development opportunities outside of the MCSOS organization. Staff from the MCSOS Educational Services Division provide pedagogical and curriculum support. Teachers are encouraged to enroll in the MCSOS-sponsored Preliminary Administrative Services (PASC) Program "Bridges to Leadership" for those interested in future leadership roles as administrators.**

Describe the LEA's system of professional growth and improvement for principals from the beginning of their careers, throughout their careers, and through advancement opportunities.

**Principals are provided ongoing professional growth and development throughout their careers including topics such as, but not limited to: ELD, CCSS, Human Trafficking Prevention, Relationship and Team Building, Student Behavior, SEL, Conflict Resolution, Restorative Justice, Strengths Finder, Reading Intervention, Professional Learning Communities, and Independent Study/Charter School Compliance Training.**

Describe the LEA's system of professional growth and improvement for other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

**Other school leaders receive the same opportunities for professional growth and development. As Endeavor/Voyager is overseen by a Program Director, training is also available to those educators who are interested in building capacity and becoming future leaders. All other school leaders are encouraged to enroll in the MCSOS sponsored Preliminary Administrative Services Credential (PASC) Program, as many teachers have previously been successful. Administrators with a preliminary administrative credential can clear their credential through MCSOS' partnership with the Fresno County Superintendent of Schools.**

Describe the data, including sources and kinds of information that guide professional learning priorities, design, and assessments.

**The primary source of input for professional growth at Endeavor/Voyager is student assessment scores and staff surveys. CAASSP, CDE Dashboard results, along with i-Ready ELA and Math assessments used as local academic indicators and illustrate the areas of need and growth potential. Teachers provide input on areas of interest and need for growth in specific curricular areas.**

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.

**A professional learning system demonstrates to students that all teachers are life-long learners. PD targeted to the needs of the "whole" child include social-emotional, academic, physical, and psychological needs addressed for authentic student success. Educators can build capacity to better understand pedagogy and improve delivery of instruction as facilitators of learning.**

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

**As society develops, so must the educational system to compete with the demands of these societal changes. The need to grow as an educator by attending regular, professional growth opportunities continuously allows all professionals opportunities to become better equipped to support student learning and achievement.**

Describe how the professional learning system uses evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.

**Data drives instruction and professional growth. Evidence-based best practices drive the decision-making process in which/what strategies should be implemented into a successful school system. Programs alone cannot close an achievement gap and should not be the driving force behind the decision-making process but all educators working together make for a far more successful program.**

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

**A Professional Learning System facilitates the development of a shared purpose for student learning by recognizing student strengths and weaknesses. Collective responsibility for achieving student success must be shared by the entire school community, not merely teachers. Focus on data should assist targeting areas of growth.**

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

**All staff members were given the opportunity to provide input for professional growth opportunities. i-Ready results in ELA and Math, along with ELPAC assessments for English Learners, indicated the need for targeted focus on improving student achievement. Resources were provided by MCSOS in the form of professional development days scheduled throughout the year. Endeavor/Voyager staff are provided PD/PLC time every Friday from 7:30–9:15 a.m. for staff training, peer collaboration, academic data disaggregation, i-Ready trend analysis and other collaborative opportunities.**

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

**A professional learning system contributes to a coherent structure of educator training and support by connecting both MCSOS and Endeavor/Voyager priorities with the needs of Endeavor/Voyager students to state and federal requirements.**

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

**The LEA evaluates current systems of professional growth and training with relevant staff survey feedback and data results from ongoing student assessments.**

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.

**Since the CAES division consists of four schools serving similar student populations, training and professional development is determined by the needs of each school population, data results, and staff input.**

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.

**All Endeavor/Voyager students are considered low performing, socio-economically disadvantaged, and mostly credit deficient. Title II funds are utilized strategically to ensure student needs are met with the appropriate training for teachers specifically in the areas of SEL, Math, and ELD instruction.**

Describe how the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.

**The LEA meets with staff, educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to gather input regarding prioritization of funding through scheduled LCAP input meetings, SSC/ELAC meetings and staff PLC surveys.**

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.

**Title II funding usage is evaluated continuously based on results provided from multiple measures including CDE Dashboard, CAASPP, and local indicators such as i-Ready and LAS Links formative/summative assessments.**



## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

**The LEA annually monitors and evaluates Title II, Part A activities and analyzes data to modify for the following school year. Ongoing achievement analysis includes immediate feedback from staff via surveys.**

Describe the ways in which the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.

**The LEA consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) via educational partner input meetings, surveys and ongoing PLC format meetings that welcome and encourage input/feedback regarding the Endeavor/Voyager programs.**

Explain how often the LEA meaningfully consults with these educational partners.

**LCAP educational partner meetings are held throughout the year, SSC/ELAC meetings are held quarterly, and PLC/staff meetings are held regularly on Fridays during the Late Start Professional Development Program time.**

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

**The LEA conducts, reviews and evaluates needs assessments for its students via multiple measures and selects appropriate, relevant, and meaningful professional development for its staff members.**

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Endeavor/Voyager develops students academically by providing a technology rich program where every student has access to technology as part of the learning process. Teachers are provided smart devices for use in their classrooms as part of the educational program. Endeavor/Voyager staff also believe in recognizing students for academic and behavioral achievement during the year as well. These commitments to students are explained in Goal 1, Actions 2, 3, 5, 8, 9, and 11; Goal 2, Actions 4 and 6; and Goal 3, Actions 2 and 5.**

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners).

**Surveys and educational partner feedback are utilized throughout the school year and input from staff members is analyzed and discussed during PLCs, SSC/ELAC, LCAP, DELAC meetings, etc. Staff surveys are used as well as Parent/Student Surveys to obtain information that aids the decision-making process for the benefit of the students enrolled in the Endeavor/Voyager academic program.**

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement). **N/A**

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

**The LEA has a mutual partnership with several entities in the local community, including two rotary clubs. Academic counselors also work closely with staff from the local community college to facilitate college registration, and completion of financial aid documents.**

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.

