

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue, Cardiff-by-the-Sea, California

REGULAR MEETING OF THE GOVERNING BOARD
AGENDA

THURSDAY, FEBRUARY 8, 2024

5:00 PM PUBLIC MEETING

CARDIFF SCHOOL MULTIPURPOSE ROOM • 1888 MONTGOMERY AVENUE • CARDIFF-BY-THE-SEA, CA 92007

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board meeting are available for inspection upon request at the Cardiff School District, 1888 Montgomery Avenue, Cardiff or on our [website](#).

The public's health and well-being are a top priority for the Board of Trustees of the Cardiff School District and you are urged to take all appropriate health and safety precautions.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Board of Trustees, please contact the Office of the Superintendent at (760) 632-5890, Extension 101. Notification 24 hours prior to the meeting will enable the District to make the necessary arrangements to ensure accommodation and accessibility to this meeting.

TO ADDRESS THE GOVERNING BOARD REGARDING AN ITEM ON THE AGENDA:

Members of the audience may address the Board of Trustees on items that are within the Board's subject matter jurisdiction. Persons wishing to address the Board concerning items on the agenda are invited to do so when the item is addressed at the meeting. Please complete and submit a written request to the secretary before the meeting. When the Board President invites you to speak, please state your name for the record. In the interest of time and order, each speaker is allotted a maximum of three (3) minutes. When your speaking time expires you will be prompted with a 15-second warning.

I. ORGANIZATIONAL ITEMS

A. Call to Order

B. Pledge of Allegiance

C. Roll Call

Ms. Rhea Stewart, President

Ms. Nancy Orr, Clerk

Mr. Andrew Howard, Member

Mr. Ashok Swaminathan, Member

Mr. Shad Thielman, Member

Ms. Jill Vinson, Superintendent

D. Approve Agenda for February 8, 2024

(All items are action unless labeled information.)

E. Approve Minutes from the Regular Meeting of January 11, 2024

II. HEARING SESSION

- A. **Public Comments** *(The purpose of the Board meeting is to conduct the School Board's business in public. The Board welcomes and encourages public comments, however, in accordance with the Brown Act, Board members may not respond to comments during the public comment portion of the agenda. Any member of the public who wishes to address the Board on an item on the agenda or on another topic which lies within the Governing Board's jurisdiction may do so, but must submit a written request. Please hand your form to the secretary before the meeting. Presentations are limited to 3 minutes per person per topic. The total amount of time to be allowed on any item is fifteen minutes, unless the time limit is waived by a majority vote of the Board. The Board may 1) acknowledge receipt of the information; 2) refer to staff for further study; or 3) refer the matter to a future agenda.)*
- B. **Cardiff Elementary Teachers Association**
- C. **ELAC/DELAC**
- D. **School Site Council**
- E. **Cardiff SEA**
- F. **School Reports**
- G. **Reports on Workshops/Conferences**
- H. **Superintendent's Report**

III. **CONSENT CALENDAR**

Items listed in the Consent Calendar are considered to be routine and are acted on by the Board in one motion unless members of the Board request specific items to be discussed or pulled. It is understood that the Superintendent recommends approval on all Consent Items. Each item of the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- A. **Approve Current Business Items:**
 - 1. **Purchase Orders; January 2024**
 - 2. **Commercial Warrants #14-100892 to #14-110147 ; \$208,385.79**
 - 3. **Payroll Warrants January 2024; \$848,026.30**
- B. **Approve Personnel Report as of February 5, 2024**
- C. **Approve Enrollment Report as of February 5, 2024**
- D. **Approve the 2023-24 Comprehensive Safety Plan**
- E. **Approve the 2022-2023 Cardiff School and Ada Harris School Accountability Report Cards**
- F. **Approve Memorandum of Agreement (MOA) 7367 Amendment Number 2, Every Student Succeeds Act Transportation Cost Sharing to Provide Educational Support to Students in Foster Care through June 30, 2026**
- G. **Removal of Items from Consent Calendar**
- H. **Approve Consent Calendar**

IV. **GENERAL FUNCTIONS**

A. 2024 CSBA Delegate Assembly Election Region 17 (9 vacancies)

B. Approve Board Protocols

V. BUSINESS & FINANCE

A. Supplement to the Annual Update for the 2022-23 LCAP (Information)

VI. FUTURE AGENDA ITEMS

VII. ANNOUNCEMENT: ADJOURNING TO CLOSED SESSION

A. Conference with Legal Counsel- Anticipated Litigation-
Significant exposure to litigation pursuant to Government
Code section 54956.9(d)(2): (ONE potential case)

B. Conference with the District's labor negotiator, Jill Vinson, Regarding
Negotiations with the Cardiff Elementary Teachers Association-
Government Code Section 54957.6

VIII. RECONVENE TO OPEN SESSION

IX. REPORT FROM CLOSED SESSION

X. ADJOURNMENT OF MEETING

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue
Cardiff-by-the-Sea, California 92007

MINUTES
REGULAR BOARD MEETING, JANUARY 11, 2024

The Regular Board Meeting of the Governing Board of the Cardiff School District was held on Thursday, January 11, 2024, in the Cardiff School Multipurpose Room, located at 1888 Montgomery Ave, Cardiff-by-the-Sea, California. President Stewart called the meeting to order at 5:02 p.m. and led the trustees and visitors in the Pledge of Allegiance.

Members Present: Howard, Orr, Stewart, Swaminathan, Thielman

Members Absent: 0

Administrators Present: Vinson, Giroux, Scheftner

The agenda for the January 11, 2024 Regular Board meeting was approved as presented.

MOTION: Orr

SECOND: Swaminathan

AYES: Howard, Orr, Stewart, Swaminathan, Thielman

NOES: 0

ABSENT: 0

The minutes from the Regular and Organizational Board Meeting of December 14, 2023 were approved as written.

MOTION: Howard

SECOND: Swaminathan

AYES: Howard, Orr, Stewart, Swaminathan, Thielman

NOES: 0

ABSENT: 0

Hearing Session:

- There were no public comments.
- CETA president Nguyen announced the retirement of teacher Mindy Trees and thanked her for her service. Amy Price was announced as the new CETA secretary.
- The next ELAC/DELAC meeting is scheduled for 2/8/24.
- School Site Council's next meeting is 1/22/24.
- The Cardiff SEA Board met on 1/10/24 and is busy gathering donations for the Gala on 3/9/24. Their next meeting is scheduled for 1/17/24.
- Principal Giroux was happy to welcome back students after the winter break. They got busy learning about metaphors, homophones, telling time, writing product reviews, and enjoyed center rotations for language arts and math. Ability Awareness Week is at the end January

and they are excited for *Love on A Leash* to be back on campus. The next spirit day is “Wear a shirt with a kind message”.

- Principal Scheftner reported that it was nice seeing all the students and staff back on campus. They have a full calendar ahead including Kindness Week, the Cardiff Way Assembly, and Ability Awareness Week, which will include an on campus visit from Reins Therapeutic Miniature Horse. The Jog-a-Thon will be 1/31/24 and Science Night will be 1/25/24. STEAM teacher Mr. Reily has organized several hands-on challenges for students and families to explore.
- No report on workshops/conferences.
- Superintendent Vinson thanked CBO Jasper for her efforts facilitating the Cardiff School sewer project over break and also thanked custodian Aguirre for facilitating the replacement of all the lights in the student restrooms at Ada Harris. To commemorate the passing of longtime resident and former Independent Citizens Oversight Committee member Christine Bruington, in lieu of flowers, a donation was organized to purchase books for the Cardiff School library. Superintendent Vinson thanked CBO Jasper for her assistance in acquiring grant monies to purchase a new truck to replace our 22-year-old district truck. A visioning meeting is planned for January 22, 2024, and Ms. Vinson looks forward to reporting further updates. She also acknowledged Mindy Trees for her 24 years of service teaching our students and congratulated her on her retirement this month.

The Consent Calendar was approved as presented.

MOTION: Thielman

SECOND: Howard

AYES: Howard, Orr, Stewart, Swaminathan, Thielman

NOES: 0

ABSENT: 0

Auditor Brian Hardey, with Wilkinson Hadley & King, presented the 2023 Annual Audit Report to the Board.

The Annual Audit Report for the school year ending June 30, 2023 was approved and accepted.

MOTION: Swaminathan

SECOND: Thielman

AYES: Howard, Orr, Stewart, Swaminathan, Thielman

NOES: 0

ABSENT: 0

The Request from Employee #267-838 for an Unpaid Leave of Absence from January 26, 2024-May 31, 2024 was approved.

MOTION: Swaminathan

SECOND: Thielman

AYES: Howard, Orr, Stewart, Swaminathan, Thielman

NOES: 0

ABSENT: 0

Future agenda items include the CSBA Delegate Assembly election.

There being no other regular business to come before the Board, the meeting was adjourned to closed session at 5:19 p.m. The meeting reconvened to open session at 6:37 p.m. President Stewart reported that no action was taken during the closed session.

The Board conducted a Governance Workshop on Board Protocols and Responsibilities.

There being no other business to come before the Board, the meeting was adjourned at 7:25 p.m.

Respectfully submitted,

Nancy Orr, Clerk

Jill Vinson, Superintendent

JANUARY 2024 PO LISTING

PO	Date	Supplier	Fund	Resource	Goal	Function	Object	Site	Description	Amount
INSTRUCTIONAL SUPPLIES										
5042	1/11/24	AMAZON CAPITAL SERVICES	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$ 494.73
5047	1/11/24	AMAZON CAPITAL SERVICES	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$ 72.20
5053	1/11/24	AMAZON CAPITAL SERVICES	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$ 146.08
5064	1/11/24	AMAZON CAPITAL SERVICES	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$ 93.16
	1/11/24	AMAZON CAPITAL SERVICES	0100	6500000	5760	3120	4300000	000	SPED Instructional Supplies	\$ 45.18
	1/11/24	ANNE MIHALY	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$ 76.99
5005	1/11/24	FOLLETT SCHOOL SOLUTIONS, INC.	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$ 25.47
	1/11/24	SCOTT REILY	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$ 29.43
5058	1/11/24	AMAZON CAPITAL SERVICES	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$ 105.60
5059	1/11/24	AMAZON CAPITAL SERVICES	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$ 52.42
5066	1/11/24	AMAZON CAPITAL SERVICES	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$ 125.61
5044	1/11/24	AMAZON CAPITAL SERVICES	0100	0000000	0000	2420	4300008	222	Instructional Supplies	\$ 470.51
5045	1/11/24	AMAZON CAPITAL SERVICES	0100	0000000	0000	2420	4300008	222	Instructional Supplies	\$ 261.54
5046	1/11/24	AMAZON CAPITAL SERVICES	0100	0000000	0000	2420	4300008	222	Instructional Supplies	\$ 130.96
	1/16/24	SHAUNA GILBERT, M.ED., ED.S., NCSP	0100	6500000	5760	3120	4300000	000	SPED Instructional Supplies	\$ 150.00
5075	1/18/24	S.W. SCHOOL SUPPLY	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$ 199.01
5078	1/22/24	GOPHER SPORT	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$ 117.90
	1/22/24	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$ 59.55
5085	1/29/24	S.W. SCHOOL SUPPLY	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$ 42.45
5085	1/29/24	S.W. SCHOOL SUPPLY	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$ 8.49
5085	1/29/24	S.W. SCHOOL SUPPLY	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$ 89.65
5086	1/29/24	S.W. SCHOOL SUPPLY	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$ 204.38
										\$ 3,001.31

