

JOINT INDIAN EDUCATION COMMITTEE

◆ Partnership Members ◆

Santa Rosa Rancheria ~ Lemoore Union High School District ~ Central Union Elementary School District

YOU ARE INVITED TO ATTEND AND PARTICIPATE

Date: Tuesday, February 21, 2023

Place: Santa Rosa Rancheria Education Center

Time: 12:00pm

MEETING AGENDA ITEMS

1. Local Control of Accountability Plan (LCAP) Update and Parent Engagement

2. Promotion Retention Policies (CUESD & LUHSD)

3. Expanded Learning Opportunity Program (ELOP)

4. School Safety Plans (CUESD & LUHSD)

5. School Accountability Report Card (SARC)

6. Student Activity Data

7. Title VI Funding for Native American Students

The purpose of the funding is to support the Native American students in meeting the same challenging academic achievement standards as all students.

8. Johnson-O-Malley Funding for Native American Students

The purpose of the funding is to promote culture, language, academics, and school connectedness. The JOM budget is designed and monitored with input from the IEC committee.

- a.) Needs Assessment
- b.) Budget Updates

9. Joint Indian Education Committee Reports (CUESD & LUHSD)

Members provide academic, activities, and events updates.

10. Guests

All invited to attend and share information and ideas.

11. Parents and Public Input

Input is encouraged and welcomed.

JOINT INDIAN EDUCATION COMMITTEE

Santa Rosa Rancheria
Lemoore Union High School District
Central Union Elementary School District

Tuesday, February 21, 2023
Santa Rosa Rancheria Education Center
12:00 p.m.

Indian Education Committee (IEC) Sign-In Sheet

Members and Guests

*Voting Members

Printed Name	IEC Position	Representation	Signature
Noah Ignacio	*Parent	Parent	
Elizabeth Quair	*Parent/ Secretary	Parent	
Tonya Williams	*Parent	Parent	
Donzia Morales	Alternate Parent (*voting member when other not present)	Parent	
Paula Burns	*Student	Middle School Student	
Mason Morales	*Student	High School Student	
Rodney Brumit	*Site Administrator	Principal, Lemoore High School	
Christina Gonzales	*School Employee	Principal, Stratford Elementary	
Danny Llamas	*Director SRR / Chairperson	Director SRR	
Erica Maldonado	*Employee SRR / Vice Chairperson	Employee SRR	
Davinder K. Sidhu	District Representative (Non-voting Participant)	Assistant Superintendent, CUESD	
Valerie Botelho	Guest	Principal, Jamison High School	
Chuck Gent	Guest	Assistant Superintendent,	

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JOINT INDIAN EDUCATION COUNCIL

Santa Rosa Rancheria ~ Lemoore Union High School District ~ Central Union Elementary School District

Agenda for Tuesday, February 21, 2023

Place: Santa Rosa Rancheria Education Center

Time: 12:00 pm ~ Lunch provided

1. Call to Order

- a. Time
- b. Roll-Call (Sign-In sheet)
- c. Establish a Quorum of Members

Members:

- 3 - Parents of Indian Students: Donza Morales, Noah Ignacio & Marcos Macias
- 1 - Alternate Parent (Non-Voting Participant): Elizabeth Quair
- 1 - Indian Student, Middle School: Caleb Sisco
- 1 - Indian Student, High School: Jezebel Facio-Dick
- 1 - Site Administrator: Anne Gonzales
- 1 - School Employee: Rodney Brummit
- 1 - Director of the SRR Education Department: Danny Llamas
- 1 - Employee of the SRR Education Department: Erica Maldonado
- 1 - District Representative (Non-Voting Participant): Davinder Sidhu

2. Additions, Deletions, and Approval of Agenda

(A motion was made by _____ and seconded by _____.)

(All approve. Motion by saying "I".)

3. Approval of the Minutes from the Previous IEC Meeting (11/15/22)

(A motion was made by _____ and seconded by _____.)

(All approve. Motion by saying "I".)

4. Local Control and Accountability Plan (LCAP) Update and Parent Engagement

5. Promotion Retention Policies for CUESD & LUHSD

6. Expanded Learning Opportunity Program (ELOP)

7. School Safety Plans CUESD & LUHSD

8. School Accountability Report Card (SARC)

9. Student Activity Data

10. Title VI Funding for Native American Students

Business and Reporting (Budget To Be Provided)

- a. Report given by Lemoore High School District Representative
- b. Review, discuss, and approve as needed

11. Johnson-O-Malley (JOM) Funding for Native American Students

Business and Reporting (Budget To Be Provided)

- a. Needs Assessment
- b. Budget - Updates, Review, discuss, and approval as needed

12. Joint Indian Education Committee CUESD & LUHSD

- a. Santa Rosa Rancheria (SRR)
- b. Lemoore Union High School District (LHS & Jamison)
- c. Central Union Elementary School District (Central & Stratford)

13. Guests

14. Parent and Public Input

15. Adjournment

(Motion was made by _____ to adjourn the meeting at _____pm.)

(All approve. Motion by saying "I".)

1. Call to Order

12:17pm (Danny)

2. Additions, Deletions, and Approval of Agenda

C.Gonzalez motion to Approve

2nd by Donzia

3. Approval of the Minutes from the Previous IEC Meeting

Erika motion to Approve

2nd by C.Gonzalez

4. Introductions of Guests

None at this time.

5. Student Achievement Data Update

A.Gonzalez (Central) –

- up and running with an intervention program for afterschool services.
- 21 students currently k-5th staying 4 days/wk/35mins. After class dismissal.
- No classes this week due to Conferences

C.Gent (LHS) –

- High School is only tested once; junior year. (see attachment provided for exact #s.)
- Grad rate only has 9 students in that category
- Current data is 89%, overall at 92%, 10% increase
- Middle college is at 98%

C.R. asked how is it split up?

C.Gent explained they are working with Santa Clara County to emphasis with their program; 5yrs ago #s were at 89%

L.Black –

- Danny we are on Student Achievement Data right?
Danny – responded yes.

L.Black (Central/Stratford) –

- Cell data in packet; students were asked about their social-emotional well-being, social awareness, safety.
- EX Questions: In the last 30 days, how often were you polite to adults? Follow directions?
- EX Questions: Social-awareness; “In the last 30 days, how much did you care about other peoples feelings?”
- EX Questions: School belonging; “How much support do the adults at school help you? Do you feel like you belong?”

C.R. – Students have much stronger tied with their peers vs. the adults on campus. Last years data on belonging, they seen reversing data; students were tied to adults vs. their peers. Classes worked on building peer relations.

6. Assembly Bill 1703 Update

C.Gonzalez – Davinder and Danny met w/ her and they were working to determine and brainstorm how to better work together.

A.Gonzalez – Cultural came in today.

C.Gonzalez – would like to have Cultural visit Stratford school.

C.Gent -

Danny – hoping Cultural can do something once a week with the schools nd students

A.Gonzalez – it was only introduced to 4th grade students, but would like to expand. Next time would like to expand, but wanted to meet with Kenny and his team first; assemblies, and hands-on activities

7. AIEC Update

Copy and Paste from #3

C.Gonzalez- 53k grant; typo. So the amount is \$58,508.00

Pending deposit of that 58k. about 3-5 weeks, still not available.

Other than supplies there are funding to story book walk (k-3) twice, Camp Read-In (k-4), Family Engagement Night and purchase of foundational literacy (k-1) comprehensions literacy (k-4). Have been waiting over a month for these funds to pay for those 4 items.

8. Single Plan for Student Achievement Update

C.Gonzalez (Stratford) – meet 4 times through the year to analyze students' growth. How to use funding to support where growth is needing; working on math, reading and attendance. Bulk of funds go to instructional aids.

C.Gent (LHS) –

Jamison – focus on starting a CTE pathway. AG teacher; paid through CSI funding. Monies set aside for conferences. Intervention Aid to help remove barriers. Monies for social worker, 3 days a week.

LHS goals is to increase academics, provide a safe environment, counselor for foster students, implement technology, hired a PBIF coach, tutors for hw help.

9. IEC Policies and Procedures

Nothing to present; moved to next meeting.

10.JOM

L.Black – Davinder mentioned there is 11k. monies are budgeted for ½ to Wolf Pack Dollars & the other to establish the intervention pieces backing up the Wolf Pack Dollars.

11.School, Parent & Student Compact

C.R. – Title1 schools are req'd. to have compacts between students and parents. Kids need to contribute to their learning. As parents, the students need to attend to learn. What are we each going to do to ensure that the students are successful? As parents, we want to see the students success.

12.Title VI Funding

C.Gent – the amount of the grant is down from what we initially had over the last years.

After school tutoring going

Budget-wise we should be able to continue out to have summer school and the bridge program

Just did an app for 500k for summer camp (CTE) would like to expose the students as early as freshman year. Ex; wood, Ag.

Other expenditures;

A.Gonzalez – Danny, I would like to propose to shift the funds to ELA.

Focusing on a strong coalition w/ CA Ed partners; (k-3 faculty) P3CC; that team is working on ELA to apply the curriculum. Wants to see how the older grade teachers can be put into the P3CC. How to be more aligned and coherent. Explore for 4-8th grade teachers to get them up and going as well in P3CC.

C.R. – explains more thoroughly of the P3CC A.Gonzalez emphasized on. This alignment needs to keep going. There is one teacher out of the original grade levels who is showing improvement. The funds should be in this age group.

Danny – Can the funds be from the school funds vs IEC funds.

A.Gonzalez – Explained

Danny – we can look into this but the school might be able to fund this

C.R. – we know math is important; but the score show different. Even with ELA; poor readers may look like their not mathematical, but they are.

Danny – Yeah, we can figure out where to use that money

Danny – we can bring it up next meeting and vote to develop a plan.

13. Joint IEC Committee Reports

Danny – I gave everyone our newsletter; big event this Thursday FPN.

Tonya W. – spoke about the Boys w/ Braids conference.

C.R. – as a community member, I don't understand the relevance of the braids.

Tonya W. – explained a teacher told a student to cut his hair if he doesn't want to be bullied. The teacher apologized publicly.

Danny – Golf Tournament; waiting to find out how much was made.

Spoke about Unity coming up in Washington, DC.

C.R. – Danny, are they doing Cultural language with the students out there?

Danny – Kenny is teaching them more in-depth of the culture; colors, abc's, numbers

C.R – I heard a few years ago the language is fading

Danny – they are recording to make a video slash dictionary of the language. Nothing is finalized yet.

A.Gonzalez (Central) – leadership students shared their upcoming events. (see attachment provided) the next 3 days; trimester 1 award assemblies. PTC working hard on fundraisers. Trip for k-5 on base to see Santa.

C.Gonzalez (Stratford) – student leadership presented at last nights board meeting. Parent conferences all week. Trimester awards when we return from break. Winter academic screening. Dress up days during the week of Xmas break.

C.Gent (LHS) – Mr.Brunit is out of state. Ms.Haney couldn't come today. Ms.Haney said liaisons grade 9-12 have chrome books and now have access to everything online. 12 students out of 67 in-eligible. College app's available until Nov.30. The state requires a FASFA, but there is an opt-out form.

Jamison – complete conferences; good turnout. In middle of soccer season. Native American dancers coming to campus. Career Fair on Nov.30 @ 9am; certification programs and military.

Tonya (REC) – mud run/poker run coming this weekend. Also, a pheasant hunt.

14. Guests

None at this time.

15. Parents and Public Input

None at this time.

16. Adjournment

1:15pm C.Gonzalez to motion to adjourn

2nd by Tonya W.

Next meeting in January 2023.



MID-YEAR LCAP UPDATE

JANUARY 2023

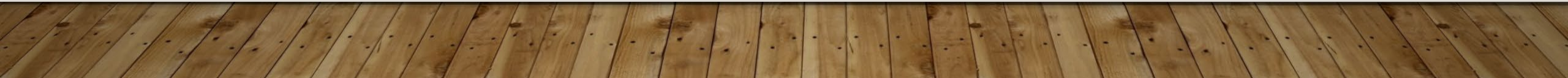


BACKGROUND

Section 124(e) of Assembly Bill 130 required a more extensive report on the annual update to the 2021–22 LCAP and BOP due to the Learning Continuity Plan and stimulus funding.

The 2022-2023 LCAP annual update is returning to previous annual update requirements:

- Updating our metrics.
- Looking at mid-year expenditures (we have traditionally used our first interim budget numbers).
- Analysis of action items under each goal.
- Successes and challenges in the implementation of the action items.
- Progress on Increased and Improved services section for English Learners, foster youth and low income students.

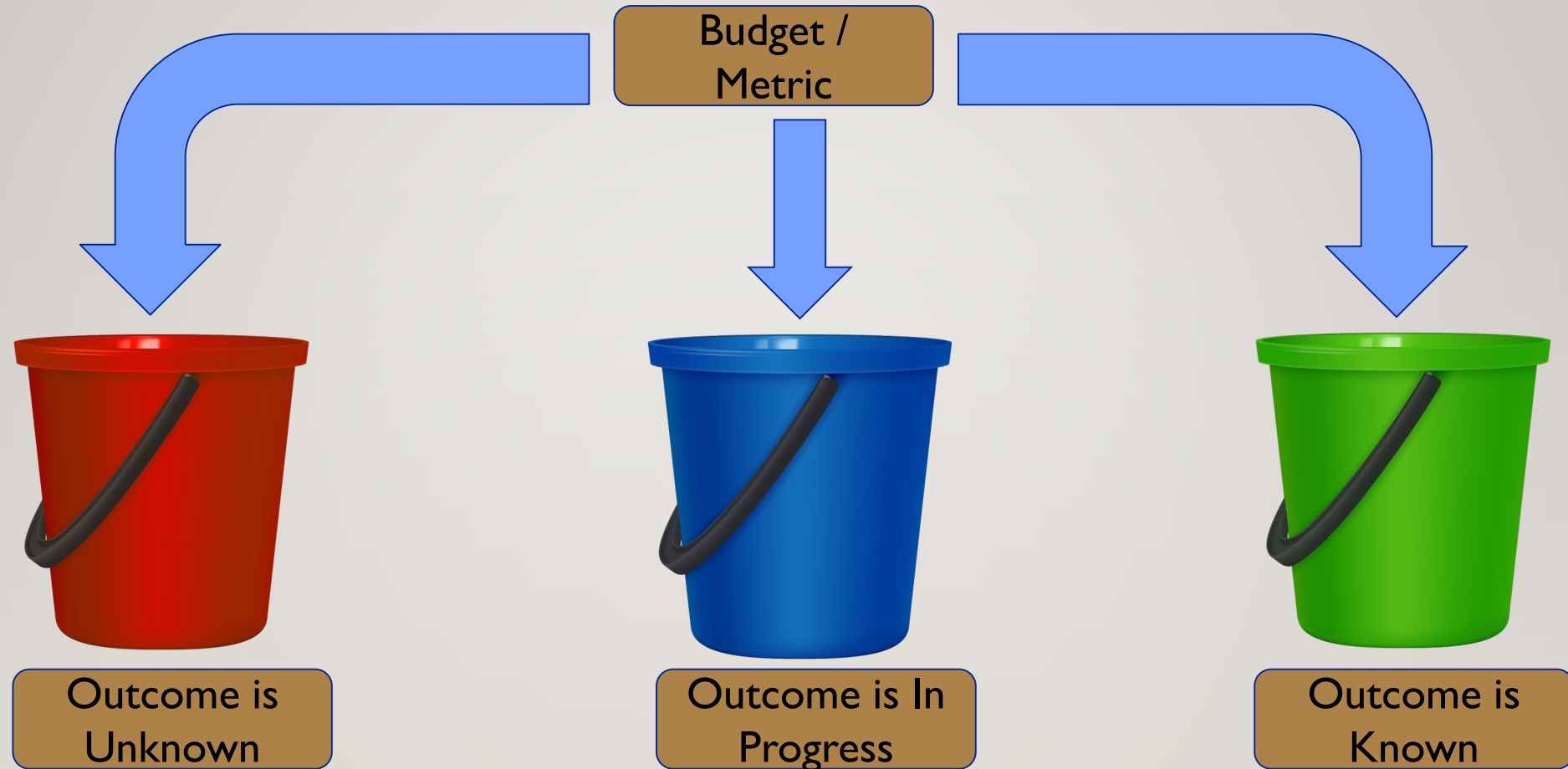


Lemoore Union High School District - LCAP Mid-Year Supplement
LCAP BUDGET VS. ACTUALS AS OF NOV 30TH, 2021