**The LEA will continue to explore how to safely increase the integration of technology with support from MCSOS Instructional Technology (IT) staff and GoGuardian to monitor safe access to meaningful Career and Technical Educational opportunities.**

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108.

**To support safe and healthy students, Title IV funds include developing and incorporating a Positive Behavior Incentive Program, trauma-informed professional development for students and staff, and Drug and Alcohol Prevention Program presentations. Public Health Educators from Madera County Department of Public Health will present information to students on a variety of health topics and local resources to support healthy lives.**

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.

**Title IV funds will be used for supporting the effective use of technology with the purchase of the Edgenuity online-curriculum to supplement the course offerings at Endeavor/Voyager and provide additional support for teachers and purchasing and utilizing class sets of chromebooks.**

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**Evaluation of program effectiveness includes indicators such as increased student achievement, higher student engagement and attendance, positive responses on PTC climate assessment surveys from staff, students and parents, a greater choice of enrichment activities/destinations for students and increasing CTE pathways offered at Endeavor/Voyager.**

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum 2023-2024**

**8.8.2**

**LEA name:**

*Pioneer Technical Center (PTC)*

**CDS code:**

20-10207-2030229

**Link to the LCAP:**

*(optional)*

[www.mcsos.org](http://www.mcsos.org)

**For which ESSA programs  
will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE I, PART D**

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

**Note:** Student Support and Academic Enrichment Grants for Pioneer Technical Center (PTC) include Title I, Part A, Title II, Part A, and Title IV, Part A. PTC does not receive Title I, Part D and Title III, Part A funding, therefore will not be addressed in this document.

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

**Pioneer Technical Center will use federal funds to enhance local priorities and initiatives by 1) Improving basic programs operated by state and local educational agencies 2) Supporting effective instruction and 3) Providing student support and academic enrichment grants for all students.**

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

**All efforts will be made to align programs funded by state and federal funding.**

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

- A) Students with high needs or at-risk are given appropriate access to on-site interventions and resources. Target focus groups (based on CDE Dashboard results = English Language Learners, Hispanic students and Socio-Economically Disadvantaged students)
- B) Teachers have been trained in Effective Relationship Building and will continue to be trained in alternative methods of progressive discipline to lower referral and suspension rates.
- C) During the COVID-19 pandemic, discipline issues and suspensions dropped to record lows as students were off campus for approximately 18 months. As students have returned to in-person, the learning format has resumed with a full-independent study learning model. As a result student behavior has not been an issue this year at Pioneer Technical Center.

## Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.



As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

**The staff of Pioneer Technical Center (PTC) recruits, retains, and trains qualified educators for the purpose of educating students within the PTC non-classroom-based charter school program as articulated in LCAP Goal 1, Actions 2, 3, 4, 9, 12, 13, and 15. Building capacity for all educators is an ongoing process throughout the school year utilizing a Late Start Professional Development Program implemented on a weekly basis. Focal points of this program include student academic achievement data review and monitoring for all students, professional learning for programmatic areas of need (ie. Math pedagogy and instruction, SEL education, etc.) Furthermore, these identified actions lead to maintaining a positive learning environment for all students and staff.**

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. **All PTC students are taught by fully credentialed teachers experienced in the Alternative Educational Placement setting. In addition, students attending PTC are predominantly Socio-Economically Disadvantaged and qualify for the Free-and-Reduced lunch program.**

Are low-income students taught at higher rates than other students by ineffective\* teachers? **No**

Are minority students taught at higher rates than other students by ineffective\* teachers? **No**

Are low-income students taught at higher rates than other students by inexperienced teachers? **No**

Are minority students taught at higher rates than other students by inexperienced teachers? **No**

Are low-income students taught at higher rates than other students by out-of-field teachers? **No**

Are minority students taught at higher rates than other students by out-of-field teachers? **No**

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions / services included in its LCAP for Priority 1-Basic Services)

**Madera County Superintendent of Schools' Human Resources Division is responsible for recruiting and retaining qualified and effective teachers for all PTC classrooms. PTC administrators and principal will continue to work collaboratively with Human Resources personnel to ensure appropriate assignment and equitable distribution of experienced and qualified teachers. PTC is a non-classroom-based independent study charter school, and all students have direct access to Common Core State Standards-aligned curriculum in all core areas. All PTC staff review curriculum to ensure alignment to the Common Core and work with educational partners to gather both relevant input and feedback during the curriculum selection process including the School Site Council. Final curriculum selections are presented to the Madera County School Board of Education for public hearing and adoption. Facilities are inspected formally on an annual basis and as needed when problems arise throughout the year. Results of those inspections are documented in a Facilities Inspection Tool (FIT), maintained, and further reported annually on the School Accountability Report Card (SARC). SARCs are posted to the district website for access by all educational partners. PTC has a deferred maintenance plan for maintaining all systems of the physical school plant. Necessary repairs and improvements are completed either according to the maintenance plan or as needed should repairs become necessary sooner. For the purposes of this document, no disparities were identified at this time.**

Describe how the LEA engaged educational partners in its process for identifying strategies for addressing discovered equity gaps.

**The LEA engaged partners beginning with an informal enrollment survey for all new parents at the beginning of the school year and for all new enrollees during the year. Educational partners are also encouraged to share suggestions and concerns with school staff members whenever needed during the year, and parents can provide said feedback regarding the educational program in writing. Educational Partners are solicited for participation on formal councils and committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Educational partners are provided with LCAP family survey opportunities to share feedback on PTC systems that address equity gaps for all students. No equity gaps were identified during the educational partner input process.**

\*In California, "ineffective" means "misassigned."