	1/11/24	CONSOLIDATED ELECTRICAL	0100	0000000	0000	8110	4300000	000	Maintenance Supplies	\$ 232.20
	1/11/24	FAGEN FRIEDMAN & FULFROST, LLP	0100	6500000	5760	3120	4300000	000	Conference - F3Law	\$ 250.00
4829	1/11/24	HOME DEPOT CREDIT SERVICES	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 289.98
	1/11/24	PACIFIC PLUMBING SPECIALTIES	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 800.13
4818	1/11/24	READY REFRESH BY NESTLE	0100	0000000	0000	2700	4300000	222	Services for December	\$ 139.29
4818	1/11/24	READY REFRESH BY NESTLE	0100	0000000	0000	2700	4300000	111	Services for December	\$ 100.72
4818	1/11/24	READY REFRESH BY NESTLE	0100	0000000	0000	7200	4300000	000	Services for December	\$ 60.00
4835	1/11/24	WEX BANK	0100	0000000	0000	8110	4300000	000	Automotive Supplies	\$ 279.00
5030	1/16/24	SITEONE LANDSCAPE SUPPLY LLC	0100	0000000	0000	8200	4300000	000	Landscape Supplies	\$ 198.17
5072	1/18/24	INNOVATION WIRELESS	0100	0000000	0000	8110	4300000	000	Maintenance Supplies	\$ 697.44
	1/22/24	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 661.72
	1/22/24	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7200	4300000	000	Office Supplies	\$ 140.00
	1/22/24	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7100	4300000	000	Office Supplies	\$ 805.45
	1/25/24	DOCUMENT TRACKING SERVICES	0100	0000000	0000	7200	4300000	000	Professional Services	\$ 425.00
4835	1/29/24	WEX BANK	0100	0000000	0000	8110	4300000	000	Automotive Supplies	\$ 219.00
										\$ 5,298.10

4000 (SUPPLIES) TOTALS: BALANCE: 372,739 ACCUMULATED BALANCE: 298,354 REMAINING BALANCE: 74,385

UTILITIES										
4834	1/4/24	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for November	\$ 5,958.51
4834	1/11/24	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for November	\$ 78.10
4830	1/11/24	EDCO WASTE & RECYCLING SERVICE	0100	0000000	0000	8200	5500002	111	Services for December	\$ 737.23
4830	1/11/24	EDCO WASTE & RECYCLING SERVICE	0100	0000000	0000	8200	5500002	222	Services for December	\$ 737.23
4886	1/11/24	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	111	Services for December	\$ 1,123.60
	1/11/24	AT&T	0100	0000000	0000	7200	5900001	000	Services for December	\$ 272.03
	1/11/24	AT&T	0100	0000000	0000	7200	5900001	000	Services for December	\$ 272.03
	1/11/24	AT&T	0100	0000000	0000	7200	5900001	000	Services for December	\$ 137.03
	1/11/24	AT&T	0100	0000000	0000	7200	5900001	000	Services for December	\$ 272.03
	1/11/24	AT&T	0100	0000000	0000	7200	5900001	000	Services for December	\$ 773.64
	1/11/24	AT&T	0100	0000000	0000	7200	5900001	000	Services for December	\$ 333.06
	1/11/24	AT&T	0100	0000000	0000	7200	5900001	000	Services for December	\$ 55.44
4834	1/18/24	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	111	Services for December	\$ 7,117.67
4834	1/18/24	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for December	\$ 13.04
4834	1/25/24	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for December	\$ 995.36
										\$ 18,876.00

SERVICES

	1/4/24	COORDT EDUCATIONAL SERVICES	0100	6500000	5760	3120	5800000	000	Services for December	\$	4,446.00
	1/4/24	STANDARD ELECTRONICS	0100	0000000	0000	8110	5800000	000	Maintenance Supplies	\$	260.00
4832	1/11/24	EVERDRIVEN TECHNOLOGIES	0100	0000000	5760	3600	5100000	000	Transportation	\$	5,948.64
	1/11/24	SAN DIEGO CNTY SUPT OF SCHOOLS	0100	0000000	0000	7200	5200000	000	Conference - CBO	\$	250.00
4869	1/11/24	MISSION LINEN & UNIFORM	0100	0000000	0000	8110	5600000	000	Services for December	\$	360.78
4831	1/11/24	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	7200	5600000	000	Lease Payment January	\$	441.77
4831	1/11/24	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	2700	5600000	111	Lease Payment January	\$	256.45
4831	1/11/24	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	2700	5600000	222	Lease Payment January	\$	256.45
	1/11/24	ASCENSUS	0100	0000000	0000	7200	5800000	000	Professional Services	\$	2,200.00
	1/11/24	BRIAN CRIST	0100	0000085	1110	1000	5800000	000	Music Boosters	\$	270.00
	1/11/24	CONNOR BAGHERI	0100	0000085	1110	1000	5800000	000	Music Boosters	\$	551.25
	1/11/24	DRAIN MOB, LLC	0100	0000000	0000	8110	5800000	000	Maintenance Services	\$	33,500.00
4847	1/11/24	INFINITY COMMUNICATIONS AND CONSULTIN	0100	0000000	0000	7200	5800000	000	Professional Services	\$	325.00
	1/11/24	KHOI LE	0100	0000085	1110	1000	5800000	000	Music Boosters	\$	720.00
	1/11/24	STERICYCLE	0100	0000000	0000	7200	5800000	000	Services for December	\$	143.02
4849	1/11/24	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for December	\$	6,213.77
4849	1/11/24	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for December	\$	4,176.47
4849	1/11/24	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for December	\$	1,426.11
4849	1/11/24	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for December	\$	9,829.97
	1/11/24	FAGEN FRIEDMAN & FULFROST, LLP	0100	0000000	0000	7100	5800005	000	Services for November	\$	249.00
4861	1/11/24	PITNEY BOWES GLOBAL	0100	0000000	0000	7200	5900002	000	Lease Payment Dec-Feb	\$	304.13
4811	1/16/24	ADT COMMERCIAL LLC	0100	0000000	0000	2700	5800000	222	Maintenance Services	\$	3,040.19
4811	1/16/24	ADT COMMERCIAL LLC	0100	0000000	0000	2700	5800000	111	Maintenance Services	\$	2,110.24
4811	1/16/24	ADT COMMERCIAL LLC	0100	0000000	0000	2700	5800000	222	Maintenance Services	\$	(271.31)
	1/16/24	NEVILLE BILLIMORIA	0100	0000000	0000	7100	5800000	000	Professional Services	\$	2,500.00
	1/16/24	NEVILLE BILLIMORIA	0100	0000000	0000	7100	5800000	000	Professional Services	\$	2,500.00
	1/16/24	STANDARD ELECTRONICS	0100	0000000	0000	8110	5800000	000	Maintenance Supplies	\$	320.00
	1/16/24	STANDARD ELECTRONICS	0100	0000000	0000	8110	5800000	000	Maintenance Supplies	\$	1,092.33
	1/16/24	STATE OF CALIFORNIA	0100	0000000	0000	7100	5800000	000	Fingerprinting Services	\$	32.00
	1/16/24	TOSHIBA BUSINESS SOLUTIONS	0100	0000000	0000	7200	5800000	000	Maintenance Services	\$	1,456.40
4816	1/18/24	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	111	Maintenance Services	\$	66.00
4816	1/18/24	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	222	Maintenance Services	\$	105.00
4970	1/18/24	COASTAL SPEECH THERAPY	0100	6500000	5760	1190	5800000	000	Services for December	\$	6,529.68
4826	1/18/24	J.M.D.LANDSCAPE INC.	0100	0000000	0000	8110	5800000	000	Maintenance Services	\$	6,098.40
	1/22/24	CASEY PAYTE	0100	0000000	0000	2700	5200000	222	Instructional Supplies	\$	1,875.00
	1/22/24	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7100	5200000	000	Conference - ACSA	\$	849.00
	1/22/24	FREDRICKS ELECTRIC, INC.	0100	0000000	0000	8110	5600000	000	Maintenance Services	\$	3,120.58
4811	1/22/24	ADT COMMERCIAL LLC	0100	0000000	0000	2700	5800000	222	Maintenance Services	\$	1,622.50
	1/22/24	ELITE SHOW SERVICES	0100	0000000	0000	8200	5800000	000	Professional Services	\$	1,365.00
	1/22/24	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7200	5900001	000	Verizon - Dec Statement	\$	180.38
	1/25/24	ATKINSON, ANDELSON, LOYA, RUUD, & ROMO	0100	0000000	0000	7100	5800005	000	Services for December	\$	350.44
	1/25/24	FAGEN FRIEDMAN & FULFROST, LLP	0100	0000000	0000	7100	5800005	000	Services for December	\$	1,003.50
	1/29/24	CITY OF ENCINITAS	0100	0000000	0000	8200	5500003	222	Sewer Services	\$	3,205.18
	1/29/24	CITY OF ENCINITAS	0100	0000000	0000	8200	5500003	111	Sewer Services	\$	3,976.66

\$ 115,255.98

5000 (SERVICES) TOTALS: BALANCE: 1,219,451 ACCUMULATED BALANCE: 813,940 REMAINING BALANCE: 405,511

FUND 4000 - CAPITAL FACILITIES

4837	1/18/24	STUDIO E ARCHITECTS	4000	0000000	0000	8500	6200000	000	Professional Services	\$	5,372.50
\$ 5,372.50											

Personnel Report - February 8, 2024

John Petras	Extended Day Assistant	New Hire	1/22/24
Munira Ibrahim	Extended Day Assistant	New Hire	2/1/24