Lemoore Union High School District - LCAP Mid-Year Supplement			ADOPTED	ACTUAL EXPENDITURES THROUGH DEC 31					
Goal #	Action #	Action Title	LCAP PLAN BUDGET	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total EXPENDITURES NOV 30	% of Plan Budget
1	1	Maintain 1:1 devices and tech supports	\$ 632,538	\$ 270,724				\$ 270,724	43%
1	2	Provide PD to certificated staff (PLCs)	\$ 15,000	\$ -				\$ -	0%
1	3	Maintain AP & Dual Enrollment courses	\$ 53,001	\$ 99,264				\$ 99,264	187%
1	4	Maintain CTE Pathways	\$ 1,217,592	\$ 516,660				\$ 516,660	42%
1	5	Maintain AVID Program	\$ 141,057	\$ 38,201				\$ 38,201	27%
1	6	Maintain Performing Arts Programs	\$ 458,516	\$ 204,267				\$ 204,267	45%
1	7	Maintain Teacher Induction Program	\$ 94,770	\$ 37,546				\$ 37,546	40%
2	1	Provide Saturday School	\$ 7,352	\$ 804				\$ 804	11%
2	2	Provide Credit Recovery & Summer School programs	\$ 145,549	\$ 226				\$ 226	0%
2	3	Intervention Counselor at Jamison High	\$ 138,904	\$ 78,478				\$ 78,478	56%
2	4	Provide HealthCare Assistant	\$ 101,261	\$ 33,247				\$ 33,247	33%
2	5	Provide 2 periods of English Language Development	\$ 54,988	\$ 24,077				\$ 24,077	44%
2	6	Provide psychologist intervention services	\$ 213,502	\$ 29,130				\$ 29,130	14%
2	7	Foster Youth & Low Income Services (WINGS Program)	\$ 72,000	\$ -				\$ -	0%
3	1	Campus Supervision & YDO	\$ 300,188	\$ 101,968				\$ 101,968	34%
3	2	Implementation of Multi-Tiered System of Supports	\$ 214,314	\$ 91,828				\$ 91,828	43%
3	3	Maintain optimal learning environment in bulidings & grounds	\$ 81,000	\$ -				\$ -	0%
3	4	Supplemental resources to provide equity and access	\$ 100,000	\$ 35,616				\$ 35,616	36%
TOTALS:			\$ 4,041,532	\$ 1,562,036	\$ -	\$ -	\$ -	\$ 1,562,036	39%





Chuck and Lacy to discuss all salaries that had to move back into LCAP

LCAP BUDGET UPDATE










At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

GOAL #1: ALL SCHOOLS WILL PROVIDE EXCELLENT INSTRUCTION, CURRICULUM AND BROAD EDUCATIONAL PROGRAM, THAT BUILDS COLLEGE AND CAREER READINESS.

Metric	Baseline	Mid-Year Update
EL Progress Indicator	<ul style="list-style-type: none">Enrollment 2,266 - English Learners 125 (5.5%) / RFEP = 543 / 81.3% EL (0-3 years) = 18 / 2.7%EL (4-5 years) = 7 / 1.0%EL 6+ years = 100 / 15% 	<ul style="list-style-type: none">Enrollment: LHS=1841 (100%) / JHS = 84 (100%)EL: LHS= 161 (8.75%) / JHS=12 (14.29%)RFEP: LHS=172 (9.34%) / JHS=12 (14.29%)
ELPAC Testing Results	ELPAC Student Totals: Level 1 = 29.54%; Level 2 = 44.20%; Level 3 = 19.91%; Level 4 = 6.50% 	<ul style="list-style-type: none">Level 4 = 7.91%Level 3 = 30.22%Level 2 = 41.01%Level 1 = 20/86%
Broad Course of Study (PE, Performing Arts & CTE pathways) ***Set baseline for Student Sub-groups***	<ul style="list-style-type: none">201 students Participated in Music instruction817 students participated in Visual Art instruction1,347 students participated in PE709 students enrolled in 11 CTE pathways (total) 	<ul style="list-style-type: none">Music = 276VAPA = 645PE = 1,534CTE Pathways = 1,742
Graduation Rates	All Students = 426 students / 399 graduates / 93.7% grad rate 	450 students / 431 graduates / 95.8%
CCI on CA Dashboard	<ul style="list-style-type: none">424 students total District-wide39.2% of graduates demonstrated Preparedness on CCI (166 students)25.5% of graduates were Approaching Preparedness on CCI (108 students) 	No current data
AP participation and test rate results	<ul style="list-style-type: none">758 students enrolled / 369 AP exams taken (49% of AP students took the exam)138 received a score of 3 or higher on the AP exam 	<ul style="list-style-type: none">693 students enrolled
Dual Enrollment Course Offerings & Student pass rates	<ul style="list-style-type: none">4 Dual Enrollment Course offered in 2020-21 / 77.2% students earned a C or better 	<ul style="list-style-type: none">Only 5 Dual Enrollment Course offered in 2022-2023 (109 students enrolled)
CTE pathways (Concentrator & Completer numbers)	<ul style="list-style-type: none">CTE concentrators / completers = 549 concentrators / 149 completers / 11 pathways ***Set baseline for Student Sub-groups*** 	CTE completer data at the end of SY
Student Performance on State Academic Indicators	<ul style="list-style-type: none">2019 CA Dashboard:<ul style="list-style-type: none">ELA = Green / Math = YellowLHS on CA Dashboard:<ul style="list-style-type: none">ELA = Green / Math = OrangeJHS on CA Dashboard: No Baseline Colors	2022 CA Dashboard: <ul style="list-style-type: none">ELA = Low / Math = Low <ul style="list-style-type: none">LHS on CA Dashboard:<ul style="list-style-type: none">ELA = Medium / Math = LowJHS on CA Dashboard: No Performance Level








GOAL #1: ALL SCHOOLS WILL PROVIDE EXCELLENT INSTRUCTION, CURRICULUM AND BROAD EDUCATIONAL PROGRAM, THAT BUILDS COLLEGE AND CAREER READINESS.

Action # & Title	Description	Student Population Served	Mid-Year Budget Update	
#1 – Maintain 1:1 program including devices & tech supports	Purchase hardware (e.g. Chromebooks and WiFi access points), software to maintain 1:1 program while maintaining technology staff support.	All (ELL, Foster & Low Income)	Total Funds = \$632,538 LCAP = \$ 270,724	
#2 – Provide professional development for staff (PLCs & instructional strategies)	Continue to provide professional development for all staff in areas of professional learning communities and instructional strategies.	All (ELL, Foster & Low Income)	Total Funds = \$ 15,000 LCAP = \$ 0	
#3 – Maintain Advanced Placement and Dual Enrollment courses	Offer rigorous, college-level course to all students in a variety of subjects through both dual enrollment and advanced placement courses to prepare students for college and careers.	All (Low Income)	Total Funds = \$ 53,001 LCAP = \$ 99,264	
#4 – Maintain CTE Pathways	Maintain CTE courses, materials and pathways that provide academic and technical preparedness in college and careers for all students.	All (ELL, Foster & Low Income)	Total Funds = \$1,217,592 LCAP = \$ 516,660	
#5 – Maintain AVID Program and Elective Courses	AVID strategies used to actively engage students in critical thinking, organization, prioritization, study skills, focused note taking, collaboration, and presentation skills to better attain mastery of standards in all classes.	All (ELL, Foster & Low Income)	Total Funds = \$141,057 LCAP = \$ 38,201	
#6 – Maintain Performing Arts Programs	Maintain a performing arts program that provides equity and access to a broad based curriculum for all students.	All (ELL, Foster & Low Income)	Total Funds = \$458,516 LCAP = \$ 204,267	
#7 – Maintain Teacher Induction Program	Provide support for new teachers through the Teacher Induction Program	All (ELL, Foster & Low Income)	Total Funds = \$ 94,770 LCAP = \$ 37,546	





GOAL #2: ALL SCHOOLS WILL PROVIDE A VARIETY OF SUPPORTS FOR STUDENTS, PARENTS AND FAMILIES TO REDUCE THE IMPEDIMENTS TO STUDENT SUCCESS.

Metric	Baseline	Mid-Year Update
Graduation Rates by student subgroups	<ul style="list-style-type: none"> All Students = 426 students / 399 graduates / 93.7% graduation rate Lemoore High = 95.8% / Jamison High = 86.0% EL = 79.5% / Socioecon. Disadvantaged = 92.2% / Students w Disabilities = 66.7% / African-American = 88% / Hispanic = 94.5% / Homeless = 100% 	LUHSD grad rates: EL = 83.8%, Homeless = 86.2%, Low Income = 94.7%, SWD = 85.2%, African-American = 100%, Hispanic = 95.1%
Parent Survey participation rates	<p>LUHSD received 18% parent participation on the LCAP survey. 81% of parents stated that they were well informed. / 62% of parents believe that their input is actively sought.</p> 	LCAP survey data collected in February 2023
Schedule one meeting per semester (minimum) for SSC, Title I, ELAC/DELAC, Migrant and MTSS	<ul style="list-style-type: none"> SSC = 2 <i>Increase Parent Participation Rate by 5%</i> Title I = 1 ELAC/DELAC = 2 Migrant = 1 MTSS = 0 	<p>SSC = 2 Title I = 0 ELAC/DELAC = 1 Migrant = 1 MTSS = 0</p>
School Attendance Rates	<ul style="list-style-type: none"> LUHSD overall attendance = 96.17% Lemoore High School attendance = 94.82% / Jamison High School attendance = 96.64% 	Fall Semester: LHS = 94.9% / Jamison = 88.7%
Dropout Rates	<p>Dropout Rates: 0.5% at LHS / 4.7% at JHS</p> 	Dataquest does not have updated data at this time.
CTE pathway Concentrator & Completer data by student subgroup	<ul style="list-style-type: none"> Concentrator and Completers = 689 students in 11 pathways Students w Disabilities = 75 / Socioeconomically Disadvantaged = 312 / Non-traditional enrollment = 255 Single Parents = 0 / English Learners = 22 	In progress for current SY.
Dual Enrollment Course Offerings & Student pass rates	<ul style="list-style-type: none"> 4 Dual Enrollment Course offered in 2020-21 / 77.2% students earned a C or better 	Only 5 Dual Enrollment Course offered in 2022-2023 (109 students enrolled)
CTE pathways (Concentrator & Completer numbers)	<ul style="list-style-type: none"> CTE concentrators / completers = 549 concentrators / 149 completers / 11 pathways <p>***Set baseline for Student Sub-groups***</p> 	In progress for current SY.
Student Performance on State Academic Indicators	<ul style="list-style-type: none"> 2019 CA Dashboard: ELA = Green / Math = Yellow LHS on CA Dashboard: ELA = Green / Math = Orange JHS on CA Dashboard: No Baseline Colors 	<p>2022 CA Dashboard:</p> <ul style="list-style-type: none"> ○ ELA = Low / Math = Low LHS on CA Dashboard: <ul style="list-style-type: none"> ○ ELA = Medium / Math = Low JHS on CA Dashboard: No Performance Level





GOAL #2: ALL SCHOOLS WILL PROVIDE A VARIETY OF SUPPORTS FOR STUDENTS, PARENTS AND FAMILIES TO REDUCE THE IMPEDIMENTS TO STUDENT SUCCESS.

Action # & Title	Description	Student Population Served	Mid-Year Budget Update
#1 - Provide Saturday School	All sites will provide Saturday School for both attain attendance for participation in the LHS graduation ceremony as well as for tutoring and learning loss mitigation.	All (ELL, Foster & Low Income)	Total Funds = \$ 7,352 LCAP = \$ 804 
#2 - Provide courses for credit recovery including Summer School sessions	Edgenuity courses are provided for credit recovery opportunities throughout the school year and in Summer school.	All (ELL, Foster & Low Income)	Total Funds = \$145,549 LCAP = \$ 226 
#3 - Continue intervention counseling at Jamison High School	Full Time site-based Intervention Counselor provided to at-risk students at Jamison High School. Counselor specifically provides services to all JHS students throughout site's MTSS.	All (ELL, Foster & Low Income)	Total Funds = \$138,904 LCAP = \$ 78,478 
#4 - Provide a full-time Health Care Assistant to assist with medical care	Health Care Assistant provided to assist with medical care at all campuses.	All (ELL, Foster & Low Income)	Total Funds = \$101,261 LCAP = \$ 33,247 
#5 - Provide 2 additional periods of English Language Development	Two periods within the master schedule of English Language Development. The instruction is based on the current state standards focusing on ELPAC testing and reclassification.	English Language Learners	Total Funds = \$ 54,988 LCAP = \$ 24,077 
#6 - Provide additional time for school psychologist to provide intervention and crisis service for foster youth	Contracted time for psychologist is designated for more timely interventions for Foster Youth and increased SSTs. In addition, this position has had great impact on implementing MTSS at each school site.	All (Foster Youth)	Total Funds = \$213,502 LCAP = \$ 29,130 
#7 - Provide resources for the WINGS program (targeting McKinney Vento, foster and Low Income students)	Site budget provided for WINGS Coordinator to aid in identifying students and providing direct services to McKinney Vento, Foster and Low Income Students, including enrichment activities.	All (Foster & Low Income)	Total Funds = \$ 72,000 LCAP = \$ 0 

GOAL #3: ALL SCHOOLS WILL PROVIDE A SAFE, CLEAN AND WELCOMING ENVIRONMENT THAT SUPPORTS COMMUNITY ENGAGEMENT AND ENSURES ALL STUDENTS HAVE OPTIMAL LEARNING CONDITIONS.