## **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**The LEA has clearly defined the needs, and plan for addressing said needs, in Goal 1, Actions 2, 3, 7, 12, 14; Goal 2, Actions 3, 6, 7, 8, 9; Goal 3, Actions 1, 2, 3, and 4. The PTC staff considers parents and families invaluable equal partners in the educational process for PTC students. Their collective input and participation with the PTC program continuously provide for a broader view of the successes and challenges of the program. Parent engagement comes in many forms including formal and informal practices. Such methods include parent meetings and conferences, parent participation in school activities and trips, parent leadership on committees such as School Site Council and English Learner Advisory**

**Committee. Teachers and staff utilize other means of engagement including ParentSquare, PowerSchool, email and phone communication, grade reporting, and school to home mailings.**

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

**The LEA was proactive in giving ample notice to parents for participation in the input gathering process. Educational partner input meetings were held for PTC including students, staff, and community members in this process. The Parent and Family Engagement Policy was evaluated by the School Site Council for CAES schools and adopted for this school year.**

Describe how the LEA will aid parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

**The LEA helps parents better understand the state academic standards by providing access to a CCSS link on the MCSOS Website, notifications of the State and local academic assessments prior to CAASPP testing, and monitoring student progress through updated PowerSchool log-in entries. Parents work directly with PTC educators to improve the achievement of their children. Parents meet with a school counselor at enrollment and are provided with an overview of the PTC program. Teachers provide parents with their child's schedule during the initial meeting and inform parents of academic requirements for graduation. Finally, parents are given a handbook at the beginning of the school year to provide guidance for academics as well as access to the School Accountability Report Card (SARC). The handbook is available in English and Spanish, and parents are encouraged to participate in the School Site Council (SSC) and the English Language Advisory Committee (ELAC) governance committees.**

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

**Training for parents in the proper use of technology and digital literacy for their children is provided by PTC teachers and school counselors. Staff members outline the technology expectations in the CAES Student 1:1 Handbook and PTC Parent Handbook. Finally, any inquiries regarding parent/guardian involvement for Foster Youth are directed to the CAES Foster/Homeless Youth Liaison. The county-wide Foster Youth Services Coordinating Program (FYSCP) offers monthly Parent Connection workshops that include topics in digital literacy. Parents are given information on various digital platforms used by PTC students, the student information system/parent portals to view their child's grades and attendance, tips for using technology, and parents are provided supported in the use of ParentSquare.**

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

**The LEA works closely with the communities of Madera and Chowchilla to build strong partnerships. Parent workshops, quarterly SSC and ELAC meetings and parent information nights are held throughout the year. ParentSquare communication provides access in both English and Spanish to all community members to inform and invite parents to events such as Open House, Back to School Night and Parent/Teacher Conferences.**

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

**Teachers have ongoing communication with parents and provide numerous opportunities for parents to participate in educational partner meetings and formal committees and encourage input on increasing support to students and families. Parents are encouraged to attend Student Appreciation Assemblies to recognize student achievement. CAES academic counselors provide workshops in English and Spanish on various topics of interest to families. PTC staff provide parent learning opportunities for helping their children with curriculum while on independent study.**

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

**PTC staff provides a copy of the Annual Mandatory Notices for Parents and Guardians to all parents in English and Spanish, as well as a Parent Handbook. ParentSquare is used for keeping parents informed of school program information on a more weekly basis in addition to phone messages and mailers utilized in English and Spanish.**

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

**The LEA provides reasonable support to parent requests for involvement. Ongoing communication with parents for opportunities to participate in various educational partner meetings and formal committees encourage input to increase support for students and families. CAES academic counselors provide several workshops based on parent survey feedback. All activities are held in English and Spanish. PTC staff will hold various parent involvement opportunities throughout the year to provide parents academic and social support for their children.**

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

**PTC's annual notification is printed in English and Spanish. PTC staff members are available to interpret into Spanish, if necessary, at all SSC, ELAC, District English Language Advisory Committee (DELAC), Individualized Educational Program (IEP), Section 504 or any other counseling meetings. The PTC campus is ADA compliant and accessible by all students and parents with disabilities and mobility issues. All school reports including LCAP and SARC are printed and translated into Spanish. PTC staff will also use virtual meetings as an option when needed to increase access for students, parents, and guardians.**

Describe how the LEA will align parent involvement required in this section with the LCAP Educational partners engagement process.

**Parent involvement and educational partner engagement is an ongoing process and is incorporated into the 2023-24 LCAP in many ways. Prior to the 2023-24 school year, PTC students, staff and community were given the opportunity to provide input and feedback in formal and informal meetings. Formal meetings included a designated LCAP input meeting (held via Zoom) SSC, ELAC and Parent Advisory Committee (PAC) meetings. For the current year, stakeholder engagement includes the above-mentioned and weekly ATT meetings with follow-up participation check-ins for all Pre-K-8 grade students, as well as ongoing dialogue**

between school staff and families. For Foster and Homeless students, families are asked to provide input through a ParentSquare survey as well as using Google Docs. Phone calls are also made to families to obtain input.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Per the 2022 California School Dashboard data, PTC students are 78.3% Socioeconomically Disadvantaged, 18.6% English Learners, and 1.6% Foster Youth for the 2021-2022 School Year. As stated in the PTC LCAP, Goal 1, Actions 2, 3, 7, 8, 9 and 14, federal funding is directed to meeting the needs of unduplicated students as mentioned above. These actions include Instructional Assistants for classroom instruction, formative assessments including i-Ready and Las Links for monitoring student learning for SED and EL students.**

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.

**PTC is not a TAS school. However, methods and instructional strategies that strengthen the academic program at PTC include Independent Study ATT appointments with one-to-one instruction, small group instruction for designated ELD class, technology integration with Chromebook Laptops and an Accelerated Reader Program to support literacy. The quality of learning time is increased with a mandatory Acceleration Class for all students below grade level as measured by i-Ready proficiency scores in ELA and Math. Instructional Assistants also provide support during the day for all students. PTC provides enriched/accelerated curriculum through Edgenuity online curriculum. This curriculum also addresses the needs of any at-risk youth who are not meeting academic progress by providing a credit recovery pathway. Professional Development (PD) is ongoing and provided to all PTC staff members in topics including ELA, ELD, Social-Emotional Learning (SEL), technology integration and Mathematics.**

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. **N/A**

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.