CARDIFF

K	Glass	<u>22</u>
K	McNamara	<u>22</u>
K	Sallans	<u>23</u>
K	Stone	<u>22</u>

TOT K 89

1	Douil/Dueh	<u>23</u>
1	Easson	<u>23</u>
1	Miller	<u>23</u>
1	Stuart	<u>21</u>

TOT 1 90

2	Boyesen	<u>23</u>
2	Kavan	<u>22</u>
2	Payte	<u>21</u>
2	Redding	<u>21</u>

TOT 2 87

Wilson 0 **TOT** 0

Subtotal 266

DISTRICT TOTAL 648

ADA HARRIS

3	Cope	<u>22</u>
3	Herrman	<u>19</u>
3	Milliken	<u>22</u>
3	Murray	<u>21</u>
3	Switzler	<u>22</u>

TOT 3 106

4	Brice	<u>20</u>
4	Green	<u>21</u>
4	Mihaly	<u>20</u>
4	Trees/Atalla	<u>19</u>

TOT 4 80

5	d'Entremont	<u>23</u>
5	Ensberg	<u>21</u>
5	Price	<u>23</u>
5	Yant	<u>21</u>

TOT 6 88

6	Jewell	<u>25</u>
6	Nguyen	<u>22</u>
6	Therriault	<u>22</u>
6	Tiersma	<u>24</u>

TOT 6 93

Velit 15 **TOT** 15

Subtotal 382

Cardiff Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



CARDIFF
SCHOOLS

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Cardiff Elementary
Street	1888 Montgomery Avenue
City, State, Zip	Cardiff-by-the-Sea, CA 92007-2313
Phone Number	760-632-5892
Principal	Michelle Giroux, Principal
Email Address	michelle.giroux@cardiffschools.com
School Website	www.cardiffschools.com
County-District-School (CDS) Code	37680076037766

2023-24 District Contact Information

District Name	Cardiff School District
Phone Number	760-632-5890
Superintendent	Jill Vinson
Email Address	jill.vinson@cardiffschools.com
District Website	www.cardiffschools.com

2023-24 School Description and Mission Statement

Although the Cardiff community is part of the City of Encinitas, Cardiff School District is maintained as a separate, self-directed entity. It is one of the smallest districts in San Diego. Together, the two district schools, Cardiff Elementary School and Ada Harris Elementary School, have an enrollment of approximately 650 students. The intimate size of the district fosters unique learning opportunities for our students' educational growth. Parent and community support and involvement are vital factors in shaping a positive atmosphere of collaboration. Recognizing that young elementary students and older elementary students have different social, academic, and physical needs, the district has separated the schools by grade level. Cardiff Elementary School has students in grades Kindergarten through second. Ada Harris has students in third through sixth grade.

District Vision Statement

Our envisioned future articulates our organizational aspirations in the hearts and minds of our students, parents, staff, and community. We actively promote this vision to engage our educational partners and maintain our focus on what is essential. We envision:

Lifelong Learners | Contributing Citizens | Educational Excellence

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	85
Grade 2	113
Grade 3	--
Grade 4	--
Grade 5	--
Grade 6	--
Grade 7	--
Grade 8	--
Grade 9	--
Grade 10	--
Grade 11	--
Grade 12	--
Total Enrollment	283

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	2.1%
Black or African American	0.0%
Filipino	0.4%
Hispanic or Latino	14.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	9.5%
White	67.5%
English Learners	3.5%
Foster Youth	0.0%
Homeless	0.0%
Migrant	0.0%
Socioeconomically Disadvantaged	11.3%
Students with Disabilities	13.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.30	93.57	38.80	95.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.10	6.32	1.90	4.64	18854.30	6.86
Total Teaching Positions	18.50	100.00	40.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.30	96.52	37.20	96.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	3.48	1.30	3.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	16.90	100.00	38.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		10/2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill School Education - Reading Wonders	Yes	0
Mathematics	Houghton Mifflin - Math Expressions	Yes	0

Science	Delta Education - FOSS Next Generation Science Elementary	Yes	0
History-Social Science	Houghton Mifflin Harcourt - Kids Discover California Social Studies	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	10/2023
---	---------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Window sills are in need of paint.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Sewer lines in need of repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			51.19	59.60	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Cardiff School District values and encourages parent/guardian involvement. Cardiff School and Ada Harris conduct joint School Site Council and English Learner Advisory meetings to seek input on our school programs, safety and wellness plans, and the local control accountability plan. The Cardiff School District also works collaboratively with the Cardiff SEA, a parent-staff organization/education foundation, to support speciality programs for students and coordinate family-oriented community events. The Cardiff School District sends an annual survey to all parents/guardians/staff members to provide input on the schools' culture, climate, school initiatives, and programs. The survey input helps shape the district plans each school year.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	287	287	42	14.6
Female	137	137	17	12.4
Male	150	150	25	16.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	1	16.7
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	41	41	11	26.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	27	27	4	14.8
White	194	194	24	12.4
English Learners	21	21	6	28.6
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	37	37	10	27.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	46	4	8.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.35	0.00	0.15	0.46	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0
Female	0	0
Male	0.67	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.17	0

2023-24 School Safety Plan

The Cardiff School District recognizes that maintaining a safe, clean, and orderly environment is a top priority and essential to teaching and learning. The Comprehensive School Safety Plan (CSSP) is developed by Cardiff School and Ada Harris School in consultation with local law enforcement/emergency preparedness staff, School Site Council (SSC) and our administrative team in order to comply with Senate Bill 187. The CSSP includes: School Safety Policies and Procedures, Emergency Preparedness Procedures, and Emergency Plans and Protocols. It was most recently updated and reviewed in January 2023 and approved by the Board of Trustees in February 2023.

We regularly conduct safety drills to include fire, lockdown, and earthquake. We practice evacuation procedures for fire, procedures for disaster preparedness, and for strangers or dangers on campus. Our administrative team and custodial staff conduct monthly safety checks and make recommendations for proactive maintenance.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	6		
1	16	5		
2	21	4		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	26		4	1
2	25	2	1	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	4	0
1	27	0	3	1
2	27	0	4	1
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$99,426
Percent Difference - School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	--	--

Fiscal Year 2022-23 Types of Services Funded

In addition to general fund State funding, Cardiff School District receives State and Federal categorical funding for special programs that include categorical, special education and support programs. These programs included Special Education, Title I and Title II, where applicable, Mental Health and Instructional Materials.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,740	\$48,481
Mid-Range Teacher Salary	\$87,255	\$73,129
Highest Teacher Salary	\$119,453	\$99,406
Average Principal Salary (Elementary)	\$156,885	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	--
Superintendent Salary	\$205,000	\$138,991
Percent of Budget for Teacher Salaries	34.12%	29.34%
Percent of Budget for Administrative Salaries	5.35%	5.99%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Ada W. Harris Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



CARDIFF
SCHOOLS

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Ada W. Harris Elementary
Street	1508 Windsor Rd.
City, State, Zip	Cardiff-by-the-Sea, CA 92007
Phone Number	(760) 632-5894
Principal	Janelle Scheftner
Email Address	janelle.scheftner@cardiffschools.com
School Website	www.cardiffschools.com
County-District-School (CDS) Code	37680076037758

2023-24 District Contact Information

District Name	Cardiff Elementary School District
Phone Number	(760) 632-5890
Superintendent	Jill Vinson
Email Address	jill.vinson@cardiffschools.com
District Website	www.cardiffschools.com

2023-24 School Description and Mission Statement

Although the Cardiff community is part of the City of Encinitas, Cardiff School District is maintained as a separate, self-directed entity. It is one of the smallest districts in San Diego. Together, the two district schools, Cardiff Elementary School and Ada Harris Elementary School, have an enrollment of approximately 650 students. The intimate size of the district fosters unique learning opportunities for our students' educational growth. Parent and community support and involvement are vital factors in shaping a positive atmosphere of collaboration. Recognizing that young elementary students and older elementary students have different social, academic, and physical needs, the district has separated the schools by grade level. Cardiff Elementary School has students in grades Kindergarten through second. Ada Harris has students in third through sixth grade.

District Vision Statement

Our envisioned future articulates our organizational aspirations in the hearts and minds of our students, parents, staff, and community. We actively promote this vision to engage our educational partners and maintain our focus on what is essential. We envision:

Lifelong Learners | Contributing Citizens | Educational Excellence

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	--
Grade 1	--
Grade 2	--
Grade 3	84
Grade 4	90
Grade 5	101
Grade 6	83
Grade 7	--
Grade 8	--
Grade 9	--
Grade 10	--
Grade 11	--
Grade 12	--
Total Enrollment	358

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50%
Non-Binary	0.0%
American Indian or Alaska Native	0.3%
Asian	1.4%
Black or African American	1.1%
Filipino	0.6%
Hispanic or Latino	16.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.8%
White	65.6%
English Learners	5.6%
Foster Youth	0.0%
Homeless	0.0%
Migrant	0.0%
Socioeconomically Disadvantaged	15.4%
Students with Disabilities	17.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.40	96.80	38.80	95.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.70	3.24	1.90	4.64	18854.30	6.86
Total Teaching Positions	22.10	100.00	40.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	96.62	37.20	96.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	3.33	1.30	3.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	21.60	100.00	38.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		10/2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company - Benchmark Advance	Yes	0
Mathematics	Houghton Mifflin Harcourt - Math Expressions	Yes	0

Science	Delta Education - FOSS Next Generation Elementary and Middle School Houghton Mifflin Harcourt - California Science	Yes	0
History-Social Science	Houghton Mifflin Harcourt - Kids Discover California Social Studies	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		10/2023		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Upper parking lot needs to be repaired.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	74	69	74	69	47	46
Mathematics (grades 3-8 and 11)	71	70	71	70	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	353	99.16	0.84	68.84
Female	178	177	99.44	0.56	76.27
Male	177	175	98.87	1.13	61.14
American Indian or Alaska Native	0.0	0.0	0.0	0.0	0.0
Asian	0.0	0.0	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0	0.0	0.0
Filipino	0.0	0.0	0.0	0.0	0.0
Hispanic or Latino	58	58	100.00	0.00	44.83
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0	0.0
Two or More Races	52	52	100.00	0.00	73.08
White	234	231	98.72	1.28	74.89
English Learners	18	18	100.00	0.00	11.11
Foster Youth	0.0	0.0	0.0	0.0	0.0
Homeless	0.0	0.0	0.0	0.0	0.0
Military	0.0	0.0	0.0	0.0	0.0
Socioeconomically Disadvantaged	58	57	98.28	1.72	45.61
Students Receiving Migrant Education Services	0.0	0.0	0.0	0.0	0.0
Students with Disabilities	68	66	97.06	2.94	31.82

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	353	99.16	0.84	69.69
Female	178	177	99.44	0.56	69.49
Male	177	175	98.87	1.13	70.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100.00	0.00	46.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	52	100.00	0.00	69.23
White	234	231	98.72	1.28	75.76
English Learners	18	18	100.00	0.00	22.22
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	57	98.28	1.72	49.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	66	97.06	2.94	37.88

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.19	59.60	51.19	59.60	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	99	99.00	1.00	59.60
Female	55	54	98.18	1.82	68.52
Male	45	45	100.00	0.00	48.89
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	45.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	62.50
White	62	61	98.39	1.61	63.93
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Cardiff School District values and encourages parent/guardian involvement. Cardiff School and Ada Harris conduct joint School Site Council and English Learner Advisory meetings to seek input on our school programs, safety and wellness plans, and the local control accountability plan. The Cardiff School District also works collaboratively with the Cardiff SEA, a parent-staff organization/education foundation, to support speciality programs for students and coordinate family-oriented community events. The Cardiff School District sends an annual survey to all parents/guardians/staff members to provide input on the schools' culture, climate, school initiatives, and programs. The survey input helps shape the district plans each school year.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	364	363	51	14.0
Female	181	181	27	14.9
Male	182	181	24	13.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	1	20.0
Black or African American	5	4	1	25.0
Filipino	2	2	0	0.0
Hispanic or Latino	61	61	9	14.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	28	5	17.9
White	237	237	31	13.1
English Learners	22	22	3	13.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	61	60	16	26.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	77	13	16.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.26	0.55	0.00	0.15	0.46	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55	0
Female	0.55	0
Male	0.55	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.84	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.56	0

2023-24 School Safety Plan

The Cardiff School District recognizes that maintaining a safe, clean, and orderly environment is a top priority and essential to teaching and learning. The Comprehensive School Safety Plan (CSSP) is developed by Cardiff School and Ada Harris School in consultation with local law enforcement/emergency preparedness staff, School Site Council (SSC) and our administrative team in order to comply with Senate Bill 187. The CSSP includes: School Safety Policies and Procedures, Emergency Preparedness Procedures, and Emergency Plans and Protocols. It was most recently updated and reviewed in January 2023 and approved by the Board of Trustees in February 2023.