Metric	Baseline		Mid-Year Update
Sufficiency of Materials	100% as reported in Williams		100% reported in Williams
Teacher Credentialing and assignments	84 teachers with full credential 14 teachers without full credential 1 teachers are outside of subject area 0 teacher misassignments		FTE = 93.1 Clear Credential = 75.9% Out-of-Field = 2.1% Intern = 3.6% Ineffective = 5.0%
Facility Inspection Tool (FIT)	Facility Inspection Tool (FIT): <ul style="list-style-type: none">Lemoore High School = overall GoodJamison High School = overall Good		Facility Inspection Tool (FIT): <ul style="list-style-type: none">Lemoore High = overall GoodJamison High = overall Good
Student Suspension Rates including by subgroup on CA Dashboard	<ul style="list-style-type: none">Lemoore High School = 7.3% (365 incidents)Jamison High School = 24.5% (71 incidents)		<ul style="list-style-type: none">Lemoore High = 216 incidentsJamison High = 27 incidents
Pupil Expulsion Rates	<ul style="list-style-type: none">Lemoore High School = 0.82% (21 expulsions)Jamison High School = 1.02% (2 expulsions)		<ul style="list-style-type: none">Lemoore High = 12 expulsionsJamison High = 0 expulsions
Truancy Rates	2020 Chronic Absenteeism Rates: <ul style="list-style-type: none">Lemoore High School = 9.3% (goal was 9.8%)Jamison High School = 56.5% (goal was 53.9%)		LUHSD = 33.3% Lemoore High = 31.6% Jamison High = 62.9%
Parent and Student Survey data	<ul style="list-style-type: none">Parent Participation Rate is 18%Student Participation Rate is 12%74% of three groups totaled feel safe on campuses75% of three groups totaled feel connected to school		Survey data to be collected in February 2023 Parent University courses from CSUF offered to all parents in English & Spanish (Social Emotional Wellness, Financial Literacy & Digital Literacy)

GOAL #3: ALL SCHOOLS WILL PROVIDE A SAFE, CLEAN AND WELCOMING ENVIRONMENT THAT SUPPORTS COMMUNITY ENGAGEMENT AND ENSURES ALL STUDENTS HAVE OPTIMAL LEARNING CONDITIONS.

Action # & Title	Description	Student Population Served	Mid-Year Budget Update
#1 Provide campus supervision, cameras and services from outside safety organizations	Maintain campus supervisors, Youth Development Officer, surveillance systems, and Drug Dog service to monitor campuses and neighborhoods for truant students and maintain student safety on campus.	All (ELL, Foster & Low Income)	Total Funds = \$300,188 LCAP = \$ 101,968 
#2 – Implementation of a Multi-Tiered System of Supports to provide interventions and access to resources for all students.	Implement a Multi-Tiered System of Supports in order to provide alternatives to suspension and expulsion, as well as, provide academic, behavioral and social/emotional supports.	All (ELL, Foster & Low Income)	Total Funds = \$214,314 LCAP = \$ 91,828 
#3 – Maintain and upgrade buildings, grounds and classrooms on all campuses.	Continue to repair/replace interior and exterior on all campuses as determined by state and district Facility Inspection Tool	All (ELL, Foster & Low Income)	Total Funds = \$ 81,000 LCAP = \$ 0 
#4 – Provide supplemental resources (including professional development) that provide equity and access for all student subgroups.	Professional development and supplemental materials to develop an equity improvement program at all sites.	All (ELL, Foster & Low Income)	Total Funds = \$100,000 LCAP = \$ 35,616 

INCREASED & IMPROVED SERVICES

These investments are aimed at expanding existing programs, provide counseling and support services, increasing access to the broad-based curriculum that reduce suspensions and expulsions and provide supports through MTSS on the unduplicated students' path toward graduation. Services will include:

- ✓ Increase data analysis, reporting and instructional supports through the PLC process.
- ✓ Instructional supports through site counseling and administrative staffs.
- ✓ Increase communication through the use of the school site website, social media, and informational nights to educate students and parents on college and career readiness.
- ✓ Ensure that students will have access to high level coursework and instructors with supports through the tiered intervention model at each school site.
- ✓ Access to high quality CTE pathways.
- ✓ Technology and internet access upgrades to increase student connectivity.
- ✓ Additional time allocations from Student Services personnel and WINGS mentors to reduce impediments to learning.

QUESTIONS ?



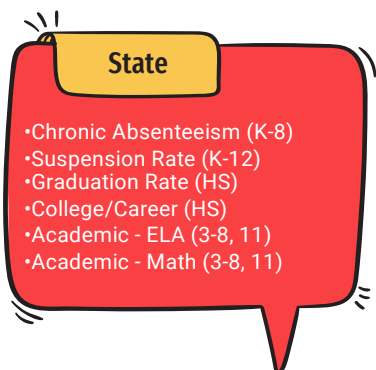
Indian Education Counsel (IEC)
February 21, 2023



"Around the Dashboard in 90 seconds"



CA Schools Dashboard Measures





2022 Dashboard: How is Performance Reported?

California Department of Education will report the most current year of data (also known as Status). **This Dashboard** (based on **2021-22 data**) will display performance levels using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for the following **state measures**:

- English Learner Progress
- Graduation Rate
- Academic
 - o English language arts/literacy
 - o Mathematics

In prior years, the Dashboard reported performance levels through colors. The reflected two years of data to show growth or decline.



Five Status Levels

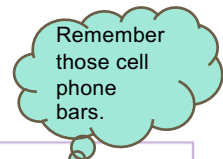


2022 Dashboard: How is Performance Reported?

Reversed Status Levels

The Status Levels are reversed for both:

- Chronic Absenteeism
- Suspension Rate



Local Measures

Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey	Access to a Broad Course of Study
Standard Met	Standard Met	Standard Met	Standard Met

Equity Report



How to View the Dashboard

<https://www.caschooldashboard.org/>

[2022 Dashboard Parent Guide](#)



Differentiated Assistance

LEA Eligibility for Differentiated Assistance

The same student group meets at least two of the following criterion:

- **Priority 4: Pupil Achievement**
 - Both ELA & Math = "Very Low"
 - ELPI = "Very Low"
- **Priority 5: Pupil Engagement**
 - Graduation Rate = "Very Low"
 - Chronic Absenteeism = "Very High"
- **Priority 6: School Climate**
 - Suspension Rate = "Very High"
- **Local Priorities: 1, 2, 3, 6, and 7**
 - Not Met for 2+ years



CUSD is Identified

- **Students with Disabilities (SWD)**
 - Pupil Engagement: Chronic Absenteeism
 - Pupil Achievement Academic Indicators ELA/Math
- **Foster Youth (FY)**
 - Pupil Engagement: Chronic Absenteeism
 - School Climate: Suspension Rate
 - Pupil Achievement Academic Indicators ELA/Math
- **American Indian (AI)**
 - Pupil Engagement: Chronic Absenteeism
 - School Climate: Suspension Rate

Also very low: Academic Indicator - Math



Additional Targeted Support and Improvement (ATSI)

School Criteria

Both Title I funded and non-Title I funded schools are eligible for ATSI. School has **one or more student group(s)** that, for **two consecutive years** based on the Dashboard, meet the same criteria used to determine CSI – Low Performing.

However, in California's approved COVID-19 Addendum, **ATSI eligibility determinations in 2022–23 will be based on only one year of Dashboard results** (i.e., the 2022 Dashboard). Schools are eligible for ATSI if one or more student groups (see below) meet one of the following criteria:

1. **All indicators at the lowest status level** (student groups with at least **one indicator** with n-size ≥ 30);
or
1. All indicators at the **lowest status level but one indicator at another status level** (student groups with **two or more indicators** and n-size ≥ 30)

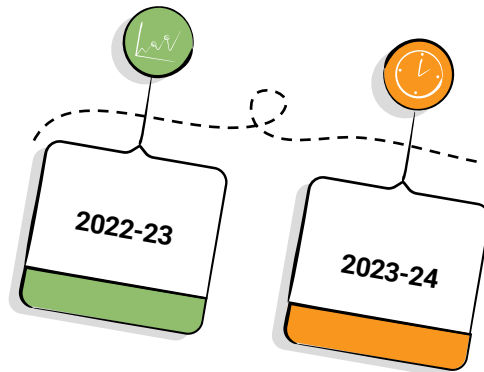
CUSD Schools identified

- **Central Elementary**
 - American Indian¹
 - Students with Disabilities²
- **Neutra Elementary**
 - African American²
 - Students with Disabilities²



2021-24 LCAP

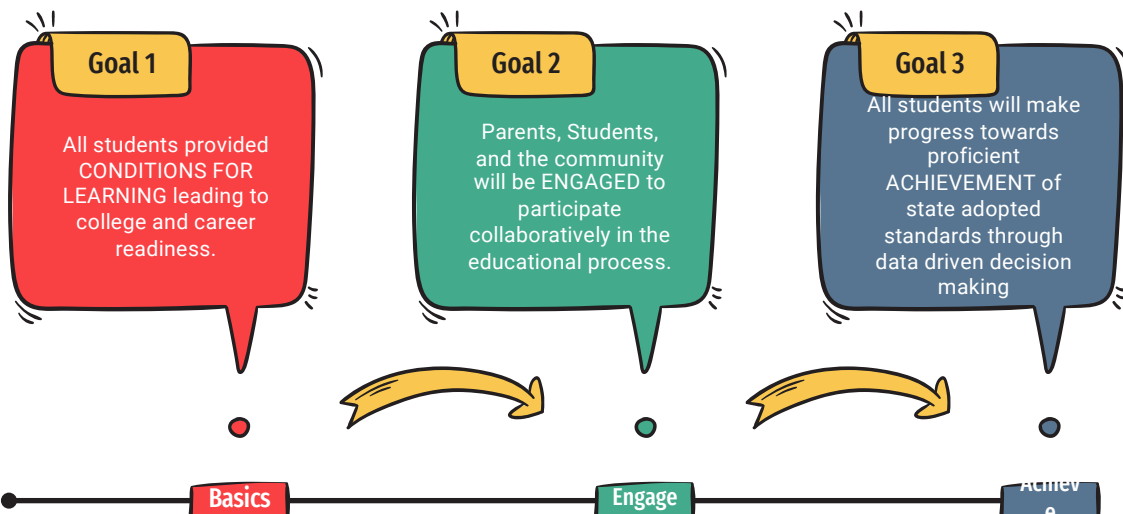
Local Control Accountability Plan (LCAP)



February 2, 2023



2022-23 Plan





State Priorities Alignment



Goal 1



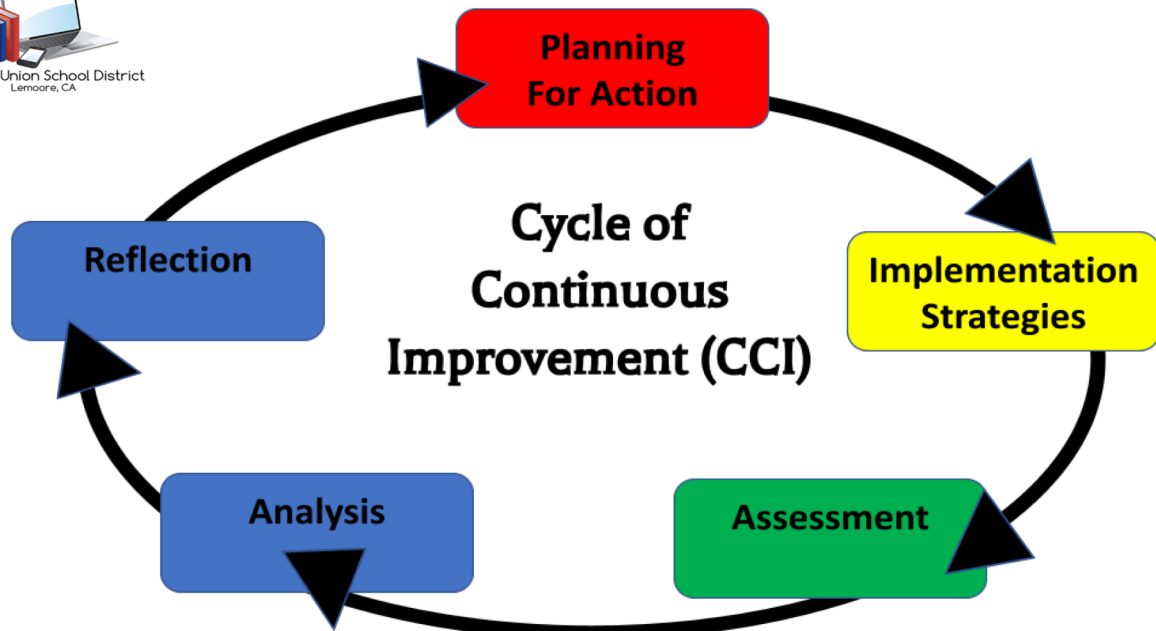
Goal 2



Goal 3

Priority 1 Basic Services	Priority 3 Parent Involvement	Priority 4 Pupil Achievement
Priority 2 Implementation of State Standards	Priority 5 Pupil Engagement	Priority 8 Other Student Outcome
Priority 7 Access to Broad Course of Study	Priority 6 School Climate	

Each of the Priorities is aligned to metrics/measures





Central Union School District 2022-23 Goals and Actions

Goal 1: All Students will be provided the **CONDITIONS FOR LEARNING** leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards-aligned instructional materials in facilities which are well maintained.

Action 1: Provide all students access to **Basic Services**.

Action 2: Continue to **Implement State Standards** including **programs/services that enable English Learners to access CA and ELD Standards**.

Action 3: All students have access to **Broad Course of Study** including Unduplicated students and students with exceptional needs.

Goal 1 Details

Action 1 - Basic Services includes: *appropriately assigned and credentialed teachers, own copy of standards-aligned materials, and facilities at minimum in "good repair."*

Action 2 - Implementation of State Standards = *Grade level standards-aligned instruction for all students in Tier 1*

Programs/Services for English Learners = *Designated ELD and Integrated ELD for all ELs*

Action 3 - Broad Course of Study = *ELA, Math, Science, History-Social Science, Visual/Performing Arts, English Language Development (ELs only)*

MTSS = Multi-Tiered System of Supports - PLC = Professional Learning Communities, RTI = Response to Intervention, ELD = English Language Development



LCAP Goal 1

All Students will be provided the **CONDITIONS FOR LEARNING** leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards-aligned instructional materials in facilities which are well maintained.

Metrics	Measure/Data Source	Year 2 Outcomes
1A Teachers appropriately assigned & fully credentialed 1B Pupil Access to standards-aligned Instructional Materials 1C Facilities maintained in good repair	Priority 1: Basic Services at School Self-Reflection Tool <ul style="list-style-type: none"> SARC Williams Sufficiency of Materials FIT Tool 	TBD
2A Implementation of SBE adopted content and performance standards	Priority 2: Implementation of State Standards Reflection Tool <ul style="list-style-type: none"> Rubric 	TBD
2B Programs/Services enable ELs to access CA and ELD Standards	Priority 2: Implementation of State Standards Reflection Tool <ul style="list-style-type: none"> Master Schedule - ELD Enrollment of ELs in ELD 	TBD Monitored ongoing, but final data pulled T2.



LCAP Goal 1 - Continued

Metrics	Measure/Data Source	Year 2 Outcomes
7A Broad Course of study	Master Schedule	TBD Monitored ongoing, but final data pulled T2.
7B Programs/Services Unduplicated Students	Master Schedule	TBD Monitored ongoing, but final data pulled T2.
7C Programs/Services Students with exceptional needs	Master Schedule	TBD Monitored ongoing, but final data pulled T2.

Planning & Recommendations for 2023-24



Stop

Keep - Continue Processes in place that have resulted in meeting these metrics historically.

Start



Central Union School District 2022-23 Goals and Actions

Goal 2: Parents, Students, and the community will be **ENGAGED** to participate collaboratively in the educational process.