**PTC is not a Targeted Assistance School (TAS) school.**

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

**A CAES Academic Counselor provides services for homeless students at (1) initial enrollment (2) during attendance monitoring and (3) success of homeless children and youth. Coordination with the services of the LEA is provided under the McKinney-Vento Homeless Assistance Act (AB 1806). Homeless students are identified through a residency questionnaire at enrollment and through referrals during the school year. A school psychologist conducts monthly check-ins with all homeless families to identify academic and social emotional needs as well as to make referrals as necessary. The school counselor ensures that any new 11<sup>th</sup> or 12<sup>th</sup> grade student is screened for AB1806 and placed on a modified graduation plan if eligible. Additionally, the school counselor ensures that students get credit for all satisfactorily completed coursework, including partial credits. Homeless students are invited to participate in quarterly post-secondary preparation workshops, Senior Support workshops, and college/university field trips.**

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.

**At PTC, academic counselors work closely with graduating seniors to ensure students are eligible for college and career pathways. Counselors assist college matriculation by coordinating the Registration to Go (RTG) community college presentation to parents and students multiple times per year.**

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable.

**PTC Madera is a grades 9-12 high school program, and the satellite location of PTC Chowchilla is a grades 5-12 program.**

Middle grades to high school, if applicable.

**MCIA provides a Pre-K-8<sup>th</sup> Independent Study program where students have the option to matriculate to the PTC program. An orientation and tour are provided at the end of the school year for all interested students and families.**

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**PTC annually coordinates college tours and field trips with institutions of higher education such as CSU Fresno, CSU San Jose, and UC Merced. In addition, PTC staff partners with local employers through the Madera County Compact, connecting local businesses and other local partners to PTC and a CTE pathway. PTC currently does not offer dual enrollment or high school credit for college courses. PTC students in their third or fourth year of high school, however, do have the opportunity to participate in the High School Enrichment Program at the local community college if they meet the criteria. Approval must be obtained by the school counselor and administrator for students to enroll. Career counseling is provided to all PTC students including the use of a career interest survey to identify student interests and skills.**

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

**PTC does not offer a Gifted and Talented Education (GATE) Program, nor a screening process for such but provides enrichment opportunities in the form of external field trips to destinations such as Monterey Bay Aquarium, San Francisco, Sacramento State Capitol, Hearst Castle, and Yosemite National Park. Some elective courses are available via Edgenuity Online Curriculum. Both PTC sites have technology pods of desktop computers for all students. PTC Madera and Chowchilla are both 1:1 Chromebook device schools, available for student usage. Students have access to these devices to take online diagnostics, i-Ready intervention courses in ELA and Math, increase their digital literacy skills and access online curricula to improve their academic growth and achievement. Students are also offered hotspots as needed for internet connectivity. Although federal funding is not used for building the school library for PTC students, all academic acceleration students participate in the Accelerated Reader program funded using other resources.**

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Professional growth for all staff members is a key principle in the foundation for student achievement and school improvement for PTC, and actions to directly contribute to both are articulated in the PTC LCAP, specifically Goal 1, Actions 2, 3, 4, 9, 13, and 15; Goal 2, Action 5. Professional development opportunities are scheduled for all staff and teachers are encouraged to additionally attend conferences and professional growth seminars outside of the PTC program.**

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their careers, throughout their careers, and through advancement opportunities.

**PTC teachers are provided Professional Development (PD) growth opportunities throughout the year and MCSOS provides professional development days for all staff members. Additionally, specific staff PD in ELA, ELD, SEL and Math is provided for all staff, with options to seek out and attend additional research-based professional development opportunities outside of the MCSOS organization. Staff from the MCSOS Educational Services Division provide pedagogical and curriculum support. Teachers are also encouraged to enroll in the MCSOS-sponsored Preliminary Administrative Services (PASC) Program "Bridges to Leadership" for those interested in future leadership roles as administrators.**

Describe the LEA's system of professional growth and improvement for principals from the beginning of their careers, throughout their careers, and through advancement opportunities.



Principals are provided ongoing professional growth and development throughout their careers including topics such as, but not limited to: ELD, CCSS, Human Trafficking, Relationship and Team Building, Student Behavior, SEL, Conflict Resolution, Restorative Justice, Strengths Finder, Reading Intervention, Professional Learning Communities, and Independent Study/Charter School Compliance Training.

Describe the LEA's system of professional growth and improvement for other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

**Other school leaders also receive the same opportunities for professional growth and development. As PTC is overseen by a Program Director, training is also available to those educators who are interested in building capacity and becoming future leaders. All other school leaders are encouraged to enroll in the MCSOS sponsored preliminary administrative services program, as many teachers have previously been successful. Administrators with a preliminary administrative credential can clear their credential through MCSOS' partnership with the Fresno County Superintendent of Schools.**

Describe the data including sources and kinds of information that guide professional learning priorities, design, and assessments.

**The primary source of input for professional growth at PTC is 1) Student assessment scores and 2) Staff Surveys. CAASSP, CDE Dashboard results, along with i-Ready ELA and Math assessments used as local academic indicators, illustrate the areas of need and growth potential. Teachers provide input on areas of interest and need for growth in specific curricular areas this year, particularly in Math.**

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.

**A professional learning system demonstrates to students that all teachers are life-long learners. PD targeted to the needs of the "whole" child includes social-emotional, academic, physical, and psychological needs addressed for authentic student success. Educators can build capacity to better understand pedagogy and improve delivery of instruction as facilitators of learning.**

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

**As society develops, so must the educational system to compete with the demands of these changes. The need to grow as an educator by attending regular, professional growth opportunities continuously allows all professionals opportunities to become better equipped to support student learning and achievement.**

Describe how the professional learning system uses evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.