We regularly conduct safety drills to include fire, lockdown, and earthquake. We practice evacuation procedures for fire, procedures for disaster preparedness, and for strangers or dangers on campus. Our administrative team and custodial staff conduct monthly safety checks and make recommendations for proactive maintenance.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	30		3	1
4	20	2	2	
5	22		4	
6	21	2	2	
Other	13	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	22	1	3	
4	20	3	2	
5	17	2	3	
6	24		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	21	1	3	0
4	28	0	3	1
5	25	0	4	0
6	21	2	2	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.0
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$99,426
Percent Difference - School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	--	--

Fiscal Year 2022-23 Types of Services Funded

In addition to general fund state funding, Cardiff School District receives state and federal categorical funding for special programs that include categorical, special education and support programs. These programs include special education, Title I and Title II, mental health and instructional materials.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,740	\$48,481
Mid-Range Teacher Salary	\$87,255	\$73,129
Highest Teacher Salary	\$119,453	\$99,406
Average Principal Salary (Elementary)	\$156,885	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$205,000	\$138,991
Percent of Budget for Teacher Salaries	34.12%	29.34%
Percent of Budget for Administrative Salaries	5.35%	5.99%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



Memorandum of Agreement (MOA) 7367

AMENDMENT NUMBER 02

Every Student Succeeds Act (ESSA) Transportation Cost-Sharing

AMENDMENT PAGE

This is the second amendment to MOA 7367, to extend its term and update its template.

The parties entered into MOA 7367 on July 1, 2019, made between the County of San Diego (County) by and through its Health and Human Services Agency (HHSA) Child and Family Well-Being (CFWB), the San Diego County Superintendent of Schools (SDCSS), and San Diego County Districts/Local Education Agencies (SDC LEAs), to provide transportation services according to ESSA guidelines.

The parties agree as follows:

- 1) The attached agreement has been updated to align with current HHSA policy and shall replace the previous version of MOA 7367.

- 1.1 Recitals paragraph 6 is hereby amended to read in its entirety as follows:

WHEREAS, this MOA will provide cost sharing by SDC LEAs, SDCSS, and County of San Diego of additional costs, as that term is defined herein, incurred by SDC LEAs for the SDC LEAs or SDCSS to provide students in foster care, between the ages of 5 (five) and 18 (eighteen), with transportation to and from their school of origin. SDCSS contracted transportation as referenced within this agreement is only available for students ages 8 (eight) through 17 (seventeen). Any student under the age of 8 (eight) who needs transportation services by SDCSS transportation contract will require approval by County of San Diego. Students in foster care covered by this agreement include:

- Students enrolled in General Education Programs.
- Students served by Special Education Programs whose Individual Education Program does or does not include transportation as a related service.

- 1.2 Paragraph 1 section 1.1 is hereby amended to read in its entirety as follows:

Each party identifies the following individual to serve as the authorized administrative representative for that party. Any party may change its representatives at any time by notifying the other parties in writing of such change and listing its effective date.

- 1.3 Paragraph 2 sections 2.1.3 to 2.1.3.1 is hereby amended to read in its entirety as follows:

County will provide up to \$400,000 annually to SDCSS per associated contracts 525896 (term 07/01/2008 – 06/30/2021) and 564834 (term 07/01/2021 – 06/30/2026) between HHSA CFWB and SDCSS, which SDCSS will allocate to the countywide transportation program it administers per this MOA, and use to cover the agreed upon portion of shared costs under this MOA as outlined below:

- 2.1.3.1. When inter-district transportation is being provided to an eligible



student, County agrees to fund one third of the total mileage cost to transport.

- 2.1.3.1.1. When inter-district transportation is being provided to an eligible student, County agrees to fund one fourth of the total mileage cost to transport when there is 3 (three) SD LEAs involved.
- 2.1.3.1.2. When one SDC LEA elects to waive reimbursement for the additional costs of transportation provided by that SDC LEA, County agrees to fund one half of the remaining SDC LEA's additional costs.
- 2.1.3.1.3. When intra-district transportation is being provided to an eligible student, County agrees to fund one half of the additional cost to transport

1.4 Paragraph 2.2 of the MOA is hereby amended to read in its entirety as follows:

SDCSS:

- 2.2.1. SDCSS co-located Educational Liaisons will assess eligibility for all referrals for transportation services where transportation to the school of origin creates an additional cost for the SDC LEA.
- 2.2.2. SDCSS co-located Educational Liaisons will meet in person or virtually with caregivers to orient them and have the caregiver sign the Caregiver Agreement for transportation service requirements when SDCSS contracted providers are transporting eligible students.
- 2.2.3. Three days after the first ride is completed, the Educational Liaison will follow-up with the caregiver, school district(s), and/or assigned CFWB Social Worker (SW) to verify the student's transportation needs are met. Follow-up communication can help to reduce any unexpected costs. Thereafter, SDCSS Educational Liaisons will continue to follow-up monthly.
- 2.2.4. SDCSS will issue a public bid for transportation providers, vet all applicants and ensure all awarded contract providers adhere to all applicable Education and Vehicle codes outlined in California Law relating to student transportation.
- 2.2.5. SDCSS will provide a full-time manager and secretarial support to administer all phases of the countywide transportation program and will fund all indirect costs associated with this agreement.
- 2.2.6. SDCSS manager will communicate with SDC LEAs regarding additional costs and services available pursuant to this MOA which the SDC LEAs may utilize for purposes of ensuring transportation is available to school of origin.
- 2.2.7. SDCSS will process all audit transfers and ensure additional costs are shared equally among all parties as agreed upon.
- 2.2.8. SDCSS will monitor the expenditures under this agreement, project usage and potential shortfalls in funding. As needed, SDCSS will facilitate the identification of resources needed to continue the provision of services under this agreement.
- 2.2.9. SDCSS will maintain all records required by the parties to this agreement.
- 2.2.10. SDCSS will provide quarterly reports to all parties.
- 2.2.11. SDCSS will report any incident involving injury or property damage during transportation provided by its contractor to the SDC LEA and County via email within 24 hours of having knowledge of the incident.



- 2.2.12. In the event of a potential dispute, SDCSS will offer to mediate a meeting to attempt to resolve the concern before following the formal process referred to in item 4.
- 2.2.13. In the event of an exception request for transportation services via this MOA regarding student eligibility or cost-sharing, SDCSS will request exception review from County and will provide County the information needed to review the request.

1.5 Paragraph 2.3 of the MOA is hereby amended to read in its entirety as follows:

SDC LEAs:

- 2.3.1. SDC LEAs will collaborate with SDCSS co-located Education Liaisons to determine whether existing transportation options are available to transport a student to their school of origin, and if not, a cost-effective method available to transport eligible students in foster care to school of origin and additional costs associated with doing so.
- 2.3.2. The eligibility of student requires eligibility to be determined by SDCSS Educational Liaison(s).
- 2.3.3. SDC LEAs will notify SDCSS Educational Liaisons when they determine that the most appropriate method of transportation will be to utilize SDCSS contracted services under this agreement.
- 2.3.4. When inter-district transportation is being provided to an eligible student the responsible SDC LEAs agree to each fund one third of the total mileage cost to transport.
- 2.3.5. When inter-district transportation is being provided to an eligible student, SDC LEAs agrees to fund one fourth of the total mileage cost to transport when there are 3 (three) SDC LEAs involved.
- 2.3.6. When one responsible SDC LEA elects to waive reimbursement for the additional costs of transportation provided by that SDC LEA, the other responsible SDC LEA agrees to fund one half of the remaining additional costs.
- 2.3.7. When intra-district transportation is being provided to an eligible student the SDC LEA agrees to one half of the additional cost to transport.
- 2.3.8. SDC LEAs will track and communicate to SDCSS manager the actual and additional costs they incur when the SDC LEA is providing transportation utilizing SDC LEA resources to transport a student in foster care to school of origin. SDC LEAs are only eligible for reimbursement from the school address to the placement address or the address provided by the caregiver.
- 2.3.9. SDC LEAs agree to make claims for recouping transportation costs to SDCSS, not the County.
- 2.3.10. SDC LEAs may notify SDCSS the manager of their decision to not utilize SDCSS contracted services for any reason and transport the eligible student in an alternate safe and age-appropriate manner.
- 2.3.11. School of origin SDC LEAs will send monthly attendance by the 10th of the following month for all students utilizing transportation per this agreement.
- 2.3.12. SDC LEAs must submit for reimbursement no later than 60 days from the initial date of service. SDC LEAs understands that request for reimbursement past the 60-day mark will not be eligible for reimbursement. For reimbursement requests past the 60-day mark, the SDC LEA must request approval from SDCSS designee with 5 (five) business days. No requests for reimbursement may be submitted in the month of June.
- 2.3.13. SDC LEAs will identify the point of contacts for the following:



- 2.3.13.1. Foster Youth Attendance
 - 2.3.13.2. Transportation
 - 2.3.13.3. Billing Reimbursement
 - 2.3.13.4. FYS District Liaison(s) (SDC LEA)
 - 2.3.13.5. Signatory for this MOA
 - 2.3.14. SDCSS will work closely with staff named above to remain in compliance with all MOA related activities.
 - 2.3.15. SDC LEAs will attend two (2) annual foster youth transportation related workshops with SDCSS.
- 1.6 Paragraph 3 of the MOA is hereby amended to read in its entirety as follows:
County Contribution to Additional Cost: Through June 30, 2026, the parties agree to implement this agreement and gather data on additional cost incurred in transporting foster students to their school of origin. SDC LEAs agree to notify SDCSS when they incur additional cost to transport an eligible student to school of origin in advance of transportation being provided. For the term of this agreement, and subject to annual renegotiation, reimbursement by the County to SDC LEAs for additional costs incurred to transport a student to their school of origin will be set and reimbursed at the rate of \$3.13/per mile, regardless of actual additional cost incurred or the portions specified in Section 2 of this MOA. The parties agree to discuss this amount following collection of information on actual additional costs incurred.
- 1.7 Paragraph 17 of the MOA is hereby amended to read in its entirety as follows:
Term: This agreement shall become effective on the date all parties have signed this agreement and be in force until **June 30, 2026**.
- 2) All other provisions of the MOA remain in full force and effect.
 - 3) This second amendment shall be effective on the date the last party has signed.