Action 1: Actively **Engage Parents** in the Learning Process.

Action 2: Actively **Engage Students** in the Learning Process.

Action 3: Create and sustain a **School Climate of Safety and Connectedness**.

Goal 2 Details

Action 1 - Engage Parents = Build relationships (student Inventory), Build partnerships (provide information & resources to support learning at home, Provide opportunities to seek input in decision making, 1 new opportunity for teachers to meet with families at each site, system for 2-way communication.

Action 2 - Engage Students (**Principally directed for Unduplicated Students**) = MTSS for social emotional and behavioral including Tier 1 SEL Curriculum, counselors and PE teachers collaborate to promote SEL through physical activity.

Action 3 - School Climate of Safety and Connectedness = Resource Officer, Safety and Security Enhancements, Stop It, Raptor, Securly.

MTSS = Multi-Tiered System of Supports - PLC = Professional Learning Communities,, RTI = Response to Intervention, ELD = English Language Development



LCAP Goal 2

Goal 2: Parents, Students, and the community will be **ENGAGED** to participate collaboratively in the educational process.

Metrics	Measure/Data Source	Year 2 Outcomes
3A Parental input in decision making 3B Promote parent participation - unduplicated pupils 3C Promote parent participation - exceptional needs	Parent Survey	TBD
5A School Attendance Rates	P2 Data (Spring)	TBD
5B Chronic Absenteeism	CA Schools Dashboard 2022 Chronic Absenteeism Indicator	Chronic Absenteeism Indicator <ul style="list-style-type: none"> All Students - Very High, 25.2% Socio-economically Disadvantaged - Very High, 29.9% English Learners - Very High, 31.8% Foster Youth - Very High, 41.4% SWD - Very High, 32.4% American Indian - Very High, 68.4%






LCAP Goal 2 - Continued

Metrics	Measure/Data Source	Year 2 Outcomes
5C Middle School Drop out Rate	CALPADS Report 1.12	0%
5D High School Drop-out 5E High School Graduation Rate		Not Applicable/H.S Measure
6A Pupil Suspension	CA Schools Dashboard 2022 Suspension Rate Indicator	Suspension Rate Indicator <ul style="list-style-type: none"> All Students -High, 3.5% Socio-economically Disadvantaged - High, 3.7% English Learners - Medium, 1.9% Foster Youth - Very High, 17.2% SWD - High, 3.1% American Indian - Very High, 9.3%
6B Pupil Expulsion	DataQuest CDE <ul style="list-style-type: none"> Expulsion Rate 	Expulsion Rate 0% DataQuest 21-22 date
6C Local Measures – Sense of Safety and School Connectedness Pupils, Parents, Teachers	Parent, Staff and Student Surveys	3-5 Students 71% Connectedness/53% Safety 6-8 Students 50% Connectedness/63% Safety Parents - TBD Staff - TBD



LCAP Goal 2

Parents, Students, and the community will be **ENGAGED** to participate collaboratively in the educational process.

Planning & Recommendations for 2023-24	
	Stop
	Keep
	Start



Central Union School District 2022-22 Goals and Actions

Goal 3: All students will make progress towards proficient **ACHIEVEMENT** of state adopted standards through data driven decision making.

Action 1: Implement PLC Process and MTSS/RTI

Action 3: Provided targeted additional services

English Learners

Action 5: ELD Coaching & Supplementary Materials

Action 7: Title I Program Administration costs

Action 2: Replace Technology Devices

Action 4: Provide targeted additional services for

Action 6: Instructional Aides

Action 8: Title I Homeless Set-Aside

Goal 3 Details

Action 1 - Implement PLC Process and MTSS/RTI = Comprehensive PD Plan (admin, classified, and certificated), Admin ongoing coaching as instructional leaders, PD materials/supplies & Supplementary Materials, MTSS/RTI for academics with emphasis on Essential Standards, Balanced Assessment Plan, Local Assessment & Data Management systems, PLCs District, Site, Teacher and Administrators)

Action 2 - Replace Technology = Ensuring up-to-date tech with ongoing replacement (400 iPads).

Action 3 - Targeted Additional Services = Summer Learning Opportunities, Targeted Interventions

Action 4 - Targeted Additional Services for English Learners = Summer Intensive ELD, Targeted Interventions

Action 5 - ELD Coaching & Supplementary Materials (Title III) = ELD Consultant days/site, Supplementary Materials

Action 6 - Instructional Aides = *(Primarily directed for Unduplicated Students)* "just in time supports"

Action 7 - Title I Program District Admin Costs

Action 8 - Homeless Set-Aside

MTSS = Multi-Tiered System of Supports - PLC = Professional Learning Communities, RTI = Response to Intervention, ELD = English Language Development



LCAP Goal 3

Goal 3: All students will make progress towards proficient **ACHIEVEMENT** of state adopted standards through data driven decision making.

Metrics	Measure/Data Source	Year 2 Outcomes
4A Statewide Assessments English Language Arts	CA Schools Dashboard 2022 Academic Indicator - ELA	<ul style="list-style-type: none"> All Students - Low, 11.6 points below standards Socio-economically Disadvantaged - Low, 29.7 points below standards English Learners - Low, 62.2 points below standard Foster Youth - Very Low, 108.3 points below standard SWD -Very Low, 72.3 points below standard American Indian - Low, 68.7 points below standard
4A Statewide Assessments Mathematics	CA Schools Dashboard 2022 Academic Indicator - Math	<ul style="list-style-type: none"> All Students - Low, 34.7 points below standards Socio-economically Disadvantaged - Low, 56.9 points below standards English Learners - Very Low, 96 points below standard Foster Youth - Very Low, 115.9 points below standard SWD - Very Low, 96.2 points below standard American Indian - Very Low, 99.5 points below standard






LCAP Goal 3 - Continued

Metrics	Measure/Data Source	Year 2 Outcomes
4C Percentage of ELs making progress towards English Proficiency 4D English Learner Reclassification Rate	CA Schools Dashboard 2022 EL Progress DataQuest	Percentage of ELs making progress towards English Language Proficiency Low, 44.1% English Learner Reclassification Rate 4.2% TBD
4B A-G Completion 4E AP Exam 4F College Preparedness		Not Applicable/H.S Measure
8 Pupil Outcomes	Learning in Broad Course of Study <ul style="list-style-type: none"> T2 Grades Visual/Performing Arts Performance or Exhibit at each site	TBD



LCAP Goal 3

All students will make progress towards proficient **ACHIEVEMENT** of state adopted standards through data driven decision making.

Planning & Recommendations for 2023-24	
	Stop
	Keep
	Start



Central Union School District 2022-23 Goals and Actions

Goal 1: All Students will be provided the **CONDITIONS FOR LEARNING** leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards-aligned instructional materials in facilities which are well maintained.

*Action 1: Provide all students access to **Basic Services**.*

*Action 2: Continue to **Implement State Standards** including **programs/services that enable English Learners to access CA and ELD Standards**.*

*Action 3: All students have access to **Broad Course of Study** including Unduplicated students and students with exceptional needs.*

Goal 2: Parents, Students, and the community will be **ENGAGED** to participate collaboratively in the educational process.

*Action 1: Actively **Engage Parents** in the Learning Process.*

*Action 2: Actively **Engage Students** in the Learning Process.*

*Action 3: Create and sustain a **School Climate of Safety and Connectedness**.*

Goal 3: All students will make progress towards proficient **ACHIEVEMENT** of state adopted standards through data driven decision making.

Action 1: Implement PLC Process and MTSS/RTI

*Action 3: Provide targeted additional services
English Learners*

Action 5: ELD Coaching & Supplementary Materials

Action 7: Title I Program Administration costs

Action 2: Replace Technology Devices




Action 4: Provide targeted additional services for

Action 6: Instructional Aides

Action 8: Title I Homeless Set-Aside

PLC = Professional Learning Communities, MTSS = Multi-Tiered System of Supports, RTI = Response to Intervention, ELD = English Language Development

Planning & Recommendations for 2023-24

	Goal 1: All Students will be provided the CONDITIONS FOR LEARNING (Basics)	Goal 2: Parents, Students, and the community will be ENGAGED	Goal 3: All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making.
Stop 			
Keep 			
Start 			

Policy 5123: Promotion/Acceleration/Retention

Status: ADOPTED

Original Adopted Date: 03/08/1999 | **Last Revised Date:** 06/10/2019 | **Last Reviewed Date:** 06/10/2019

The Board of Trustees expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

The Board recognizes that students do their best work in school when they are placed in a grade with other students of their same chronological age. Students will normally progress annually from grade to grade. However, it is occasionally desirable for a student to be placed in a grade above or below his/her chronological age because of maturity, academic ability, health, background, attendance, or other contributing factors.

Exceptions may be made when, in the judgment of the professional staff working with the parents, there is a clear and compelling case that has a high probability of academic benefit to the student. The district's normal appeal process will be made accessible to parents.

Multiple indicators will be used as the basis for consideration of retention or special promotion. Students being considered for retention will be identified as early in the school year as possible. Parents will be provided complete information and an opportunity to consult. A comprehensive case study shall be carried out by staff prior to a recommendation to the principal for special promotion or retention.

Teachers shall identify students who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Both research and experience demonstrate that neither social promotion nor retention is effective. Therefore, instructional policies and practices will emphasize prevention of retention, and early intervention with those students who are deemed to be at risk of retention. Likewise, interventions shall be focused on the specific areas of reading and/or mathematics diagnosed as deficient: (Education Code 48070.5)

Such students shall be identified at the following grade levels.

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6
5. Between grades 6 and 7
6. Between grades 7 and 8
7. At the end of grade 8 and before transitioning to high school (9th grade)

Students shall be identified as at risk for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades, regular attendance, and student proficiency with key essential standards for the student's grade level.

Students in grades 1 through 3 shall be identified primarily on the basis of their level of proficiency in reading.

Proficiency in Reading, English language arts, Mathematics, Science, and Social Studies/History shall be the basis for identifying students in grades 4 through 8. (Education Code 48070.5)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When a student in grades 2-8 is retained or recommended for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction, intervention, or supplemental instruction to assist the student in meeting grade-level expectations. (Education Code 37252.2, 37252.8, 48070.5)

Regulation 5123: Promotion/Acceleration/Retention

Status: ADOPTED

Original Adopted Date: 03/08/1999 | Last Revised Date: 06/10/2019 | Last Reviewed Date: 06/10/2019

Acceleration from Kindergarten to First Grade

Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011)

A student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the district approving the placement in first grade.

Continuation in Kindergarten

Whenever the Superintendent or designee and the parents/guardians agree that a student shall continue in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300, 48011)

The Superintendent or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

Retention at Other Grade Levels

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

Students shall be identified at risk for retention on the basis of the following criteria:

1. Between Grades 2 and 3; and Grades 3 and 4
 - a. Minimum competency on standards-based assessments in core areas
 - b. A student must be reading on grade level or not more than a year below, or will be a candidate for retention.
 - c. A student must be present 90% of the school year (162 days out of 180), or will be a candidate for retention. (Completed Independent Study does not count as days absent. Saturday school may be used to make up absences).
2. Between Grades 4 and 5; 5 and 6; 6 and 7; 7 and 8; 8 and 9

- a. Minimum competency on standards-based assessments in core areas
- b. A student must maintain a cumulative 1.5 GPA in Reading, Language, Math, Science and Social Studies for the 1st, 2nd and 3rd trimesters, or will be a candidate for retention.
- c. A student must be present 90% of the school year (162 days out of 180), or will be a candidate for retention. (Completed Independent Study does not count as days absent. Saturday School may be used to make up absences.)

3. Grade 8 Graduation Requirements

- a. Complete the prescribed course of study
- b. Pass the District's promotion/retention criteria
- c. Earned no more than a total of nine (9) discipline tickets
- d. Complete checkout procedures, to include but not limited to, returning all school property, paying fees, and signing appropriate forms

Promotion/retention decisions for students who move in during the school year will be determined when school records and/or schoolwork have been analyzed.

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

Appeal Process

Whenever a student's parent/guardian appeals the teacher's decision to promote or retain a student, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the parent/guardian shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the parent/guardian and the teacher. If the Superintendent or designee determines that the parent/guardian has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board of Trustees within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the parent/guardian, the teacher, and the Superintendent or designee to decide the appeal. The decision of the Board shall be final.

If the final decision is unfavorable to the parent/guardian, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Central Union Elementary School District (CUESD)
Central Elementary School
School Activity Report
Indian Education Committee

Trimester 1 2022-2023						Trimester 2 2022-2023						Trimester 3 2022-2023					
School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants	School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants	School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	61.26%	61.26%	155	98	253	Total Student Count (K-8)	n/a	n/a	0	0	0	Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs						Rewards Programs						Rewards Programs					
Academic Awards	61.26%	59.68%	74	50	124	Academic Awards	n/a	n/a	0	0	0	Academic Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Attendance Awards	61.26%	53.85%	63	54	117	Attendance Awards	n/a	n/a	0	0	0	Attendance Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Citizenship Awards	61.26%	56.18%	50	39	89	Citizenship Awards	n/a	n/a	0	0	0	Citizenship Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sports Activiies						Sports Activiies						Sports Activiies					
Football (6-8) Boys	60.38%	68.75%	11	5	16	Basketball (6-8) Boys	n/a	n/a	0	0	0	Track (6-8) Boys/Girls	n/a	n/a	0	0	0
Volleyball (6-8) Girls	64.52%	77.78%	14	4	18	Basketball (6-8) Girls	n/a	n/a	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a

Central Union Elementary School District (CUESD)
Central Elementary School
School Activity Report
Indian Education Committee

Trimester 3 2021-2022						Trimester 1 2022-2023						Trimester 2 2022-2023					
School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants	School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants	School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	62.50%	62.50%	175	105	280	Total Student Count (K-8)	61.26%	61.26%	155	98	253	Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs						Rewards Programs						Rewards Programs					
Academic Awards	58.24%	48.24%	41	44	85	Academic Awards (K-8)	61.26%	59.68%	74	50	124	Academic Awards (K-8)	n/a	n/a	0	0	0
Principal's List (4-8)	58.24%	28.57%	6	15	21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Honor Roll (4-8)	58.24%	47.22%	17	19	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Merit List (4-8)	58.24%	64.29%	18	10	28	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Attendance Awards	Data Not Available					Attendance Awards (K-8)	61.26%	53.85%	63	54	117	Attendance Awards (K-8)	n/a	n/a	0	0	0
Perfect (K-8)						n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Outstanding (K-8)						n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Citizenship Awards	62.50%	62.22%	140	85	225	Citizenship Awards (K-8)	61.26%	56.18%	50	39	89	Citizenship Awards (K-8)	n/a	n/a	0	0	0
Student of the Month (K-8)	62.50%	55.56%	25	20	45	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Character Counts (K-8)	62.50%	67.47%	56	27	83	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Service Learning (K-8)	62.50%	60.82%	59	38	97	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sports Activiies	Data Not Available No Sports Activity Due to COVID-19					Sports Activiies						Sports Activiies					
Track (6-8) Boys/Girls						Football (6-8) Boys	60.38%	68.75%	11	5	16	Basketball (6-8) Boys	n/a	n/a	0	0	0
n/a						Volleyball (6-8) Girls	64.52%	77.78%	14	4	18	Basketball (6-8) Girls	n/a	n/a	0	0	0