**Data drives instruction and professional growth. Evidence-based best practices drive the decision-making process in which/what strategies should be implemented into a successful school system. Programs alone cannot close an achievement gap and should not be the driving force behind the decision-making process but all educators working together make for a far more successful program.**

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

**A Professional Learning System facilitates the development of a shared purpose for student learning by recognizing student strengths and weaknesses. Collective responsibility for achieving student success must be shared by the entire school community, not merely teachers. Focus on data should assist the targeting areas of growth.**

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

**All PTC staff were given the opportunity to provide input for professional growth opportunities. i-Ready results in ELA and Math, along with ELPAC assessments for English Learners, indicated the need for target focus on improving student achievement. Resources were provided by MCSOS in the form of professional development days scheduled throughout the year. PTC staff are provided PD/PLC time every Friday from 7:30–9:15 a.m. for staff training, peer collaboration, academic data disaggregation, i-Ready trend analysis and other collaborative opportunities.**

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

**A professional learning system contributes to a coherent structure of educator training and support by connecting both MCSOS and PTC priorities with the needs of PTC students to state and federal requirements.**

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

**The LEA evaluates the systems of professional growth and training with relevant staff survey feedback and data results from ongoing assessments.**

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the LEA's process for determining Title II, Part A funding among the schools it serves. **Since the CAES division consists of four schools serving similar student populations, training and professional development is determined by the needs of each school population, data results and staff input.**

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.

**PTC serves a predominantly low performing, socio-economically disadvantaged, and mostly credit deficient student population. Title II funds are utilized strategically to ensure student**

**needs are met with the appropriate training for teachers specifically in the areas of SEL, Math, and ELD instruction.**

Describe how the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.

**The LEA meets with staff, educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to gather input regarding prioritization of funding through scheduled LCAP input meetings, SSC/ELAC meetings and staff PLC surveys.**

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.

**Title II funding usage is evaluated continuously based on results provided from multiple measures including CDE Dashboard, CAASPP, and local indicators such as i-Ready and LAS Links formative/summative assessments.**

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

**The LEA monitors and evaluates annually the Title II, Part A activities and analyzes the data to modify for the following school year. Ongoing achievement analysis includes immediate feedback from staff via surveys.**

Describe the ways in which the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.

**The LEA consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) via educational partner input meetings, surveys and ongoing PLC format meetings that welcome and encourage input/feedback regarding the PTC program.**

Explain how often the LEA meaningfully consults with these educational partners.

**LCAP educational partner meetings are held throughout the year, SSC/ELAC meetings are held quarterly, and PLC/staff meetings are held regularly on Fridays during the Late Start Professional Development Program time.**

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

**The LEA reviews and evaluates needs assessments for its students via multiple measures and selects appropriate, relevant, and meaningful professional development for its staff members.**

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

**PTC develops students academically by providing a technology rich program where every student is part of a 1:1 Chromebook and hotspot program. Teachers are provided smart devices for use in their classrooms as part of the educational program. PTC staff also believe in recognizing students for academic and behavioral achievement during the year as well. These commitments to students are explained in Goal 1, Actions 4, 9, and 12; and Goal 2, Actions 3, 5 and 7.**

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners).

**Surveys and educational partner feedback are utilized throughout the school year and input from staff members is analyzed and discussed during PLCs, SSC/ELAC, LCAP, DELAC meetings, etc. Staff surveys are used as well as Parent/Student Surveys to obtain information that aids the decision-making process for the benefit of the students enrolled in the PTC academic program.**

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement). **N/A**

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

**The LEA has a mutual partnership with several entities in the local community including Madera County Behavioral Health, Madera County Public Health, Madera County Probation Department, and the Fresno Grizzlies Baseball Organization, host annual student-based activities. For CTE, these include Career and Technology Day in Fresno and Manufacturing Day in Madera County.**

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.

**PTC offers a variety of activities that support the Independent Study Program. These activities include electives offered throughout the school year such as Music, Art, and Leadership. Prior to the COVID-19 pandemic, enrichment field trips included destinations such as Yosemite National Park, Monterey Bay Aquarium, San Francisco, the Capitol building in Sacramento, local community colleges and CSU and UC campuses. These excursions provided experiences and extensions of the classroom for all students.**

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108.

**To support Safe and Healthy students, funds from Title IV, Part A will include participation in local sporting events, safe and positive health incentives and quarterly PTC PRIDE awards for academics and attendance.**

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.

**Title IV, Part A funds are used for supporting the effective use of technology at PTC with training in the areas of Edgenuity online-curriculum, Accelerated Reader, SAVVAS, Study-Sync ELA and ELD, and i-Ready and LAS Links programs.**

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**Evaluation of program effectiveness includes indicators such as increased student achievement, higher student engagement and attendance, positive responses on PTC climate assessment surveys from staff, students and parents, a greater choice of enrichment activities/destinations for students and increasing CTE pathways offered at PTC.**

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum 2023-2024**

**8.8.3**

**LEA name:**

*Madera County Independent Academy  
(MCIA)*

**CDS code:**

20-10207-0117184

**Link to the LCAP:**

*(optional)*

[www.mcsos.org](http://www.mcsos.org)

**For which ESSA programs  
will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE I, PART D**

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

**Note:** Student Support and Academic Enrichment Grants for Madera County Independent Academy (MCIA) include Title I, Part A, Title II, Part A, and Title IV, Part A. MCIA does not receive Title I, Part D and Title III, Part A funding, therefore will not be addressed in this document.

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

**Madera County Independent Academy will use federal funds to enhance local priorities and initiatives by 1) Improving basic programs operated by state and local educational agencies 2) Supporting effective instruction and 3) Providing student support and academic enrichment grants for all students.**

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

**All efforts are made to align programs funded by state and federal funding.**

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.



# TITLE I, PART A

## Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

## Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

- A) Students with high needs or at-risk are given appropriate access to on-site behavior intervention with support with an onsite counselor or school psychologist if needed.
- B) Teachers have been trained in effective Relationship Building and will continue to be trained in effective methods of progressive discipline to lower any referral and suspension rates.
- C) Program Director utilizes "Conflict Resolution" and "Restorative Justice" practices to reduce suspensions on site. However, because MCIA has adopted an Independent Study Model, there have been little to no behavioral referrals since the COVID-19 pandemic in 2020.

## Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

**The staff of Madera County Independent Academy (MCIA) recruits, retains, and trains qualified educators for the purpose of educating students within the MCIA non-classroom-based charter school program as articulated in LCAP Goal 1, Actions 5, 9, and 12. Building capacity for all educators is an ongoing process throughout the school year utilizing a Late Start Professional Development Program implemented on a weekly basis for all staff. Focal points of this program include student academic achievement data review and monitoring for all students, professional learning for programmatic areas of need (ie. Math pedagogy and instruction, SEL education, etc.) Furthermore, these identified actions lead to maintaining a positive learning environment for all students and staff.**

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. **MCIA students are taught by qualified teachers. Additionally, MCIA students are predominantly Socio-Economically Disadvantaged and qualify for the Free-and-Reduced Lunch Program.**

Are low-income students taught at higher rates than other students by ineffective\* teachers? **No**

Are minority students taught at higher rates than other students by ineffective\* teachers? **No**

Are low-income students taught at higher rates than other students by inexperienced teachers? **No**

Are minority students taught at higher rates than other students by inexperienced teachers? **No**

Are low-income students taught at higher rates than other students by out-of-field teachers? **No**

Are minority students taught at higher rates than other students by out-of-field teachers? **No**

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1 - Basic Services)

**Madera County Superintendent of Schools Human Resources Division is responsible for recruiting and retaining qualified and effective teachers for all MCIA classrooms. MCIA administrators and program director will continue to work collaboratively with Human Resources personnel to ensure appropriate assignment and equitable distribution of experienced and qualified teachers. MCIA is a non-classroom based independent study charter school and all students have direct access to Common Core State Standards-aligned curriculum in all core areas. All MCIA staff review curriculum to ensure alignment to the Common Core and work with educational partners to gather both relevant input and feedback during the curriculum selection process including the School Site Council. Final curriculum selections are presented to the Madera County School Board of Education for public hearing and adoption.**

**Facilities are formally inspected on an annual basis, and as needed when problems arise throughout the year. Results of those inspections are documented in a Facilities Inspection Tool (FIT), maintained, and further reported annually on the School Accountability Report Card (SARC). SARCs are posted to the district website for access by all educational partners. MCIA has a deferred maintenance plan for maintaining all systems of the physical school plant and necessary repairs and improvements are completed either according to the maintenance plan or as needed should repairs become necessary sooner. For the purposes of this document, no disparities were identified at this time.**

Describe how the LEA engaged educational partners in its process for identifying strategies for addressing discovered equity gaps.

**The LEA engaged partners beginning with an informal enrollment survey for all new parents at the beginning of the school year and for all new enrollees during the year. Educational partners are also encouraged to share suggestions and concerns with school staff members whenever needed during the year, and parents can provide said feedback regarding the educational program in writing. Educational Partners are solicited for participation on formal councils and committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Educational partners are provided with LCAP family survey opportunities to share feedback of MCIA systems that address equity gaps for all students.**

\*In California, “ineffective” means “misassigned.”

## **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA has clearly defined the needs, and plans for addressing said needs, in Goal 3, Actions 1-4. The MCIA staff considers parents and families invaluable equal partners in the educational process for MCIA students. Their collective input and participation with the MCIA program continuously provide for a broader view of the successes and challenges of the program. Parent engagement comes in many forms including formal and informal practices. Such methods include parent meetings and conferences, parent participation in school activities and trips, parent leadership on committees such as School Site Council and English Learner Advisory Committee. Teachers and staff utilize other means of engagement including ParentSquare, PowerSchool, email and phone communication, grade reporting, and school to home mailings.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

**The LEA was proactive in giving ample notice to parents for participation in the input gathering process. Educational partner input meetings were held for MCIA including students, staff, and community members in this process. The Parent and Family Engagement Policy was evaluated by the School Site Council for CAES schools and adopted for this school year.**

Describe how the LEA will aid parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

**The LEA helps parents better understand the state academic standards by providing access to a CCSS link on the MCSOS Website, notifications of the State and local academic assessments prior to CAASPP testing, and monitoring student progress through updated PowerSchool log entries. Parents work directly with MCIA educators to improve the achievement of their children. Parents meet with a school counselor at enrollment and are provided with an overview of the MCIA program. Teachers provide parents with their child's schedule during the initial meeting and inform parents of the academic requirements. Finally, parents are given a handbook at the beginning of the school year to provide guidance for academics as well as access to the School Accountability Report Card (SARC). The handbook is available in English and Spanish, and parents are encouraged to participate in the School Site Council (SSC) and the English Language Advisory Committee (ELAC) governance committees.**

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

**Training for parents in the proper use of technology and digital literacy for their children is provided by MCIA teachers and school counselors. Staff members outline the technology expectations in the CAES Student 1:1 Handbook and MCIA Parent Handbook. Finally, any inquiries regarding parent/guardian involvement for Foster Youth are directed to the CAES Foster/Homeless Youth Liaison. The county-wide Foster Youth Services Coordinating Program (FYSCP) offers monthly Parent Connection workshops that include topics in digital literacy. Parents are given information on various digital platforms used by MCIA students, the student information system/parent portals to view their child's grades and attendance, tips for using technology, and parents are provided supported in the use of ParentSquare.**

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

**The LEA works closely with its community by hosting several parent workshops, quarterly SSC and ELAC meetings, parent trainings held by CAES school counselors, ParentSquare communication and the hosting of an annual Family Appreciation Day and Parent/Teacher Conferences for all students and parents to attend.**

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

**Teachers have ongoing communication with parents and provide numerous opportunities for parents to participate in educational partner meetings and formal committees and encourage input on increasing support to students and families. Parents are encouraged to attend Student Appreciation Assemblies to recognize student achievement. CAES academic counselors provide workshops in English and Spanish on various topics of interest to families. MCIA staff provide parent learning opportunities for helping their children with curriculum while on independent study.**

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

**MCIA staff provides a copy of the Annual Mandatory Notices for Parents and Guardians and Parent Handbook to parents, both of which are translated. ParentSquare is used for keeping educational partners informed of school program information on a more weekly basis in addition to phone messages and mailers utilized in English and Spanish.**