***Signature page removed; see Amendment 02 for signatures for this version of MOA 7367.
Remainder of this page is intentionally left blank.***



MEMORANDUM OF AGREEMENT

Parties

This Memorandum of Agreement (MOA) is made between the County of San Diego (County) by and through its Health and Human Services Agency (HHSA) Child and Family Well-Being (CFWB), the San Diego County Superintendent of Schools (SDCSS), and San Diego County Districts/Local Education Agencies (SDC LEAs). The parties to this agreement may be referred to herein collectively as the “parties” or individually as a “party”.

Recitals

WHEREAS, this MOA is for purposes of each party complying with the Every Student Succeeds Act, Section 1112(c)(5)(B) (20 U.S.C. §6312(c)(5)(B)), requiring:

“[e]ach local educational agency . . . provide assurances that it will collaborate with the State or local child welfare agency to, by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:

- (i) ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
- (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if – (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; (II) the local educational agency agrees to pay for the cost of such transportation; or (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation....”.

WHEREAS, each agency’s role is as follows:

County provides funds for certain services for youth who are under the jurisdiction of the Juvenile Court and is governed by The Fostering Connections Act, which includes school stability provisions relating to youth as defined by 48853.3 (a). County has agreed to provide funding for additional costs incurred in providing transportation to maintain children in foster care in their schools of origin when the client is without an alternate transportation plan. County has agreed to collaborate with SDCSS and SDC LEAs to provide funding in support of transportation to school of origin and its clients when an alternate transportation plan is utilized. County is responsible for those eligible students over which they have care, custody, and control as vested by the San Diego Superior Court.

SDCSS is an LEA under federal law, and to ensure compliance with ESSA transportation to school of origin provisions, has coordinated agencies and agreed to administer a countywide transportation program, including staffing and indirect costs, to ensure that all eligible students receive transportation to their school of origin and that any additional cost is shared equally among the other parties to this agreement (County and SDC LEAs) for purposes of county-wide compliance with the ESSA. SDCSS agrees to provide coordination and oversight of the provisions in this agreement.

SDC LEAs ensure students in foster care who reside in their boundaries have access to transportation to their school of origin by providing transportation to children in foster care residing



in their boundaries to their school of origin when doing so creates no additional cost to the SDC LEA, and also agreed to collaboratively fund a portion of additional costs incurred in providing transportation to school of origin, when doing so creates such additional costs, to ensure students in foster care who reside in their boundaries have access to transportation to their school of origin.

WHEREAS, this MOA is for purposes of ensuring cost effective and efficient methods for ensuring children in foster care in San Diego County have transportation to school of origin available even when it creates an additional cost to the SDC LEA that will be shared by the parties.

WHEREAS, this MOA will provide cost sharing by SDC LEAs, SDCSS, and County of San Diego of additional costs, as that term is defined herein, incurred by SDC LEAs for the SDC LEAs or SDCSS to provide students in foster care, between the ages of 5 (five) and 18 (eighteen), with transportation to and from their school of origin. SDCSS contracted transportation as referenced within this agreement is only available for students ages 8 (eight) through 17 (seventeen). Any student under the age of 8 (eight) who needs transportation services by SDCSS transportation contract will require approval by County of San Diego. Students in foster care covered by this agreement include:

- Students enrolled in General Education Programs.
- Students served by Special Education Programs whose Individual Education Program does or does not include transportation as a related service.

THEREFORE, in consideration of the foregoing recitals and the mutual covenants and promises to set forth below, and for other good and valuable consideration, receipt of which is hereby acknowledged, the parties hereto agree as follows:

1. Administration of Agreement:

- 1.1. Each party identifies the following individual to serve as the authorized administrative representative for that party. Any party may change its representatives at any time by notifying the other parties in writing of such change and listing its effective date.

<u>HHSA-CFWB</u>	<u>SDCSS</u>
Kimberly Giardina, MSW, Director 8965 Balboa Avenue San Diego, CA 92123 858-616-5812 Kimberly.Giardina@sdcounty.ca.gov Amanda Dohring, Admin Representative 3860 Calle Fortunada San Diego, CA 92123 (858) 306-8095 Amanda.Dohring@sdcounty.ca.gov	Charisma De Los Reyes, MSW, Coordinator San Diego County Office of Education Foster Youth Services Coordinating Program 6401 Linda Vista Road, Suite 409 San Diego, CA. 92111 858-298-2098 charisma.delosreyes@sdcoe.net

2. Parties' Responsibilities:

2.1. CFWB:

- 2.1.1. County will collaborate with SDCSS co-located Education Liaisons to process appropriate referrals to transportation services under this agreement and as per

associated contracts 525896 (term 07/01/2008 – 06/30/2021) and 564834 (term 07/01/2021 – 06/30/2026) between SDCSS and HHSA CFWB. The contracts and their terms shall take precedence over the provisions of this MOA as it relates to the relationship between the County and SDCSS parties.

- 2.1.2. County will ensure that a Best Interest Determination regarding school of origin has been made by the Education Rights Holder prior to referral to transportation services and make a best effort to ensure the SDC LEA AB 490 Foster Care Liaison is consulted.
- 2.1.3. County will provide up to \$400,000 annually to SDCSS per associated contracts 525896 (term 07/01/2008 – 06/30/2021) and 564834 (term 07/01/2021 – 06/30/2026) between HHSA CFWB and SDCSS, which SDCSS will allocate to the countywide transportation program it administers per this MOA, and use to cover the agreed upon portion of shared costs under this MOA as outlined below:
 - 2.1.3.1. When inter-district transportation is being provided to an eligible student, County agrees to fund one third of the total mileage cost to transport.
 - 2.1.3.1.1. When inter-district transportation is being provided to an eligible student, County agrees to fund one fourth of the total mileage cost to transport when there is 3 (three) SD LEAs involved.
 - 2.1.3.1.2. When one SDC LEA elects to waive reimbursement for the additional costs of transportation provided by that SDC LEA, County agrees to fund one half of the remaining SDC LEA's additional costs.
 - 2.1.3.1.3. When intra-district transportation is being provided to an eligible student, County agrees to fund one half of the additional cost to transport.
- 2.2. **SDCSS:**
 - 2.2.1. SDCSS co-located Educational Liaisons will assess eligibility for all referrals for transportation services where transportation to the school of origin creates an additional cost for the SDC LEA.
 - 2.2.2. SDCSS co-located Educational Liaisons will meet in person or virtually with caregivers to orient them and have the caregiver sign the Caregiver Agreement for transportation service requirements when SDCSS contracted providers are transporting eligible students.
 - 2.2.3. Three days after the first ride is completed, the Educational Liaison will follow-up with the caregiver, school district(s), and/or assigned CFWB Social Worker (SW) to verify the student's transportation needs are met. Follow-up communication can help to reduce any unexpected costs. Thereafter, SDCSS Educational Liaisons will continue to follow-up monthly.
 - 2.2.4. SDCSS will issue a public bid for transportation providers, vet all applicants and ensure all awarded contract providers adhere to all applicable Education and Vehicle codes outlined in California Law relating to student transportation.

- 2.2.5. SDCSS will provide a full-time manager and secretarial support to administer all phases of the countywide transportation program and will fund all indirect costs associated with this agreement.
 - 2.2.6. SDCSS manager will communicate with SDC LEAs regarding additional costs and services available pursuant to this MOA which the SDC LEAs may utilize for purposes of ensuring transportation is available to school of origin.
 - 2.2.7. SDCSS will process all audit transfers and ensure additional costs are shared equally among all parties as agreed upon.
 - 2.2.8. SDCSS will monitor the expenditures under this agreement, project usage and potential shortfalls in funding. As needed, SDCSS will facilitate the identification of resources needed to continue the provision of services under this agreement.
 - 2.2.9. SDCSS will maintain all records required by the parties to this agreement.
 - 2.2.10. SDCSS will provide quarterly reports to all parties.
 - 2.2.11. SDCSS will report any incident involving injury or property damage during transportation provided by its contractor to the SDC LEA and County via email within 24 hours of having knowledge of the incident.
 - 2.2.12. In the event of a potential dispute, SDCSS will offer to mediate a meeting to attempt to resolve the concern before following the formal process referred to in item 4.
 - 2.2.13. In the event of an exception request for transportation services via this MOA regarding student eligibility or cost-sharing, SDCSS will request exception review from County and will provide County the information needed to review the request.
- 2.3. SDC LEAs:**
- 2.3.1. SDC LEAs will collaborate with SDCSS co-located Education Liaisons to determine whether existing transportation options are available to transport a student to their school of origin, and if not, a cost-effective method available to transport eligible students in foster care to school of origin and additional costs associated with doing so.
 - 2.3.2. The eligibility of student requires eligibility to be determined by SDCSS Educational Liaison(s).
 - 2.3.3. SDC LEAs will notify SDCSS Educational Liaisons when they determine that the most appropriate method of transportation will be to utilize SDCSS contracted services under this agreement.
 - 2.3.4. When inter-district transportation is being provided to an eligible student the responsible SDC LEAs agree to each fund one third of the total mileage cost to transport.
 - 2.3.5. When inter-district transportation is being provided to an eligible student, SDC LEAs agrees to fund one fourth of the total mileage cost to transport when there are 3 (three) SDC LEAs involved.
 - 2.3.6. When one responsible SDC LEA elects to waive reimbursement for the additional costs of transportation provided by that SDC LEA, the other responsible SDC LEA agrees to fund one half of the remaining additional costs.