Central Union Elementary School District (CUESD)
Stratford Elementary School
School Activity Report
Indian Education Committee

Trimester 1 2022-2023						Trimester 2 2022-2023						Trimester 3 2022-2023					
School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants	School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants	School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	20.27%	20.27%	60	236	296	Total Student Count (K-8)	n/a	n/a	0	0	0	Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs						Rewards Programs						Rewards Programs					
Academic Awards	20.27%	27.66%	26	68	94	Academic Awards	n/a	n/a	0	0	0	Academic Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Attendance Awards	20.27%	26.47%	45	125	170	Attendance Awards	n/a	n/a	0	0	0	Attendance Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Citizenship Awards	20.27%	27.94%	38	98	136	Citizenship Awards	n/a	n/a	0	0	0	Citizenship Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sports Activiies						Sports Activiies						Sports Activiies					
Football (6-8) Boys	17.86%	20.00%	6	24	30	Basketball (6-8) Boys	n/a	n/a	0	0	0	Track (6-8) Boys/Girls	n/a	n/a	0	0	0
Volleyball (6-8) Girls	15.09%	24.00%	6	19	25	Basketball (6-8) Girls	n/a	n/a	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a

Central Union Elementary School District (CUESD)
Stratford Elementary School
School Activity Report
Indian Education Committee

Trimester 3 2021-2022						Trimester 1 2022-2023						Trimester 2 2022-2023					
School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants	School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants	School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	15.81%	15.81%	46	245	291	Total Student Count (K-8)	20.27%	20.27%	60	236	296	Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs						Rewards Programs						Rewards Programs					
Academic Awards (K-8)	15.81%	29.49%	23	55	78	Academic Awards (K-8)	20.27%	27.66%	26	68	94	Academic Awards (K-8)	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Attendance Awards (K-8)	15.81%	26.09%	24	68	92	Attendance Awards (K-8)	20.27%	26.47%	45	125	170	Attendance Awards (K-8)	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Character Awards (K-8)	15.81%	29.59%	29	69	98	Citizenship Awards (K-8)	20.27%	27.94%	38	98	136	Citizenship Awards (K-8)	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sports Activiies						Sports Activiies						Sports Activiies					
Track (6-8)	17.05%	29.73%	11	26	37	Football (6-8) Boys	17.86%	20.00%	6	24	30	Basketball (6-8) Boys	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a	Volleyball (6-8) Girls	15.09%	24.00%	6	19	25	Basketball (6-8) Girls	n/a	n/a	0	0	0

IEC Meeting
February 21, 2023

Title VI Grant
2022 – 2023 Budget Expenditures

<i>Personnel.....</i>	<i><u>Budget</u></i> <i>\$31,252 (48%)</i> <i><u>Expenditures...</u>\$10,067</i>
<ul style="list-style-type: none">• After School Tutoring at the SRR Education Center• Summer School classes• Counseling Services from LHS• Bridge Program – transition for current 8th grade students to high school	
<i>Supplies.....</i>	<i>\$12,371 (19%)</i> <i><u>Expenditures...</u>\$ 165</i>
<ul style="list-style-type: none">• Instructional Materials & Supplies• Student Consumables	
<i>Other Expenditures.....</i>	<i>\$18,882 (29%)</i> <i><u>Expenditures...</u>\$ 323</i>
<ul style="list-style-type: none">• Math Intervention at CUSD• Inspirational Speaker / Field Trip / Student Activities	
<i>Indirect Cost.....</i>	<i>\$ 2,604 (4%)</i> <i><u>Expenditures...</u>\$ 0</i>
<ul style="list-style-type: none">• Indirect Cost at LUHSD	
<i>Total Funding-Title VI Grant</i>	<i>\$65,109 (100%)</i> <i><u>Expenditures...</u>\$10,555</i>

<p align="center"> [Central Union School District] CY-2022 Johnson O'Malley Program Contract #[A22AV00402] Final Allocation (100%) Budget </p>

[illegible]

<p>School Supplies - Instructional materials and supplies will be purchased at the beginning of the school year for all students at Central and Stratford.</p> <p>Capacity Building - Professional Learning (PL) will be provided for school liaisons from the Rancheria who work directly with American Indian students. Developing literacy and enhancing mathematical skills is essential for students who are performing below standard. The PL provided will build the liaisons capacity as they support with students.</p>
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Class of 2027 Handbook

Incoming 9th Grade



Lemoore High School

Tradition – Innovation – Excellence

Please bring this Handbook with you to 8th Grade Registration

Welcome to the Class of 2027!

Dear Parents and Students,

All of us at Lemoore High are looking forward to meeting you. We want to make your transition into high school as easy as possible. Included in this letter are important dates and information.

Should you have any questions or concerns, please call or email Rodney Brumit, Lemoore High School Principal, at 924-6600 x2214 rbrumit@luhsd.k12.ca.us, or you may direct your questions to your student's counselor or administrator as listed below.
See you soon!

LHS Administration

Principal	Rodney Brumit rbrumit@luhsd.k12.ca.us	x2214
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Athletic Director	Kellen Earls kearls@luhsd.k12.ca.us	x2181
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Team Tradition

Counselor A-CQ AVID c/o 2025	Cynthia Lopez clopez@luhsd.k12.ca.us	x2175
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Counselor G – L AVID c/o 2024	Barbara Rojas brojas@luhsd.k12.ca.us	x2221
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Team Innovation

Assistant Principal School Culture	Nicole Mora nmora@luhsd.k12.ca.us	x2243
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Assistant Principal Special Education/Testing	Sonia Gonzales sgonzales@luhsd.k12.ca.us	x2217
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Counselor Rh-Z, AVID c/o 2026	Yvette Hansen yhansen@luhsd.k12.ca.us	x2339
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Counselor Santa Rosa Rancheria Programs Counselor	Laura Haney lhane@luhsd.k12.ca.us	x2223
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Counselor Cr-F, NCAA Career Pathways	Ernesto Flores eflores@luhsd.k12.ca.us	x2222
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Team Excellence

Assistant Principal Curriculum & Instruction	Brady Holaday bholaday@luhsd.k12.ca.us	x2216
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Counselor M-Rg, AVID c/o 2027	Alyssa Mitchell amitchell@luhsd.k12.ca.us	x2102
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For information, call 924-6600 followed by the extension

Important Dates

<u>Event Date</u>	<u>Event</u>	<u>Event Time</u>	<u>Facility</u>
13-Feb-23	AVID/Pathways Informational meeting	6:00p.m.	Presentation Center
21-Feb-23	AVID Interviews	6:00 p.m.	Cafeteria
27-FEB-23	8 th Grade Parent Night	5:00 p.m.	Event Center

Summer School

- Summer school classes are not available for incoming freshmen.

Freshman Orientation (and Tiger Link Crew Program)

- August 7th 2023

Tiger Link Crew Freshman Assembly Meet and Greet:

- August 8th, 2023

First Day of School

- Aug 16, 2023

What do we do now?

1. *Review this Handbook!*
2. *Go to page 5 and complete the on-line enrollment process. In order to select classes at Freshman Registration you must first complete the Lemoore High School Online Pre-Enrollment. Go to page 5 and complete the on-line enrollment process.*
3. *Look over the **Required Class and Elective Class Descriptions** in this Handbook. Call or email the listed staff member if you have any questions.*
4. *Complete the Electives section on the **LHS 2023-24 Course Request Worksheet (located on the last page of this handbook, Page 23)** using the **LHS 2023-24 Elective classes for freshman pages** starting on page 18 of this handbook.*
5. *Review the list of elective courses open to freshmen starting on page 18 and list six classes **in order of preference**. Please keep in mind that some of the electives you choose may not be available, so it is important to prioritize your list. **Students must make 6 selections***
 - a. **Core Academic Courses:** English, Math, and Science Placement will be determined based on Placement Test scores. **Placement scores will be returned home with student after registering for classes with LHS counselor. They will be attached to the course request form on page 23.** Any questions in regards to placement scores can be made to the appropriate counselor located on the inside cover of this handbook.
 - b. Students will decide whether they want to take **Geography or Naval Science 1**. Course descriptions are located on page 16 of this handbook.
6. *Do NOT Complete the Electives section on the **LHS 2023-24 Course Request Worksheet** if your child will be registered in an IEP...but bring your Course Request Worksheet to the IEP Transition meeting (Please call 924-6600 x2218 for further information about registration for students with an IEP.)*
7. *Students will take **completed handbook back to their 8th grade campus on day they are scheduled to register for classes.** LHS counselors will be on the 8th grade campus in the spring to review the course request worksheet and build their Academic Plan in Aeries.*
8. *After students complete their Academic Plan in Aeries, **it will be reviewed by their counselor and sent to parents to approve in their Aeries Parent Portal. STUDENT SCHEDULES ARE NOT FINALIZED UNTIL APPROVED BY THE PARENT.** This is how the student will be scheduled into courses; any changes must be made by the appropriate deadlines. **Any questions in regards to your student's placement can be made to the appropriate counselor located on the inside cover of this handbook.***
 - *Pick up your student's **class schedule** at Freshmen Orientation on August 7th. More information of freshman orientation to follow*

WELCOME CLASS OF 2027

In order to select classes at Freshman Registration you must first complete the Lemoore High School Online Pre-Enrollment. Please follow the directions below.

Go to this website address:

<http://parent.luhdsd.k12.ca.us/enrollment/>

**Choose a Language and click:
“ENROLL A NEW STUDENT”**

Welcome to Aeries Online Enrollment

Lemoore Union High School District



Lemoore Union High School Online Registration allows you to quickly start the process of registering a student for school. Information about the student such as emergency contacts, medical and language information will be collected. Upon completion, the student's information is electronically sent to the school.

To get started registering a new student click the register a new student button.

If you would like to reprint or review students previously registered click the Login button.

Language

☒ English ☐ Español

Login

Enroll A New Student

Choose a year to enroll:

“SELECT: 2023-2024 PRE-ENROLLMENT”

Year Selection

Please select a year to enroll for

2023 - 2024, Pre-Enrollment

Choose pre-enrollment for next Fall

Next

Login – Create a new account to continue.

***This is a different account than Aeries Portal. You must create a new login to the enrollment system.**

You must confirm your email address to continue. Make sure you have access to your email account.

Login

i If you have previously used this website to enroll a student for this district, you may login as an existing user. If this is your first time here, Please provide your email address and a password to create a new account.

Existing user

Email address

Password

Login

[Forgot Password](#)

Create new account

Your Name

Email address

Password

Re-type Password

Create account

If you have any questions or problems enrolling, please feel free to contact Renee Zubiri at (559) 924-6600 rzubiri@luhsd.k12.ca.us

Lemoore High School Graduation Requirements

For the Class of 2027

260 Units must be completed: 180 units in required subjects, 80 units in electives.

5 units are awarded for each class completed per semester.

Most LHS classes are designed for 2 semesters.

Subject	Units	Semesters
English	40	8 (4 years)
Geography	10	2 (1 year)
World History	10	2 (1 year)
US History	10	2 (1 year)
American Government	5	1 (1/2 year)
Economics	5	1 (1/2 year)
Science	30	6 (3 years)
Mathematics (students must pass the equivalent to Algebra or Integrated Math 1 P)	30	6 (3 years)
Visual and Performing Art, Career Technical Education or Foreign Language	10	2 (1 year)
Physical Education	30	6 (3 years)
<i>Total required units</i>	180	
Electives	80	
<i>Total units</i>	260	

The following may be counted as Fine Arts: all Art and Music classes; any Foreign Language; Storytelling; Drama Production; Floral Arts; Metal Arts.

***NOTE:** *A class that satisfies the Fine Arts requirement for LHS may not fulfill the Visual & Performing Arts requirement for a UC or CSU.*

The third year of P.E. can be earned by: P.E. 11; P.E. 12; Lifetime Sports; Weight Training; Cheerleading; Athletics in the 11th or 12th grade (5 credits per season);
Marching Band; Winter Guard; Color Guard; or Winter Percussion. (5 credits per fall season).

Classes required for graduation from LHS may not be taken at another institution while the student is enrolled in the Lemoore High School District. (Classes may be taken to make up credits for failing grades at other institutions, such as a community college.)

Additional Requirements

Students must:

- Pass the Senior Exit Interview
- Complete a Community Service Project (40 Hours)
- Be enrolled in 7 periods each day, unless otherwise authorized by the principal
- Completed FAFSA Application

Commencement Ceremony Requirements

Students must:

- Complete the above graduation requirements
- Maintain 90% attendance EACH of the four years at LHS (see the Student Parent Handbook for details regarding exceptions to this policy and summer school attendance makeup)
- Have a GPA of at least 2.0 for all four years; have a GPA of 2.0 for their senior year
- Have no more than 20 referrals for all four years, and no more than 5 referrals during the senior year
- 40 hours of community service; Complete and pass Senior Exit Interviews

Lemoore High School

Classes

Meeting the a – g List Requirements for Admission at a UC or CSU

California State University <https://www2.calstate.edu/apply> University of California www.ucop.edu/pathways

a. History/Social Science (2 years required)

World History P, World History AP,
U.S. History P, U.S. History AP,
American Government P, American Government AP, Ag Government P

b. English (4 years required)

EL English Course 1 (Emerging), English 1P, English 1 Pre AP
EL English Course 2 (Expanding), English 2I, English 2P, English 2 Pre AP
EL English Course 3 (Bridging), English 3P, English 3AP
English 4P, English 4AP
English 4P Dramatic Literature

(Fifth year English Credit ONLY, otherwise elective credit earned. English 1, 2, 3, 4 are all required classes).

c. Mathematics (3 years required, 4 recommended)

Common Core Math, Integrated Math 1 P, Integrated Math 1 P Accelerated
Integrated Math 2 P, Integrated Math 2 P Accelerated
Integrated Math 3 P, Integrated Math 3 P Accelerated
Pre Calculus P, Calculus AP
Quantitative Reasoning with Advanced Mathematical Topics (QRAT), Statistical Literacy

d. Lab Science (2 years required, 3 recommended)

The Foundation of Science
Biology 1P, Ag Biology P, Biology AP
Chemistry P
Physics P,
Environmental Science AP, Earth and Space,
Ag Science 1P, Ag Science 2P, Ag Science 3P
Introduction to Engineering Design (IED- Engineering Pathway), Principals of Engineering, & Computer
Integ. Manufacturing ENP – **Can only be used as a 3rd year of science otherwise, it would count as an A-G elective.**

e. Foreign Language (2 years required, 3 recommended, same language)

Spanish 1P, French 1
Spanish 2P, French 2
Spanish 3P, French 3
Spanish 4P, Spanish 4AP

f. Visual and Performing Arts (1 year required, same subject)

Beg Band P, Advanced Band P, Wind Ensemble P, Instrumental Music Jazz Ensemble P, Treble
Choir 1P, Treble Choir 2P, Music Theory P, Color Guard P, Drama Production 1P, 2P, 3P, 4P,
Ceramics 1P, 2P, Drawing/Painting 1P, 2P, Advanced Art Projects P, Floral Arts P, Musical Theater,
Adv. Speech & Debate, Yearbook, Wood 1, Baritone choir, & Percussion

g. College Preparatory Electives (1 year/two semesters required)

Business Entrepreneurship, Geography P, Naval Science 1P, 2P, 3P, 4P Veterinary Science 1P & 2P, (one semester of the following): Economics P, Economics AP, Ag Economics P.
AVID 09P, 10P, 11P. 12P, Psychology P (Education Pathway), Intro to Ag Design and Fab
(formerly known as Ag Mech. 1), Int. Ag. Design and Fab. and Ag. Leadership, Multimedia Marketing 1P,
Mechanical Systems in Ag, Transition to Quantitative Reasoning (TQR), Health Occupations.