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

**The LEA provides reasonable support to parent requests for involvement. Ongoing communication with parents for opportunities to participate in various educational partner meetings and formal committees encourages input to increase support for students and families. CAES academic counselors provide several workshops based on parent survey feedback. All activities are held in English and Spanish. MCIA staff will hold various parent involvement opportunities throughout the year to provide parents academic and social support for their children.**

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

**MCIA's annual notification is printed in English and Spanish. Staff members at MCIA are available to interpret into Spanish, if necessary, at all SSC, ELAC, District English Language Advisory Committee (DELAC), Individualized Educational Program (IEP), Section 504 or any other counseling meetings. MCIA is ADA compliant and accessible to all students and parents with disabilities and mobility issues. All school reports including LCAP and SARC are printed and translated into Spanish. PTC staff will also use virtual meetings as an option when needed to increase access for students, parents, and guardians.**

Describe how the LEA will align parent involvement required in this section with the LCAP Educational Partner engagement process.

**Parent involvement and educational partner engagement is an ongoing process and is incorporated into the 2023-24 LCAP in many ways. Prior to the 2023-24 school year, MCIA students, staff and community were given the opportunity to provide input and feedback in formal and informal meetings. Formal meetings included a designated LCAP input meeting (held via Zoom) SSC, ELAC and Parent Advisory Committee (PAC) meetings. For the current year, stakeholder engagement includes the above-mentioned and weekly ATT meetings with follow-up participation check-ins for all Pre-K through 8th grade students, as well as ongoing dialogue between school staff and families. For Foster and Homeless students, families are asked to provide input through a ParentSquare survey as well as using Google Docs. Phone calls are also made to families to obtain input.**

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Per the 2022 California School Dashboard data, MCIA students are 83.1% Socioeconomically Disadvantaged, 16.9% English Learners, and 0% Foster Youth for the 2021-2022 School Year. As stated in the MCIA LCAP, Goal 1, Actions 1, 2, 4, and 5, federal funding is directed to meeting the needs of unduplicated students as mentioned above. These actions include Instructional Assistants for classroom instruction, formative assessments including i-Ready and Las Links for monitoring student learning for SED and EL students.**

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.

**Although MCIA is not a TAS school, methods and instructional strategies that strengthen the academic program at MCIA include but are not limited to one-to-one engagement, small group instruction for designated ELD, Academic Acceleration classes to address skill and sub-skill weaknesses in ELA and math as identified by i-Ready assessments, an Accelerated Reader program and technology integration. Teachers are available to meet with students beyond their appointment times to support additional student needs. An RSP teacher and**

**Instructional Assistants provide support to meet academic needs of all students including students with 504s and IEPs. Professional development is being provided to all CAES staff this year. These trainings include English Language Arts (ELA), English Language Development (ELD), social-emotional learning (SEL), technology integration, and Mathematics were selected based on staff interest surveys.**

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. **N/A**

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.

**MCIA is not a Targeted Assistance School (TAS) school.**

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

**A CAES Academic Counselor provides services for homeless students at (1) initial enrollment (2) during attendance monitoring and (3) success of homeless children and youth. Coordination with the services of the LEA is provided under the McKinney-Vento Homeless Assistance Act (AB 1806). Homeless students are identified through a residency questionnaire at enrollment and through referrals throughout the school year. A school psychologist conducts monthly check-ins with all homeless families to identify academic and social emotional needs as well as to make referrals as necessary. The school counselor ensures that students get credit for all satisfactorily completed coursework.**

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:



- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.

**MCIA is a non-classroom based independent study charter program currently serving students Pre-K-8th grade.**

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable.

**MCIA staff is increasing support for students in grades Pre-K-8th in an Independent Study program. Students at MCIA generate short term goals that include developing literacy skills, mastery learning and becoming prepared for high school, and beyond. School counselors provide presentations to students and families to explore careers and college options.**

Middle grades (see above description)

**MCIA is increasing support for students by developing literacy skills required for an independent study program and prepares students for high school and beyond. School counselors provide presentations to students and families to explore careers and college options.**

Middle grades to high school, if applicable (see above).

**MCIA individualizes lessons to support each student's academic needs and increase literacy skills required in an independent study program to become college and career ready. School counselors provide presentations to students and families to explore career and college options.**

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. **N/A**

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

**MCIA does not have a Gifted and Talented Program but provides enrichment opportunities in the form of external learning field trips to educational and cultural awareness locations. The MCIA academic program includes a 1:1 device program and incorporates technology to increase academic achievement and digital literacy skills. Students are also offered hotspots for internet connectivity as needed. Although federal funding is not used for building the school library for MCIA students, all students participate in the Accelerated Reader program funded using other resources.**

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Professional growth for all staff members is a key principle in the foundation for student achievement and school improvement for MCIA, and actions to directly contribute to both are articulate in the MCIA LCAP specifically Goal 1, Actions 2, 5. Professional development opportunities are scheduled for all staff and teachers are encouraged to additionally attend conferences and professional growth seminars outside of the MCIA program.**

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their careers, throughout their careers, and through advancement opportunities.

**MCIA teachers are provided Professional Development (PD) growth opportunities throughout the year and MCSOS provides professional development days for all staff members. Additionally, specific staff PD in ELA, ELD, SEL and Math is provided for all staff, with options to seek out and attend additional research-based professional development opportunities outside of the MCSOS organization. Staff from the MCSOS Educational Services Division provide pedagogical and curriculum support. Teachers are also encouraged to enroll in the MCSOS-sponsored Preliminary Administrative Services (PASC) Program "Bridges to Leadership" for those interested in future leadership roles as administrators.**

Describe the LEA's system of professional growth and improvement for principals from the beginning of their careers, throughout their careers, and through advancement opportunities.