- 2.3.7. When intra-district transportation is being provided to an eligible student the SDC LEA agrees to one half of the additional cost to transport.
 - 2.3.8. SDC LEAs will track and communicate to SDCSS manager the actual and additional costs they incur when the SDC LEA is providing transportation utilizing SDC LEA resources to transport a student in foster care to school of origin. SDC LEAs are only eligible for reimbursement from the school address to the placement address or the address provided by the caregiver.
 - 2.3.9. SDC LEAs agree to make claims for recouping transportation costs to SDCSS, not the County.
 - 2.3.10. SDC LEAs may notify SDCSS the manager of their decision to not utilize SDCSS contracted services for any reason and transport the eligible student in an alternate safe and age-appropriate manner.
 - 2.3.11. School of origin SDC LEAs will send monthly attendance by the 10th of the following month for all students utilizing transportation per this agreement.
 - 2.3.12. SDC LEAs must submit for reimbursement no later than 60 days from the initial date of service. SDC LEAs understands that request for reimbursement past the 60-day mark will not be eligible for reimbursement. For reimbursement requests past the 60-day mark, the SDC LEA must request approval from SDCSS designee with 5 (five) business days. No requests for reimbursement may be submitted in the month of June.
 - 2.3.13. SDC LEAs will identify the point of contacts for the following:
 - 2.3.13.1. Foster Youth Attendance
 - 2.3.13.2. Transportation
 - 2.3.13.3. Billing Reimbursement
 - 2.3.13.4. FYS District Liaison(s) (SDC LEA)
 - 2.3.13.5. Signatory for this MOA
 - 2.3.14. SDCSS will work closely with staff named above to remain in compliance with all MOA related activities.
 - 2.3.15. SDC LEAs will attend two (2) annual foster youth transportation related workshops with SDCSS.
3. **County Contribution to Additional Cost:** Through June 30, 2026, the parties agree to implement this agreement and gather data on additional cost incurred in transporting foster students to their school of origin. SDC LEAs agree to notify SDCSS when they incur additional cost to transport an eligible student to school of origin in advance of transportation being provided. For the term of this agreement, and subject to annual renegotiation, reimbursement by the County to SDC LEAs for additional costs incurred to transport a student to their school of origin will be set and reimbursed at the rate of \$3.13/per mile, regardless of actual additional cost incurred or the portions specified in Section 2 of this MOA. The parties agree to discuss this amount following collection of information on actual additional costs incurred.
4. **Dispute Resolution Process:** This agreement is subject to the following dispute resolution process outlined in California Education Code:

- 4.1.1. E. C. 48853.5 (f) (9) If a dispute arises regarding the request of a foster child to remain in the school of origin, the foster child has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing dispute resolution process available to a pupil served by the local educational agency.
- 4.1.2. E. C. 48853.5 (i) (1) A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

5. Indemnity:

- 5.1. **Indemnity Claims Arising from the Sole Acts or Omissions of a Party:** Each Party to this Agreement hereby agrees to defend and indemnify the other Parties to this Agreement, their agents, officers and employees, from any claim, action or proceeding against the other Parties, arising solely out of its own acts or omissions in the performance of this Agreement. At each Party's sole discretion, each Party may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve any Party of any obligation imposed by this Agreement. Parties shall notify each other promptly of any claim, action or proceeding and cooperate fully in the defense.
 - 5.2. **Indemnity Claims Arising from Concurrent Acts or Omissions:** The Parties hereby agree to defend themselves from any claim, action or proceeding arising out of the concurrent acts or omissions of the Parties. In such cases Parties agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs, except as provided in paragraph 5.3 below.
 - 5.3. **Indemnity Joint Defense and Reimbursement and Reallocation:** Notwithstanding paragraph 5.2 above in cases where parties agree in writing to a joint defense, Parties may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omissions of Parties. Joint defense counsel shall be selected by mutual agreement of Parties. Parties agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as follows: Parties further agree that neither party may bind the other to a settlement agreement without the written consent of both Parties. Where a trial verdict or arbitration award, in a joint defense case, allocates or determines the comparative fault of parties, Parties may seek reimbursement and/or reallocation of defense costs, judgments and awards, consistent with such comparative fault.
6. **Insurance:** Prior to execution of this agreement, the parties must obtain at their own cost and expense, and keep in force and effect during the term of this agreement, including all extensions, appropriate insurance to cover any foreseeable losses under this agreement. The parties may maintain a program of self-insurance to meet the requirements of this paragraph.
 7. **Conformance with Rules and Regulations:** All parties shall be in conformity with all applicable federal, State, County, and local laws, rules, and regulations, current and hereinafter enacted, including facility and professional licensing and/or certification laws and keep in effect any and all licenses, permits, notices, and certificates as are required. All parties shall further comply with all laws applicable to wages and hours of employment, occupational safety, and to fire safety, health, and sanitation.

8. **Permits and Licenses:** SDCSS and SDC LEAs certifies that it possesses and shall continue to maintain or shall cause to be obtained and maintained, at no cost to County, all approvals, permissions, permits, licenses, and other forms of documentation required for it and its employees to comply with all existing foreign or domestic statutes, ordinances, and regulations, or other laws, that may be applicable to performance of services hereunder. County reserves the right to reasonably request and review all such applications, permits, and licenses prior to the commencement of any services hereunder.
9. **Governing Law:** This agreement shall be governed, interpreted, construed, and enforced in accordance with the laws of the State of California.
10. **Third Party Beneficiaries Excluded:** This agreement is intended solely for the benefit of the parties listed herein. Any benefit to any third party is incidental and does not confer on any third party to this agreement any rights whatsoever regarding the performance of this agreement. Any attempt to enforce provisions of this agreement by third parties is specifically prohibited.
11. **Amendments to Agreement:** Any party may propose amendments to this agreement by providing written notice of such amendments to the other party. This agreement may only be amended by a written amendment signed by all parties.
12. **Severability:** If any terms or provisions of this agreement or the application thereof to any person or circumstance shall, to any extent, be held invalid or unenforceable, the remainder of this agreement, or the application of such term and provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby and every other term and provision of this agreement shall be valid and enforced to the maximum extent permitted by law.
13. **Full Agreement:** This agreement represents the full and entire agreement between the parties and supersedes any prior written or oral agreements that may have existed.
14. **Information Privacy and Security Provisions:** All parties to this agreement agree to comply with all applicable laws and regulations related to the privacy and security of client's information, such as, but not limited to the confidentiality of the child welfare records per California Welfare & Institutions Code sections 827 and 10850. In addition, any data shared between the parties electronically shall occur via encrypted software.
15. **Scope of Agreement:** This agreement only applies to the program described herein and does not set forth any additional, current, or future obligations or agreements between the parties, except that the parties may by written amendment amend the scope of this agreement.
16. **Counterparts:** This agreement may be executed in any number of separate counterparts, each of which shall be deemed an original but all of which when taken together shall constitute one and the same instrument.
17. **Term:** This agreement shall become effective on the date all parties have signed this agreement and be in force until **June 30, 2026**.
18. **Termination for Convenience:** County may, by written notice stating the extent and effective date, terminate this agreement for convenience in whole or in part, at any time.

19. **Live Well San Diego Vision:** The County of San Diego, Health and Human Service Agency (HHS), supports the *Live Well San Diego* vision of Building Better Health, Living Safely, and Thriving. *Live Well San Diego*, developed by the County of San Diego, is a comprehensive, innovative regional vision that combines the efforts of partners inside and outside County government to help all residents be healthy, safe, and thriving. All HHS partners and contractors, to the extent feasible, are expected to advance this vision. Building Better Health focuses on improving the health of residents and supporting healthy choices. Living Safely seeks to ensure residents are protected from crime and abuse, neighborhoods are safe, and communities are resilient to disasters and emergencies. Thriving focuses on promoting a region in which residents can enjoy the highest quality of life. Information about the *Live Well San Diego* can be found on the County’s website and a website dedicated to the vision:
http://www.sdcounty.ca.gov/hhsa/programs/sd/live_well_san_diego/index.html
<http://www.LiveWellSD.org>
20. **A Trauma-Informed System:** The County of San Diego Health and Human Services Agency (HHS) is committed to becoming a Trauma-Informed System as part of its effort to build a better service delivery system. All programs operated and supported by HHS shall be part of a Trauma-Informed System, which includes providing trauma-informed services and maintaining a trauma-informed workforce. It is an approach for engaging individuals – staff, clients, partners, and the community – and recognizing that trauma and chronic stress influence coping strategies and behavior. Trauma-informed systems and services minimize the risk of re-traumatizing individuals and/or families, and promote safety, self-care, and resiliency. Trauma-Informed Principles include:
- Understanding trauma and its impact to individuals.
 - Promoting safety.
 - Awareness of cultural, historical, disability, and gender issues, and ensuring competence and responsiveness.
 - Supporting consumer empowerment, control, choice, and independence.
 - Sharing power and governance (e.g. including clients and staff at all levels in the development and review of policies and procedures).
 - Demonstrating trustworthiness and transparency.
 - Integrating services along the continuum of care.
 - Believing that establishing safe, authentic, and positive relationships can be healing.
 - Understanding that wellness is possible for everyone.

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County of San Diego

Dated: 12/28/2023

By: *Patty Damm for*
ERIC C. McDONALD, MD, MPH, FACEP
Interim Agency Director
Health and Human Services Agency

San Diego County Superintendent of Schools

Dated: _____

By: *MS* Digitally signed by
Michael Simonson
Date: 2023.10.27
14:19:58 -07'00'
MICHAEL SIMONSON, Deputy Superintendent

EXHIBIT A – JOINDER OF ADDITIONAL SIGNATORY TO AGREEMENT



EXHIBIT A

JOINDER OF ADDITIONAL SIGNATORY TO AGREEMENT

Pursuant to, and in accordance with, Section 19 of the Memorandum of Agreement between the County of San Diego by and through its Health and Human Services Agency, the San Diego County Superintendent of Schools and San Diego County School Districts/Local Education Agencies, for the purpose of ensuring cost effective and efficient methods of transportation to school of origin for children in foster care in San Diego County, the [] hereby acknowledges that it has received and reviewed a complete copy of the aforementioned Agreement and agrees that upon execution of this Joinder, [] shall become a party to the Memorandum of Agreement and shall be fully bound by, and subject to, all of the covenants, terms and conditions of the Memorandum of Agreement as though an original party thereto.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

[]

Dated: _____

By: _____
(Authorized Signature)



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

ALPINE UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

BONSALL UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

CAJON VALLEY UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

CARDIFF ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

CHULA VISTA ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

DEHESA ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

DEL MAR UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

ENCINITAS UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

ESCONDIDO UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

FALLBROOK UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

JAMUL-DULZURA UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

JULIAN UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

LA MESA-SPRING VALLEY ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

LAKESIDE UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

LEMON GROVE ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

NATIONAL ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SAN PASQUAL UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SAN YSIDRO ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SANTEE ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SOUTH BAY UNION ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SPENCER VALLEY ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

VALLECITOS ELEMENTARY
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

ESCONDIDO UNION HIGH
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

FALLBROOK UNION HIGH
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

GROSSMONT UNION HIGH
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

JULIAN UNION HIGH
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SAN DIEGUITO UNION HIGH
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



COUNTY OF SAN DIEGO
HEALTH AND HUMAN
SERVICES AGENCY

Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SWEETWATER UNION
HIGH SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

BORREGO SPRINGS UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

CARLSBAD UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

CORONADO UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

MOUNTAIN EMPIRE UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

OCEANSIDE UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

POWAY UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

RAMONA UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SAN MARCOS UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

VALLEY CENTER-PAUMA UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

VISTA UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

WARNER UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

JUVENILE COURT AND COMMUNITY SCHOOLS

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

HAWKING CHARTER SCHOOLS

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

GUAJOME PARK ACADEMY

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

GUAJOME LEARNING CENTER

Dated: _____ By: _____
(Authorized Signature)

Name (Type or Print)

Title



Additional Signatories to Agreement

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Signed by:

SAN DIEGO UNIFIED
SCHOOL DISTRICT

Dated: _____ By: _____

(Authorized Signature)

Name (Type or Print)