NCAA

Students interested in participating in collegiate athletics as a freshman at a four-year college must apply to the National Collegiate Athletic Association. NCAA requirements are different than the UC and CSU entrance requirements; *refer to the Core Course Requirements, formerly the 48H Form, and see your counselor if you are interested in collegiate athletics as a freshman at a four-year college. (Div I requires 16 Core Courses; Div II requires 16 Core Courses).* www.ncaa.org



ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at ncaa.org/student-athletes/future/test-scores.

TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will use the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

DIVISION II FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.050 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.550	690	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

*Final concordance research between the new SAT and ACT is ongoing.

Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

**Lemoore High School Classes
That Meet Requirements
For NCAA**

English (4 years required)

English 1P, English 1 Pre AP
English 2P, **English 2 Intermediate (duplicate course), English 2 Pre AP
English 3P, English 3AP
English 4P, English 4AP
Speech & Debate/Advanced Speech and Debate (Can only use one or the other)
Dramatic Literature

Mathematics (3 years required, Algebra I or higher)

**Common Core Math (duplicate course)
Integrated Math 1 P, Integrated Math 1 P Accelerated
Integrated Math 2 P, Integrated Math 2 P Accelerated
Integrated Math 3 P, Integrated Math 3 P Accelerated
Pre Calculus P
Calculus AP
Quantitative Reasoning with Advanced Mathematical Topics (QRAT)
Statistical Literacy and Introduction to Statistics

Natural Physical Science (2 years required, including one year of lab, if offered)

Foundations of Science P
Biology 1P, Ag Biology P, Biology AP
Chemistry P
Physics P,
Environmental Science AP
Earth and Space Science
Ag Science 1P, 2P and 3P

Additional 1 year of: (English, math, or natural/physical science)

**Any of the classes listed in the above sections for English, Math or Natural/Physical Science. **

Social Science (2 years required)

Geography P
World History P, World History AP,
U.S. History P, U.S. History AP,
American Government AP
Microeconomics AP
American Government P, Ag Government P (These are only 1-semester courses)
Economics P, Ag Economics P (These are only 1-semester courses)

Additional Courses, 4 years of: (Any area listed above, foreign language or comparative religion/philosophy.)

World Language

Spanish 1P,
Spanish 2P,
Spanish 3P,
Spanish 4P,

For any further questions/concerns/or information on how to sign up on the eligibility center, please contact your child's counselor!

****Duplicate Course: A student cannot count both English 2 Int. and English 2P. A student cannot count both Common Core and Integrated Math 1 P.**
Edgenuity courses do not meet NCAA requirements

Core Academic Courses and Placement Criteria Parent Guide

Reading this guide: Your child may select a class based on grade level *and* fulfilling the prerequisites for that class. A prerequisite may be:

- Earning a specific grade in the class that must be taken prior to the class level you want, i.e. successful completion of Integrated Math 1 P before you can take Integrated Math 2 P;
- Taking another class concurrently, i.e. sophomores must take Integrated Math 2 P Accelerated at the same time as Chemistry P.

9 th Grade			10 th Grade		11 th Grade		12 th Grade	
Department	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class
<u>English</u>	Placement Test Score 1 or 2 SBAC Score 2479 and below	English Intensive	SDC Only Prior Enrollment in Intensive	English Intensive	IEP Placement	English Intensive	IEP Placement	English Intensive (
	Placement Test Score 1 or 2 SBAC Score 2479 and below	English Intensive	Successful completion of English Intensive CD	English 2I	Prior Enrollment English 2I	English 3	Prior Enrollment English 3	English 4
	Placement Test Score 3 or higher 2580-2579	English 1P	Prior Enrollment English 1P	English 2P	Prior Enrollment English 2P	English 3P	Prior Enrollment English 3P	English 4P
	Placement Test Score 4 or Higher SBAC Score 2591 and higher	English 1P Pre AP	Prior Enrollment English 1P, Prior Enrollment English 1 Pre-AP	English 2P Pre AP	Prior Enrollment English 2P, Prior Enrollment English 2 Pre-AP	English 3AP	Prior Enrollment English 3 P, Prior Enrollment English 3AP	English 4AP
	ELPAC Score of 1492 or below ELPAC Score between 1493-1520 ELPAC Score between 1521-1950	EL English Course 1 (Emerging) EL English Course 2 (Expanding) EL English Course 3 (Bridging)	ELPAC Score of 1492 or below ELPAC Score between 1493-1520 ELPAC Score between 1521-1950	EL English Course 1 (Emerging) EL English Course 2 (Expanding) EL English Course 3 (Bridging)	ELPAC Score of 1492 or below ELPAC Score between 1493-1520 ELPAC Score between 1521-1950	EL English Course 1 (Emerging) EL English Course 2 (Expanding) EL English Course 3 (Bridging)	ELPAC Score of 1492 or below ELPAC Score between 1493-1520 ELPAC Score between 1521-1950	EL English Course 1 (Emerging) EL English Course 2 (Expanding) EL English Course 3 (Bridging)

9 th Grade			10 th Grade		11 th Grade		12 th Grade	
Department	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class
<u>Foreign Language</u>	None	Spanish 1P	Successful completion of the language class taken prior to this level	Spanish 2P	Successful completion of the language class taken prior to this level	Spanish 3P	Successful completion of the language class taken prior to this level	Spanish 4P
				Spanish 1P		Spanish 2P		Spanish 3P
						Spanish 1P		Spanish 2P
								Spanish 4AP

Core Academic Courses and Placement Criteria Parent Guide

	<i>9th Grade</i>		<i>10th Grade</i>		<i>11th Grade</i>		<i>12th Grade</i>	
Department	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class
<u>Math</u>	Placement Score 1 SBAC Score 2484 and Below IEP Placement Required	Intensive Math Math B	Successful completion of Intensive Math Successful completion of Math B.	Common Core Math	Successful completion of Common Core Math	Integrated Math 1 P	Successful completion of Integrated Math 1 P	Integrated Math 2 P
	Placement Score 2 SBAC Score 2485-2566	Common Core Math	Successful completion of Common Core Math	Integrated Math 1 P	Successful completion of Integrated Math 1 P	Integrated Math 2 P	Successful completion of Integrated Math 2 P	Integrated Math 3 P TQR
	Placement Score 3 SBAC Score 2567-2600	Integrated Math 1 P	Successful completion of Integrated Math 1 P	Integrated Math 2 P	Successful completion of Integrated Math 2 P	Integrated Math 3 P	Successful completion of Integrated Math 3 P	Pre-Calculus QRAT
	Placement Score 4 or 5 SBAC Score 2600 and higher	Integrated Math 1 P Accelerated	Successful completion of Integrated Math 1 P Accelerated	Integrated Math 2 P Accelerated	Successful completion of Integrated Math 2 P Accelerated	Integrated Math 3 P Accelerated	Successful completion of Intg Math 3P Accel ----- Successful completion of Intg Math 3P Accel	Calculus AP QRAT ----- Pre-Calculus P

Department	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class
<u>Social Science</u>	None ----- Permission of Naval Science Instructor	Geography P ----- Naval Science 1P	None -----	World History P -----	None ----- Recommended enrollment in English 3AP	US History P ----- US History AP	None ----- 2 years of Ag classes; FFA participation ----- None	Gov/Econ P ----- Ag Gov P/ Ag Econ P ----- General Gov/ General Econ
	None	Geography P	Recommended Enrollment in Eng. 2 PreAP	World History AP	Successful completion of World History P or Successful completion of World History AP	US History P ----- US History AP	Successful completion of US Hist P/AP Permission of Instructor	Gov/Econ P ----- Ag Gov P/ Ag Econ P ----- General Gov/ General Econ

	Concurrent Enrollment in Pre AP Eng. Recommended	AVID 9	Recommended Enrollment in Eng. 2 PreAP	World History AP	Successful completion of World History P or Successful completion of World History AP	US History P ----- US History AP	Successful completion of US Hist P/AP Permission of Instructor	Gov/Econ P ----- General Gov/General Econ
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Core Academic Courses and Placement Criteria Parent Guide

9th Grade

10th Grade

11th Grade

12th Grade

Department	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class	Prerequisites	Class
Concurrent Enrollment in Math 1 Accelerated.	.	Foundational Science	Concurrent enrollment in Accelerated Math 1 P or Successful completion of Foundations of Science.	Biology 1P	Successful completion of Bio 1P	Chemistry P	Successful completion of Bio1P and Chemistry P; Successful completion of Integrated Math 3 P	Physics P or AP Physics P
		Ag Science 1	Concurrent enrollment in Accelerated Math 1 P or Successful Completion of Ag Science 1.	Ag Bio 1P	Successful completion of Ag Bio 1P	Chemistry P	Successful completion of Bio1P and Chemistry P; Successful completion of Integrated Math 3 P	Physics P or AP Physics P ----- Biology AP ----- AP Environmental Science
	Concurrent Enrollment in Math 1 Accelerated.	Biology 1P ----- Ag Bio P	Successful completion of Bio 1P; concurrent Integrated Math 2 P Accelerated	Chemistry P	Successful completion of Bio1 P and Chem P, concurrent Integrated Math 3 P	Physics P or AP Physics	Successful completion of Bio1P and Chemistry P; Successful completion of Integrated Math 3 P ----- Successful completion of Bio 1P and Chemistry P ----- Successful completion of Bio 1P and Chemistry P	Physics AP ----- Biology AP ----- AP Environmental Science

Lemoore High School 2023-24 Required Classes for Freshmen
Course Descriptions for Parents

English

All freshmen students take English. **Class selection is based on student performance on the 8th grade English Placement Test.** For further information on English classes or placement, email Brady Holaday at bholaday@luhsd.k12.ca.us.

E101 ENGLISH 1 P**a-g/b****LHS/English****Prerequisites:**

Students who score a 3 on the 8th grade placement test.

English courses are designed to offer a continuing development in language arts based upon those skills acquired in Grades K-8. Learning activities are designed to sharpen the students' facility with language as they participate in classroom discussions, oral readings, group interactions, formal presentations, and writing activities. This survey of literature, from the Greek myths and into the twentieth century, will provide students the opportunity to explore a wide variety of themes through numerous genres. This is a college preparatory class.

E131 English 1P Education Pathway**a-g/b****LHS/English**

Prerequisites: Currently enrolled in 9th grade Education Pathway.

See E101 English 1P Course Description

E121 ENGLISH 1 Pre AP**a-g/b****LHS/English**

Prerequisites: Students who score a 4 on the 8th grade placement test. Summer reading to prepare for English 1 Pre-AP is required.

Pre AP English is designed to prepare students for the Advanced Placement curriculum classes available for juniors and seniors. Additional grade points are not given for this class.

E111 ENGLISH 1 Intermediate**a-g/b****LHS/English**

Students who score a 1 or 2 on the 8th grade Placement Test will be enrolled in English 1 Intensive which is intended to assist students with reading and writing skills, using technology, and Language Live Curriculum.

E111A ENGLISH Intensive AB

Prerequisites: **Permission of IEP Team required.**

Students enrolled in English Intensive AB will be exposed to curriculum which is intended to assist students below grade level in reading and writing skills using technology and tutors. Curriculum will also include reading materials that is designed to increase their life skills in real world applications.

ENGLISH LANGUAGE SUPPORT CLASSES**E163 EL English Course 1 (Emerging)****a-g/b****LHS/English**

Prerequisite: Grade 9-12, ELPAC Score of 1492 or below

This course provides English Learners with fundamental skills in reading, writing, speaking, and listening via a rigorous and rich academic curriculum that begins preparing students for college and career success. This course builds language and literacy proficiency with robust instruction, accessible instructional level text, close reading of grade level text, and multiple short and in-depth integrated reading and writing opportunities.

E164 EL English Course 2 (Expanding)**a-g/b****LHS/English**

Prerequisite: Grade 9-12, ELPAC Score between 1493-1520

This course provides English Learners with the next level of skills in reading, writing, speaking, and listening via a rigorous and rich academic curriculum that continues preparing students for college and career success. This course builds language and literacy proficiency with robust instruction, accessible instructional level text, close reading of grade level text, and multiple short and in-depth integrated reading and writing opportunities.

E165 EL English Course 3 (Bridging)**a-g/b****LHS/English**

Prerequisite: Grade 9-12, ELPAC Score between 1521-1950

This course provides English Learners with the next level of skills in reading, writing, speaking, and listening via a rigorous and rich academic curriculum that continues preparing students for college and career success. This course builds language and literacy proficiency with robust instruction, accessible instructional level text, close reading of grade level text, and multiple short and in-depth integrated reading and writing opportunities.

Social Science

All freshmen must take either a Geography class or Naval Science 1 to fulfill the geography requirement for graduation. Classes are for one year. *For further information on Geography, call or email Mrs. Nicole Mora at 924-6600 x2243 nmora@luhsd.k12.ca.us For further information on Naval Science, call or email Rick Myers at 924-6600 x2336 rmyers@luhsd.k12.ca.us*

H101 GEOGRAPHY P

a-g/g

LHS/Geography

Prerequisites: Required of all 9th grade students with the exception of those in AVID 9 or Naval Science 1.

Students study the relationship between living things and physical and cultural environments. The course will focus on physical, cultural, and historical geography and its relationship to modern world political and economic problems. This course incorporates some of the concepts of the AVID curriculum, including study skills, note taking, tutorials and organizational skills, to assist in the student's academic success. *Students may take Naval Science 1 P, AVID 9, or AP Human Geography in place of Geography.*

H106 HUMAN GEOGRAPHY AP

a-g/a

LHS/Geography

Prerequisites: Eligible for placement in English 1P or English Pre AP; prior SBAC score of 2668 or higher; permission of the instructor. The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and land-scape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students will develop skills that enable them to use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in places, and recognize and interpret at different scales the relationships among patterns and processes. The following topics will be covered in the course: geography's nature and perspectives, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. Students will meet the five college-level goals as determined by the national Geographic Standards. *Students are encouraged to take the AP Human Geography exam in the spring. There is a fee for the exam.*

H141 NAVAL SCIENCE 1 P (NJROTC)

a-g/g

LHS/Geography

Prerequisites: Freshman standing, permission of the Naval Science Instructor (within the first two weeks of class).

The student is instructed in leadership, naval orientation, patriotism and citizenship. Military instruction/close order drill is incorporated within a weekly schedule, and uniforms are provided.

There is a one-time \$10.00 fee for an NJROTC name tag.

Math

All freshmen must take Math. **Class selection is based on 8th Grade Math Placement test** *For further information on Math classes or placement, email Brady Holaday at bholaday@luhsd.k12.ca.us.*

M119 INTEGRATED MATH Intensive

LHS/Math

Prerequisites: Math Placement Test Score of 1

Integrated Math Intensive is an intensive targeted intervention course for students who are far below basic in Math. This course will focus on skills students need to be successful in Common Core Math. Students will build foundational skills focusing on the following topics: relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proofs and construction, and connecting algebra and geometry through coordinates. Successful completion of this course allows a student to move on to Common Core Math.