**Principals are provided ongoing professional growth and development throughout their careers including topics such as, but not limited to: ELD, CCSS, Human Trafficking Prevention, Relationship and Team Building, Student Behavior, SEL, Conflict Resolution, Restorative Justice, Strengths Finder, Reading Intervention, Professional Learning Communities, and Independent Study/Charter School Compliance Training.**

Describe the LEA's system of professional growth and improvement for other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

**Other school leaders also receive the same opportunities for professional growth and development. As MCIA is overseen by a Program Director, training is also available to those educators who are interested in building capacity and becoming future leaders. All other school leaders are encouraged to enroll in the MCSOS sponsored preliminary administrative services program, as many teachers have previously been successful. Administrators with a preliminary administrative credential can clear their credential through MCSOS' partnership with the Fresno County Superintendent of Schools.**

Describe the data, including sources and kinds of information that guide professional learning priorities, design, and assessments.

**The primary source of input for professional growth at MCIA is 1) Student assessment scores and 2) Staff Surveys. CAASSP, CDE Dashboard results, along with i-Ready ELA and Math assessments used as local academic indicators, illustrate the areas of need and growth potential. Teachers provide input on areas of interest and need for growth in specific curricular areas this year, particularly in Math.**

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.

**A professional learning system demonstrates to students that all teachers are life-long learners. PD targeted to the needs of the "whole" child includes social-emotional, academic, physical, and psychological needs addressed for authentic student success. Educators can build capacity to better understand pedagogy and improve delivery of instruction as facilitators of learning.**

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

**As society develops, so must the educational system to compete with the demands of these changes. The need to grow as an educator by attending regular, professional growth opportunities continuously allows all professionals opportunities to become better equipped to support student learning and achievement.**

Describe how the professional learning system uses evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.

**Data drives instruction and professional growth. Evidence-based best practices drive the decision-making process in which/what strategies should be implemented into a successful school system. Programs alone cannot close an achievement gap and should not be the driving force behind the decision-making process but all educators working together make for a far more successful program.**

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

**A Professional Learning System facilitates the development of a shared purpose for student learning by recognizing student strengths and weaknesses. Collective responsibility for achieving student success must be shared by the entire school community, not merely teachers. Focus on data should assist the targeting areas of growth.**

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

**All MCIA staff were given the opportunity to provide input on professional growth opportunities. i-Ready results in ELA and Math, along with ELPAC assessments for English Learners, indicated the need for target focus on improving student achievement. Resources were provided by MCSOS in the form of professional development days scheduled throughout the year. In addition, MCIA Staff are provided PD/PLC time every Friday from 7:30–9:15 a.m. for staff training, peer collaboration, academic data disaggregation, i-Ready trend analysis and other collaborative opportunities.**

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

**A professional learning system contributes to a coherent structure of educator training and support by connecting both MCSOS and MCIA priorities with the needs of MCIA students to state and federal requirements.**

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

**The LEA evaluates the systems of professional growth and training with relevant staff survey feedback and data results from ongoing assessments.**

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.

**Since the CAES division consists of four schools serving similar student populations, training and professional development is determined by the needs of each school population, data results and staff input.**

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.

**MCIA serves a predominantly low performing, socio-economically disadvantaged population. Title II funds are utilized strategically to ensure student needs are met with the appropriate training for teachers: specifically in the areas of SEL, Math, and ELD instruction.**

Describe how the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.

**The LEA meets with staff, educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to**

**gather input regarding prioritization of funding through scheduled LCAP input meetings, SSC/ELAC meetings and staff PLC surveys that describe exactly what teachers requested.**

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.

**Title II funding usage is evaluated continuously based on results provided from multiple measures including CDE Dashboard, CAASPP, and local indicators such as i-Ready and LAS Links formative/summative assessments.**

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

**The LEA monitors and evaluates annually the Title II, Part A activities and analyzes the data to modify for the following school year. Ongoing achievement analysis includes immediate feedback from staff via surveys.**

Describe the ways in which the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.

**The LEA consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners via educational partner input meetings, surveys and ongoing PLC-format meetings that welcome and encourage input/feedback regarding the MCIA program.**

Explain how often the LEA meaningfully consults with these educational partners.

**LCAP educational partner meetings are held throughout the year, SSC/ELAC meetings are held quarterly, and PLC/staff meetings are held regularly on Fridays during the Late Start Professional Development Program time.**

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

**The LEA reviews and evaluates needs assessments for its students via multiple measures and selects appropriate, relevant, and meaningful professional development for its staff members.**

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**MCIA develops students academically by providing a technology rich program where every student is part of a 1:1 Chromebook and hotspot program. Teachers are provided smart devices for use in their classrooms as part of the educational program. MCIA staff also believe in recognizing students for academic and behavioral achievement during the year as well. These commitments to students are explained in Goal 1, Actions 8, 9, and 10; and Goal 2, Actions 1, 2, and 9.**

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners).

**Surveys and educational partner feedback are utilized throughout the school year and input from staff members is obtained during PLCs, SSC/ELAC, LCAP, DELAC meetings etc. Staff surveys are used as well as Parent/Student Surveys to analyze and discuss information that aids the decision-making process for the benefit of the students in the MCIA academic program.**

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement). **N/A**

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

**The LEA has a mutual partnership with several entities in the local community. Madera County Behavioral Health, Madera County Public Health, Madera County Probation Department, and the Fresno Grizzlies Baseball Organization, host annual student-based activities.**

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.

**MCIA offers a variety of programs that support our Independent Study Program and has included enrichment field trips such as the Fresno Chaffee Zoo and Fresno Grizzlies Organization.**

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108.

**To support Safe and Healthy students, Title IV, Part A funds will include the purchase of incentives for positive behavior, Student of the Month recognition, and academic counselor presentations on various topics.**

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.

**Title IV, Part A funds will be used to increase English proficiency and technology integration at MCIA with the renewal purchase of the Accelerated Reader program, and purchase of replacement 1:1 computers for students as needed.**

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**Evaluation of program effectiveness includes indicators such as increased student achievement, decreased chronic absenteeism, positive results on climate assessment surveys from staff, students and parents, increased student attendance, and increased offerings of the Pre-K-8 program.**