Title



REQUIRES BOARD ACTION

January 31, 2024
MEMORANDUM

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents
From: Albert Gonzalez, CSBA President
Re: 2024 Ballot for CSBA Delegate Assembly — U.S. Postmark Deadline is Fri. March 15

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2024.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from

your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. The results for the county board seat in each region will also be published by May 11, 2024.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2024 – March 31, 2026. The next meeting of the Delegate Assembly takes place on Saturday, May 19 and Sunday, May 20, 2024. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
 Ballot on green paper and watermarked "copy" of ballot on white paper
 List of all current Delegates on reverse side of ballot
 Candidate(s)' required Biographical Sketch Forms and optional resumes
 CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, ORIGINAL Ballot must be SIGNED by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than FRIDAY, MARCH 15, 2024. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
REGION 17
(San Diego County)

Number of seats: 9 (Vote for no more than 9 candidates)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

*denotes incumbent

- | | |
|--|---|
| <input type="checkbox"/> Maria Betancourt-Castaneda (National SD)* | <input type="checkbox"/> Dawn Perfect (Ramona USD)* |
| <input type="checkbox"/> Eddie Jones (Fallbrook Union HSD)* | <input type="checkbox"/> Dr. Don Sauter (Jamul-Dulzura Union ESD) |
| <input type="checkbox"/> Julie Kelly (Vista USD)* | <input type="checkbox"/> Rhea Stewart (Cardiff SD) |
| <input type="checkbox"/> Rudy Lopez (San Ysidro SD)* | <input type="checkbox"/> Marla Strich (Encinitas Union ESD)* |
| <input type="checkbox"/> Gee Wah Mok (Del Mar Union SD)* | |

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 17 – 23 Delegates (17 elected/6 appointed)◆

Director: VACANT

Below is a list of all elected or appointed Delegates from this Region.

County: San Diego

Whitney Antrim (Coronado USD), term expires 2025
Sabrina Bazzo (San Diego USD)◆, appointed term expires 2025
Maria Betancourt-Castaneda (National SD), term expires 2024
Kate Bishop (Chula Vista ESD), term expires 2025
Stacy Carlson (San Marcos USD), term expires 2024
Eleanor Evans (Oceanside USD), term expires 2024
Eddie Jones (Fallbrook Union HSD), term expires 2024
Julie Kelly (Vista USD), term expires 2024
Melissa Krogh (Warner USD), term expires 2025
Rudy Lopez (San Ysidro ESD), term expires 2024
Elva Lopez-Zepeda (Sweetwater Union HSD), term expires 2025
Darshana Patel (Poway USD)◆, appointed term expires 2025
Dawn Perfect (Ramona USD), term expires 2024
Cody Petterson (San Diego USD)◆, appointed term expires 2025
Barbara Ryan (Santee SD), term expires 2025
Nicholas Segura (Sweetwater Union HSD)◆, appointed term expires 2024
Arturo Solis (Sweetwater Union HSD)◆, appointed term expires 2025
Marla Strich (Encinitas Union ESD), term expires 2024
Gee Wah Mok (Del Mar Union SD), term expires 2024
Sharon Whitehurst-Payne (San Diego USD)◆, appointed term expires 2024
Katrina Young (San Dieguito Union HSD), term expires 2025

County Delegate:

Guadalupe Gonzalez (San Diego COE), term expires 2025

County

San Diego

2024
CARDIFF SCHOOL DISTRICT
BOARD GOVERNANCE PROTOCOLS

ISSUE	PROTOCOL
Meeting Length	Start at 5:00 p.m. when a quorum is present
	Don't brief latecomer on prior action
	No more than 30 minutes per agenda item
Stay Focused on Agenda	Stay focused on items on the agenda, avoid sidetracks, politely nudge members back
	Exercise the power of the Chair to move items along
	Avoid side conversations
Role of the President During Meetings	Focus the discussion
	Summarize the points of the discussion to the satisfaction of the team
	Communicate the direction of the Board to the Superintendent after the Board decision
	The Board President will be the spokesperson for the Board and communicate the consensus of the Board regarding controversial and "hot" issues
Manage Meetings	Ask questions about items or backup in advance of the meeting to give staff an opportunity to prepare and to ensure there are no "surprises" during the meeting
Asking Questions in Advance	Board members may choose to give a summary of questions they may have asked in preparation for the meeting
Managing Meetings: Time Monitoring	The Board President/designee will serve as time monitor to assist the President in managing meeting length
Managing Meetings: Public Comment	The Board President and Superintendent may, in consultation with the Board, adjust the agenda to accommodate public comment or attending staff/presenters
	The Board President will remind the public that the Board will not respond to questions during this portion of the agenda
Closed Session	What is said there, stays there
	Items not on the agenda are not discussed
Handling Complaints and Concerns	Trustees listen carefully to complaints, remembering they are only hearing one side of the story, then direct the person making the complaint to the person in the District most appropriate and able to help them resolve their concern. This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the District are upheld. As representatives of the public, it is important the Trustees invite the person with the complaint to ultimately get back to them if the issue is not resolved.
	The Trustee will advise the Superintendent of valid concerns.
Self-Monitoring of Governance Team Effectiveness	Individual Trustees agree to review and adhere to meeting norms, goals, and Board member roles as defined by CSBA. When behavior by an individual trustee detracts from effective governance, other Trustees work with that Trustee to encourage conformance to our norms (communicating with courage and consideration)
	In a workshop setting, the governance team will evaluate its effectiveness every year



Mid-Year LCAP Report 2023-24

GOAL 1

Ensure Excellence in Learning

- Students are on track to surpass annual growth targets.
- ELA and Math mid-year diagnostics proficiency rates are within 10% of 2022-23 end of year proficiency rates at the mid-year point.
- 5 English Learners have been reclassified as English proficient
- 62.5% of our English Learners made annual progress on the 2022-23 Summative ELPAC

- All students have access to SEL classroom lessons
- District-wide Attendance rate has increased by 2.32%
- Staff has increased awareness of the benefits of independent study and families are utilizing it
- District chronic absenteeism rate has decreased by 8.7% at the mid year point

GOAL 2

Support Emotional Growth for All Students

- Family events have been planned throughout the school year to increase year-round participation
- 98% of parents attended fall parent-teacher conferences
- A variety of volunteer opportunities are offered at both schools to ensure all parents can be involved
- Cardiff SEA Foundation plans a variety of events and activities to promote active parent involvement and positively impact our school community.

GOAL 3

Improve Parent Participation

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cardiff Elementary School District	Jill Vinson Superintendent	jill.vinson@cardiffschools.com 760--632--5890

Goal 1

Goal Description
Ensure excellence in student learning for all students in all subject areas through high quality instruction and responsive intervention.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1A. Increase student scores on local data measures in ELA and Math for all students and by 10% for English Learner subgroup	1A. 82% of K-2 students and 84% of 3-6 students scored above Proficiency on local assessments (DIBELS and HM Reading Inventory). Additional local data measures and baselines for subgroups will be established in 20-21.	1A. 70% of K-2 students and 80% of 3-6 students scored above Proficiency on local assessments (DIBELS and HM Reading Inventory). 41% of K-2 English Learners and 59% of 3-6 English Learners scored above Proficiency on local assessments (DIBELS and HM Reading Inventory). 60% of K-2 students and 64% of 3-6 students	1A. 68% of K-2 students and 81% of 3-6 students scored above Proficiency on local assessments (DIBELS and HM Reading Inventory). 50% of K-2 English Learners and 56% of 3-6 English Learners scored above Proficiency on local assessments (DIBELS and HM Reading Inventory). 61% of K-2 students and 76% of 3-6 students	1A. 57% of K-2 students and 71% of 3-6 students scored above Proficiency on local assessments (iReady Reading Diagnostic). 11% of K-2 English Learners and 16% of 3-6 English Learners scored above Proficiency on local assessments (iReady Reading Diagnostic). 40% of K-2 students and 55% of 3-6 students	The scores of all students will increase and English Learner scores will increase by 10% on the established local data measures

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		scored above proficiency on local assessments (Acadience Math).	scored above proficiency on local assessments (Acadience Math). On CAASPP, 73.5% of our students met or exceeded standards in ELA and 71.39% of our students met or exceeded standards in math.	scored above proficiency on local assessments (iReady Math Diagnostic).	
1B. Basic Services	1B. 100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, both schools scored "Good" or better on the FIT	1B. 100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, both schools scored "Good" or better on the FIT	1B. 100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, both schools scored "Good" or better on the FIT	1B. 100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, both schools scored "Good" or better on the FIT	100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, both schools scored "Good" or better on the FIT
1C. Increase the number of English Learners reclassified as English Proficient from current year	1C. 2 EL's (.8%) were reclassified as English Proficient in 2019. No EL's were reclassified in 2020.	1C. 6 EL's (12%) were reclassified as English Proficient in 2021-22.	1C. 5 EL's (11%) were reclassified as English Proficient in 2022-23.	1C. 5 EL's (13%) were reclassified as English Proficient in 2023-24.	Increase the percentage to 3%
1D. Ensure implementation and access to Common Core State Standards for all students, including English Learners, and ELD for English Learners, for purposes of gaining content knowledge and English language proficiency as evidenced by classroom walkthroughs and observations	1D. Common Core State Standards are being implemented for 100% of students and ELD for English Learners, in all classrooms	1D. Common Core State Standards are being implemented for 100% of students and ELD for English Learners, in all classrooms as evidence by site admin weekly classroom walkthroughs, monthly district classroom walkthroughs, and classroom observations.	1D. Common Core State Standards are being implemented for 100% of students and ELD for English Learners, in all classrooms as evidence by site admin weekly classroom walkthroughs, monthly district classroom walkthroughs, and classroom observations.	1D. Common Core State Standards are being implemented for 100% of students and ELD for English Learners, in all classrooms as evidence by site admin weekly classroom walkthroughs, monthly district classroom walkthroughs, and classroom observations.	Implement Common Core State Standards for 100% of students and ELD for English Learners, in all classrooms
1E. Ensure all students, including unduplicated students and students with exceptional needs, are enrolled in a broad course of study as measured by the number of PE and NGSS participation	1E. 100% of students participate in 200 minutes of physical education every 10 days. No HFZ data is available for 2020. A new baseline will be established. Baseline for	1E. 100% of students participate in 200 minutes of physical education every 10 days. No HFZ data is available for 2021. 100% of students participated in physical fitness test. 100% of	1E. 100% of students participate in 200 minutes of physical education every 10 days. No HFZ data is available for 2022. 100% of students participated in physical fitness test. 100% of	1E. 100% of students participate in 200 minutes of physical education every 10 days. No HFZ data is available for 2022. 100% of students participated in physical fitness test. 100% of	100% participation in 200 minutes of physical education every 10 days and NGSS aligned instruction. 15% increase in the percentage of students scoring in 6 out of 6 areas on the State