M100 COMMON CORE MATH

a-g/c

LHS/Math

Prerequisites: Math Placement Test Score of 2

Common Core Math is the prerequisite course to the three Course sequence including Integrated Math 1, 2 and 3. This one year long course satisfies the Common Core Standards for Algebra 1. This course focuses on problem solving, simplifying with variables, graphs and equations, multiple representations, systems of equations, transformations and similarity, slope an association, exponents and functions, angles and the Pythagorean Theorem and surface area and volume. The course focuses on connecting algebra and geometry through reasoning and proof, and real world applications of these concepts. This class is for students that have completed Integrated Math Intensive, or is the starting point for non-9th grade students. Successful completion of this course allows a student to move on to Integrated Math 1 P.

Math (continued)

M113 INTEGRATED MATH 1 P

a-g/c

LHS/Math

Prerequisites:

Math Placement Test Score of 3

Integrated Math 1 P is the first course in a three course series. This year long course focuses on Common Core Standards for Integrated Math 1 P. Course topics will include: relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proofs and construction, and connecting algebra and geometry through coordinates. Successful completion of this course allows a student to move on to Math 2 or Math 2 Accelerated (with teacher recommendation).

M114 INTEGRATED MATH 1 P Accelerated

a-g/c

LHS/Math

Prerequisites: Math Placement Test Score of 4 or 5

Integrated Math 1 P Accelerated is an accelerated math course. This course is the first in a three course accelerated math series. This year long course focuses on Common Core Standards for Integrated Math 1 P. Course topics will include: relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proofs and construction, and connecting algebra and geometry through coordinates. In addition to the above course topics, this course will also include additional content for students planning to take Statistical Literacy or AP Calculus as a third or fourth year math course. Successful completion of this course allows a student to move on to Math 2 Accelerated, or if necessary, Math 2.

M156 INTEGRATED MATH A

M157 INTEGRATED MATH B

LHS/Math

Prerequisites: Permission of IEP Team required

Science

All freshmen must take Science. Class selection is based on grade English/Math Placement Tests. For further information on Science classes email Brady Holaday bholaday@luhsd.k12.ca.us.

S110 Foundational Science P

a-g/d LHS/Science

Prerequisites: None

This course introduces students to the core ideas and crosscutting concepts of earth and space science, biology, chemistry and physics. This practical approach emphasizes the development of skills that apply to all areas of science, like problem solving, using data to support claims, communicating information and ideas, and using technology. Students who develop these skills will be more successful in high school and college, and will be more competitive in the 21st century job market. This course devotes approximately 20 percent of the class time to student-centered laboratory activities and small group activities related to team projects and research. This course is aligned to the Next Generation Science Standards and will meet a-g requirements.

S101 BIOLOGY 1 P

a-g/d

LHS/Science

Prerequisites: SBAC Score of 2668 or higher, concurrently enrolled in Accelerated Math 1P, concurrent enrollment in E121 is recommended.

Biology 1P is a college preparatory science course that covers a wide range of life science subjects and is aligned with the Next Generation Science Standards (NGSS). The course will focus on life at different levels, from the smallest molecules and genes, to cells and organ systems, to ecosystems and life on (and possibly away from) Earth. Students will learn about the many complex interactions within and between organisms and the environment. Students will develop skills and an in-depth understanding of the core ideas of life science by exploring real world phenomena, creating models, analyzing scientific data, making and supporting claims, and by conducting their own scientific investigations. Students will learn how to communicate their ideas with others and will collaborate often with partners and groups.

S130 BIOLOGY 1 P Engineering Pathway

a-g/d

LHS/Science

Prerequisites: Currently enrolled in the 9th grade Engineering Pathway.

See S101 Biology 1 P for course description

S109 AGRICULTURAL Science 1 P

a-g/d

LHS/Science

Prerequisites: Freshman or sophomore standing.

This course is designed at the introductory level to enable students to have the opportunity to learn the general principles and terminology in animal production, plant science, agriculture mechanics, agri-business and computer literacy. This course provides classroom education, laboratory experience, FFA participation, and agriculture project opportunities. Students are required to have an ongoing record book.

Science (continued)

S180 AGRICULTURAL BIOLOGY P a-g/d LHS/Science

Prerequisites: Concurrent enrollment in Integrated Math 1P Accelerated

This course is designed to emphasize the principles, central concepts and interrelationships among the following topics: the molecular and cellular aspects of life, energetic, chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and animals, humans and the environment, nutrition, health, and diseases in animals, and the similarities between all living things. This course is centered around an extensive laboratory component in order to connect the major concepts of life science with agricultural applications, along with physical science principles, including written and oral reporting skills. Students are required to have an ongoing record book. *This course is accepted as the equivalent to Biology 1 P. This course meets the LHS graduation requirement for Science.*

Physical Education

This course will focus on developing proficient movement skills in the areas of Team Sports, Combatives, Effects of Physical Fitness upon Dynamic Health, Gymnastics and Tumbling, and Mechanics of Body Movement. In addition, students will learn about health in which students will participate in the California Healthy Youth Act. The California Healthy Youth Act, requires school districts to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health \ and HIV prevention education at least once in high school (CA Education Code [EC] Sections 51930-51939. Tiger Fit testing and California Fitnessgram testing will be part of the assessments in this course. *For further information on Physical Education, call or email Aaron Gardner at 924-6600 x2239 agardner@luhsd.k12.ca.us. For information about Athletics, call or email Kellen Earls at 924-6600 x2181 kearls@luhsd.k12.ca.us*

P101 PHYSICAL EDUCATION 1

PE Uniform required

LHS/Physical Education

Lemoore High School 2023-24 Elective Classes for Freshmen

Course Descriptions and Instructions for Parents

Select **six elective classes** in order of preference (your first choices may not be available).

Agriculture

Note: FFA participation is a requirement for enrollment in all LHS Ag classes. *For further information on Agriculture classes or FFA call or email Howard Clarke at 924-6114 hclarke@luhsd.k12.ca.us.*

A121 INTRO TO CROP SCIENCE

LHS/Elective

Prerequisites: None

This course is designed to teach students basic skills used in the ornamental horticulture industry, including an introduction to the nursery industry, plant identification, plant propagation, fertilizers, potting and soil mediums, with an introduction to floral design. Students are required to have an ongoing record book.

A112 INTRO AG DESIGN AND FABRICATION

a-g/g

LHS/Elective

Prerequisites: None

This is the first course of the Ag Design and Fabrication Pathway. Students will develop knowledge and skills regarding career opportunities, entry requirements and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer knowledge and technological skills in a variety of settings. This course is designed to develop an understanding of Agriculture Fabrication and Design as it relates to safety and skills in tool operation, electrical wiring, plumbing, rope work, concrete and beginning welding.

Art

For further information on Art classes call or email Mario Gonzalez at 924-6600 x2288 mgonzalez@luhsd.k12.ca.us.

V101 DRAWING 1 P

LHS/Fine Arts

a-g/f

Prerequisites: None

This basic course provides a foundation in drawing skills. The class is designed for both those who have never drawn before and those with drawing experience. Creative expression is developed through the drawing media with an emphasis on skill development in portrait, landscape, perspective, design and creative areas. A unit of Art History is provided through the study of 20th century American and European artists. This includes an awareness of the current cultural impact on the arts. A classroom notebook is required.

World Language

For further information on Foreign Language classes call or email Elina Garcia at 924-6600 x2133 egarcia@luhsd.k12.ca.us.

F111 SPANISH 1 P

a-g/e

LHS/Fine Arts

Prerequisites: None

The purpose of Spanish 1 P is to introduce non-speakers to the target language. Students are exposed to the language initially through oral communication which is predicated on daily situations, and through repeated practice of elementary structured forms and manageable vocabulary (vocabulary deemed essential to communicative situations). This vocabulary includes, but is not limited to, basic objects, colors, clothing, family members, time, days of the week, months, dates, weather, numbers, greetings, frequent adjectives and verbs, and classroom expressions. Students are able to convey differences in meaning by the differences of grammatical structures presented during the course of study. They should be able to comprehend a vocabulary of at least 1,000 words in context. Stress is placed on oral communication, and the five basic skills developed are: listening, speaking, reading, writing, and understanding. Reading and writing skills are stressed more at the end of the term.

F112 SPANISH 2 P

a-g/e

LHS/Fine Arts

Prerequisites: Successful Completion of Spanish 1, teacher placement during registration.

Spanish 2 P expands the five basic skills taught in Spanish 1 P. Although oral communication is still the focus, there is an increased emphasis placed on reading and writing. Students are expected to be able to comprehend magazines, newspapers, and selected articles. At level 2, they will have developed a functional command of words and phrases that deal with immediate needs and common everyday situations. Students will comprehend simple questions and statements. Students are still seeking to identify familiar words and phrases. The content expansion includes normal commands, frequent instructions, and courtesy interchanges. The student will be able to recognize differences in the present, past, and future tenses and of other frequently encountered grammatical signals. Students can understand stories and longer language sequences, and a listening comprehension of at least 17,000 words, in context, can be expected.

Family Consumer Sciences

For further information on Family Consumer Science classes call or email Lafonne Mize 924-6600 x2251 lmize@luhsd.k12.ca.us. Or Deanna Saporetti 924-6600 x2289 dsaporetti@luhsd.k12.ca.us.

C101 FOODS AND NUTRITION

Prerequisites: None

This course emphasizes the importance of good nutrition and how to be a wise consumer. Use and care of kitchen equipment and safety in the kitchen is applied while learning proper food preparation techniques. Careers in foods and nutrition are explored. Students will work in groups during food preparation labs. In addition, students will complete individual and group projects. The course reinforces basic skills in reading, writing, math, and science.

C103 FAMILY LIVING/CHILDHOOD DEVELOPMENT

Prerequisites: TB Test required for students attending daycare centers. School nurse will provide TB test (ONLY to students going to daycare).

C108 FAMILY LIVING/CHILDHOOD DEVELOPMENT (9th Pathway Class)

Prerequisites: 9th grade student, enrollment in Education Pathway; TB Test required for students attending daycare centers. School nurse will provide TB test (ONLY to students going to daycare).

This course is designed to help students understand the nature, function, and significance of human relationships within the family or individual units. Instruction is given in the concepts and principles related to various family living conditions, establishing and maintaining relationships, and preparing for marriage, parenthood, and family life. Child development will include topics such as career awareness, pregnancy and childbirth, development of the child, discipline, and child abuse. Students will volunteer their time at nearby day cares and elementary schools.

C106 LIFE SKILLS

Prerequisites: None

Life Skills will provide students with the opportunity to explore and investigate who they are, where they are going, and how to establish a realistic plan to accomplish this journey. Decision making processes and consequences, traditions and expectation at LHS, an intensive career unit resulting in the four-year Plan, study skills, and driver education are included in this class.

Business

For further information Business classes call or email Mr. Hardcastle 924-6600 x2297 chardcastle@luhsd.k12.ca.us

B101 Computers & Technology I

Prerequisites: NONE

The first phase of this class is devoted almost exclusively to alphabetic keyboarding skill development. Emphasis is placed on technique of keyboard operation and then on speed of manipulative performance. Once these skills are in place we move on to word processing, spreadsheet creation, and presentation software. Students will be introduced to coding simple applications for enjoyment and for other courses. Students will work with photo editing software, basic introduction to website design and video editing. Students will utilize their Chromebook in class daily to increase productivity in other courses. Successful completion of Computers & Technology will allow students to be more successful in today's digital world.

D194 MULTIMEDIA MARKETING 1P

This course is designed to teach students about the various aspects of marketing. Students will cover the four P's (Price, Product, Place, Promotion), identifying target markets, and advertising over a range of platforms. The foundations of marketing is a project-based curriculum that develops career and communication skills in digital media. Upon completion of this course, students are able to demonstrate mastery of commercial arts and marketing applications and are prepared for introductory college-level courses.

Industrial Technology

For further information on Industrial Technology classes call or email Breck Jacobs at 924-6600 x2287 bjacobs@luhsd.k12.ca.us

I101 CAD 1: Introduction to Computer Assisted Drafting

Prerequisites: Minimum keyboarding ability.

Through the use of CAD software, this course introduces the student to the fundamental skills and knowledge required for today's industrial drawing. Major emphasis is given to the reading and duplicating of blueprints, advanced computer skills, and problem solving. This course is a first step in the fields of engineering, architecture, various design professions, and drafting.

I113 FUNDAMENTALS OF ENGINEERING

Prerequisites: 9th Grade Student, Enrollment in Engineering Pathway

Students will explore and develop an understanding of the characteristics and scope of technology, the influence on history, along with the relationships and connections between technology and other fields of study. Students will develop an understanding of the attributes of design and develop skill by using the design process to solve technological problems. Students will develop a positive attitude about safety and skills through researching, problem solving, testing, and working collaboratively.

I106 WOOD 1

Prerequisites: None

This course is the first of a series of classes designed to give students the fundamental knowledge and skills needed for building furniture, cabinets and or general construction. In Woods 1, students will learn how to use a measuring tape, hand tools, power tools, in addition to creating and reading a drafted set of plans. All students will be required to pass both a written and performance based safety exams. This is to insure that all students will be able to use the available tools safely and with confidence. This is a project-based class, which requires students to complete increasingly more difficult projects as the semester progresses. Each of these projects has been designed to introduce a certain set of woodworking skills. Students will also develop other highly desired skills which all employers' want, such as using social skills, math and critical thinking skills. This class will also give students a chance to design and build a project of their choice, once they have completed the required projects of the course.

Performance Studies

For further information on Performance Studies classes call or email Shawn McElhaney at 924-6600 x2367 smcelhaney@luhsd.k12.ca.us

D105 DRAMA PRODUCTION 1 P (Beginning Drama)

a-g/f

LHS/Fine Arts

Prerequisites: none

This year-long course will allow students to be introduced to the stage and basic acting techniques. It will help students develop the ability to be in front of an audience with confidence. Students will also learn proper performance and audience behavior. **Performance is required.**

Prerequisites: Open to all grades. May be repeated with the instructor's approval. Entrance during fall semester ONLY. This course will provide the interested student with opportunities to learn to read music, play a wind or percussion instrument, and perform. This is considered the preparatory course for Symphonic Band. ***Performance is required.***

Prerequisites: One year of experience playing a musical instrument, and permission of the instructor; auditions are required. Beyond the concepts introduced in Beginning Band, students will demonstrate familiarity with minor scales and key signatures and eccentric meters. Students must demonstrate an intermediate level of technical facility on their instrument. Students must attend all extra rehearsals and performances. Grade 2-4 band literature is performed in this course. All freshmen coming into the band program must sign up for this course. ***Participation is mandatory in all Marching Band rehearsals and performances.***

Prerequisites: Membership in Symphonic Band, or Wind Ensemble (piano, bass guitar, and guitar are exceptions to this rule with director approval). Members must meet the same standards as Symphonic Band regarding the ability to read music. Permission of the instructor and auditions are required.

Instrumental Jazz is widely recognized as a true American art form. This performing group, an outgrowth and supplement to the Wind Bands, will work on musical literature appropriate to the studies of jazz, pop, and other specific musical styles. ***The group will perform publicly at appropriate events and attend specialized jazz workshops, clinics, concerts, and festivals. Participation is mandatory in all Marching Band rehearsals and performances.***

Prerequisites: Permission of the instructor and an audition are required.