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
minutes. Increase the percentage of students scoring in the HFZ in 6 out of 6 areas on the State Physical Fitness Test from previous year	participation in NGSS aligned instruction is 100%	students are participating in NGSS aligned instruction.	students are participating in NGSS aligned instruction.	students are participating in NGSS aligned instruction.	Physical Fitness Test from previous year
1F. Increase the percent of English Learners who make progress in English Proficiency based on the ELPAC	1F. 41.2% of English Learners made progress in English Proficiency based on the ELPAC	1F. 46% of English Learners made progress in English Proficiency based on the ELPAC	1F. 46.7% of English Learners made progress in English Proficiency based on the ELPAC	1F. 62.5% of English Learners made progress in English Proficiency based on the ELPAC	51.2% of English Learners will make progress in English Proficiency based on the ELPAC

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Local Data Measures Research, purchase and implement assessment tools to be used at grades K-6 to determine student progress	No	Fully Implemented	57% of K-2 students and 71% of 3-6 students scored above Proficiency on local assessments (iReady Reading Diagnostic). 40% of K-2 students and 55% of 3-6 students scored above proficiency on local assessments (iReady Math Diagnostic).	iReady was purchased for the 2023-24 school year and is currently being implemented in all classrooms.	\$72,000.00	\$38,410.00
1.2	Responsive Intervention Provide additional small group instruction in Common Core Standards to students not meeting benchmark on DIBELS Math and ELA and to English Learners. *Learning Lab Teacher and Instructional Assistants *Impact Teacher and Instructional Assistant *Additional .5 Resource Specialist	Yes	Fully Implemented	English language development, reading and math intervention groups started in September 2023 at both school sites.	Students who are not meeting grade level benchmarks in reading and/or math as determined by their DIBELS scores have been receiving extra support in their area of need three or	\$723,510.00	\$210,066

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					more times per week. English Learners receive small group English language development instruction three or more times a week.		
1.3	Basic Services a. Appropriately credentialed and assigned Certificated and Classified staff provide instruction and support to all students, including EIs and students with exceptional needs b. Provide standards aligned materials to all students c. Provide Professional Development and teacher support in California Standards d. Provide 1:1 iPads for all K-6 students e. Engage students in relevant, personalized learning experiences that require critical thinking, communication, collaboration and creativity	No	Fully Implemented	Staff has attended professional development in the areas of iReady, conceptual math instructional, and writing instruction. All students are provided an iPad for school use.	100% of teachers are fully credentialed in appropriate assignments. All students have access to Common Core aligned instructional materials. Students are engaged in personalized learning experiences as observed during weekly district walkthroughs.	\$155,000.00	\$102,000
1.4	English Learners Research, purchase and implement ELD curriculum to provide additional intervention support for English Learners. English Learners will be provided additional small group support in reading, writing,	No	Fully Implemented	11% of K-2 English Learners and 16% of 3-6 English Learners scored above Proficiency on local assessments (iReady Reading Diagnostic).	All EI students are receiving small group ELD instruction three or more days per week.	\$42,150.00	\$5,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	listening or speaking based on their ELPAC subtest scores. All staff will engage in professional development to further their knowledge of applying ELD standards, integrated, and designated ELD.			5 EL's (13%) were reclassified as English Proficient in 2022-23.			

Goal 2

Goal Description

Support the social and emotional growth of all students

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
2A. Decrease the suspension and expulsion rates from the current year	Suspension rate is .1% and expulsion rate is 0	Suspension rate is .15% and expulsion rate is 0	Suspension rate is .10% and expulsion rate is 0	Suspension rate is .26% and expulsion rate is 0	Decrease from previous year
2B. Student sense of safety and school connectedness will increase from the previous year based on the Panorama student screener administered annually to all students	No Universal screener is currently in place. A baseline will be established in 21-22 using the Panorama student screener.	A universal screener (Panorama) is currently in place, but was not administered in 21-22. 84% of students feel connected to school and 89% of students feel safe at school as measured by the 2020 California Healthy Kids Survey.	A universal screener (Panorama) is currently in place, but was not administered in 22-23. 91% of students feel connected to school and 96% of students feel safe at school as measured by the 2022 California Healthy Kids Survey. An annual LCAP survey was administered to staff and parents in spring 2023. 87% indicated that they and their students feel connected to the school	91% of students feel connected to school and 96% of students feel safe at school as measured by the 2022 California Healthy Kids Survey. The 2023/24 California Healthy Kids survey will be administered in the spring of 2024.	Increase student sense of safety and school connectedness from the previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			community. 91% indicated they feel safe or their student feels safe at school.		
2C. Increase the district-wide attendance rates	Districtwide attendance rate is 96.9%	Districtwide attendance rate is 92.23%	Districtwide attendance rate is 93.5%	Districtwide attendance rate is 95.82%	Attendance rate will increase from the previous year
2D. Decrease chronic absenteeism from the previous year	Chronic absenteeism rate is 6.4%	Chronic absenteeism rate is 20.57%	Chronic absenteeism rate is 15.13%	Chronic absenteeism rate is 6.43%	Chronic absenteeism will decrease from the previous year
2E. Students will have access to a social and emotional learning curriculum	No students have access to a social and emotional learning curriculum	60% of students have access to a social and emotional learning curriculum as measured by the number of classrooms the SEL counselor delivered lessons in.	100% of students have access to a social and emotional learning curriculum as measured by the number of classrooms the SEL counselor delivered lessons in.	100% of students have access to a social and emotional learning curriculum as measured by the number of classrooms the SEL counselor delivered lessons in.	100% of students will have access to a social and emotional learning curriculum

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	SEL Curriculum Research, purchase, and implement a social and emotional learning curriculum.	No	Fully Implemented	100% of students have access to a social and emotional learning curriculum as measured by the number of classrooms the SEL counselor delivered lessons in.	All teachers have access to the SEL annual lesson matrix. SEL classroom lessons have been observed during administrative classroom observations.	\$2,300.00	\$2,300
2.2	SEL Universal Screener Research, purchase, and implement a social and emotional Universal screener.	No	Fully Implemented	The California Healthy Kids Survey will be administered in the spring of 2024.	The California Healthy Kids Survey will be administered in the spring of 2024.	\$20,000.00	\$11,538

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	Base Program a. Provide a 20% nurse at each school site b. 100% of students in grades K-6 will participate in a minimum of 200 minutes every 10 days of engaging physical education c. The district Nutrition Services will offer high quality, nutritious and appealing lunches to students and staff	No	Fully Implemented	a. Both schools have a school nurse for 20% of the year. b. 100% of students in grades K-6 participate in a minimum of 200 minutes every 10 days of engaging physical education c. The district Nutrition Services offer high quality, nutritious and appealing breakfast and lunch to students and staff.	a. Both schools have a school nurse on site one day a week. b. 100% of students in grades K-6 participate in a minimum of 200 minutes every 10 days of engaging physical education c. The district Nutrition Services offer high quality, nutritious and appealing breakfast and lunch to students and staff.	\$404,559.00	\$119,649
2.4	SEL Counselor Site based counseling services and community support for outside referrals will be available to support all K-6 students	No	Fully Implemented	The SEL counselor is at Cardiff School 2 days per week and Ada Harris School 3 days per week. All students and staff have access to Care Solace for outside counseling referrals.	The SEL counselor is at Cardiff School 2 days per week and Ada Harris School 3 days per week. All students and staff have access to Care Solace for outside counseling referrals.	\$72,500.00	\$24,518

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	Cultural Awareness and Diversity Students will be engaged in activities that promote cultural awareness and diversity.	No	Fully Implemented	100% of students engage in classroom activities that promote cultural awareness and diversity.	100% of students engage in classroom activities that promote cultural awareness and diversity.	\$0.00	\$0.00
2.6	Student Engagement Students who are identified as chronically absent will receive early outreach, support, and resources from the office, classroom teacher, and other appropriate staff.	No	Fully Implemented	Chronic absenteeism rate is 6.435%	The office and administrative staff check monthly for student who may be considered chronically absent by the end of the year and complete check-ins with the families.	\$0.00	\$0.00

Goal 3

Goal Description

Improve and/or increase parent participation in their child(ren)s learning process.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
3A. Increase opportunities for parent participation in classroom, school and district activities	There were no opportunities for in-person parent participation in classrooms or at schoolwide activities. A baseline will be established in 21-22	In November of 2021, parents were able to return to classrooms to volunteer. Parents were also able to volunteer for 14 for special activities to include field trips held in the 2021-22 school year.	Parent participation to include classroom volunteer opportunities have been made available to all parents throughout the 2022-23 school year. Parents were invited to participate in parent teacher conferences twice during the year. Our	Parent participation to include classroom volunteer opportunities have been made available to all parents throughout the 2023-24 school year. Parents were invited to participate in parent teacher in fall conferences. Our schools held a total of	Increase opportunities annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			schools held a total of 74 special events and/or activities for families to attend.	28 special events and/or activities for families to attend.	
3B. Increase the percentage of families that provide input into district priorities through our annual SEA Budget Survey	45% percent of families provided input into district priorities through our annual SEA Budget Survey	43% percent of families provided input into district priorities through our annual SEA Budget Survey	45% percent of families provided input into district priorities through our annual SEA Budget Survey	45% percent of families provided input into district priorities through our annual SEA Budget Survey in spring of 2023	60% percent of families provide input into district priorities through our annual SEA Budget Survey
3C. Increase the percentage of parents of English Learners, students with disabilities, and unduplicated students that participate in Parent Teacher Conferences from the previous year	95% of parents of English Learners, students with disabilities, and unduplicated students participated in Parent Teacher Conferences	92% of parents of English Learners, students with disabilities, and unduplicated students participated in Parent Teacher Conferences	98% of parents of English Learners, students with disabilities, and unduplicated students participated in Parent Teacher Conferences	98% of parents of English Learners, students with disabilities, and unduplicated students participated in fall Parent Teacher Conferences	The percentage of parents of English Learners, students with disabilities, and unduplicated students that participate in Parent Teacher Conferences will increase from the previous year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Base Program a. All classroom teachers will communicate and share classroom activities with parents using a Learning Management System b. A survey will be sent to all parents to provide input into district priorities c. The district will work with our parent organization to develop and promote Family Night activities at each school site	No	Fully Implemented	a. All classroom teachers communicate and share classroom activities with parents using a Learning Management System b. A survey will be sent to all parents to provide input into district priorities in spring of 2024 c. The district is working with our parent organization to develop and promote Family Night activities at each school site	a. All classroom teachers communicate and share classroom activities with parents using a Learning Management System b. A survey will be sent to all parents to provide input into district priorities in spring of 2024 c. The district is working with our parent	\$7,500.00	\$6,990

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					organization to develop and promote Family Night activities at each school site		
3.2	Bilingual Assistants The district will provide a bilingual assistant at each school site to support English Learner families in their understanding of achievement data, intervention services and home-school connections and communication	Yes	Fully Implemented	Both sites have a bilingual assistant.	The bilingual assistants at each school site have administered the initial ELPAC, complete translations for families, and assist with reclassifications	\$63,040.00	\$51,000