Percussion ensemble is a one semester course that meets at least six hours a week and participates in a number of contests from January through March. The group's emphasis is on modern percussion ensemble pieces featuring a variety of percussion instruments. This course provides an opportunity for developing a variety of tone colors and technique.

Participation is mandatory in all Marching Band rehearsals and performances and/or all Winter Percussion rehearsals and performances. Students must be enrolled in the Percussion class to be in the Marching Band Drumline and/or Winter Percussion.

Prerequisites: Permission of the instructor and an audition are required for each semester. Colorguard is a one semester course that meets at least six hours a week and participates in a number of contests from September through March. The group's emphasis is on modern Colorguard/Winterguard techniques involving dance, body movement, and equipment work. Dance styles from many genres will be taught as well as advanced techniques in stretching and body health. This course offers an opportunity to perfect and improve upon required dance routines and choreography for the competitive season. ***Participation is mandatory in all Marching Band rehearsals and performances and all Winterguard rehearsals and performances. Students must be enrolled in the Colorguard class to be in Colorguard/Winterguard.***

Prerequisites: None

This is a co-curricular course offered to students with Soprano to Alto voice ranges in grades 9-12. It is a beginning to intermediate level choir class. Students will learn proper singing technique utilizing a variety of vocal and physical activities. Students will also learn music theory and develop skills for performance. Choral and vocal music of different styles and genres will be studied and performed in concerts throughout the school year. This class may be repeated for credit. **Performance is mandatory.**

Prerequisite: None

This is a co-curricular course offered to students with Tenor to Bass voice ranges in grades 9-12. It is a beginning to intermediate level choir class. Students will learn proper singing technique utilizing a variety of vocal and physical activities. Students will also learn music theory and develop skills for performance. Choral and vocal music of different styles and genres will be studied and performed in concerts throughout the school year. This class may be repeated for credit. Performance is mandatory.

Non-Departmental

Z101 STUDENT LEADERSHIP 1

Prerequisites: Open to freshman who would like to be an elected or appointed student leader, have a 2.0 GPA or above on most current grading report and no F's in any current courses at the time of registration. Application required.

This class covers the skills and techniques of group organizations (clubs, committees, etc.) in a democratic society. This includes mastering communication and meeting skills, agenda preparation, election and survey procedures, Interactive Method as well as Parliamentary Procedure. It will also include such topics as constitutions, student finance (budgeting, budget tracking and accountability), and formal vs. informal minute taking. Current and historical leaders are analyzed while students determine and grow in their own style of being a leader themselves. This class includes several opportunities for recreation and involvement (homecoming, inter-class competitions, fundraisers, etc.) It also teaches students proper event planning in order to develop their own events (rallies, contests, and lunchtime activities) while using publicity techniques (posters, fliers, public announcements, display case design), timelines and material acquisition. Projects involve both individual and group efforts.

Z105 AVID 9

Prerequisites: Instructor permission.

AVID is an academic support program for minority and/or low-income students who are often the first in their families to attend college. AVID targets students who are only getting average grades but who have the potential to succeed in a rigorous academic program. AVID incorporates the intensive support students need to succeed, and uses the Socratic Method and study groups that specifically target under-achieving students. *This course fulfills the LHS Geography requirement.*

Class of 2027

Lemoore High School 2023-2024 Course Request Form

Last Name _____ First Name _____ Feeder School _____
Print Clearly

You DO NOT need to select an English, Math or Science class
English, Math, and Science Placement will be determined based on Placement Test scores

ENGLISH – Please note: Placement is based on 8th grade English placement scores, NOT teacher recommendation; see the LHS Core Academic Courses and Placement Criteria

- E121 English 1 Pre AP
- E101 English 1P
- E111 English 1 Intermediate P
- E131 English 1 P ONLY FOR Education Pathway
- E163, E164, E165 EL English Course 1, 2, 3 ONLY FOR EL Students
- E111A English 1 Intensive AB (Permission of the IEP Team required)

MATH – Please note: Placement is based on 8th grade Math placement scores, NOT teacher recommendation; see the LHS Core Academic Courses and Placement Criteria

- M114 Integrated Math 1 P Accelerated
- M113 Integrated Math 1 P
- M100 Common Core Math
- M119 Integrated Math Intensive
- M156 Integrated Math A or M157 Integrated Math B (Permission of the IEP Team required)

SCIENCE – Please note: Placement is based on 8th grade English/Math placement scores, NOT teacher recommendation; see the LHS Core Academic Courses and Placement criteria.

- S110 Foundational Science P
- S109 Agriculture Science 1
- S101 Biology 1 (English 1 Pre AP is recommended and Accelerated Math 1P is required).
- S180 Ag Bio (English 1 Pre AP is recommended and Accelerated Math 1P is required).
- S130 Biology ONLY FOR Engineering Pathway

GEOGRAPHY or NAVAL SCIENCE

- H101 Geography P
- H106 Human Geography AP (Placement in English 1 Pre AP recommended)
- H141 Naval Science 1P (NJROTC)

PHYSICAL EDUCATION

- P101 Physical Education 1

ELECTIVES – Review the list of elective courses open to freshmen and list six classes in order of preference. Please keep in mind that some of the electives you choose may not be available, so it is important to prioritize your list.

Students must make 6 selections

Course Number

Course Title

Course selections will be reviewed by counselors. If there is a change in the request, please contact your child's counselor. Counselor contact information is on the first page in this handbook. Change requests after June 01, 2023 will not be considered without administration approval. ***Course selections are not guaranteed.**

School Starts August 16, 2023

Freshman Orientation is August 7th, 2023 more information to follow

Jamison High School

351 East Bush Street – Lemoore, CA 93245

(559) 924-6620 – FAX 924-6637

www.luhsd.k12.ca.us

February

February 21 Trimester 2 Begins

February 23 Basketball -vs- La Sierra

February 24 Basketball -vs- AC at 11:00 in the LHS Event Center

March

March 3 Deposit For Senior Trip is Due

March 6-10 Parent Conferences (Students on Parent Conference Schedule)

March 6-10 State Testing

Other Things Happening On Campus

February- Black History Month Activities

March- Womens History Month Activities

February- ELPAC Testing

Culinary Monday with West Hills Community College- Mondays at 1:45

Softball Tryouts- TBD

Lunchtime activities throughout the month

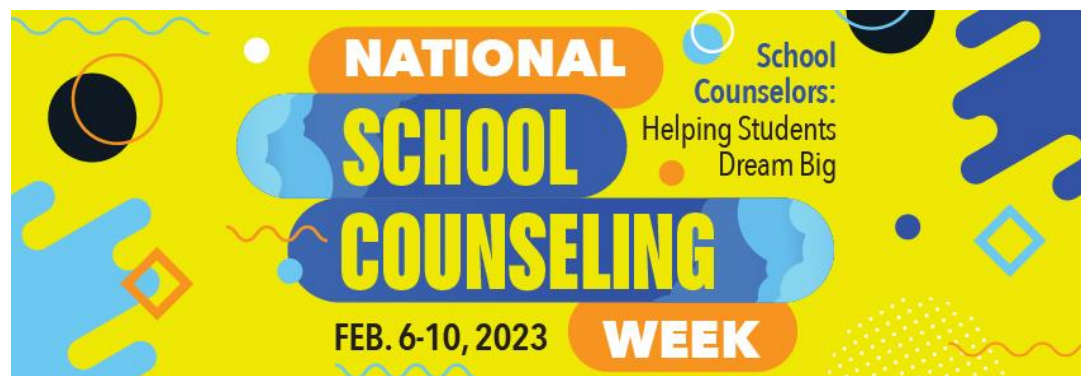
SEL Intervention Labs on Mondays and Academic Intervention Labs on Fridays





“Random Acts of Kindness Week”

Monday, 2/13/23	Tuesday, 2/14/23	Wednesday, 2/15/23	Thursday, 2/16/23	Friday, 2/17/23
Theme: “RAK Lesson Day”	Theme: “Valentine’s and Care-Compassion Day” “	Theme: <i>Connect to Others Day</i>”	Theme: Day of “The WOLF Way”	Theme: “NATIONAL RANDOM ACTS OF KINDNESS DAY”
<ul style="list-style-type: none"> • Teachers - Pick a Lesson and have students share their awareness and “AHA” moments 	<ul style="list-style-type: none"> • WEAR RED in celebration of Valentine’s Day 	<ul style="list-style-type: none"> • Send a hello message to a an old or new friend 	<ul style="list-style-type: none"> • Show your own care and compassion for others by lending a helping hand 	<ul style="list-style-type: none"> • Be and Show your Act of Kindness to others



“Building Relationships Week”

Monday, Feb. 6th	Tuesday, Feb. 7th	Wednesday, Feb 8th	Thursday, Feb 9th	Friday, Feb 10th
<p>Theme: <i>“Others Matter Monday”</i></p> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> -Speak with students about perspective taking. -Discuss empathy and compassion <ul style="list-style-type: none"> • Earn lunch with the Mrs. Vargas, School Counselor • Recess Activities with Mrs. Vargas 	<p>Theme: <i>“Teamwork Tuesday”</i></p> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> -Work as a team on a class project. <ul style="list-style-type: none"> • Ms. Sowers – Morning Announcement • Earn lunch with the Ms. Sowers, School Psychologist 	<p>Theme: <i>“What would you do Wednesday”</i></p> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> -Discuss scenarios for problem solving with students. <ul style="list-style-type: none"> • Ms. Sowers-Morning Announcement 	<p>Theme: <i>“Thoughtful Thursday”</i></p> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> -Ask students to name 3 qualities of a great friend. <ul style="list-style-type: none"> • Mrs. Vargas – Morning Announcement • Recess Activities with Mrs. Vargas 	<p>Theme: <i>“Friendly Friday”</i></p> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> -Have students write down as many friendly words as they can. -Draw/write about your favorite things about friendships. <ul style="list-style-type: none"> • Mrs. Vargas– Morning Announcement



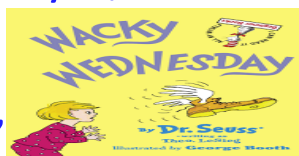
Central School Celebrates
Dr. Seuss Week and Dress Up Days
February 27th – March 3rd



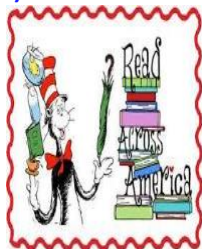
Monday – “Fox in Sox” (Wear Crazy Socks)



Tuesday – “Cat in the Hat Day” (Wear Your Crazy Hat)



Wednesday – “Wacky Wednesday” (Wear Your Wackiest Outfit)



Thursday – “I Can Read Day” (Wear a shirt you can read)



Friday – “The Places You’ll Go”

(Wear your favorite college shirt)



Central Explores



College Awareness WEEK



February 21-24





Central School February 2023

School Activities:

1. **February 1** Intergenerational Interview Project Day @ 8am
2. **February 1** College Awareness Month (Wear Your Favorite College T-shirt/Sweatshirt)
3. **February 3** School Site Council Meeting 3rd Quarter @ 2:30pm via Zoom
Central @ Island (A girls and A boys Basketball) @ 1:30pm
4. **February 6-10** National School Counseling Week – “Building Relationships Week”



5. **February 7** Central Parent Teacher Club Meeting @ 2pm – Room 1
6. **February 10** RSMS @ Central (A girls and A boys Basketball) @ 1:30pm
7. **February 11** Saturday School 8am – 12pm



8. **February 13-17** Random Acts of Kindness Week
9. **February 14** Valentine's Day (Valentine Gram Distribution)
Valentine's Day Dance 3pm-5pm (Eligible 6th-8th Grade Students only)
10. **February 21-24** College/Career Awareness Week – Middle School and Elementary Activities



11. **February 22-24** State Physical Fitness Testing for grades 5th and 7th
12. **February 24** Trimester 2 Ends
13. **February 25** Saturday School 8am – 12pm
14. **Feb. 27 – Mar. 3** Read Across America Week – Spirit Week (Schedule TBA)

CENTRAL ELEMENTARY SCHOOL

15783 18TH AVE
LEMOORE, CA 93245

"HOME OF THE WOLVES"

ANNE GONZALES, PRINCIPAL
ELIZABETH ALVARADO, ASSISTANT

PRINCIPAL

559-924-7797 (FAX) 924-0919



Central School
March 2022

School Activities, Events and Game Days:

1. March 1 Trimester 2 Report Card/ PFT Physical Fitness Testing (5th & 7th)
2. March 1-3 Read Across America/Spirit Week (Please See Dress Up Days Schedule)
3. March 2 8th Grade to Downing Planetarium/Campus Tour at Fresno State
4. March 2 DELAC Meeting @ 8:30am (District Presentation Center)
5. March 3 Muffins with Moms @ 7:30am in the Cafeteria
6. March 3 Storybook Walk #3 – Kindergarten thru 3rd Grades @ 8:15am
7. March 3 Trimester 2 – Attendance Award Incentive Field Trip for Kinder – 5th Grades
(John's Incredible Pizza in Fresno)
8. March 7 Trimester 2 – Attendance Award Incentive Field Trip for 6th -8th Grades
(John's Incredible Pizza in Fresno)
9. March 7 Lemoore High School NJ @ Central for 8th Presentation
10. March 9 5th Grade to Downing Planetarium/Campus Tour at Fresno State
11. March 10 Peach Blossom Festival @ Fresno State (3rd thru 4th Grade Participants)
12. March 11 Saturday School
13. March 13-17 Trimester 2 Academic/Character Awards Week (Schedule to be Announced)
14. March 16 SARB Meetings @ District Office
15. March 16 Phonics, Parents, and Pizza for Kinder-5th Grades @ 3pm Central Cafeteria (Please complete RSVP Invitation and return to school office by 3/13/23)
16. March 20 Lemoore High School Counselors @ Central – Complete Registration
17. March 20-24 Trimester 3 Academic Screener – Kinder thru 8th Grades
18. March 21 SRR Cultural Department – Trimester 3 Presentation (4th/5th Grades)
19. March 25 Saturday School and Central Parent Teacher Club Fundraiser (Car Wash/Rummage Sale)

Stratford Elementary School, February Update



School Events

Feb 2	School Site Council Meeting #3
Feb 3	Basketball Games @Kettleman City
Feb 10	Basketball Games @Stratford vs. Parkview
Feb 11	Saturday School
Feb 17	Basketball Games @Reef Sunset National Random Acts of Kindness Day!
Feb 20	President's Day- No School
Feb 22	A Boys' Basketball Tournament @Kettleman City ASP Roller Towne Field Trip
Feb 23	B Boys' Basketball Tournament @Kettleman City
Feb 24	End of Trimester 2 8 th Grade Field Trip- San Francisco Exploratorium
Feb 25	Saturday School

Upcoming in March

March 2	National Read Across America Day, Pajama Party K-5
March 3	Report Cards Sent Home
March 6	Trimester Awards
March 7	Spring Color Run
March 11	Saturday School
March 16	3 rd Grade- Farm Day Field Trip 8 th Grade Leadership- Berkeley Field Trip
Mar 20-31	Spring iReady Academic Screener (K-8)
March 20	8 th Grade LHS Registration Onsite
March 23	8 th Grade SPED- LHS Tour
March 25	Saturday School
March 31	1:00PM Early Release Day for Spring Break